A Context-Specific Physical Education Programme for Senior-Phase Primary and High Schools in Resource-Poor Communities in the Western Cape

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ABSTRACT

The benefits of exercise are widely accepted. A better quality of life is one of the many benefits associated with regular exercise, as well as a decreased risk of a variety of diseases. There are also psychological and emotional benefits, and the attainment of basic movement skills which form the foundation of movement. Greater school engagement, improved academic performance and enhanced physical health are more benefits of physical education (PE). A reduction in depression, anxiety and stress are some of the other benefits that have been reported. However, physical activity (PA) practices among South African school learners are insufficient to promote health and prevent chronic disease. It appears that many schools, specifically those in resource-poor communities, lack key elements needed for the presentation of PE on a sustainable basis as well as facing many barriers to delivery quality physical education (QPE) in resource-poor schools specifically.

Therefore, the aim of this research was to develop a context-specific physical education (PE) programme for senior phase schools located in resource-poor communities in the Western Cape.

In order to achieve the objectives of this study, the research was conducted in four phases and employed a multi-method approach. Learners, teachers and heads of department in these communities were probed on issues related to the status of PE as part of their curriculum; their participation and experiences, as well as recommendations to improve the current PE programme. On the basis of the findings from the four phases of the research, a context-specific PE programme that promotes active living among learners was developed.

This study successfully provided a narrative on the status of PE in under-resourced schools in the Western Cape, South Africa. Furthermore, this study gave insights into the best practices used to deliver PE in resource-poor schools; perceptions and attitudes of teachers, learners and other stakeholders into the different factors affecting PE and PE delivery; as well providing in-depth findings on barriers to PE

and recommendations to improve PE delivery in schools.
Lastly, this study developed a context-specific PE programme for the sustainable and meaningful delivery of PE in resource-poor schools in Grades 7 – 9 specifically.

This study also offered a theoretical contribution, where activity theory and the logic model were applied to phases of the research. In this instance, applying activity theory and the logic model aided in the unique development of a context-specific PE programme in resource-poor communities.

Creating a context-specific PE programme bridges the gap between the theory of QPE being paramount for learners to achieve the vast benefits PE can offer and its practical application in under-resourced schools.

Keywords: Physical activity, physical education, quality physical education, senior phase schools, resource-poor communities, best practices

DECLARATION

I declare that the thesis titled
"A Context-Specific Physical Education Programme for Senior-Phase Primary and High Schools in Resource-Poor Communities in the Western Cape"
is my own work, that it has not been submitted for any degree or examination at any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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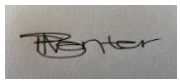
Signed: 

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The PhD thesis by **Ten**eille Venter, titled 'A Content-Specific Physical Education Programme for Senior-Phase Primary and High Schools in Resource-Poor Communities in the Western Cape' has been edited, and references have been checked for correctness and conformance with APA 7th edition bibliographic referencing style requirements.

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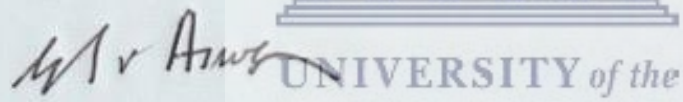

Dr ES van Aswegen
24 June 2022

DEDICATION

To Dad, Mom, Travis, Christine, and My Quinn

Thank you for your endless love and support

You are my world

ACKNOWLEDGMENTS

Thank you, Lord, for your Grace. All glory and honour to You for guiding me, protecting me, keeping me strong and giving me the ability to complete this dream. “God is within her, she will not fail.” Psalm 46:5 has been my mantra throughout this journey … and here she stands, with a doctorate and a heart full of love for her Saviour and gratitude for the growth this journey brought.

To my family, for your constant love and support of me, always. I love you all to the ends of the earth (and some).

Dad – I don’t tell you often enough, you are my hero and my rock.

Mom – My best friend, you are the perfect balance of beauty, softness and strength.

Travis – My big brother in every way, with a heart of gold and my biggest fan.

Christine – My new sister, you are strong and ambitious. I am grateful for the love you show me and my family.

Nanna – There is nothing you cannot do, thank you for everything and for being a present grandmother.

Granny – You have shown me what it truly means to be compassionate. I’m sorry I didn’t finish my PhD before you went to heaven – my guardian angel.

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To the learners of South Africa, may you find the freedom and enjoyment of movement.

ABBREVIATIONS AND ACRONYMS

ANC – African National Congress

BMI – Body mass index

CASP – Critical Appraisal Skills Programme

DBE – Department of Basic Education

FGD – Focus-group discussions

FMS – Functional movement skill

HAKSA – Healthy Active Kids South Africa

HEI – Higher education institution

HOD – Head of department

HSSREC – Humanities and Social Sciences Research Ethics Committee

JBI – Joanna Briggs Institute

LO – Life orientation

MOU – Memorandum of understanding

MVPA – Moderate to vigorous PA

NGO – Non-government organisation

OBE – Outcomes-Based Education

PA – Physical activity

PE – Physical education

PESS – PE and school sport

PICO – Population, intervention, control and outcomes

QPE – Quality physical education

RCT – Randomised control trial

SAUPEA – South African Universities Physical Education Association

SES – Socio-economic status

WCED – Western Cape Education Department

WHO – World Health Organization

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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

This chapter outlines the background to the study, providing a brief overview of the importance of physical activity (PA) for learners and what barriers hinder them from participating in meaningful and quality physical education (QPE) in school settings, particularly in resource-poor communities. The role of PA is specifically examined from a South African and Western Cape province context. The statement of the problem is highlighted together with the major and minor research questions, aims and objectives of the study, as well as the significance of the study. Lastly, an overview of the chapter is presented.

A better quality of life is one of the many benefits associated with regular exercise (Bailey, 2006; Lonsdale et al., 2016), as well as a decreased risk of a variety of diseases. There are also psychological and emotional benefits, while learning basic movement skills form the foundation of many sporting and physical activities used in later life (Bailey, 2006). Enhanced self-concept, greater school engagement, improved academic performance and enhanced physical health are further benefits of physical education (PE) identified by Lonsdale et al. (2016). A reduction in depression, anxiety and stress are some of the other advantages that have been reported. The actions of and interactions with teachers and coaches are likely to impact learners, whether or not they experience the positive aspects mentioned above. The engagement of all – committed and trained teachers, coaches, supportive and informed parents (Bailey, 2006) and school leadership (Morgan & Hansen, 2007) is fundamental. This places great value on PE in schools.

An important strategy in the promotion of health and wellness, while achieving educational goals, is the development of a healthy school environment (Struthers et al., 2017). In recent years, the overall prevalence of obesity in children and adolescents has risen rapidly. This indicates that environmental factors, especially behaviours linked to diet and PA, are central to the cause of obesity (Sedibe et al., 2014).

The general trend in recent years has been that schools are finding it important to become health-promoting schools; it is therefore important they monitor, evaluate changes and identify developments in these areas (Struthers et al., 2017).

Exercise and activity patterns commence early in life; therefore, it is paramount to encourage healthy lifestyles among children and adolescents which will lead to a reduction in health risks in adulthood (Dobbins et al., 2009; Tian et al., 2017). Schools have been acknowledged as significant health settings where QPE can commence at an early age. Hence schools are urged to give better attention to PE and PA programmes in their schools (Naylor & McKay, 2009; Pate et al., 2006). According to Struthers et al. (2017), in South Africa there is a need to understand learners' opinions of health promotion in their schools to better evaluate changes and developments within the school community. Further research is warranted in this regard.

There is a combination of declining fitness standards in young people, elevated drop-out rates from activity and inadequate means to access PA (Hardman, 2008; Van Biljon et al., 2018), as well as low levels of PA and high levels of sedentary behaviour (Sedibe et al., 2014). These contribute to the ongoing rise in the prevalence of overweight and obesity seen in children and adolescents around the world (Abrahamse et al., 2018; Eisenmann et al., 2008) which undoubtedly is a growing concern. According to Pate et al. (2006) and Sedibe et al. (2014), it is necessary and appropriate for schools to address the problem of the recent rapid rise in childhood obesity rates and actively seek ways to counteract these growing concerns. Sedibe et al. (2014) noted research in South Africa specifically highlighting the high prevalence of overweight and obesity among black African females in rural provinces. It was also noted that safety and lack of facilities were among the barriers experienced when responding to a lack of PA. According to Burnett (2020), the foundation phase of the school system (learners from Grade R to Grade 3) has a compulsory time allocation of two hours per week of PE, in this phase, the aim is for learners to learn basic movement skills. In the intermediate phase (learners from Grade 4 to 6), the senior phase (learners from Grade 7 to 9) and the FET phase (learners from Grade 10 to 12), the a compulsory time allocation of PE is set at one hour per week (Burnett, 2020). In the intermediate phase, in PE, multi-activities are linked to games, sport as well as dance, whereas the senior phase aims to achieve progression by manipulating objects for motor performance and fitness

(Burnett, 2020). The FET phase focuses on creating active citizens for society (Burnett, 2020).

Schools provide a learning background that has the potential to equip learners with knowledge and engage them with practical means of healthy behaviours and lifestyle choices. Besides schools playing a key role, those delivering PE are becoming more accountable to facilitate QPE programmes in schools that provide learners with opportunities to benefit from activity. There is a paucity of research on the perceptions of teachers and barriers to PA within rural South African female adolescents (Sedibe et al., 2014).

Schools are ideal settings for introducing children to lifelong health-enhancing physical activities and their health-enhancing benefits. Sedibe et al. (2014) have described schools as being key role players in facilitating and promoting PA among female learners. However, in recent years, it appears that PE has assumed a less significant role, and physical inactivity in children and adolescents is escalating (Micklesfield et al., 2014). Furthermore, when schools are restricted by many institutional, teacher- and student-related barriers, it hinders the provision of QPE and PA.

The benefits of participation in PE and activity are widely accepted (Hunter et al., 2018); however, particularly in resource-poor communities, many challenges are prevalent. The learners are often not exposed to QPE. It is important to address this and find ways to still offer meaningful PE at school level that will allow learners to benefit from the activities and, more importantly, for it to be a sustainable PE programme for these schools and learners.

PE is one avenue through which children are given the opportunity to participate in PA. We have seen the numerous benefits associated with regular exercise, including better psychological and emotional health, improved quality of life, reduced risk of many diseases, as well as learning basic movement skills which form the foundation of many sporting and physical activities in later life (Sumption & Burnett, 2021b). However, it appears that learners are not exposed to enough PA to benefit sufficiently from being active. Various barriers to delivering meaningful PE have been identified, and

knowledge of these barriers and how they affect the time spent on PA during school, as well as how to work around them to provide QPE to learners, will prove useful.

It has become progressively challenging to provide QPE and PA opportunities in schools which are constrained by many barriers. The consequence is that many children are deprived of the benefits of participating in PA. Once the barriers to PE and PA provision in senior-phase schools are more clearly understood, changes can be implemented.

Previous research has highlighted budget restrictions, limited resources, lack of professional development among teachers, congested curricula and low time provision for PE as institutional barriers (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008). Most of these studies, however, reflect on schools in developed and well-resourced environments.

Research suggests that most teacher-related barriers are prevalent in primary schools (DeCorby et al., 2005; Dwyer et al., 2001; Morgan & Hansen, 2007; Morgan & Hansen, 2008). Some of the barriers include lack of confidence and passion in teaching PE, shortage of teachers with expertise and qualifications to implement PE, inability to construct lessons that are safe and planned, limited training, teacher support and knowledge, as well as influences of negative personal experiences of PE (Barroso et al., 2005; DeCorby et al., 2005; Morgan & Bourke, 2005, Morgan & Hansen, 2007; Xiang et al., 2002).

Although extensive research has been conducted on primary schools, there is a paucity of information on schools in under-resourced communities (Micklesfield et al., 2014). Widespread primary school-based findings reflect the lack of research in secondary schools and under-resourced schools; however, specialist primary school teachers having dedicated PE units as part of their training could be a possible cause. Specialisation for PE teachers should provide the skills needed to empower teachers to plan and improvise their programmes accordingly to overcome barriers.

In contrast to the barriers experienced by generalist teachers, a study from the United Kingdom explored the perceptions of barriers experienced by teachers in positions of

leadership with regard to providing PE and PA in secondary schools (Boyle et al., 2008). Boyle et al. (2008) found similarities in institutional and teacher-related barriers in both primary and secondary schools, as well as teachers perceiving the lower levels of fitness and physical ability in students to be attributed to more sedentary habits. They consequently suggested that this could impact delivery and participation in PE and PA.

Therefore, further consideration of other barriers in secondary schools that inhibit the delivery of and students' participation in PE are required (Brown et al., 2018). Teachers essentially have to plan for and overcome student-related barriers when providing students with opportunities to be active.

Understanding the reasons why past attempts have often been ineffective in increasing children's activity levels will assist in improving future attempts. Researchers have speculated that poor delivery or poor uptake of the activity session could be a reason for failed interventions (Metcalf et al., 2012). Either way, the challenges these resource-poor communities face need to be addressed so that a quality and sustainable PE programme can be implemented.

This study contributes to new knowledge by developing a PE programme that is specifically designed to be used in resource-poor schools. The PE programme aims to guide teachers and those responsible for taking PE lessons to do so with a programme that offers direction and insight, and accounts for barriers associated with PE delivery in resource-poor schools and communities. The study contributes methodologically by using four phases of research designs to develop the PE programme. The four phases, each adding its own findings, includes an extensive literature review and a systematic review, as well as quantitative and qualitative data collected and a Delphi method study.

1.2 STATEMENT OF THE PROBLEM

As we move into the 21st century, even though schools have played a pivotal role in the provision of PA, distressing health trends have emerged to suggest schools need to once again renew and expand the promotion of PA for learners (Pate et al., 2006).

The provision of PE is on the decline globally, especially in developing countries where PE is seen as a luxury. This is mainly the consequence of numerous institutional barriers, including limited resources, lack of time for PE/PA in the school timetable, budget restrictions, scarcity of professional development, and a crowded curriculum (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008).

Learners have self-reported changing mindsets towards PE and a growing attraction to sedentary lifestyles as barriers to PE and PA participation (Micklesfield et al., 2014). Furthermore, a lack of understanding of the benefits PE offers, dislike of the types of activities, changes in learner fitness, and peer pressure and approval when selecting activities, lead to a reluctance to participate (Boyle et al., 2008; Commonwealth of Australia, 1992; Dagkas & Stathi, 2007; Trudeau & Shephard, 2008). Furthermore, the need for sufficient time for studying often means learners are discouraged from participating in PA (Sedibe et al., 2014).

Bandura's (1986) social cognitive theory emphasises the relationship between cognitive, behavioural and environmental factors that influence individual choice, including perceived barriers to activity participation. Cognitive, behavioural and environmental factors are equally dependent, influencing learners' choices within a variety of situations. Learners spend a great deal of time at school and are therefore influenced by their peers, programmes offered, extra-mural activities, teacher attitudes and classroom engagement. At secondary-school level, attitudes and beliefs regarding PE based on the interactions and impacts of social cognitive theory, begin to reinforce themselves in learners' lives.

Numerous benefits of PE participation have been highlighted by Bailey (2006). Some of these benefits are classified as physical, lifestyle, affective, social, and cognitive. In schools limited by teacher- and student-, as well as institutional-related barriers, it is progressively challenging to provide QPE and PA opportunities. It is vital to explore and understand these barriers at secondary-school level more fully, as primary schools have been the focus of previous research. According to Micklesfield et al. (2014), PE and PA observational research in Africa needs to be done. Further to this, perceptions

and attitudes of teachers responsible for PE implementation and understanding the barriers are vital for QPE delivery in secondary schools, both now and for the future.

1.3 MAIN RESEARCH QUESTION

What context-specific PE programme needs to be developed for senior-phase schools in resource-poor communities in the Western Cape?

1.3.1 MINOR RESEARCH QUESTIONS

1.3.1.1 What are the current global best practices for PE in senior-phase schools in resource-poor communities?

1.3.1.2 What are the current practices of PE in senior-phase schools in resource-poor communities in relation to official policies and expected practices?

1.3.1.3 What the perceptions and attitudes of teachers, learners and heads of department regarding PE in schools?

1.3.1.4 How can a viable and context-specific PE programme for senior-phase schools in resource-poor communities be developed?

1.4 AIM OF THE STUDY

To develop, after gaining insight into current best practices as well as in relation to official policies, perceptions and attitudes of various people directly involved in PE in these schools, a context-specific PE programme for senior-phase schools in resource-poor communities.

1.5 OBJECTIVES

The objectives of the study were to:

1.5.1 explore and assess the current best practices of PE in resource-poor communities using available literature;

1.5.2 explore and assess the current practices of PE in senior-phase schools in relation to official policies and expected practices;

1.5.3 explore the perceptions and attitudes of teachers, learners and heads of department regarding PE in schools; and

1.5.4 develop, implement and assess a context-specific PE programme for senior-phase schools in resource-poor communities.

1.6 SIGNIFICANCE OF THE STUDY

PE is under threat globally and has been removed from school curricula in many countries; if it does exist, the time dedicated to the subject has been radically reduced. In South Africa, PE does not exist as a stand-alone subject and resorts under a study area called Life Orientation (LO). The situation in resource-constrained communities is exacerbated by factors such as inadequate facilities, unqualified teachers, etc. Existing programmes do not speak to the needs and interests of these communities. The major significance of this research is that it proposes a PE programme informed by existing best practices, the attitudes and perceptions of various stakeholders, and the interests and needs of the communities for which such a programme is developed.

1.7 THEORETICAL FRAMEWORKS

A theoretical framework guides the researcher in what variables to test and the requisite statistical approaches to determine the outcome of the research.

The logic model, an evaluation tool for the effectiveness of a programme, was used for this study and fits the study well. A logic model shows the relationship between resources, activities, outputs and outcomes of a programme, and was therefore used to monitor the progress of designing a viable PE programme for senior-phase schools in resource-poor communities. A logic model, in its simplest form, has four components, and is used to plan with the end in mind (McCawley, 2001).

The logic model is shown in the diagram below:

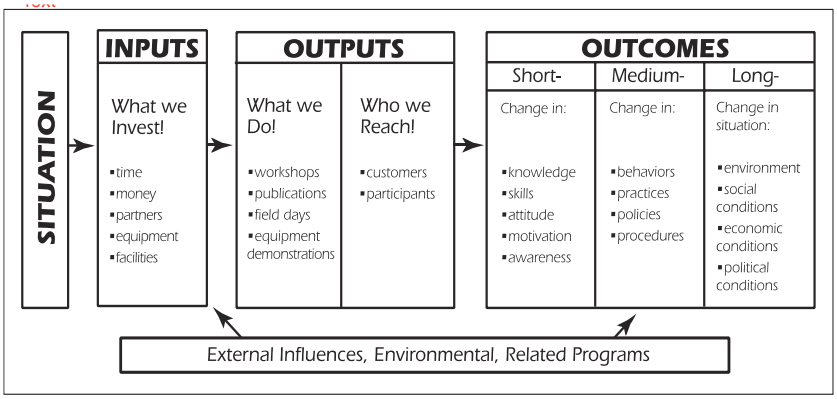

Figure 1.1 Logic Model (McCawley, 2001)

In addition to the logic model, activity theory was added to give a framework to the study by studying people's actions on an individual and societal level (Engeström, 2000; Sam, 2012), which is compatible with qualitative research by describing feedback from interviews and FGDs. According to Engeström (2000), a system of activity consisting of interacting components and their relationship to one another is often visualised as an activity triangle which can be seen in Figure 1.2 overleaf:

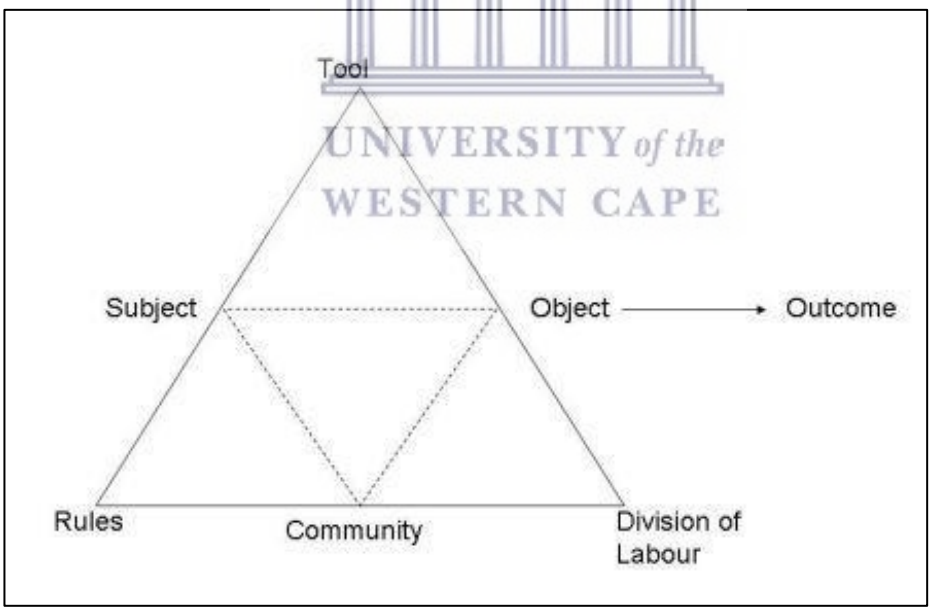

Figure 1.2 Activity Theory (Engeström, 2000).

Activity theory is compatible with qualitative research as it aims to understand the human experience through being a descriptive tool (Sam, 2012) and is a means to

design/improve interactions among all the components to ensure the final outcome, of perceptions and attitudes, was accomplished.

1.8 DEFINITION OF TERMS

Physical Activity – Physical activity (PA) is the broad term used to describe body movements, produced by the skeletal muscles. PA includes all forms of movement, such as dance, sport and PE, that require energy expenditure above basal levels. Further to this, it also includes health benefits (Piggin, 2020).

Physical Education – Physical Education (PE) is structured and progressive learning that occurs within a school curriculum for learners within the school timetable. Learners experience a broad range of activities, involving both “learning to move” and “moving to learn” (Association for Physical Education, 2015).

Quality Physical Education – Quality Physical Education (QPE) can be defined as the alignment of content knowledge with effective pedagogy which results in delivering “pedagogical content knowledge” (Dyson, 2014).

Senior-Phase Schools – Senior phase refers to Grades 7, 8 and 9 in the South African School system (Department of Basic Education, 2011b).

Resource-Poor Communities – Resource-poor communities are characterised by many physical constraints that impede effective healthcare delivery and extreme poverty hindering access to basic facilities (Yapa & Bärnighausen, 2018).

Best Practices – Best practices can be defined as a wide range of activities, policies and programmatic approaches to succeed in changing people’s attitudes and behaviours positively (Arendale, 2015).

Foundation Phase – Grade R to Grade 3 learners (Burnett, 2020).

Intermediate Phase – Grade 4 to Grade 6 learners (Burnett, 2020).

Senior Phase – Grade 7 to Grade 9 learnes (Burnett, 2020).

FET – FET stands for Further Education and Training and is the phase that attends to Grade 10 to 12 (matric) learners (Burnet, 2020).

1.9 THESIS STRUCTURE

Chapter 1 serves as the orientation to the study. It gives a broad overview of the background to the study, outlining the importance of PE for learners and the barriers hindering learners from participating in meaningful and QPE in school settings, particularly in resource-poor communities. The role of PA is specifically examined from a South African and Western Cape province context. It further presents the problem statement under investigation, the aims and objectives of the study, the research questions, and a definition of key terms used.

Chapter 2 gives an extended overview of literature which pertains to the current study. It defines important concepts for this study as well as the various benefits associated with PA and PE. Furthermore, the various barriers to delivering PE to resource-poor schools are also discussed. Theoretical frameworks, namely the logic model and activity theory, are described.

Chapter 3 provides a brief overview of the mixed methodologies employed in the different phases of the study. A detailed description of the methodologies employed to address each of the objectives is contained in the chapters dedicated to the specific objectives.

Chapter 4 addresses the first objective of this study which aimed to explore and assess the current best practices of PE in resource-poor communities using available literature. It includes a systematic review of this literature.

Chapter 5 speaks to the second and third objectives of this study which are to explore and assess the current practices of PE in senior-phase schools compared with what is expected, and to explore the perceptions and attitudes of learners, teachers and heads of department regarding PE in schools. A quantitative approach using questionnaires and a qualitative approach using interviews and focus-group discussions (FGDs) were used.

Chapter 6 addresses the last objective of this study, to develop a context-specific PE programme for resource-poor community schools. The PE programme was developed by taking cognisance of the literature and results from the literature and systematic reviews, as well as the results from the quantitative and qualitative methodologies employed. The Delphi method was executed to determine the relevance and accuracy of the PE programme presented, and a final PE programme was developed and is presented in this chapter.

Chapter 7 gives a detailed summary of the results of the study, as well as the limitations of the study. The recommendations for future research and conclusion are also contained in this chapter.

1.10 CHAPTER CONCLUSION

This chapter contextualised the topic under investigation, which is to develop a context-specific PE programme for resource-poor communities specifically. Background literature was provided in this chapter to support the research questions and objectives. The problem statement was presented, and the significance of the study was described. This chapter also dealt with the research question and aims and objectives of the study. The next chapter provides a review of relevant literature and highlights the theoretical frameworks used for this study.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

Individuals are exposed to different types of PA that they may either choose to participate in or have access to, whether in a formal or informal setting; this exposure occurs continuously across one's lifespan (Sumption & Burnett, 2021a). Being physically active is one expression of healthy living and has been proved to advance an individual's quality of life (Sumption & Burnett, 2021a). For decades, PA has been shown to be beneficial in various aspects – health, psychological well-being, body image, better quality of life and more (San Román-Mata et al., 2020). Structured PA participation and sport-related activity benefits have been well documented in literature (Hunter et al., 2018; Wibowo & Indrayana, 2019). Further to this, engagement in routine activity has been shown to improve fitness levels, allow for opportunities to hone various skills, gain muscle strength, enhance cardiovascular fitness and bone health, prevent obesity, enhance physical appearance and promote healthy lifestyles in individuals (Sumption & Burnett, 2021b).

Institutional settings such as schools are relatively well-resourced locations to introduce and purposively provide opportunities for different activities for learners to engage in (Sumption & Burnett, 2021b). Currently in schools, the stand-alone subject of LO is the primary vehicle responsible for delivering PA, promotion of PA and providing learners with ongoing opportunities to be active (Lonsdale et al., 2016). PA also creates opportunities for learners to engage in active living and pursue optimal health- enhancing lifestyle habits (Sumption & Burnett, 2021b). It has been widely researched and is well documented that PA is a necessity for youth, a crucial agent even, as depicted by Green (2014). We cannot turn a blind eye to this need and instead, need to do even more detailed research to identify why PA is not often the norm. Furthermore, there is a need to determine what can be done to enhance current policies and practices to ensure healthy lifestyles in youth that translate into healthy active adulthood. However, being an active youth does not necessarily mean active adulthood is a given, as stated by Green (2014) who suggests the precise nature of the link between PE and school sport (PESS) and lifelong participation in sport has never been examined explicitly. However, more recent research by Sumption and

Burnett (2021a) shows that active children become active adults across the lifespan. Identifying a causal link between PESS and lifelong learning has been brought into sharper focus by the growth in quantitative research with varying opinions. Some studies have tried to enhance quantitative research with qualitative research to explain the why or why not of any correlations. It is very probable that factors such as age, social class, gender, friends, families, socialisation, facilities and interest levels (Van Deventer, 2014) could be factors in this causal affect. Van Deventer (2009) also suggested that some young people simply would not participate in sport without the impact of PE. Therefore, one can conclude from the wealth of evidence available in literature that PE may be vital for particularly young people for whom it may offer the only chance to participate in sport or other forms of PA (Green, 2014; Pangrazi, 2007). Continued participation in active forms of movement is a key building block for an individual's quality of life (Sumption & Burnett, 2021b).

Even though PE is regarded as an avenue for PA, if it is not implemented or executed, children will not attain the benefits (Stroebel et al., 2016). It is safe to suggest that the pursuit of lasting physically active and healthy lifestyles originates in the PE class (Pangrazi, 2007), since learners spend most of their time in school settings. Therefore, the role a school plays in reaching the outcome that PA intends, is paramount. Pangrazi (2007) and Balyi et al. (2013) affirm the opportunity to develop fundamental movement skills which are the building blocks for the learning of sport-specific skills occurs in the school environment. School-based PE programmes have the potential to maximise opportunities for children experiencing barriers to engage in out-of-school PA programmes (Jenkinson & Benson, 2010). Green (2014) further postulates that sport participation is seldom the product of a single cause, thereby contending PE may work for some but not for others and will work in some settings and not others. School-based PE programmes and sport opportunities are continuously identified as some of the most effective ways to provide learners with new physical and movement skills, knowledge, values, attitudes and understanding of why lifelong participation in movement needs to be inclusive and ongoing (Sumption & Burnett, 2021b).

2.2 HISTORY OF PHYSICAL EDUCATION (PE)

Globally, PE practised in schools today differs from how it was practised in the 1950s, and also differs from country to country because schools are diverse institutions emanating from varied historical and cultural contexts (Standal, 2014). Standal (2014) noted schools differ between historical periods in which they operate, as well as from country to country, and even differ among comparatively similar countries such as Denmark, Norway, and Sweden. Although PE differs, it is useful to have some features that allow one to recognise PE when practised. According to Standal (2014), four distinct features of PE exist. Firstly, PE is predominately a multi-activity model where learners are presented with a wide range of activities to perform actively. Secondly, PE should involve technique and skill. Standal (2014) refers to the technique aspects of a sport or activity where skills are basically the same movement being performed in context. Thirdly, PE teaching style is usually instructional and directive, and more a command type of communication. The teaching of PE, although it has evolved over time, is still very much the traditional instruction-based pedagogy. Fourthly, PE consists of four relational issues that govern the practice of PE, namely, physical culture, transfer of learning, standards of excellence, and social and culture transmission (Standal, 2014). These four features can still be seen in many PE programmes offered in schools today, and it would serve the subject well if teachers would engage with it.

Worldwide, education policies from the 1960s to 1970s were dominated by teachers and policy makers experiencing self-doubt about the nature and purpose of the subject of PE; it was believed that PE was merely ‘games’ and not a serious pursuit, and with limited educational value (Houlihan & Green, 2006). The 1980s provided the first signs of a more important role of PE and sport and policy making. In the late 1980s, owing to emerging health concerns of people in general but particularly young people, and because of a perceived lack of PE, PE gained more popularity (Houlihan & Green, 2006). PE and school sport quickly became a hot topic for political debates, and slowly the profile of PE started to rise at national governing body levels. The 1990s saw the revitalisation of school sport and PE globally, and an increase in the number of qualified PE teachers (Seman, 2009). Since then, physical activity for young people has been a central theme within global governments (Houlihan & Green, 2006). Physical Education will only maintain its current status and experience great value

within the school system if stakeholders and policy makers do their part. Houlihan and Green (2006) commented on the need for policies to change in values, beliefs and ideas, as well as changes in infrastructure and resources, among others, for PE to be significant. Many schools, globally and within South Africa, still struggle to give PE the value, importance and status it deserves.

The history of PE in African schools followed the history of education, with the indigenous period, followed by the colonial period, and finally the post-independence period. During the indigenous period, 'PE' was considered essential in people's lives, such as running, swimming, and hunting as part of human labour (Tuychiyevich, 2022). As missionaries arrived to provide education to the African continent, the Africans were rid of their culture and also wanted to embrace the newly created 'European' culture (Mubita, 2017). As the demand for education grew, more subjects were added, one of these being PE. Even though PE was being taught in different school contexts, it wasn't examined initially. According to Mubita (2017), from 2005 major developments in PE have taken place, including teacher education institutions training students in PE. Tuychiyevich (2022) noted that while training teachers and future professionals in the field of PE is important, it is necessary to have an idea and knowledge of how PE developed historically. However, the status quo of PE in schools currently still shows a lack of value and importance attached to PE.

PE as a school subject may have come full circle in South Africa over the past three decades according to Stroebel et al. (2016) as shown in Figure 2.1. PE used to be a stand-alone subject in the school curriculum; it was then, in 1997, integrated as a learning outcome in LO. Today, from Grade R to Grade 12, LO is still a compulsory school subject where learners are equipped through different learning outcomes to become developed in a holistic way (Magano, 2011). South Africa's National Curriculum, Life Orientation (LO), has the following learning outcomes: health promotion, social development, personal development, and physical development and movement (Draper et al., 2010; Draper et al., 2019). Now calls have been made to reinstate PE as a stand-alone subject (Stroebel et al., 2016).

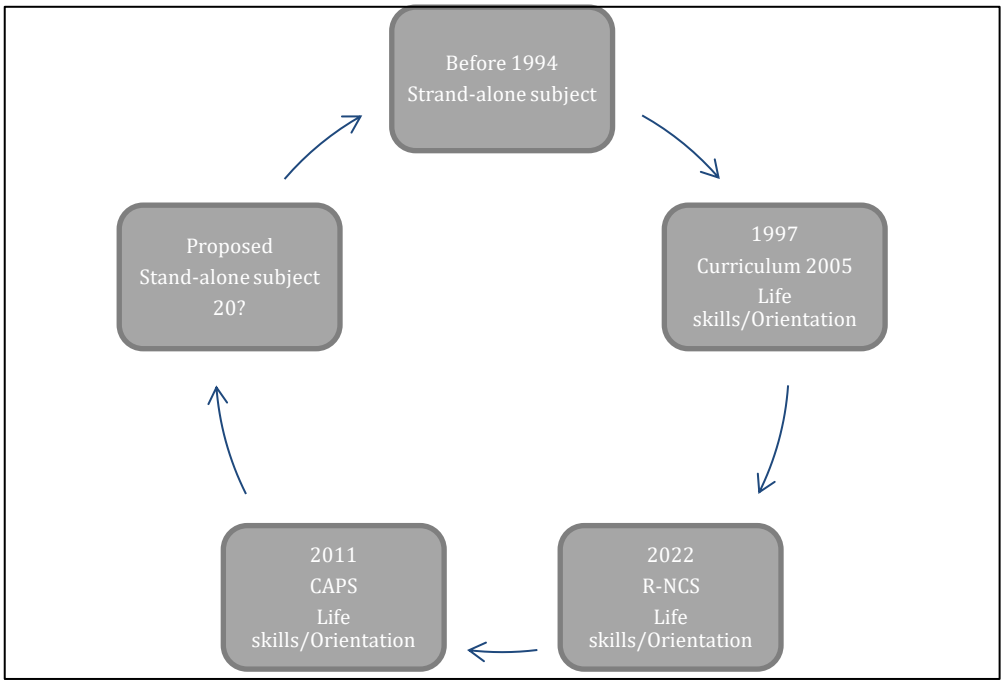

Figure 2.1 Curriculum Changes (Stroebel et al., 2016)

Before 1994, this current subject was known as Guidance. It was non-examinable, focusing on character development, vocational education, and appropriate behaviour. Researchers have stated that guidance and counselling cannot be left out of the school programme because it develops and promotes academic achievement and psychological development of children (Magano, 2011). In South Africa, this subject was not taken seriously as it was non-examinable and did not carry much value; there was a lack of recognition due to teachers having a lack of training in the subject. PE was phased out as a stand-alone subject in 2004 and placed in the LO learning area as one of the four learning outcomes of the subject (Draper et al., 2010; Stroebel et al., 2016).

When LO was introduced, owing to its own dilemmas with policy implementation and politics, this subject did not carry much value either. This is indeed damaging, as the subject offers the benefits of addressing the self, environment, productive life, social engagement, career choices and recreation. PA was 'lumped together' with this subject and has perhaps added to the lack of interest among many South African school children in being physical active. Many LO teachers are not experts in the field of the expected outcomes, let alone in administering physical activity programmes that are meaningful and enjoyable. Draper et al. (2010) identified the need for capacity

development in this area. LO teachers have certain expectations that must be met in order for this pedagogy to occur. According to Magano (2011), LO has four main domains – well-being, social development, physical development, and career development.

Prinsloo (2007) conducted research on the implementation of LO programmes and the perceptions of principals and teachers; this indicated that the key challenges were professional training for teachers to understand the content and outcomes. In rural areas in particular, teachers are ill equipped to implement the programmes. PE is the only subject where learners participate and engage in the topics physically, therefore proven negligence in the case of injury or inadequate safety measures cannot go unnoticed. Not only is there a lack of knowledge, skills and experience with regard to safety precautions and appropriate supervision, there is the additional concern of a lack of skills and motivation, where learners are neither inclined to participate nor value the subject. These challenges need serious consideration (Stroebel et al., 2016). The expertise and knowledge of a teacher who teaches a subject determines the status of that subject for the learner (Magano, 2011). Theron's (2008) findings revealed although learners from rural/township schools found LO to be meaningful, they thought it could be more contextually relevant by engaging in learner consultations. Knowledge of the learner's background could assist in how the teacher uses interactions. Dynamics in rural schools are vastly different from other schools, therefore a teacher needs knowledge and an understanding of the context of the school to be able to implement LO and PA successfully. Perhaps all these challenges cannot be solved completely. We hear of policy concerns, limited funding, lack of equipment and space, but these are not going to change soon, so how can we, as researchers, establish what the community perceives and needs, and how are we able to assist schools to work with what they have to bring sufficient PA to schools.

Although South Africa has a unique educational environment and position regarding PE, both developed and developing countries encounter problems with effective implementation and support of policy requirements that aim to enhance the quality of PE (Stroebel et al., 2016). South African government policies, reports and action plans often fail to materialise (Van Deventer, 2014), while Cleophas (2014) points out that the solution to the problem caused by the apartheid legacy of inequality in education

and lack of purposeful PE participation opportunities was indeed the motivation behind positioning PE within the LO learning area as part of C2005; however, eventually the Department of Basic Education (DBE) admitted that the new curriculum was under researched and not trialled properly, resulting in inadequate preparation. Those involved were not prepared for such a fundamental change in a short space of time (Department of Basic Education, 2011a, 2011b). LO holds benefits in developing a holistic learner, with a range of themes emerging in the content including the added benefit of including PE, which is clearly necessary and beneficial for the health of children. Therefore, the quality of delivery of the subject and value placed on it need to be revised; this is fundamental for the future of the subject and for active lifestyles over the full span of life (Stroebel et al., 2016). Differences in PA of learners in different provinces may reflect PA priorities of provinces and/or cultural values of learners in a particular area. It would be wise for the DBE and Sport and Recreation South Africa to aim to have equal opportunities for all to participate in PA, to promote interest in PA among female and older learners in particular, improve access to safe outdoor play areas, have increased after-school PA programmes, and re-establish PE as a stand-alone subject in the South African school curriculum (Van Biljon et al., 2018). Lambert (2014) suggested prioritising the implementation of PE in schools to promote PA for all. Capacity development through training and support of educators is needed to match policy. A new generation of PE teachers is needed to create this behavioural change in terms of PA and health enhancement, using technology to their advantage.

Various interventions exist in literature for developing PE in schools, among other aims, but limited literature reports on interventions in African school settings specifically (Draper et al., 2010). One of the main aims of the HealthKick intervention was to increase regular participation in health-enhancing PA in children in South Africa. This would reduce chronic disease risk (such as type 2 diabetes), aid parents and teachers in preventing obesity, and promote the adoption of healthy lifestyles by developing school and community environments that facilitate this aim. Findings from the study revealed that PA and dietary behaviour of learners were not optimal, and warranted attention (Draper et al., 2010). Draper et al (2019) noted that higher sedentary behaviours seen in children are associated with unfavourable health outcomes. Children thus were encouraged to be more physically active during and

after school. Despite the well-known benefits of PA, there still appears to be a lack of PA in schools.

A substantial volume of academic criticism exists on the lack of acceptable standards of PE in post-apartheid South Africa (Cleophas, 2014). PE was often viewed as rather militaristic (Cleophas, 2014), and this remained a focal point around which the new education authorities united. PA was integrated into LO during a period of policy formulation (Cleophas, 2014); however, some of these policies weren't in congruence with the reality of classroom life. Having experts in the field would have been a good approach to new policy development, but according to Kloppers (personal interview, 15 April, 2011) and Van Deventer (2014), two prominent universities in South Africa, Stellenbosch University and the University of the Western Cape, were not invited to submit input on the development of the PE syllabi. Academics fell silent in the new official South African education landscape (Fataar, 1999). This too could contribute to the barriers currently faced in implementing sufficient and meaningful PE and physical activities into schools.

The proposed remedy for South African schools was Outcomes-Based Education (OBE) which can be explained as an educational theory that bases each part of the education framework around goals (outcomes); by the end of the educational experience, learners would have achieved goals. Terms like competency-based education and continuous assessment were also commonly used. Jansen (1999) claimed that OBE offered a benefit to those who had been alienated from education and training under apartheid rule. This connection had political goals without being founded on accumulated research on curriculum change. Furthermore, Isaacs (personal interview, 7 April, 2013) stated that the OBE framework was designed in isolation from the concrete context of teaching, learning and training. Perhaps this too has impacted the seemingly poor delivery of PE, in particular PA, in South African schools. According to Cleophas (2014), some voices assented to the new regime's demands and forged ahead with OBE because of government's determination to demonstrate that visible changes had taken place in education before its term of office came to an end in 1999. Political representation rather than meaningful involvement in policy development seemed the order of the day (Cleopas, 2014). According to Spreen and Vally (2003), OBE was implemented with much confusion and some resistance.

The idea of PE becoming part of the LO learning area was thrust upon the senior PE advisor for the Western Cape Education Department (WCED) at the time, and he was unable to prevent the subject being collapsed into LO (Cleophas, 2014). Teachers were insufficiently prepared to implement LO and lacked knowledge and a positive attitude towards this new subject. Furthermore, departmental officials were not pedagogically prepared for the implementation of LO but remained silent on the short-comings. Universities also started to raise concerns about OBE's development (Cleophas, 2014). Isaacs (personal interview, 7 April, 2013) noted that post-apartheid South Africa saw political parties wanting control over education and seldom consulted with teachers involved. To further add to the chaos, teacher training colleges that once offered PE specialist training were merged with other higher education institutions and the subject was discontinued; this left schools with teachers who were generally poorly qualified (Cleophas, 2014).

During the era of transformation, South African sports teams did much to develop the nation and build pride; however, this sporting pride was not visible in schools and no implementation of PE was found according to research papers (Cleophas, 2014). The new government, the ANC, promoted the staging of mega events and also orchestrated the country's readmission into international participation in 1993. South African sport looked in excellent shape with 'Madiba Magic' after South Africa won the Rugby World Cup in 1995. Nevertheless, the new government did not express the same level of concern regarding PE – a mass-based health promotion activity (Cleophas, 2014). Unfortunately, political endeavours outweighed the need for quality and experienced teachers, and definite policy planning by specialists, which led to PE being placed (and withering) in the LO learning area (Cleophas, 2014). During the OBE implementation system, PE was fused into the LO learning area during this transition.

The apartheid legacy of inequality and unequal opportunities, as well as the lack of purposeful physical education participation, was fixed by positioning PE within the new LO learning area. Much scepticism followed, but the new education authorities forged ahead with the implementation, largely as a political symbol rather than from the desire to change education, resulting in a discord between policy and practice (Cleophas, 2014). Schools had to reassess their academic needs and consider the feasibility of offering non-examinable subjects like PE. Without dedicated staff and influential

individuals who had faith in the importance of PE, PE became integrated with LO, not without much opposition (Cleophas, 2014). Under the apartheid regime, the majority of South African school children had few opportunities to participate in PE, and the post-apartheid regime also saw South African children still lacking access to meaningful PE.

After the democratic elections of 1994, South Africans saw a marked turning point for themselves and the country (Visage & Sedibe, 2015). The school curriculum was transformed and developed, and a new learning area, LO emerged. Life Orientation addresses knowledge, values, attitudes and skills about the self, the environment, being a responsible citizen, living a healthy and productive life, social engagement, recreation, PA, and career choices. One of the outcomes of this new learning area was PE (Visagie & Sedibe, 2015). The DBE envisaged the PE outcome to be the holistic development of the individual; thereby the learner is able to make a meaningful contribution to society (Visagie & Sedibe, 2015). So why is this not being realised in all schools in South Africa?

According to Visagie and Sedibe (2015), schools have not managed to implement this outcome successfully. There have been unfulfilled expectations regarding subject revision and unacceptably long hours taken up by administrative duties. The subject has a low status, school conditions are non-conducive, and there is a constant struggle to employ subject specialist teachers (Cleophas, 2014). The challenge is not just to find specialist teachers but to find PE specialist teachers who believe in the value of this learning area. If specialist teachers with sound knowledge and practical skills are not employed, the low status of the subject will continue and the goals of offering LO will not be met.

In 2011, the memorandum of understanding (MOU) signed by the Minister of Basic Education and the Minister of Sport and Recreation committed the government to promoting mass participation in PA aimed at enriching the school curriculum. Furthermore, opportunities for learners to participate in PE and organised sport through accessible and implementable school sport systems were created. The National Sport and Recreation Plan of 2012 maintained that to maximise this access to sport, recreation and PE in every school in South Africa, it was essential that skilled,

qualified and active teachers supported participants during all stages of development (Stroebel et al., 2016). This meant re-introducing PE as an outcome with requisite time and also accessing the capacity of educators to deliver this much needed and valuable code. However, this is not the case and requires urgent attention as well as how research can offer insights into addressing these barriers.

2.3 THE VALUE OF PE

PE and PA in youth is valuable and one needs to look at what can be done differently to allow PA to suit and benefit people from different backgrounds, and with diverse needs and objectives. Schools in under-resourced communities need practical guidance to implement meaningful PA. There is often no funding or financial backing from sponsorships, as well as a lack of equipment and limited resources. Teachers in PA specifically are inexperienced, and this probably won't change in South Africa soon. Therefore, researchers in the field need to find ways to work with what schools have to ensure PA is executed and its benefits are realised. Although the benefits of learner participation in activity are well documented, PA for learners in many schools is still not being realised, or in some cases, not to its full potential. To pursue a lifelong physically active and healthy life, the PE class setting has a role. School is considered the ideal environment to provide the most effective opportunity for all children to learn movement skills, attitudes, knowledge and understanding of the benefits of lifelong PA and sport (Strobel et al., 2017). Participation in activity translates to the learning of new skills, as well as being a fun endeavour where learners feel included (Sumption & Burnett, 2021b).

Many benefits of PE and being active have been proved and widely accepted over the years, and well documented in literature. High levels of PA are commonly associated with better self-esteem or self-image and body image (Trudeau & Shephard, 2008). Trudeau and Shephard (2008) also found evidence of a positive association between components of PA and mental health, besides self-esteem, improved emotional well-being and spirituality. A cross-sectional questionnaire study in Finland showed that PA was correlated with global school satisfaction as well as the absence of depressive mood states. PA has also been shown to prevent learners from engaging in negative

behaviour at school which is essential in impoverished communities, in particular to discourage learners from involvement in anti-social activities (De Wet et al., 2018).

According to Trudeau and Shephard (2008), in a survey of 117 Australian primary schools, no literacy and numeracy results deteriorated in primary school Grades 3, 5 and 7 when more time was allocated to PE. Increasing the time learners spent in PE at the expense of other academic subjects did not lead to poor test scores. Furthermore, in a meta-analysis of 44 studies, a positive association between better cognitive function and PA in learners was found. Although the connection between school sports and intellectual achievement has been a long-standing issue, it remains the subject of recent investigations. Data collected from the longitudinal Maryland Adolescent Development in Context Study (67% African Americans and 33% European Americans) found that better academic results and higher academic expectations were predictors of participation in extracurricular PA. This effect on academic achievement could be explained by increased motivation and investment in school. Although the school environment is aimed mostly at 'sport' and PA, schools are generally more directed towards task orientation and skill acquisition for learners rather than being good at sport. Schools offer the best setting for this (Trudeau & Shephard, 2008) without decreasing the pleasure and satisfaction from simply participating. Available data suggests that even if curricular time for 'academic' subjects is curtailed for school PA to allow the curriculum to meet current PA guidelines, this would not impair academic achievement (Trudeau & Shephard, 2008). Although indirect yet important factors, PE and school sport are likely to increase the attachment to school and self-esteem which relate positively to academic performance (Trudeau & Shephard, 2008). Literature strongly suggests that limiting the time allocated to PE and school PA or sport will not improve academic achievement, physical fitness and health of learners (Trudeau & Shephard, 2008).

Most children fail to meet national recommendations to experience the many physiological health benefits associated with PA (Metcalf et al., 2012). An exercise duration of 20 minutes was most effective in increasing the performance of perceptual and decisional tasks, therefore according to available literature, sport is more likely to benefit academic achievement if offered in school time (Trudeau & Shephard, 2008). School PA could become a consistent component to achieve guidelines for learners

without impairing academic achievement. According to Trudeau and Shephard (2008), no decrease in academic achievement as a consequence of increased participation in PA was found. Trudeau and Shephard's (2008) quasi-experimental data study suggested that enriched PE programmes demand a substantial reduction in the time allocated to academic tuition. Despite a reduction in teaching time, children achieved equally and the efficiency of learning was improved. A significant increase in the various measures of physical fitness proved to be a valuable by-product. Socio-economic status remains the strongest predictor of academic achievement and PA participation in children (Trudeau & Shephard, 2008). It is also widely accepted that adolescents who are active in school are more likely to have high grades.

According to Morgan and Hansen (2007), to ensure children develop the knowledge, understanding, skills, values and attitudes needed to lead healthy and fulfilling lifestyles, a QPE programme must be adhered to.

2.3.1 SCHOOL ROLE IN DELIVERING PE

Schools are ideal settings to promote positive health behaviours in students because much of their time is spent in the school environment (Pate et al., 2006). PE therefore has its place in schools, and the apparent 'missing link', specifically in resource-poor communities, needs to be investigated. The poor state of PE in primary schools, along with substantial evidence highlighting the value of PE for children (Bailey, 2006), makes it necessary to look to the school and provide recommendations for its improvement.

According to Pate et al. (2006), the time has come to consider increasing the role of schools in providing PA to children and youth. Schools need to become the central element in communities to encourage and ensure learners participate in enough PA to develop healthy lifestyles which will continue into adulthood. Not only does PA provide health benefits and better body image, it also improves social, cognitive and emotional domains. This has been extensively documented in literature (Pate et al., 2006).

According to the World Health Organization and World Bank (2015), adolescents are at a critical developmental stage for acquiring health-promoting behaviours and skills that can persist through adulthood and be disseminated to families and communities

when they are in the school environment. The World Health Organization and World Bank (2015) also suggest primary schools and health programmes for teachers as an effective entry point. Teachers often are insufficiently equipped to provide learners with a valuable PE class. Teachers are expected to educate learners on meaningful content that will ensure they achieve certain outcomes in different contexts, while still addressing diverse needs of learners to ensure all are successful (Davis & Krajcik, 2005). Teachers are not always equipped with the core competencies for PE and activity, and therefore need guidance in order to compile a meaningful programme in which learners can participate.

Therefore, the objectives of this research study are fourfold: to explore and assess the current best practices of PE in resource-poor communities using available literature; to explore and assess the current practices of PE in senior-phase schools in relation to official policies and expected practices; to explore the perceptions and attitudes of teachers, learners and heads of department regarding PE in schools; and to develop a context-specific PE programme for senior-phase schools in resource-poor communities.

The final programme will be recommended for piloting and implementation in resource-poor communities. The rationale for this is health and well-being in communities as well as health education. What are best practices in bringing PA into the school setting to ensure sustainability and for learners to identify the benefits of exercise?

Best practices include well-trained teachers with passion and knowledge, a reward system, PA homework activities, handmade apparatus, and monitoring activity intensity to ensure quality PA is taking place. By implementing enhanced QPE programmes, a valuable framework for PE implementation targeted at promoting learners' PA levels, even in the presence of reduced time allocation, scarce resources, insufficient teaching (Tian et al., 2017), and other barriers, can be achieved. Local stakeholders need to harness the numerous factors that inhibit or contribute to active participation in PA and sport by learners, and develop relevant policies, guidelines and programmes to address and optimise PA practices and promote active lifestyles, particularly for learners in impoverished communities (Sumption & Burnett, 2021b).

2.4 INSUFFICIENT PE IN SCHOOLS

A plethora of research in the field of PA and even greater focus on the lack of PA in school children has been well documented. Physical inactivity among youth still appears to be problematic, and therefore more recent evidence is necessary to have a more solid basis and grounds for improving the status of PA in children. According to Sumption and Burnett (2021a), physical inactivity is a global concern as reported by global studies showing 81% of adolescents (11–17 years of age) do not meet the recommended levels of 60 minutes of PA as prescribed by the World Health Organization (WHO) (2020). According to Van Biljon et al. (2018), PA practices among South African school learners are reported to be insufficient to promote health and prevent chronic disease. The lack of PA in females in sub-Saharan Africa, in particular, is of great concern since the potential risk of obesity and other chronic diseases is higher with inactivity. A recent study in a South African low-income setting reported on adolescent obesity (in girls) and stunted growth, highlighting these findings of obesity and short stature in adults as risk factors for type 2 diabetes (Draper et al., 2010). Van Biljon et al. (2018) also noted the obesity epidemic in South African learners, where 31.9% of learners aged 6–13 years are overweight and 8.1% are obese. Van Biljon et al. (2018) reported that the obesity epidemic that threatens the wellness of the South African population can to some extent be attributed to low PA. Besides obesity, physical inactivity may be responsible for 22% of ischaemic heart disease, 14% of type 2 diabetes mellitus, 16% of colon cancer, 11% of ischaemic stroke and 11% of breast cancer (Van Biljon et al., 2018).

Major health challenges are believed to arise from populations that are sedentary and physical inactivity has been identified as the fourth leading risk factor contributing to global mortality (Van Biljon et al., 2018). Healthcare costs and physical inactivity are positively correlated according to several studies (Van Biljon et al., 2018).

Health concerns emanating from the low PA levels of children and adolescents living in and attending school in South Africa have been attributed to the absence of PE from the South African school curriculum, before its reintroduction in recent years (Tian et al., 2017). One of the reasons for the proposed reintroduction of PE has the focal point of children's health and PA (Stroebel et al., 2016). It has been noted that for ages 6–17 years, children should engage in at least 60 minutes of MVPA (moderate to vigorous

PA) per day (Gerber et al., 2021). In 2014, the Healthy Active Kids South Africa (HAKSA) Report Card examining the state of South African children with regard to healthy eating, maintaining healthy weight and PA, indicated less than 40% success in reaching these outcomes (Stroebel et al., 2016). Similarly, South Africa's 2014 Report Card on Physical Activity for Children and Youth indicated that <50% of learners (age 6–18years) met the recommended amount of 60 minutes of MVPA a day (Van Biljon et al., 2018). Discovery Vitality (2014) results showed that less than two-thirds of children participated in PE weekly. Even though PE is regarded as the 'best investment' for PA, it is not being implemented or executed, and children are therefore clearly not attaining the wide range of benefits that originate in the PE class such as healthy lifestyles (Pangrazi, 2007). Balyi et al. (2013), affirm PE in schools as the only environment where the opportunity to develop fundamental movement skills which are considered the building blocks for the learning of sport-specific skills is available to all children.

Sumption and Burnett (2021a) note that physical inactivity has increased in modern-day society, although the benefits are well documented. Kluge et al. (2020) and Patterson et al. (2021) contend that Covid-19 imposed restricted living conditions, changes to work and school environments, and advances in technology which further increased inactivity levels. In recent years it appears that PE has assumed a less significant role and physical inactivity is increasing among children and adolescents (Micklesfield et al., 2014; Sumption & Burnett, 2021a). Green (2014) noted that for the improvement of PA engagement by youth, school PE has become even more crucial. Children spend most of their growing years in a school setting, and therefore schools have been identified as the best possible agent to bring about the desired increase in PA levels, and in some cases where no activity is being done at all, to start implementing this for the benefit of the youth. Schools prioritise education, and it is often a challenge to implement 'health' in schools (Brown et al., 2018), which leads to detrimental health effects on learners. Green (2014) alleges that for improvement in health status, the engagement of PA by youth is paramount. Sumption and Burnett (2021b) note that a low PE participation among learners is due to a lack of motivation by the learners to exercise, therefore objectives need to be set to keep learners engaged, committed and interested. Another study by Sumption and Burnett (2021a) adds that factors influencing learner participation in PA are a sense of enjoyment, and

engagement with other learners and friends, which in turn increases the sense of belonging and creates a positive social environment.

2.5 BARRIERS TO PE

Various barriers to delivering meaningful PE have been identified; knowledge of these barriers and how these affect the time spent in PA during school, as well as how to work around them to provide QPE to learners, will prove useful. Health promotion in schools is highlighted as an effective way to cultivate health and wellness by providing a healthy situation for living, working and learning (WHO, 2020). However, many barriers are present in communities that impact negatively on teaching and learning. According to a study done by Mathikithela and Wood (2021), learners indicated that they need opportunities for sport and exercise, which is a foundational principle of a health-promoting school. There is a gap between research findings and putting these principles into practice in schools where PA and PE are lacking because of various barriers; therefore, knowledge exchange, whereby researchers and knowledge users collaboratively disseminate and apply research findings, will provide an opportunity to reduce this gap (Brown et al., 2018).

2.5.1 BARRIERS – SOCIO-ECONOMIC STATUS (SES)

One barrier to sufficient PE and PA is socio-economic status (SES). Children growing up in communities with high poverty levels are exposed to large risks of negative effects on health, well-being and other developmental outcomes, including academic achievement (Abrahamse et al., 2018; Du Toit et al., 2011). Socio-economic status remains the strongest predictor of academic achievement and is also one of the strongest predictors of physical activity participation in children (Trudeau & Shephard, 2008). Gerber et al. (2021) note that previous studies on the correlation between SES, PA and sedentary behaviour have produced mixed results. A large body of research has indicated how poverty can deeply impact behavioural and emotional health of children. For example, children growing up in low-income families are four times more likely to have ill health and childhood obesity. These negative effects during childhood tend to continue into adulthood, therefore early intervention is of utmost importance (Abrahamse et al., 2018). Enhancing children's involvement in PA, particularly in

resource-poor communities, will contribute health benefits, and this will have a positive impact on the society in which they live.

The current situation is that learners are not exposed to enough PA to benefit from the many benefits of being active. According to Gerber et al. (2021), children from the highest quintile schools engaged in more sedentary behaviour, even though they were exposed to more extra mural programmes. It also emerged that children from families with vehicle access had higher engagement in leisure time PA, whereas children from the lowest quintile reached higher MVPA (moderate to vigorous physical activity) levels (Gerber et al., 2021). A reason for this could quite simply be that children from socio-economically poor environments have far distances to walk to and from school, and simply play in the areas surrounding their communities after school.

A study conducted by Van Biljon et al. (2018) found higher levels of PA in boys than in girls, while black and white learners were more active than other ethnic groups. Not only do SES factors explain the differences in PA prevalence among different groups, but ethnic and cultural differences can also explain this variance. Van Biljon et al. (2018) suggest that provincial municipalities often reflect values and attitudes of a culture in a particular province; more opportunities for PA will be present in provinces (and schools) that value PA and are aware of its benefits. The Western Cape government launched the first outdoor gym in 2011 in Cape Town to combat inactivity in the province and provide an affordable opportunity for exercise. Younger learners tended to be more active than older learners. Social and cultural factors could be possible for these variances reported in the research of Van Biljon et al. (2018); perhaps males are more encouraged to participate in sport than females, as sport was often viewed as something not ‘ladylike’ by society. Moreover, some cultures consider sport participation more important than others. Other studies also support and confirm the gender differences in sport participation, with male South African learners engaging in more sport and activity than their female counterparts. Research has attributed the decline in PA in females in particular to biological maturation and the onset/rate of puberty (Van Biljon et al., 2018). There is also a decline in PA with age, as older learners are less active than younger learners. This was found in studies done in South Africa, the USA, Australia, and India. This is something to be noted and ways to address this need to be found.

According to Pate et al. (2006) and Sedibe et al. (2014), it is necessary and appropriate for schools to address the problem of the recent rapid rise in childhood obesity and actively seek ways to counteract these growing concerns. Low levels of relational, emotional and physical wellness are evident in many rural schools. This is a growing concern that requires addressing by various stakeholders and sectors (Mathikithela & Wood, 2021). There is a lack of collaboration between government departments and local stakeholders tasked with ensuring PA is implemented (and well implemented) in schools (Mathikithela & Wood, 2021). Mathikithela and Wood (2021) note that in many rural schools there is a lack of basic human resources and materials to implement policies. Many teachers working in under-resourced schools have documented their concerns about environments unconducive to the promotion of optimal health and well-being of learners (Mathikithela & Wood, 2021; Sumption & Burnett, 2021b).

2.5.2 BARRIERS – INSTITUTIONAL

Many institutional barriers, such as limited budgets, lack of resources, reduction in time provision for PE in the curriculum, the absence of professional development, and the crowded curriculum itself, have emerged from previous research (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008). Most of these studies, however, reflect on schools in developed and well-resourced environments. In contrast, dilapidated infrastructure, overcrowded classrooms, minimal resources for teaching and extra-mural activities, and inadequate access to social welfare, clean water and sanitation, are the norm for many rural and impoverished schools (Mathikithela & Wood, 2021). In South African communities, sport facilities are generally dilapidated, of low standard and/or not maintained (Sumption & Burnett, 2021b). Sumption and Burnett's (2021b) research further indicates 60% of learners from impoverished communities highlighted insufficient and inadequate equipment at their schools; furthermore, these communities do not have the finances to purchase or maintain equipment. Burnett (2021) notes that equipment at rural schools is mostly of poor quality, and what is available is often vandalised or stolen, without schools having the means to replace it. Sumption and Burnett (2021b) indicate a crucial concern regarding the safety of learners participating in PA in unsafe areas. These unsafe areas not only increase the risk of activity-related injury, but also may be unsafe environments owing to criminal activity. The lack of water and

infrastructure such as street lights, and the prevalence of gangs, are further exacerbating factors.

2.5.3 BARRIERS – TEACHER RELATED

Besides institutional barriers affecting the exposure of learners to activity, teacher-related barriers are also prevalent in primary schools (Barroso et al., 2005; DeCorby et al., 2005; Dwyer et al., 2001; Morgan & Hansen, 2007; Morgan & Hansen, 2008). There is a need to evaluate teachers' roles in delivering PE and understand what assistance they need in order to be competent in their skills. Morgan and Hansen (2008) have classified barriers within schools as being either institutional, teacher-related or student-related, and these barriers restrict the delivery and implementation of PE programmes. This simple classification system allows for its application across primary and secondary schools, and is discussed in more detail below. Some of the barriers include low levels of confidence and passion for teaching PE, the inability to provide safely planned and structured lessons, previous personal negative experiences of PE and lack of educational qualifications and training, knowledge and expertise to provide PE (DeCorby et al., 2005; Morgan & Bourke, 2005; Morgan & Hansen, 2007; Xiang et al., 2002). Reflections from the comprehensive primary school-based findings show the lack of research within secondary-level schools. Secondary and specialist primary school teachers who experienced dedicated PE units as part of their training should be equipped with the necessary skills to overcome barriers more easily and enable them to plan and implement programmes accordingly. Although extensive research has been conducted on primary schools, there is a paucity of information on secondary schools in under-resourced communities (Micklesfield et al., 2014).

An investigative study in the United Kingdom reported that teachers perceived some institutional and teacher-related barriers in secondary schools to be similar to those found in the primary school studies mentioned earlier (Boyle et al., 2008). Boyle et al. (2008) also found that teachers perceived the delivery of and participation in PE and PA were impacted by the greater availability of sedentary opportunities for learners and consequently contributed to lower levels of fitness and lower PA. Therefore, consideration of other barriers that inhibit the delivery of and students' participation in

PE is warranted in secondary schools. Teachers must be able to plan for and overcome these additional student-related barriers when providing educational and movement opportunities.

According to Draper et al. (2010), although capacity development within school staff is often challenging, it must be done because educators play a key role in implementing school-based interventions. Owing to various barriers under-resourced schools face, it is difficult to allow educators a wide range of options as this prohibits implementation; therefore, a more prescriptive approach to ensure action is recommended. Draper at al. (2010) also noted the importance of activity being promoted at home, but because of issues like substance abuse, high crime, poverty, unemployment, lack of parental supervision, etc., minimal attention is given to being active. Although challenges will always be prevalent in under-resourced communities, each study completed produces valuable findings and has the potential to influence policy and practices.

2.5.4 BARRIERS – ENVIRONMENT AND RESOURCES

The physical environment in rural schools is more often than not a barrier to PE and PA that influences attitudes and behaviours of learners and teachers (Mathikithela & Wood, 2021). In many rural communities, poverty is real and multi-dimensional, having negative effects on those living in these areas (Sumption & Burnett, 2021a). Severe lack of access to resources, education, free time and other opportunities to access structured physical activities is a major concern in these communities (Sumption & Burnett, 2021a). In many schools in South Africa, physical infrastructure is dilapidated, buildings and sanitation deteriorate daily, vandalism is a common occurrence and general neglect of school grounds makes schools an unwelcoming environment (Mathikithela & Wood, 2021; Sumption & Burnett, 2021b). Sumption and Burnett (2021a) note that poor resources are directly linked to limited school sport provision and participation in impoverished communities.

2.5.5 BARRIERS – TIME

Morgan and Hansen (2013) claim factors such as reduced time to implement meaningful lessons, insufficient equipment, and low expertise and confidence levels

have led to current PE levels (in the LO curriculum) being identified by teachers, and learners also, as inadequate in achieving key outcomes. The Department of Basic Education (DBE) (2011a) contends that a lack of equipment and apparatus cannot be used as an excuse for failing to present compulsory PE periods, hence a context-specific PE programme for under-resourced schools needs to be developed. The DBE (2011a) has recommended that LO teachers are educated and trained to improvise equipment and apparatus to use during PE periods until better resources can be provided. This is not the case in practice, therefore assistance and guidance are needed.

The then-director of the DBE stated in 2014 that the two-hour per week time allocation for PE as part of LO is a waste of time for an untrained teacher, but for a trained teacher, two hours is insufficient. In recent years, there has been a drive to promote PA and sport for all in South Africa. There is also a national initiative for the reinstatement of PE in South African schools as an independent subject in primary and secondary school curricula (Stroebel et al., 2016). Learners need a level of enjoyment when engaging in PE; personal satisfaction and fulfilment of other social needs determine how well they engage in PE (Sumption & Burnett, 2021b). It is imperative that learners from impoverished communities are given opportunities to enjoy the benefits of PE to prevent their seeking other anti-social and harmful behaviours (De Wet et al., 2018) and to develop habitual behaviours of a healthy lifestyle that may influence future activity engagement (Sumption & Burnett, 2021b). Local stakeholders who facilitate sport and recreation programmes and their implementation must align strategies and objectives according to lived realities and experiences, especially with regard to implementing PA programmes in rural communities. Collaboration is needed to develop meaningful programmes to meet the needs of learners from impoverished communities. School settings need to provide PA and sport in safe environments that allow learners ‘time out’ from stress and a life of survival, and to escape reality, as well as furnishing coping mechanisms for everyday life (Sumption & Burnett, 2021b).

Although the proclaimed benefits of and necessity for PE in South Africa have been well documented and discussed, and an appeal was made by Sport and Recreation South Africa to prioritise PE to create a better future for children in South Africa, problems still exist (Stroebel et al., 2016).

To improve future attempts to increase children's activity, it is important to understand why past attempts have largely proved unsuccessful. Where interventions have failed, authors have speculated about poor delivery or poor uptake of the activity session (Metcalf et al., 2012). Either way, the barriers and challenges these resource-poor communities face needs to be addressed so that a quality and sustainable physical education programme can be implemented.

2.6 THEORETICAL FRAMEWORKS

Theoretical frameworks guide the researcher as to what variables to test and what statistical approaches to employ to determine the outcome of the research. Activity theory and the logic model were used in this study.

Activity theory was employed to give a framework to the qualitative nature of the study by observing the actions of people at an individual and societal level (Engeström, 2000; Sam, 2012). Activity theory allows for the exploration of socio-cultural ideas and was therefore used as the lens through which qualitative data was collected (Kinsella, 2018). Interviews and FGDs were conducted with learners and teachers from resource-poor schools regarding PE and used in the development of a context-specific PE programme for resource-poor schools. Learners' and teachers' previous experiences with PE in their schools and the socio-cultural field in which they are situated (Kinsella, 2018) affect their perceptions and attitudes, and ultimately their responses to interview questions and FGDs.

Engeström's activity theory is conceptualised by the interactions between rules, divisions of labour and community. In this study, rules are the 'do's and don'ts of the classroom (Jackson et al., 1993), school environment, and DBE that ultimately guide PE practices. Divisions of labour within activity theory is, according to Kinsella (2018), the concept that human activity is the action of groups of people interacting with one another within their communities. According to Loughland and Nguyen (2018), the community is an important aspect of the activity system. The subject in activity theory is the individual, or group of individuals involved in the activity (Loughland & Nguyen, 2018), who in the case of this study, has been identified as a learner from a senior-

phase school. The subjects' previous experiences, socio-cultural milieus, values and power relations all work towards creating their perceptions and attitudes.

Contradictions are present in activity systems (Kinsella, 2018), and contradictions between learners' and teachers' perceptions and attitudes were used to aid in the development of the PE programme. The outcomes of this study are for learners and teachers to be aware and reminded of the benefits of PE and PA, and to be healthy youth and adults in society. The outcomes will be achieved by using the PE programme as a tool designed specifically for the context of resource-poor schools.

According to Engeström (2000) and Sam (2012), a system of activity consisting of interacting components and their relationship to one another is often visualised as an activity triangle which can be seen in Figure 2.2. below:

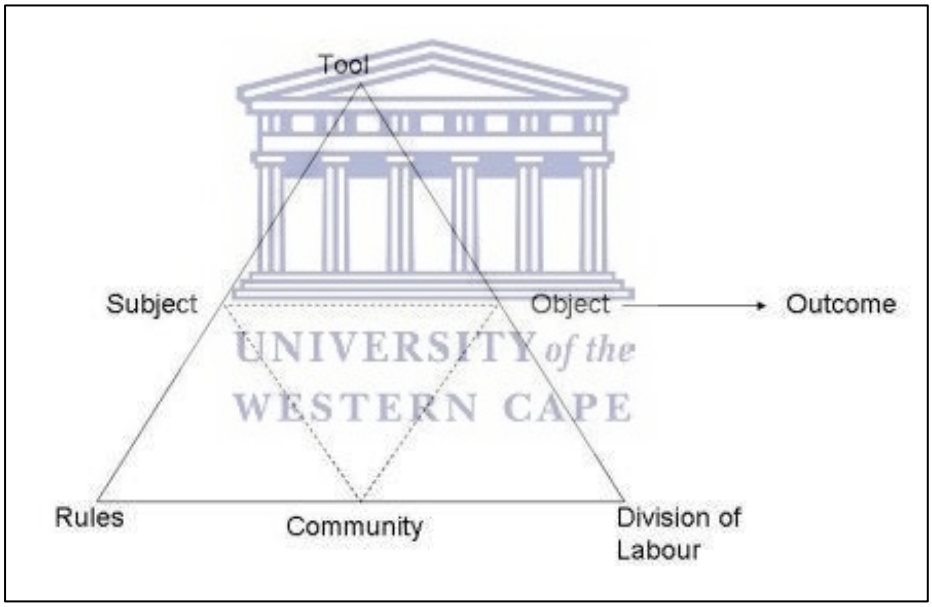

Figure 2.2 The Structure of Human Activity (Engeström, 2000)

In using the above activity theory model for the current study, the summary below is provided:

- Subject – Learners from senior-phase schools
- Object – Motive/motivation for engaging in PA

- Community – Other students participating in the same activity
- Tools – The exercise programme developed
- Rules – Any rules to follow (for example, how many minutes spent doing PA)
- Divisions of labour – How learners distribute what knowledge and skills they have gained through PE and how they share these with their communities
- Outcome – Acquired knowledge of the importance of PE from a young age, providing beneficial results and gaining knowledge of healthy living

Activity theory is compatible with qualitative research as it aims to understand human experience through a descriptive tool (Sam, 2012) and is a means to design/improve interactions among all the components to ensure the final outcome is accomplished. Activity theory was used in the qualitative phase of this study's research and had an impact in aiding the development of the context-specific PE programme for resource-poor schools.

The logic model was also used in this study. The logic model is a tool used to develop a programme (Kapp & Anderson, 2010) and evaluate its effectiveness. It fits this study well as it was used in developing the context-specific PE programme for resource-poor schools. Using the structure of a logic model, components of a programme are identified and described (Kapp & Anderson, 2010). A logic model therefore shows the relationship between the components: inputs, outputs and outcomes of a programme. According to Walsh and Balkin (2017), it is important to identify the baseline information about the situation before the intervention can be developed. Owing to the lack of QPE in resource-poor communities, this study aimed to develop a context-specific PE programme (for senior-phase schools) to ensure learners from these schools are exposed to the QPE they deserve and can benefit from. The literature review provided background knowledge and gave insight into the current situation regarding PE in resource-poor schools

The impact of this study is that a PE programme has been developed that is specifically designed to be used in a resource-poor context. Resource-poor schools and

communities face certain barriers that make delivering QPE difficult and different from delivery in affluent communities. Therefore, these barriers have been taken into consideration when developing this PE programme so that it can be implemented successfully in resource-poor schools.

The logic model was used to monitor the progress of designing a viable PE programme for senior-phase schools in resource-poor communities. A logic model, in its simplest form, has four components, and is used to plan with the end outcome or goal in mind (Kapp & Anderson, 2010; McCawley, 2001).

The logic model is shown in Figure 2.3 below:

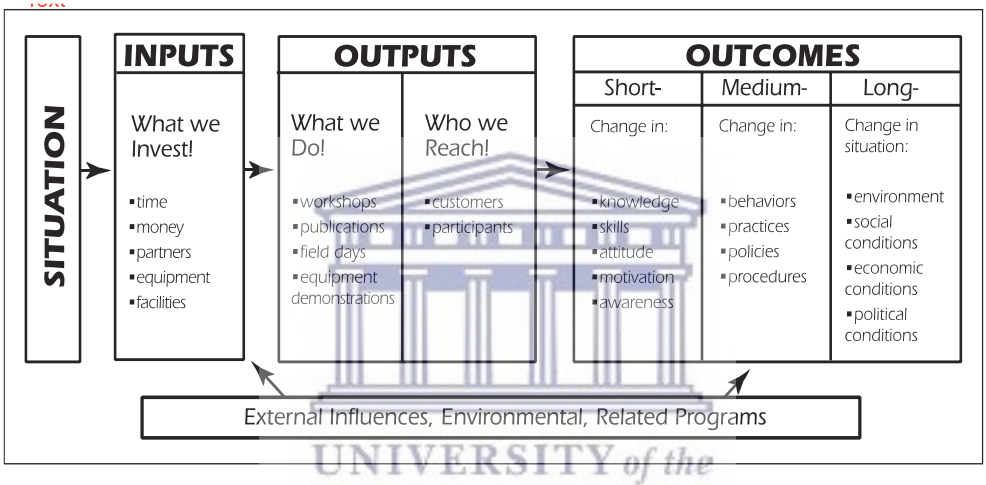

Figure 2.3 Logic Model (McCawley, 2001)

For the specific study, the above diagram can be interpreted as follows:

- Situation – Not enough focus on QPE delivered at senior-phase schools in resource-poor communities
- Inputs – Change the mindset of stakeholders with regard to the importance of PA, particularly from a young age
- Outputs – The context-specific PE programme produced from information gained during this research study, designed specifically for resource-poor communities

- Outcomes – Implementing the PE programme and evaluating the success and sustainability of the programme

The logic model is a tool that was used to design and develop a context-specific PE programme to be implemented in resource-poor schools. The logic model facilitates the identification of what needs to be done (in resource-poor schools) to maximise the performance (impact) of delivering QPE (Gill, 2012). Activity theory and the logic model were used in this study to assist in reaching the set objectives.

Ultimately, a context-specific PE programme in resource-poor schools was developed. The purpose and impact of the PE programme is to allow QPE to occur in these community schools so that the learners can benefit from PA, which is widely acknowledged as healthy, especially from an early age.

2.7 CONCEPTUAL FRAMEWORK

Quantitative data collection and qualitative data analysis methods were employed in this study, both methods investigated the same theme of physical activity. On there own, each method would have had limitations and bias's, howevery by combining the two methods, data collection was strengthened by corresponding information gained from the results. The quantitative data collection yielded results while the confirmation of interpretations was made by the qualitative data analysis.

The study aimed to deveop a viable and context specific PE programme that can be delivered in under-resourced schools who face many barriers with regards to implementing quality PE. The logic model was used in this study to guide this process. Quantitative data collection was conducted to determine what barriers these schools face when implementing PE. This data was used in conjuction with the qualitative data analysis which explored perceptions and attitudes, through the lens of the activity theory, of learners and teachers regarding PE delivery and implementation. The information gained from the systematic review, quantitative data collected and qualitative data analysis were used in the Delphi method to develop a context specific PE programme. The logic model guided and monitored the Delphi method process.

Figure 2.4 below offers a graphic representation of the conceptual framework, which illustrates how the constructs used in this study, are related.

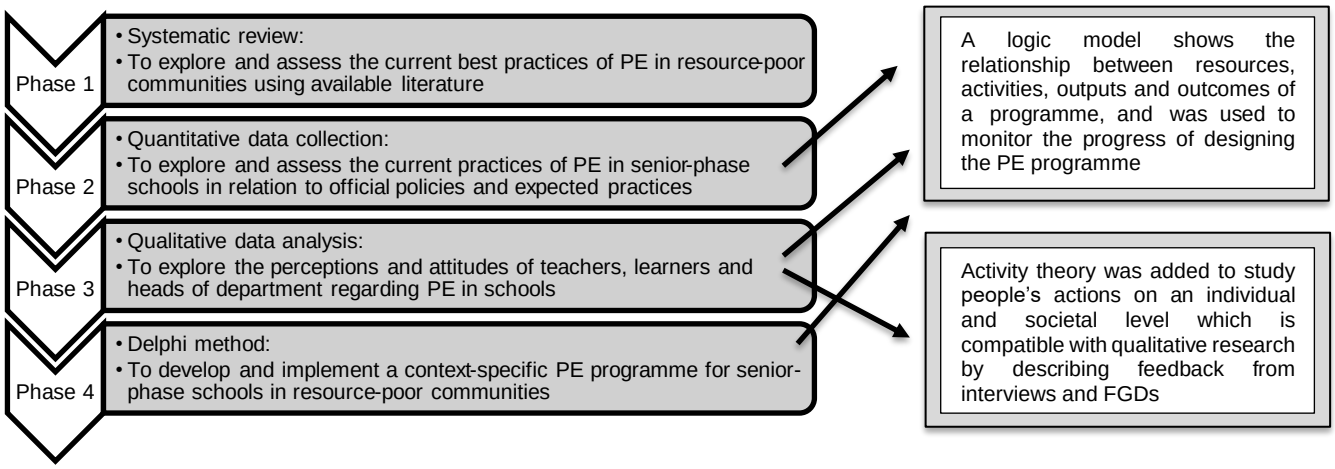

Figure 2.4 Conceptual framework for this study

2.8 CHAPTER CONCLUSION

This chapter presented an extensive review of the literature and provided the background pertaining to the current study on PE. It highlighted the benefits associated with PE as well as many barriers facing the delivery of QPE in schools, particularly resource-poor schools. The chapter concluded with the theoretical frameworks and how they were used in the study.

CHAPTER 3
OVEVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of the study was to develop a context-specific PE programme for senior-phase schools in resource-poor communities after gaining insight into current best practices, official policies, and perceptions related to PE in schools, and the attitudes of various stakeholders directly or indirectly involved in PE in the targeted schools.

3.2 RESEARCH DESIGN

This study is multifaceted and was conducted in four phases. A multi-method approach was consequently used to answer the questions posed and to address the specific phrases' aims and objectives. This chapter briefly outlines the methods employed in the various phases of the study. Detailed descriptions of the methodologies used in each of the phases are contained in the respective chapters.

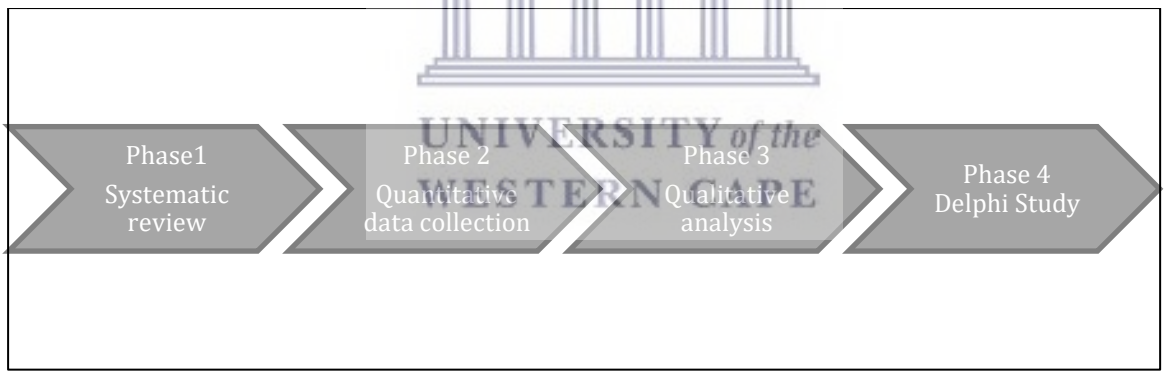

Figure 3.1 Research process

3.2.1 PHASE 1: SYSTEMATIC REVIEW

The objective of Phase 1 was to establish, from the literature, successful current and best practices to deliver PE to senior-phase school learners. A systematic review methodology was employed in the current study to address this objective. A systematic review constitutes high-level research on particular research questions to identify,

select, synthesise and appraise high-quality research evidence to make decisions regarding the relevant question (Gopalakrishnan & Ganeshkumar, 2013).

The systematic review was a narrative review, meta-analysis was not possible due to Heterogeneity. This review focused on previous qualitative and quantitative studies, what has worked in the past in terms of PE programmes that learners can benefit from, as well as what the barriers are that various stakeholders face in order to deliver the meaningful PE that learners so desperately need.

The SWiM (Synthesis Without Meta-analysis) analysis, which is an extension to PRISMA was used (Campbell, 2020).

3.2.1.1 METHODS

The studies identified were grouped according to population, interventions, outcomes and study design.

3.2.1.2 RESULTS

The results were reported on based on by describing the synthesised findings.

3.2.1.3 DISCUSSION

The limitations of the findings were discussed and conclusions were drawn relative to the review question.

This narrative approach was relevant as it helped to ascertain the scope of various programmes used in PE, which assisted with the identification of potential gaps that justified the pursuance of the study. There appears to be a missing link at the point of delivery of PA during school; this study aimed to establish this missing link and create a viable programme to counteract the barriers faced.

The search engines and databases used included PubMed®, EBSCO's SPORTDiscus, ERIC and Google Scholar. These databases were searched for the period 2009–2019.

3.2.2 PHASE 2: QUANTITATIVE STAGE

This phase constitutes the first component of a mixed-methods sequential design, which allows for the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Cresswell, 2009).

Phase 2 consisted of a cross-sectional survey that assessed the current practices of PE in senior-phase schools in resource-poor communities. The South African Universities Physical Education Association questionnaires (SAUPEA, 2018), which have been used and tested in the South African context previously, were used to collect the relevant information from learners, teachers and heads of department in the selected schools. Separate questionnaires were used for these three groups of participants (Annexures B, C and D). The results obtained from this phase were used to guide the types of questions asked in the interviews of the qualitative phase of the study.

3.2.3 PHASE 3: QUALITATIVE STAGE

The qualitative phase, which is the second, sequential component of the mixed-methods design used in this study, explored the perceptions and attitudes of teachers and learners regarding PE in schools. It used semi-structured interview questions (Annexure E) with teachers, learners and heads of department to determine the perceptions and attitudes of the aforementioned role players regarding PE in their specific schools. The use of semi-structured interviews, which examine the experience holistically, allows for flexibility so the researcher can adapt them when needed to gather necessary information (Blankenship, 2010). This is vital to gain an in-depth understanding of the attitudes and perceptions of the participants.

3.2.4 PHASE 4: DELPHI METHOD

The Delphi method was conducted after a summative report of Phase 1, 2 and 3 had been compiled and a PE programme had been developed. This programme was then circulated to eight national and two international experts in PE and PA for their comments. Two rounds were conducted to ensure that all comments on the programme were included and addressed. The final programme was then designed for piloting and implementation.

The PE programme was geared towards the needs of teachers and learners. A context-specific programme was designed to better upskill the core qualities and competencies the teachers needed to feel confident and equipped to deliver PE programmes, thereby allowing all learners to benefit from the activities. Future researchers will be able to build on the fundamental PA programme designed specifically in the context of resource-poor communities that emanated from this study.

3.3 RESEARCH SETTING

This study was carried out on learners in senior-phase schools from resource-poor communities (Grade 7, 8 and 9) that were identified in the Western Cape.

The distribution of the questionnaires and the interviews took place at the schools in quiet and secure areas where possible, where the participants (learners, teachers and heads of department) were secluded. It was important that participants in the study felt safe in the environment and that the researcher created an environment which was conducive to reliable and honest results.

3.4 ETHICS

Ethics clearance was requested and obtained from the Humanities and Social Sciences Research Ethics Committee (HSSREC. Ethics number: HS18/5/14) of the University of the Western Cape prior to any data collection (annexure A5). Permission to implement the study was also obtained from the Research Directorate of the Western Cape Education Department (WCED).

Identified participants were informed orally and in writing about the purpose of the study, why they had been asked to volunteer to participate, the importance of their participation, the valuable input they would make and the procedures followed to conduct the interviews. The information sheet (Annexure A1, A2 and A3) clearly explained the aim of the study and the procedures to be followed. Those who consented to participate in the study were screened against the sampling criteria. Eligible participants were given a consent form to sign as well as an assent form (to those participating in the study who were younger than 12 years) (Annexure A1, A2 and A3). Their participation in the project was voluntary and they were able to withdraw from the study at any time before written consent forms were signed. Data gathered from questionnaires, interviews and all transcripts were kept confidential and all data containing information relating to the participants was securely stored in a locked cabinet. All information was treated with strict anonymity and the identity of participants was protected so far as their names and personal information were not included in any of the questionnaires and interviews nor in report findings. Confidentiality of the remaining data was done by ensuring no data results were shared or released into the public domain without the permission of the participants.

All information will be kept in a safe place by the researcher for the duration of five years after completion of the study before being destroyed. All information gathered was used for study purposes only. The outcome of the study was made available to all research participants, schools and stakeholders involved. The researcher acted ethically, responsibly and professionally at all times, ensuring the safety of participants. Participants were not harmed in any way.

3.5 CHAPTER CONCLUSION

As previously indicated, this chapter presented a summary statement of the methodologies employed in each one of the four phases of this research. A detailed description of the methods used in addressing the research objectives is provided in the relevant chapters of the thesis.

CHAPTER 4
SYSTEMATIC REVIEW

4.1 INTRODUCTION

There are many benefits associated with regular PA (Bailey, 2006; Lonsdale et al., 2016). These include better quality of life, a reduction in various disease risks, as well as emotional and psychological benefits (Bailey, 2006; Burns et al., 2017). Fundamental movement skills form the foundation of many sporting and physical activities in later life (Bailey, 2006), and make engaging in PE and exercise valuable. Enhanced self-concept, better engagement at school, improved academic results and increased physical health are some of the benefits of PE (Lonsdale et al., 2016). Other benefits reported are reduced stress, anxiety and depression (Bailey, 2006; Hills et al., 2015). These effects do not occur automatically. Teachers' activities and communication largely determine whether or not children experience positive benefits. This places great value on PE in schools.

In South Africa, a strategy to promote health and wellness, and achieve educational goals, has been to develop a healthy school environment (Struthers et al., 2017). The overall prevalence of obesity in children and adolescents has risen rapidly, which indicates that environmental factors, such as diet and PA, are central to the cause of obesity (Klingberg et al., 2020; Lobstein et al., 2015; Sedibe et al., 2014). Schools are finding it essential to become health-promoting schools. Therefore, schools need to monitor and evaluate changes and developments in PE (Struthers et al., 2017).

It is paramount that QPE occurs from an early age, since exercise and activity habits commence early in life (Belton et al., 2019; Silva-Santos at al., 2019). Schools are key health settings that are required to provide further attention to their PE programmes (Belton et al., 2019; Naylor & McKay, 2009; Pate et al., 2006; Silva-Santos et al., 2019). According to Struthers et al. (2017), there is a need to understand learners' opinions of health promotion in schools to better evaluate the changes and developments within the school community. Safety and lack of facilities in schools were among the main barriers that learners experienced (De Villiers et al., 2015; Struthers et al., 2017; Tian et al., 2017). Despite these barriers, the benefits of PA are widely accepted. The need

exists to identify best practices to facilitate the delivery of QPE programmes in resource-poor communities.

4.2 PURPOSE OF THE REVIEW

This review sought to determine current and best practices of delivering PE to senior-phase learners (Grades 7–9) at schools in resource-poor communities by means of a systematic review. Therefore, this review aimed to systematically assess literature regarding successful current and best practices to deliver PE to senior-phase school learners in resource-poor communities. This systematic review is guided by the question: “What are the best practices and what barriers are faced to deliver meaningful PE in resource-poor schools?”

4.3 METHODOLOGY

This study followed a systematic review approach. According to Wright et al. (2007), a systematic review entails scientific strategies that reduce bias by the reviewers, critical appraisal tools, and the fusion of relevant studies to gain insight into a specified theme. Reviewers often limit the systematic review process by selecting studies with a specific study design; that was not possible for this systematic review as only a few articles were found. According to Wright et al. (2007), if studies and study designs are dissimilar, preventing a meta-analysis, statistical analysis should not be done owing to the heterogeneous nature of the selected studies. Articles were reviewed systematically, and relevant data was extracted using keywords agreed upon by four researchers in support of the aim of this review. The review was implemented and reported on in a narrative format.

4.3.1 SEARCH STRATEGY FOR IDENTIFICATION OF STUDIES

A search of electronic databases was used to retrieve, review and narratively report on the data extracted from relevant articles in this review. The databases used were PubMed®, SportDiscus, ERIC and Google Scholar. The inclusion criteria for studies for this review were limited to studies published over ten years (2009–2019) and studies in English only. This time period was selected because of the Covid-19 global

pandemic that saw structured, formal education and any form of sports/activities taking place on school grounds terminated, while online/home schooling was the new normal. Studies that focused on best and current practices in PE for senior-phase school learners, especially in resource-poor communities, were prioritised. Not many articles were yielded in the search, and therefore qualitative, quantitative, mixed method and randomised control trial articles were included. A manual search of references and grey literature was also performed for other potentially relevant articles.

4.3.2 CRITERIA FOR REVIEW

The search included qualitative, quantitative, mixed method and randomised control trial studies that met a Level 3 of effectiveness on the JBI (Joanna Briggs Institute) scale (Joanna Briggs Institute, 2011). Effectiveness relates to the evidence that the interventions used met the desired outcome. Hence, the JBI scale is used to evaluate the relationship between interventions and outcomes (Gholizadeh et al., 2020; Pearson et al., 2005).

4.3.3 METHOD OF THE REVIEW

The initial search was conducted by two researchers who also reviewed the abstracts and full texts of articles. Firstly, a comprehensive screening process was performed by searching four databases (PubMed®, SPORTDiscus, ERIC and Google Scholar). This was done by two researchers who screened the titles and abstracts using pre-determined search terms/key words. The key words included PE, PA, resource-poor communities, best practices, and current practices. MeSH (medical subject headings) and Boolean phrases were also used.

From the search, the total hits were 8 015. Full-text articles were collected and nine duplicate articles removed. The relevant articles totalled 130 and were recorded on a Microsoft Excel spreadsheet. Based on the PICO (population, intervention, control, and outcomes) criteria, 14 relevant articles were chosen for this review. The PICO criteria were population (school learners), intervention (PE programmes in schools), comparisons (best practices used locally and globally), and outcomes (PE preferences and programmes that work well).

A total of 116 articles were excluded for one or more of the following reasons: the full text was not relevant, methods were inappropriate or incomplete, irrelevant age groups, study not relevant to resource-poor communities, PE and/or PA were not represented in the study.

The 14 articles chosen for this review were systematically assessed using an evaluation tool developed and adapted from CASP instruments (Critical Appraisal Skills Programme). The critical appraisal tools used had a set of questions in which validity, relevance, results and other components of the chosen articles were appraised to ensure the research was covered thoroughly. Of the 14 articles appraised using the relevant appraisal tools (Annexure F), nine articles were included in this review.

Relevant data such as date, author, population size, method of data collection, study design, interventions, and outcomes were identified and extracted from the full-text articles. This extracted data was collected into an Excel spreadsheet and can be seen in Table 4.1. The JBI level of evidence was assessed by the two researchers/reviewers independently. Where there was a discrepancy, a third reviewer was consulted to make a final decision. The methodological quality of the articles was done by using an assessment scoring sheet (Table 4.1). The score ratings had three levels; poor (0–33%), satisfactory (34–66%) and good (67–100%).

Table 4.1: Scoring Sheet of Appraised Articles

QUANTITATIVE																
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**Total**	**%**
Lander et al. (2015)	1	0	1	1	0	1	1	1	1	1	0	0	1	-	9	69
Kulinna (2012)	1	1	1	1	0	0	1	1	1	1	1	0	1	-	10	77
Gill et al. (2019)	1	0	1	1	0	1	1	1	1	1	1	0	1	-	10	77
Gråstén & Ylli-Piipari (2018)	1	1	1	1	0	1	1	1	1	1	1	1	1	-	12	92
QUALITATIVE																
Conchar et al. (2016)	1	1	0	1	1	1	0	1	1	1	1	1	1	-	11	85
McMullen et al. (2014)	1	1	0	1	1	1	0	1	0	1	1	0	1	-	9	69
MIXED METHODS																
De Villiers et al. (2015)	1	1	0	1	0	1	1	1	1	1	0	0	1	1	10	71
RANDOMISED CONTROL TRIALS																
Miller et al. (2016)	1	1	0	1	1	0	0	1	1	1	1	1	1	0	10	71
Lonsdale et al. (2016)	1	1	1	1	1	1	1	1	0	1	1	0	1	1	12	86

PRISMA flow chart is presented in Figure 4.1:

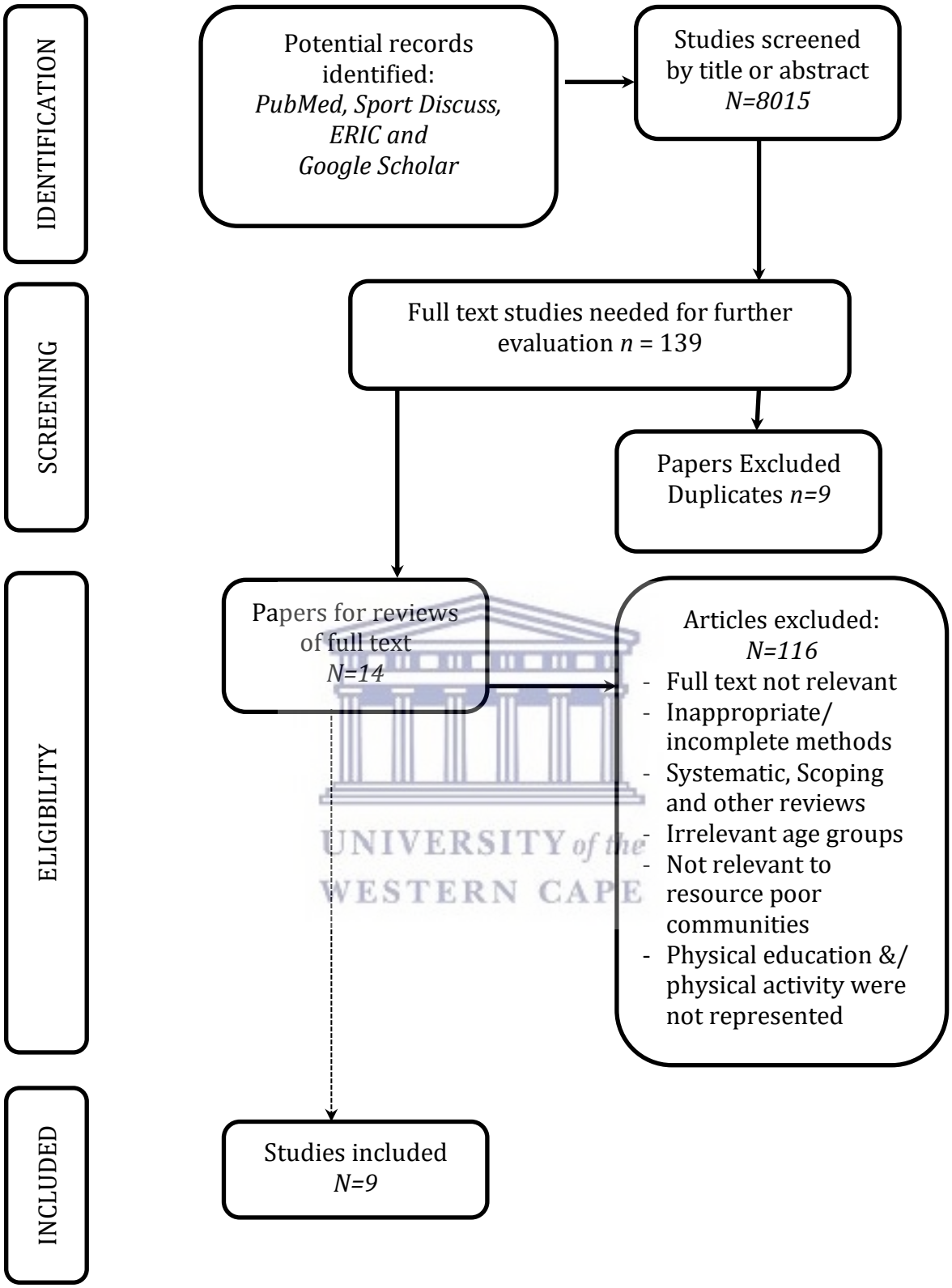

Figure 4.1 Prisma Flowchart screening of artciles included in the review

4.4. RESULTS

A total of 14 articles were appraised, of which nine were included in this review. In Table 4.1, the appraised articles' data was extracted using the appraisal tools.

The nine articles that met the inclusion criteria for this review can be seen in Table 4.2.

Several articles were excluded from this review because the outcomes did not include best practices when delivering PE in schools. Of the nine articles included in this systematic review, four were quantitative, two were qualitative, two were randomised control trials, and one was mixed methods. Of the nine articles included in this systematic review, four articles were published between 2012 and 2015, three articles in 2016 and two articles in 2019.

Three of the studies were conducted in Australia and three in the USA, two in South Africa and one in Finland. Data was collected through interviews, surveys and intervention studies. The target population of five studies involved learners (of varying ages and grades), three studies involved teachers at primary and high schools, and one study targeted both teachers and learners.

Various interventions were noted in the reviewed studies, and as such, yielded different outcomes. The interventions included: interventions to improve skills, increase learner participation levels in PA/PE, increase MVPA among learners, identify factors that influence PA/PE participation and enjoyment, teacher training workshops, and more. Outcomes from the interventions showed that implementing intervention programmes led to improved skill levels among learners (Miller et al., 2016) and improved overall PA and sport abilities (De Villiers et al., 2015). Interventions also caused deficiencies in MVPA levels among learners (Gill et al., 2019) or increased activity levels among learners (De Villiers et al., 2015), and even though this increase often takes time, any increase in activity level should be seen as a positive outcome (Kulinna, 2012). Further to this, incidences of bullying and bad behaviour among learners decreased with increased PA (Gråstén & Yli-Piipari, 2019).

Many factors play a role in PA/PE participation (Conchar et al., 2016). One of these factors is the poor quality of teachers implementing programmes and assessments of learners (Lander et al., 2015). Teacher training maximises learners' motivation to be active (Lonsdale et al., 2016), and part of this training should include activities that teachers find easy to manage and prepare: quick and enjoyable activities that are academically orientated (McMullen et al., 2014). According to the findings reported in the articles, PA/PE programmes should be game-centred and innovative, aimed at improving skills, take realities into consideration, and be enjoyable positive experiences for learners (Conchar et al., 2016; Gill et al., 2019; Gråstén & Yli-Piipari, 2019; Miller et al., 2016). The findings also revealed that better trained teachers will improve the quality of and involvement in PE (Lander et al., 2015), online teacher training will assist in widespread dissemination (Lonsdale et al., 2016), and more parental, DBE and school support are needed to implement successful PE programmes (De Villiers et al., 2015).

Table 4.2: Data extraction information of the articles for this review

Author	Sample	Design	Data collection method	Summary
Lander et al. (2015)	168 secondary school teachers	Quantitative	Survery	This study revealed that although PE teachers are conducting FMS assessment, there are significant deficits in the quality of their assessment practices: just over half used the 'ideal' assessment frequency and under half-implemented process-based assessment. Specialist professional development training for in-service teachers is recommended, specifically focusing on FMSs. These improvements to PE class practices may improve FMSs learning in girls and, potentially, impact their physical activity levels in the future. Although the results of this study were modest gains in physical activity and no significant BMI changes, the study still provides essential information. Any physical activity change is positive as physical activity behaviours are hard to change, and the need for change in this community was great. Given the limited scope of the intervention, it is exciting to
Kulinna (2012)	Indigenous children from ten schools (*N* = 320) in Grades 3–12 from one community	Quantitative	Intervention and comparrison	

				see that change did occur. It is also important to note that the data collected provided benchmark data on an understudied population.
Gill et al. (2019)	PE teachers	Quantitative	Intervention	The SPARK middle-school curriculum's mixed evaluation findings show that curricula, such as those 'out-of-the-box', do not have the same results in all contexts. Effective strategies need to be identified to increase MVPA for adolescents both in and outside of PE. This needs further research.
Gråstén & Ylli-Piipari (2018)	Elementary school children	Quantitative	Questionnaires	Specific actions to increase long-term PE programmes that are enjoyable are needed. It is vital to ensure that school-based physical activity programmes, including a transition from elementary to middle-school level, provide all children with positive experiences, thus improving their motivation and MVPA participation during school days and leisure time.
Conchar et al. (2016)	15 CP adolescents aged between 12 and 18	Qualitative	Semi – structured interviews	A variety of physiological, psychological, social and macro-environmental factors promote and inhibit participation in sport and exercise among learners with CP living in South Africa. Interventions planned need to take various factors and experiences of learners for health-promoting physical activity into account.
McMullen et al. (2014)	Twelve elementary and high school classroom teachers from one Indigenous school district participated in the study	Qualitative	Qualitative analysis of themes	Because the classroom has different elements that need to be organised, classroom breaks need to be simple and worthwhile. Although teaching academic content is the main priority, teachers understand the value of engaging learners in activity. Teachers may be more inclined to use activity breaks if they reinforce content. To be successful and used often, minimal equipment and preparation should be needed for activity breaks to be enjoyable.
De Villiers et al. (2015)	Educators	Mixed methods	Intervention	The HealthKick intervention was not implemented as successfully as imagined. Increased parental involvement, greater support from the Department of Basic Education and assurance of sufficient motivation from schools need further investigation.

Miller et al. (2016)	Participants (*n* ¼ 107 students; mean age ¼ 10.7 years, SD 0.87) Pilot intervention (*n* ¼ 52 students) or control (*n* ¼ 55) conditions	RCT	Intervention	Using a teacher professional learning programme to improve learner FMS, PA engagement, and decision making and support skills, was successfully delivered using a game-centred pedagogy. The innovative PLUNGE intervention focusing on effective pedagogical practice using game-based programmes produced simultaneous to develop FMS, gameplay goals and improved levels of in-class physical activity.
Lonsdale et al. (2016)	Teachers and Year 8 students	RCT	Intervention	An online training platform is how the intervention is delivered to teachers. It has the aim to facilitate more widespread dissemination compared with interventions that rely on only face-to-face training.

4.5 DISCUSSION

This systematic review was conducted on best practices that can be employed to deliver QPE and PA lessons among learners in senior-phase (Grades 7–9) schools, particularly in resource-poor communities, in order to provide a context–specific PE programme.

4.5.1 FINDINGS

The findings in the current review suggest that limited articles were reviewed because not all studies were conducted in resource-poor schools and communities. This highlights the importance of this systematic review: to show that future research in resource-poor community schools, mainly focusing on activity levels of learners (Gill et al., 2019; Kulinna, 2012), is essential. To ensure learners from disadvantaged communities have equal opportunities to engage in meaningful activity lessons, thereby benefiting from the many health, social, psychological, emotional and developmental benefits that activity can offer, more research in specific grades and under-resourced communities is necessary. Conchar et al. (2016) agreed that many factors play a role in PE/PA participation, such as physiological, psychological, social and environmental factors, which are vastly different in under-resourced schools as opposed to affluent schools, hence the need for context-specific research.

Schools are located in various contexts and therefore will require different strategies to improve the PE and PA levels (Gill et al., 2019). Similarly, Conchar et al. (2016) underscored how different factors and contexts yield different experiences for learners that will either promote or inhibit their involvement in PE at school. Furthermore, not all curricula offered in schools are the same or in the same context. These contextual factors contribute to the disparate levels of PA experienced by learners. Therefore, there should be efforts to conduct context-specific studies and develop context-specific programmes to deliver meaningful PE.

4.5.1.1 PEDAGOGY

The findings indicate that the ability to provide activity programmes centred on games-approach pedagogy and that allow not only functional movement skills (FMS) but soft skills to be learned and developed simultaneously, as well as activities that are quick, simple and easy to administer, is essential (Miller et al., 2016). Learners need to understand what is expected of them and participate in activities they find enjoyable. McMullen et al. (2014) and Gråstén and Yli-Piipari (2019) agree that PA programmes in schools need to be enjoyable experiences for learners, and quick and straightforward to administer and understand. This will increase learners' motivation to participate in these activities and they will be considered worthwhile. Although academic subjects remain a priority for teachers according to McMullen et al. (2014), teachers acknowledge the value of activity programmes and interventions for learners within the school structure. Further to this, findings by Gråstén and Yli-Piipari (2010) note that with increased activity programmes at school, violence and bullying are ameliorated, among other widely accepted benefits.

4.5.1.2 PARENTAL INVOLVEMENT

Many disadvantaged schools have been insufficiently studied; however, there is consensus that greater parental involvement, support from the DBE (for various resources) and buy-in from schools, including motivational communication delivery, will encourage greater PE participation and motivation to seek out opportunities to be active (Kulinna 2012; De Villiers et al., 2015). Identifying the need for greater support

from stakeholders would assist in implementing interventions and programmes, and encourage appropriate teacher training.

4.5.1.3 TEACHERS

Well-qualified and experienced teachers increase learners' motivation and feelings of safety while participating in activities. There is a great need for teacher training to empower teachers with the necessary skills, competencies and confidence. The findings strongly support the need for more QPE and activity in schools for learners to gain the vast benefits these can offer. McMullen et al. (2014) identified that teachers prefer easily managed, quick and enjoyable activities for learners that don't require much preparation. Activities that not only get learners moving but reinforce academic content are more likely to be implemented (McMullen et al., 2014). In the research studies conducted by Lander et al. (2015) and Lonsdale et al. (2016), there is a deficit in the quality of teacher skills and the way teachers assess PA among learners. Therefore, the foundations teachers use and (continued) professional development to deliver meaning PA programmes and lessons that are often out of their comfort zones, need to be addressed. It has been suggested by Lonsdale et al. (2016) that increased face-to-face workshops and online training create a broader spread of dissemination of strategies that can be adopted to maximise opportunities for learners to be active at school and to improve their motivation to be active.

4.5.1.4 RESOURCES

Some may argue that in resource-limited schools, many do not have secure or reliable internet connections for online training. However, with blended learning becoming a popular pedagogy, even resource-limited schools may need to think of new ways to obtain internet access for teachers and learners alike to remain abreast of trends, skills and preparedness.

4.5.2 LIMITATIONS

A limitation to this systematic review is that only nine articles were found suitable for this review, based on the inclusion criteria. Different study designs were employed,

making meta-analysis impossible. A further limitation was that only four of the nine articles stated that they were specifically conducted in resource-poor communities, and not all studies were conducted solely on Grades 7–9 learners in resource-limited communities in South Africa. Therefore, more research in resource-poor schools is recommended to be able to relate the information gained to all grades with regard to best practices to enhance the delivery of quality PA lessons in particular contexts.

4.5.3 CONCLUSIONS

Although limitations are evident, the studies reviewed had parallel recommendations for best practices to deliver QPE for learners. There is sufficient evidence in the studies to form a robust inference regarding best practices for PE delivery that can be accepted and employed. It is important for schools that struggle to deliver meaningful activity programmes to learners to adopt these suggested best practices/components to deliver successful PE in resource-poor communities.

4.6 CHAPTER CONCLUSION

From the analysis of the studies, it is clear that PE and PA have value in the school system. However, more in-depth research is required to discover tangible best practices to deliver QPE and not merely make suggestions and foreground existing barriers. Being able to deliver a PE programme in schools that motivates learners to be active and transfer this to being active outside the school setting will prove valuable to learners. In resource-poor schools, in particular, best practices need to be identified for this particular context. Greater buy-in and support from schools, parents, and the DBE will be necessary in a South African school context, based on barriers (resources, facilities) resource-poor schools face in promoting QPE. Game-centred activities and the development of soft skills work well to increase learner activity levels. Enjoyable activities that are simple and quick to understand and administer can also be adopted. Well-qualified teachers and continuous professional development of teachers exposed to teaching activity programmes should not be overlooked.

This systematic review provided evidence of aspects that need to be examined and considered in resource-poor school contexts to deliver meaningful PE. There may be

a need to improvise with regard to school facilities and resources, training for better-experienced teachers to deliver the curricula for PE/PA, and better support from stakeholders. Stakeholders need to rise above the barriers and limit restrictions creatively to provide learners with the best QPE programme possible.

This chapter aimed to identify best practices to deliver PE in resource-poor schools. From the review, it can be concluded that professional development of teachers, games-centred activities, enjoyable activities, quick and straightforward programmes to improve learner motivation to be active, and more significant support from stakeholders serve as best practices to be adopted. Beyond this, creative ways of improvising available resources in resource-poor school communities are crucial.

CHAPTER 5
RESULTS AND DISCUSSION
QUANTITATIVE (PHASE 2) AND QUALITATIVE (PHASE 3) STAGES

5.1 INTRODUCTION

The aim of this study was to develop a context-specific PE programme for schools located in resource-poor communities in the Western Cape. According to Van Biljon et al. (2018), PA practices among South African school learners are insufficient to promote health and prevent chronic disease. It appears that many schools, specifically those in resource-poor communities, lack key elements needed for the introduction and presentation of PE on a sustainable basis. In order to achieve the objectives of the research, learners in these communities were probed on issues related to the status of PE as part of their curriculum and their participation and experiences, as well as recommendations to improve the programme. Based on these findings, a context-specific PE programme that promotes active living among learners was developed.

This chapter focuses on the second and third objectives of this study, which were to explore the current practices of PE as well as the perceptions and attitudes of learners, teachers and heads of department regarding PE in schools. The results emanating from the South African Universities Physical Education Association (SAUPEA) questionnaire (Burnett, 2018), the semi-structured interviews and focus-group discussions (FGDs) are summarised and presented in this chapter.

5.2 METHODS

5.2.1 MIXED-METHODS APPROACH

This phase of the study employed a mixed-method, sequential research design (Creswell, 2009), which involves the collection and analysis of numerical data followed by the gathering and analysis of qualitative findings (Cresswell, 2009). Numerical and qualitative phases are linked in the transitional stage because the outcomes of the initial phase of the study inform or guide the data gathered in the second and third phase; this forms a mixed-method sequential design (Ivankova et al., 2006). The

results emanating from the quantitative and qualitative phases were combined during the discussion, which resulted in a more complete answer to the research objectives addressed in this chapter.

5.3 QUANTITATIVE STAGE (PHASE 2)

5.3.1 SAMPLE AND SAMPLING PROCEDURE

Participants for the quantitative phase of the research included learners, teachers and HODs from the four senior-phase schools (Grades 7–9) that fall within Quintile 1–3 in resource-poor communities in the Western Cape. All participants were purposively selected to provide demographic, infrastructural and curriculum information regarding PE at their respective schools.

The Yamane (1967) formula was used to calculate the sample size:

$$N = \frac{N}{1+N^{(e)^2}}$$

Where,

n = the sample size;

N = the size of population and

e = the error of 5 percentage points is where the confidence level of p = 0.05 was set at (Yamane, 1967).

Based on this formula, a total of 311 learners were included in the study.

5.3.2 RESEARCH INSTRUMENTS

In this phase, quantitative methodologies were used for data collection. The SAUPEA questionnaires (Annexures B, C and D), which have been used and tested in the South African context previously, were completed by the learners, teachers and HODs in the relevant schools to determine current practices that schools employ and how these relate to official government policies. The SAUPEA questionnaire consists of different sections: Section 1 focuses on demographic data, Section 2 focuses on participation and experiences, and Section 3 focuses on recommendations for improved practices.

The questionnaire uses a Likert-type scale with five responses ranging from ‘agree’ to ‘disagree’. The findings from the questionnaires were used to guide the questions asked in the interviews and FGDs in Phase 3 to explore any matters needing further scrutiny. Furthermore, findings of this phase helped the researcher to gain a better understanding of certain aspects of PE and the elements that needed to be considered for the development of the PE program in Phase 4.

5.3.2.1 VALIDITY AND RELIABILITY

Where research tools measure what they claim to measure, is where validity is defined (Mohajan, 2017), while reliability deals with the consistency of the tool, that is, whether it yields the same results. A tool can be reliable without being valid. The research instrument, the SAUPEA questionnaire, was previously piloted. The SAUPEA questionnaire that was used in this study was validated and tested in the South African context (Burnett, 2018).

5.3.3 ANALYSIS OF DATA

In measuring people’s attitudes, there are challenges when transferring the qualities into quantitative measures for data-analysis purposes. Although some of these issues have been mitigated through an increase in the use of qualitative research methods, many social scientists still rely on attitudes and perceptions to be measured quantitatively. Likert-scale items are created by calculating a combined score from four or more Likert-type items (Boone & Boone, 2012). Therefore, analysis of the combined Likert-scale score should be done at the interval measurement scale (Boone & Boone, 2012). The mean for central tendency and standard deviations for variability are recommended interval-scale items for descriptive statistics (Boone & Boone, 2012).

The data from the questionnaires was categorised based on the various participant groups:

- Learners
- Teachers
- Heads of Department

The researcher manually coded the data according to identified categories. Results from the questionnaires were analysed by summarising the data obtained, ascertaining similarities, and emphasising abnormal results.

Once all the data had been categorised and analysed, relationships found in the data and testing of the hypothesis, as well as answering of research questions, were completed.

Learners', teachers' and HODs' responses to each item in the questionnaires were analysed using the IBM® SPSS® Statistics, V24 software programme. Descriptive statistics (means and SDs) for each of the questions (categories) were analysed. Responses were also analysed and reported per Likert-scale category.

5.3.4 INFORMED CONSENT

Participants were informed orally and in writing (Annexure A1, A2 and A3) of the purpose of the study, why they were asked to participate as volunteers, the importance of their participation, valuable input they would provide, and the procedures for questionnaires, interviews and FGDs. It was emphasised that their participation in the project was voluntary, their identity would remain confidential, and they were allowed to withdraw from the study at any time before or after written consent forms were signed.

All participants completed consent forms (Annexure A1, A2 and A3) in addition, learners also completed assent forms (Annexure A1, A2 and A3). In cases where parents did not assent to their children's participation, learners were excluded from the research.

The researcher guaranteed that data gathered from questionnaires, interviews and FGDs would be kept in a safety box and online data would be stored in a password protected folder which will be destroyed after the completion of the study.

All information was treated with strict anonymity and the identity of participants was protected; their names and personal information were neither included in any of the questionnaires, interviews or FGDs, nor in report findings.

5.3.5 PROCESS

Permission was obtained from the Western Cape Department of Education (WCED) to conduct research at schools under their jurisdiction (Annexure A4). The questionnaires had various categories, the first of which was demographic information, then participation and experiences, which addressed content and activities, aspects of the programme, and benefits and reasons for disliking PE, and lastly recommendations to improve PE.

The researcher uploaded the data onto a Microsoft Excel spreadsheet. Each questionnaire was coded to ensure confidentiality of results. This information was then analysed using IBM® SPSS® Statistics, V24 for descriptive and inferential statistical analysis to be done.

5.4 QUALITATIVE STAGE (PHASE 3)

5.4.1 RESEARCH DESIGN

The purpose of this phase was to explore and determine what the participants' (learners', teachers' and HODs') perceptions of and attitudes to PE were. This phase consisted of semi-structured interviews and FGDs. Findings from Phase 1 and Phase 2 of this study were used to guide the types of questions posed in Phase 3. Findings from Phases 2 and 3 fed into the development of the PE programme in Phase 4.

Phase 3 consisted of semi-structured interviews with teachers and HODs, and FGDs with learners, to assess the perceptions and attitudes of the aforementioned role players regarding PE in their respective schools. Qualitative studies, using semi-structured interviews and FGDs, examine experiences holistically and allow for flexibility so the researcher can adapt when needed to gather necessary information

(Blankenship, 2010). This is vital to gain an in-depth understanding of the attitudes and perceptions of the participants.

5.4.2 SAMPLE AND SAMPLING PROCEDURE

Thirty Grade 7, 8 and 9 randomly selected learners from each of the four senior- phase schools participated in the interviews, as well as ten PE teachers and HODs who were purposively selected to provide demographic, curricular and infrastructural information regarding PE at their respective schools.

5.4.3 RESEARCH INSTRUMENTS

A semi-structured set of interview questions was developed after Phases 1 and 2 were completed. The participants were recruited and informed of the study's intentions and purposes. Interview schedules were organised not to clash with any school-related activities. Scheduling the time needed to conduct the interviews was negotiated with the stakeholders so that the interviews fell within the daily programme at school. Participants were guaranteed that their identities would remain protected throughout the duration of the study. Parents were asked to sign a written consent form if children were under the age of 12 years to allow the researcher to proceed with this phase of the study.

5.4.4 DATA-COLLECTION PROCEDURE

Participants were contacted telephonically and/or electronically and given the Information Letter (Annexure A1, A2 and A3) inviting them to participate in the interviews and FGDs, and they were informed of the purpose. They were given the opportunity to ask any questions, and only once they had voluntarily consented to participating in the study and knew that the interviews and FGDs would be tape-recorded, was the study conducted. Interviews and FGDs were conducted face to face in a quiet, natural setting so the participants felt comfortable to speak openly.

5.4.5 VALIDITY AND TRUSTWORTHINESS

Strategies proposed by Lincoln and Guba (1985) were integrated into the study to ensure rigour and trustworthiness. In qualitative research, trustworthiness revolves around Lincoln and Guba's (1985) idea concerning dependability, conformability, transferability, and credibility as stated by Creswell (2013). The validity of qualitative research is dependent on how the researcher uses procedures in an authentic way.

Dependability

Dependability refers to how stable the findings are over time. According to Tobin and Begley (2004), dependability refers to participants' evaluation of the findings, interpretation and recommendations, to identify if these are in line with the data received from the study informants. Code-recode strategy was used to test dependability in this study: the researcher coded the same data twice, with a two-week period between each coding. The two codings' results were compared to check for similarities or differences (Chilisa & Preece, 2005).

Conformability

The extent to which results of a study can be validated by other researchers is referred to as conformability (Baxter & Eyles, 1997). Having an audit trail to trace the course of steps and decisions made in the research process, will led to conformability. An examination of the process and validation of the data forms part of the audit trail, where the researcher accounts for all the decisions and activities in the research, including how collection, recording and analysis of data was done (Bowen, 2009).

Transferability

The degree to which qualitative research results can be transferred to other respondents in different contexts – and generalisation is possible – is referred to as transferability (Tobin & Begley, 2004). By providing a detailed description which allows comparisons in different contexts to take place, transferability is established. Therefore, adequate contextual information about the context was provided to promote transferability to other contexts (Lincoln & Guba, 1985).

Credibility

Confidence in the truth of the research findings is the credibility of the study (Holloway & Wheeler, 2002). The researcher's checking transcripts to ensure they captured what the participants had intended to say, is how credibility was established.

5.4.6 DATA ANALYSES

Creswell's (2009) thematic analysis approach was used to analyse the data collected in this phase of the study. Firstly, the researcher organised and prepared the data for analysis. This included the transcribing of interviews and FGDs, and transcribing the data verbatim in English in Microsoft Word and then onto an Excel spreadsheet. After this, a thorough readthrough of the transcripts was performed to obtain a general perspective and reflect on data content.

Data was coded and analysed according to the themes that emerged from the qualitative phase of the study. A narrative approach was used to present the findings and detailed discussion of the themes and sub-themes. Finally, interpretation of the data provided meaning to the content in order to expand on the lessons learnt and to correlate information with reviewed literature.

Data was interpreted to draw comparisons between perceptions and attitudes of learners, teachers and HODs to gain an in-depth understanding of barriers, factors playing a role in perceptions and attitudes, and possible solutions to establish the best context-specific PE programme.

5.5 QUANTITATIVE RESULTS FOR SCHOOL LEARNERS

5.5.1 DEMOGRAPHIC INFORMATION

A total of 311 Grades 7–9 school learners took part in the study. All learners were from Quintile 1–3 schools in the Western Cape. The demographic information of the respondents is depicted in Table 5.1.

Table 5.1: Demographic information of learners (*n* = 311)

Gender	***n***	**%**
Male	139	44.7
Female	172	55.3

Age groups	*n*	%
11–12	44	14.1
13–14	227	73.0
15–16	39	12.5
16–17	1	0.3

Of the respondents, 139 (44.7%) were boys and 172 (55.3%) were girls (Table 5.1). As is evident from Table 5.1, the majority of learners (73.0%) fell in the 13–14 age category, with one learner in the 16–17 age category. An analysis of the profiles of respondents further revealed that 8.0% of learners reported some level of disability.

Of the learners, 161 (51.8%) participated in sport at school after the completion of the academic school day, while 103 (33.1%) participated in sport not associated with the school or the school's sport facilities. Figure 5.1 shows the number of sport activities learners participated in. Thirty-six percent of the learners participated in one sport at school, while the remaining 64% participated in two or more sports. It is encouraging that most learners reported on participation in sport; this is a key motivating factor for the continued delivery of sustainable PE in those schools.

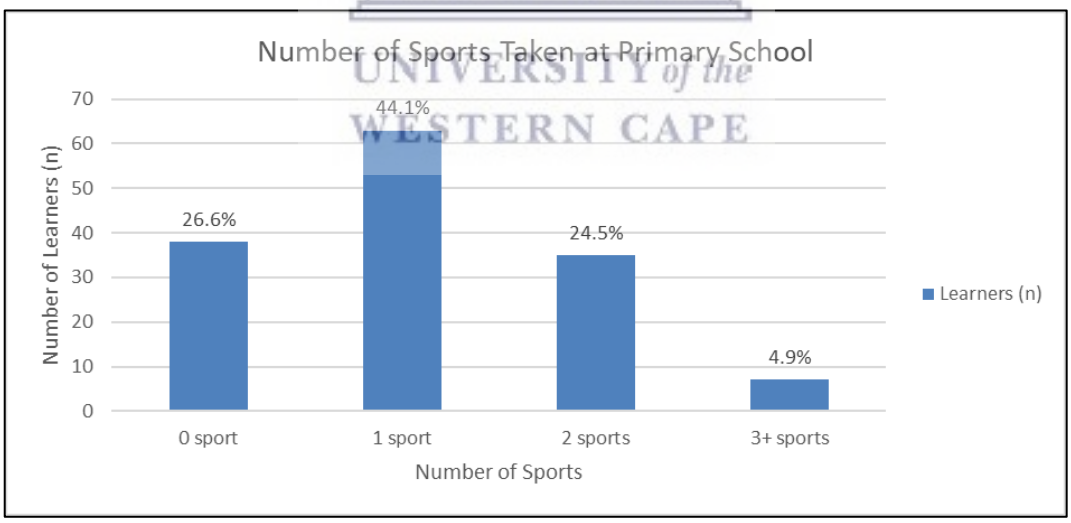

Figure 5.1 Number of sports taken at school

Table 5.2 is a summary statement of learners' responses to the following question: "What did you do in the PE component of LO during the last year (2017) and this year (2018)?"

Table 5.2: Learners' participation and experiences in the PE component of LO

Statement	Yes (2017)		Yes (2018)	
	n	**%**	***n***	**%**
Theory with no practical	151	48.6	95	30.5
Informal play	140	45.0	105	33.8
Structured lessons	133	42.8	108	34.7
Other subjects instead of PE	125	40.2	121	38.9
Sports teams try out	117	37.6	120	38.6
Playing sport	112	36.0	116	37.3
Homework	87	28.0	125	40.2

A large percentage of the classes in 2017 (48.6%) and less in 2018 (30.5%) were theory based. Furthermore, a large portion of learners' practical sessions consisted of "playing informally outside" in 2017 (45.0%), with 33.8% of informal play occurring in 2018.

The least reported varied viewpoint in what was offered in 2017 versus 2018 was in relation to the variable "Homework was done during PE lessons", where 28.0% of learners indicated "yes" for 2017, and similarly 40.2% indicated "yes" for 2018 – a variance of 12.2% can be seen. From this, we can infer that teachers often use the PE lesson time for students to do homework instead of PE activities. The only consistent variable was "Other subjects take the place of PE" (with a 1.3% variance from 2017 to 2018), "Playing sport during PE" (with a 1.3% variance from 2017 to 2018) and "Trying out for sports teams during PE" (with a 1% variance from 2017 to 2018). The remaining variable "Had structured PE lessons" showed a varied response of 8.1% between 2017 and 2018.

Next, respondents were asked about aspects of the programme they experienced during the PE component of LO (Table 5.3) during 2017 and 2018.

Table 5.3: Aspects of the programme experienced by learners

Statements	Don't have this (%)	Like it very much (%)	Like it (%)	Do not like it (%)
Interesting & fun activities	6.4	60.8	31.5	1.4
Learn what I'm good at	6.4	52.1	34.1	7.4
Learn new sport skill	7.1	51.4	32.8	8.7
Team activities	11.6	47.3	38.9	2.3
Develop my sport talent	10.9	45.0	33.1	10.9
Compete against others	10.3	39.2	29.6	20.9
Safe from injury	14.8	37.6	24.8	22.8
Individual activities	11.9	32.2	36.0	19.9
Safe from others	15.4	31.5	24.8	28.3
I can take part with friends	12.9	28.3	46.3	12.5
Practical activities	12.2	26.4	41.5	19.9

Learners were given a range of statements relating to the aspects of the programme. Of all the statements, the five most popular ranked aspects ("like it very much") among the learners were "PE lessons are interesting" and "fun activities" (60.8%); learners were able to identify which activities they are good at (52.1%), to learn new sport skills (51.4%), take part in team activities (47.3%) and develop their talent in sport (45%). The least popular aspects were having practical activities (26.4%) and being able to take part with friends (28.3%). The only concerning aspect was the statement "I feel safe from children who want to hurt me" that received a 31.5% "yes" response, meaning that almost one-third of the learners don't feel safe from other children.

Following the above, respondents were asked about the benefits of the programme they experienced during the PE component of LO during 2017 and 2018.

The perceived benefits of PE are ranked from most valuable to least valuable in Figure 5.2. PE has numerous perceived benefits for learners of which psychological benefits ranked the highest. Improved fitness and healthy lifestyle benefits were both ranked second (90.4%).

Respondents were also asked about reasons for disliking parts of the programme they experienced during the PE component of LO during 2017 and 2018. Respondents' answers can be seen in Table 5.4.

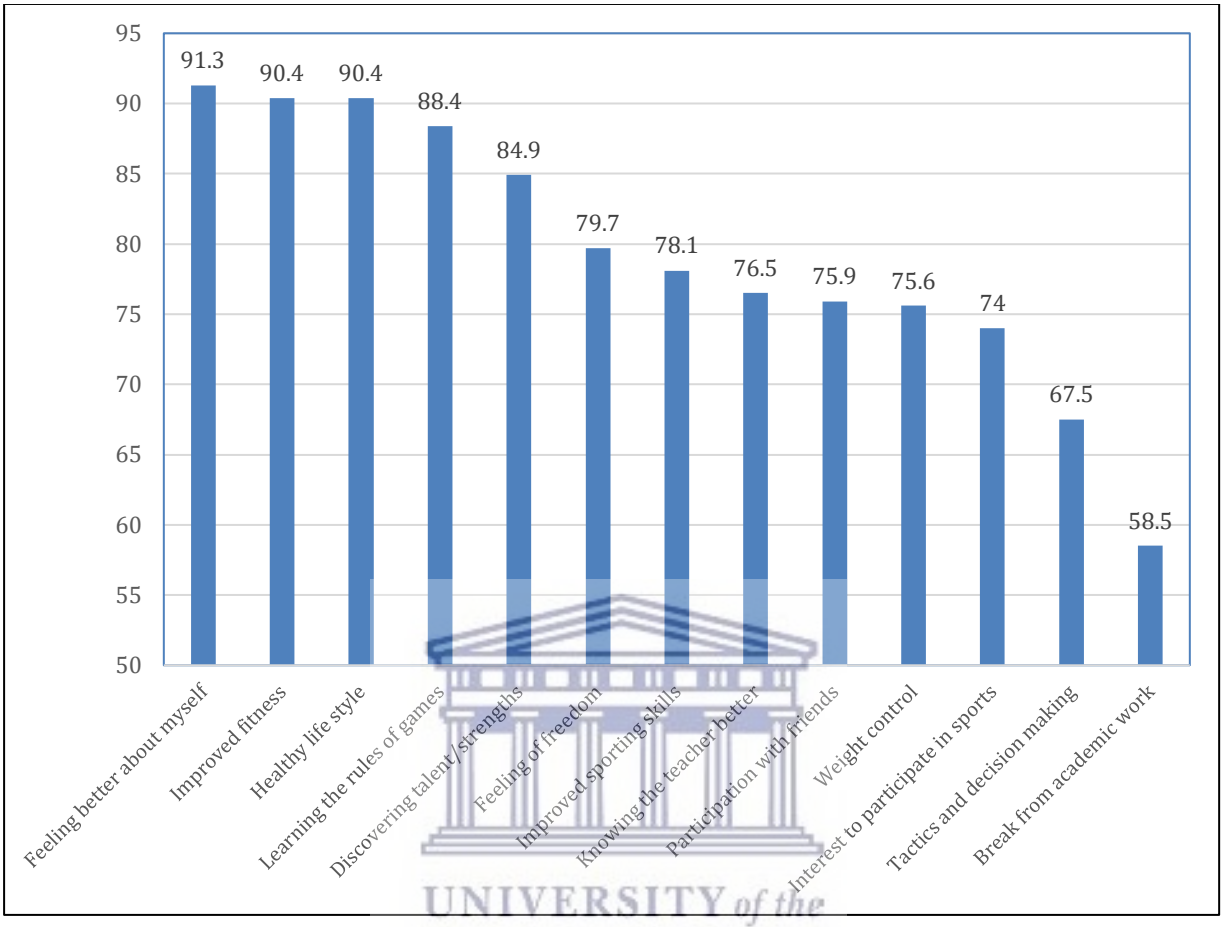

Figure 5.2: Perceived benefits of the programme for learners

Table 5.4: Learners' reasons for disliking aspects of the programme

Statement	Yes		No	
	n	**%**	***n***	**%**
Scared of injury	183	58.8	128	41.2
Participants do not like them	166	53.4	145	46.6
Too much theory	166	53.4	145	46.6
Do not like the activities	165	53.1	146	46.9
Activities are too competitive	161	51.8	150	48.2
Lack of variety in activities	148	47.6	163	52.4
Class is too big	145	46.6	166	53.4
Cannot afford sport clothes	143	46.0	168	54.0

Poor facilities	143	46.0	168	54.0
Not good at physical activity	142	45.7	169	54.3
Not enough equipment	140	45.0	171	55.0
Assessment is not fair	129	41.5	182	58.5
Teacher does not like them	104	33.4	207	66.6
Teacher not knowledgeable	95	30.5	216	69.5

Table 5.4 reflects aspects of the PE programme that learners disliked. The five most disliked aspects of the programme based on learners' responses were being scared of being injured (58.8%), other participants or learners taking part in PE with them do not like them which made the experience uncomfortable (53.4%), too much theory (53.4%), learners do not like the activities (53.1%) and the activities are too competitive (51.8%). In order to address the disliked aspects highlighted by the respondents, they were asked to make recommendations for improvement of the programme.

Table 5.5: Aspects to improve the programme for school learners

Statement	**Yes**		**No**	
	n	**%**	***n***	**%**
Game-like activities	257	82.6	54	17.4
More knowledgeable teachers	250	80.4	61	19.6
Upgraded facilities	245	78.8	66	21.2
More equipment	242	77.8	69	22.2
Better-quality equipment	241	77.5	70	22.5
More facilities	238	76.5	73	23.5
Lessons outside classroom	237	76.2	74	23.8
Variety of activities	236	75.9	75	24.1
More practical activities	235	75.6	76	24.4
Better organised class	232	74.6	79	25.4
Fair assessments	228	73.3	83	26.7
Better assessments of skills	220	70.7	91	29.3
Longer time allocations	195	62.7	116	37.3

Learners identified “more game like and fun activities” and “more knowledgeable teachers” as key factors in the improvement of the PE programme (82.6% and 80.4% respectively). Items related to the quality and availability of equipment and facilities also ranked highly.

5.6 QUANTITATIVE RESULTS FOR TEACHERS

5.6.1 DEMOGRAPHIC INFORMATION

A total of 13 teachers took part in the study. All teachers were from Quintile 1–3 schools in the Western Cape. The demographic information of the respondents is depicted in Table 5.6.

Table 5.6: Demographic information of teachers (*n* = 13)

Gender	***n***	**%**
Male	6	46.2
Female	7	53.8

Age groups	***n***	**%**
27 years	3	23.1
29–45 years	7	53.9
51 years	2	15.4
53–59 years	1	7.7

Of the 13 participating teachers, six (46.2%) were male and seven (53.8%) female (Table 5.6). As is evident from Table 5.6, the majority of teachers (53.9%) fell in the 29 –45-year age category. Three teachers were 27 years old, while three were over 50 years of age.

Teachers then were asked about the current model followed in implementing PE at their respective schools.

Table 5.7: Current model school followed in implementing PE

Current model	*n*	%
Specialist teacher takes all classes	7	53.8
Each teacher takes his/her own classes	3	23.1
External people assist with classes	3	23.1

In 53.8% instances, teachers indicated that specialists conducted PE, while 23.1% of the class teachers were responsible for their own PE classes. External people assisted with the remaining 23.1%.

Next, respondents were asked if they had any LO/PE teaching experience.

Table 5.8: LO/PE teaching experience

Have LO/PE teaching experience	*n*	%
No	5	38.5
Yes	8	61.5

Although a large percentage of teachers (61.5%), have LO/PE teaching experience, the remaining 38.5% indicated having no LO/PE teaching experience. This is a cause for concern since teachers who lack experience in this subject are expected to deliver QPE.

Respondents were also asked about the extent of their LO/PE teaching experience.

Table 5.9: Years of LO/PE teaching experience

Years of LO/PE teaching experience	*n*	%
Less than one year	1	7.7
1–3 years	6	46.2
More than 5 years	6	46.2

A large percentage of teachers (46.2%) reported more than five years' teaching experience, with only 7.7% reporting less than one year's experience. Experienced teachers could offer support and assist inexperienced teachers.

Ten (76.9%) teachers are currently teaching LO/PE, while three (23.1%) are not. From this we can infer that teachers who show an interest in PE tend to be given more LO/ PE classes. This could be beneficial as they become experts in the field, or they could be bored and overloaded with not enough time to prepare.

Respondents were also asked if they had received any education and training in PE.

Table 5.10: Education and training in PE

Education and training	***n***	**%**
Formal qualification	8	61.5
Informal training	1	7.7
None	4	30.8

Sixty-one percent of teachers were in possession of formal PE qualifications (61.5%), while 30.8% had no training.

An analysis of the teachers' participation in sport during their school years revealed that 100% had participated in sport. We thus can infer that many have their own personal experience to enhance LO/PE lessons. Furthermore, 46.2% reported participation in sport after leaving school, while 53.8% did not.

It is important to understand what motivates people to be active after school and how this behaviour can be cultivated and encouraged to ensure healthy, active children and adults.

Respondents then were asked if they were involved in coaching sport at their schools.

Table 5.11: Involved in coaching sport at school

Coaching sport	***n***	**%**
No	6	46.2
Yes	7	53.8

Just over half (53.8%) of the respondents were sport coaches at their respective schools. Having coaching experience should assist teachers implementing PE and PA in schools, as they can take certain elements from coaching and adapt them for the PE programme to ensure maximum opportunity to be active is reached.

Following the above, respondents were asked about the education and training in sport coaching they had received.

Table 5.12: Education and training in sport coaching

Education and training programmes	Yes		No	
	n	**%**	***n***	**%**
Formal qualification (diploma, degree)	6	46.2	7	53.8
Level 1 from a sport federation	2	15.4	11	84.6
Level 2 from a sport federation	2	15.4	11	84.6
Level 3 from a sport federation	1	7.7	12	92.3
Short courses	6	46.2	7	53.8
Informal training	5	38.5	8	61.5
Non-formal training (experience)	6	46.2	7	53.8

The most popular education and training programmes for sport were short courses (46.2 %), non-formal training in terms of experience (46.2%), and formal qualifications such as a diploma or degree (46.2%). The least popular was Level 3 from a sport federation (7.7%).

Respondents then were asked how confident they were as an LO/PE teacher on various aspects.

Table 5.13: Respondents' confidence levels on various aspects

Aspects	Very Confident		Reasonably confident		Not confident	
	n	**%**	***n***	**%**	***n***	**%**
Assessing learners in PE	8	61.5	3	23.1	2	15.4
Appropriate time allocation	7	53.8	5	38.5	1	7.7
Appropriate equipment	7	53.8	5	38.5	1	7.7

How to use equipment	7	53.8	5	38.5	1	7.7
Teach for progression	6	46.2	6	46.2	1	7.7
Knowledge of PE content	6	46.2	7	53.8	0	0.0
Teaching in different ways	5	38.5	8	61.5	0	0.0
Demonstrating physical skills	5	38.5	7	53.8	1	7.7
Understanding risks in teaching PE	4	30.8	7	53.8	2	15.4
Preparing PE lessons/classes	3	23.1	9	69.2	1	7.7
Appropriate activities	3	23.1	9	69.2	2	7.7
Maintaining discipline	2	15.4	9	69.2	2	15.4

Teachers were given a range of statements relating to confidence levels of various aspects of the programme. The four aspects teachers were most confident about were assessing learners in PE (61.5%), appropriate time allocations for teaching PE during the set lessons available (53.8%), and selecting and using using equipment appropriately (53.8%, respectively). Teachers felt the least confident about maintaining discipline during PE (15.4%).

Following the above, respondents were asked to rate their attitudes to certain aspects related to teaching PE.

Table 5.14: Respondents' attitudes to certain aspects

Aspects	**Very positive**		**Reasonably positive**		**Negative**	
	n	**%**	***n***	**%**	***n***	**%**
Regarding PE valuable	11	84.6	2	15.4	0	0.0
Willingness to implement PE	7	53.8	6	46.2	0	0.0
Physical fitness for teaching	6	46.2	6	46.2	1	7.7
Motivate learners	6	46.2	7	53.8	0	0.0
Personal interest in teaching PE	4	30.8	9	69.2	0	0.0
Confidence to teach PE	4	30.8	7	53.8	2	15.4
Motivation to teach PE	4	30.8	8	61.5	1	7.7
Coping with teaching workload	4	30.8	7	53.8	2	15.4
Feeling equipped to teach PE	3	23.1	8	61.5	2	15.4

A large percentage of respondents (84.6%) felt that PE was a valuable subject to have, they were willing to implement PE for learners (53.8%), they felt physically fit enough to teach PE (46.2%), and they felt they were able to motivate learners to engage in PE (46.2%). Teachers felt the least positive about feeling equipped to teach PE (23.1%).

Respondents then were asked what they felt the main benefits of PE and PA were for learners.

Table 5.15: Respondents' main benefits of PE and PA for learners

Benefits for learners	**Yes**		**No**	
	n	**%**	***n***	**%**
Increasing health/fitness	12	92.3	1	7.7
Positive attitude	11	84.6	2	15.4
Increasing good behaviour	11	84.6	2	15.4
Developing sporting talent	9	69.2	4	30.8
Building team work	8	61.5	5	38.5
Communication skills	8	61.5	5	38.5
Improving self-esteem	8	61.5	5	38.5
Leadership qualities	4	30.8	9	69.2
Safe environment after school	4	30.8	9	69.2
Making friends	4	30.8	9	69.2

The perceived benefits of PE and PA for learners are ranked from most beneficial to least beneficial (Table 5.15). Increasing health and fitness (92.3%), having and seeing a positive attitude in the learners (84.6%), increasing good behaviour (84.6%), developing their sporting talents (69.2%), and building team work (61.5%) were seen as the five most beneficial aspects for learners.

Lastly, respondents were asked what they believed the main challenges in teaching PE at school were.

Table 5.16: Respondents' main challenges in teaching PE at school

Challenges	Yes		No	
	n	%	*n*	%
Lack of mentoring teachers	13	100.0	0	0.0
Motivation of teachers	12	92.3	1	7.7
Access to facilities	12	92.3	1	7.7
CAPS curriculum	12	92.3	1	7.7
Quality of facilities	11	84.6	2	15.4
Quality of learning materials	10	76.9	3	23.1
Adequate budget	10	76.9	3	23.1
Support from parents	10	76.9	3	23.1
Allocation of dedicated time	9	69.2	4	30.8
Attitude towards PE	8	61.5	5	38.5
Training of teachers	8	61.5	5	38.5
Quality of equipment	8	61.5	5	38.5
Availability of equipment	8	61.5	5	38.5
Workload of LO/PE teachers	7	53.8	6	46.2
Availability of learning materials	4	30.8	9	69.2

Although respondents face many challenges in delivering QPE in schools, the five main challenges were a lack of mentoring for teachers delivering PE in schools (100%), lack of motivation of teachers (92.3%), lack of access to facilities (92.3%), the CAPS curriculum (92.3%), and the quality of facilities (84.6%).

5.7 QUANTITATIVE RESULTS FOR HEADS OF DEPARTMENT (HODs)

5.7.1 DEMOGRAPHIC INFORMATION

A total of four HODs participated in the study. All HODs were from Quintile 1–3 schools in the Western Cape. The demographic information of the respondents is depicted in Table 5.17:

Table 5.17: Demographic Information of HODs (*n* = 4)

Gender	***n***	**%**
Male	2	50.0
Female	2	50.0

Age groups	***n***	**%**
37 years	1	25.0
50–59 years	3	75.0

Of the four participating HODs, two (50.0%) were male and two (50.0%) were female (Table 5.17). As is evident from Table 5.17, the majority of HODs (75.0%) fell in the 50 –59-year category. One HOD reported being 37 years of age.

Next, HODs were asked about the current model the school followed in implementing PE at their respective schools.

Table 5.18: Model followed by schools in the implementation of PE

Current model	***n***	**%**
Specialist teacher takes all classes	2	50.0
Each teacher takes his/her own classes	1	25.0
External people assist with classes	1	25.0

In 50.0% of instances, HODs indicated that specialists conducted PE, while 25.0% of the class teachers were responsible for their own PE classes. External people assisted with the remaining 25.0% of PE classes.

Respondents then were asked if they had any LO/PE teaching experience.

Table 5.19: LO / PE teaching experience

Have LO/PE teaching experience	***n***	**%**
No	0	0.0
Yes	4	100.0

All HODs (100.0%) reported having LO/PE experience.

Respondents were also asked about the extent of their LO/PE teaching experience.

Table 5.20: Years of LO/PE teaching experience

Years of LO/PE teaching experience	*n*	%
4–5 years	1	25.0
More than 5 years	3	75.0

A large percentage of HODs (75.0%) reported more than five years' teaching experience, with only 25.0% reporting four to five years' experience. Experienced teachers could offer support and assist inexperienced teachers.

Two (50.0%) HODs are currently teaching LO/PE, while two (50.0%) are not. From this we can infer that some HODs are directly involved in teaching LO/PE classes. This could be beneficial, if HODs are appropriately experienced and trained, as they are more likely to become experts in the field. HODs could use stance to ensure PE at their respective schools is functioning effectively, and if any changes should be made.

Respondents were also asked if they had received any education and training in PE.

Table 5.21: Education and training in PE

Education and training	*n*	%
Formal qualification	2	50.0
Short courses	1	25.0
Informal training	1	25.0

Fifty percent of HODs were in possession of formal PE qualifications (50.0%), while 25.0% had received training via short courses or other forms of informal training, respectively.

An analysis of the respondents' participation in sport during their school years revealed that 100% had participated in sport. We can infer that many have their own personal

experience to enhance LO/PE lessons. Furthermore, 75.0% reported participation in sport after leaving school, while only one HOD (25.0%) did not.

It is important to understand what motivates people to be active after school and how this behaviour can be cultivated and encouraged to ensure healthy, active children and adults.

Respondents were asked if they were involved in coaching sport at their schools.

Table 5.22: Involved in coaching sport at school

Coaching sport	***n***	**%**
No	2	50.0
Yes	2	50.0

Half of the HODs (50.0%) reported being sport coaches at their respective schools. Having coaching experience should assist teachers in implementing PE and PA in schools, as they can take certain elements from coaching and adapt them for the PE programme to ensure maximum opportunity to be active is reached.

Following the above, respondents were asked about their education and training in sport coaching.

Table 5.23: Education and training in sport coaching

Education and training programmes	**Yes**		**No**	
	n	**%**	***n***	**%**
Formal qualification (diploma, degree)	0	0.0	0	100.0
Level 1 from a sport federation	0	0.0	0	100.0
Level 2 from a sport federation	1	25.0	3	75.0
Level 3 from a sport federation	1	25.0	3	75.0
Short courses	2	50.0	2	50.0
Informal training	2	50.0	2	50.0
Non-formal training (experience)	2	50.0	2	50.0

The most popular education and training programmes for sport were short courses (50.0%), informal training (50.0%), and non-formal training, in terms of experience (50.0%). The least popular programmes were a formal qualification and Level 1 from a sport federation (0.0% respectively).

Next, respondents were asked how confident they were as an LO/PE teacher in various aspects.

Table 5.24: Respondents' confidence levels in various aspects

Aspects	Very confident		Reasonably confident		Not confident	
	n	%	*n*	%	*n*	%
Maintaining discipline	4	100.0	0	0.0	0	0.0
Assessing learners in PE	2	50.0	1	25.0	1	25.0
Appropriate time allocation	2	50.0	2	50.0	0	0.0
Teaching in different ways	2	50.0	2	50.0	0	0.0
Preparing PE lessons/classes	2	50.0	1	25.0	1	25.0
Appropriate activities	2	50.0	1	25.0	1	25.0
Appropriate equipment	1	25.0	1	25.0	2	50.0
How to use equipment	1	25.0	2	50.0	1	25.0
Having knowledge of PE content	1	25.0	2	50.0	1	25.0
Teach for progression	1	25.0	2	50.0	1	25.0
Demonstrating physical skills	1	25.0	1	25.0	2	50.0
Understanding risks in teaching PE	1	25.0	3	75.0	0	0.0

HODs were given a range of statements relating to confidence levels of various aspects of the programme. The four aspects HODs were most confident about were: maintaining learners' behaviour during PE (100%), assessing learners in PE (50.0%), appropriate time allocation for PE lessons (50.0%), being able to teach in different ways (50.0%), preparing PE lessons and implementing appropriate activities (50.0% respectively). HODs felt the least confident about understanding the risks involved in PE (25.0%), which highlights a learner safety concern.

Following the above, respondents were asked to rate their attitude to certain aspects related to teaching PE.

Table 5.25: Respondents' attitude to certain aspects

Aspects	Very positive		Reasonably positive		Negative	
	n	%	*n*	%	*n*	%
Regarding PE valuable	3	75.0	1	25.0	0	0.0
Motivate learners	3	75.0	1	25.0	0	0.0
Personal interest in teaching PE	3	75.0	1	25.0	0	0.0
Willingness to implement PE	2	50.0	1	25.0	1	25.0
Physical fitness for teaching practical activities	2	50.0	1	25.0	1	25.0
Confidence to teach PE	2	50.0	2	50.0	0	0.0
Motivation to teach PE	2	50.0	2	50.0	0	0.0
Coping with teaching workload	2	50.0	2	50.0	0	0.0
Feeling equipped to teach PE	1	25.0	3	75.0	0	0.0

The majority of HODs (75.0%) felt that PE was a valuable subject, they were able to motivate learners to enjoy PE (75.0%), and they had some level of personal interest in PE (75.0%). Teachers felt the least positive about feeling equipped to teach PE (25.0%).

Respondents were asked what they felt the main benefits of PE and PA were for learners.

Table 5.26: Respondents' main benefits of PE and PA for learners

Benefits for learners	Yes		No	
	n	%	*n*	%
Increasing health/fitness	4	100.0	0	0.0
Building team work	4	100.0	0	0.0
Positive attitude	3	75.0	1	0.0
Developing sporting talent	3	75.0	1	25.0
Improving self-esteem	3	75.0	1	25.0

Leadership qualities	2	50.0	2	50.0
Safe environment after school	2	50.0	2	50.0
Increasing good behaviour	1	25.0	3	75.0
Communication skills	1	25.0	3	75.0
Making friends	0	0.0	4	100.0

The perceived benefits of PE and PA for learners are ranked from most beneficial to least beneficial (Table 5.26). All HODs agreed with increasing health and fitness (100.0%) and building team work (100.0%) as the most beneficial. Having and seeing a positive attitude in the learners (75.0%), developing their sporting talents (75.0%), and improving self-esteem (75.0%) were all seen as the five most beneficial aspects for learners.

Lastly, respondents were asked what they believed the main challenges in teaching PE at school are.

Table 5.27: Respondents' main challenges in teaching PE at school

Challenges	**Yes**		**No**	
	n	**%**	***n***	**%**
Lack of mentoring teachers	4	100.0	0	0.0
Motivation of teachers	4	100.0	0	0.0
Allocation of dedicated time	4	100.0	0	0.0
Quality of equipment	4	100.0	1	0.0
Access to facilities	3	75.0	1	25.0
CAPS curriculum	3	75.0	1	25.0
Quality of facilities	3	75.0	1	25.0
Availability of equipment	3	75.0	1	25.0
Quality of learning materials	3	75.0	1	25.0
Adequate budget	3	75.0	1	25.0
Support from parents	3	75.0	1	25.0
Workload of LO/PE teachers	3	75.0	1	25.0
Attitude towards PE	2	50.0	2	50.0
Training of teachers	1	25.0	3	75.0

Availability of learning materials	0	0.0	4	100.0

Although respondents faced many challenges in delivering QPE in schools, the five main challenges were a lack of mentoring for HODs delivering PE in schools (100.0%), motivation of teachers (100.0%), allocation of dedicated time to PE (100.0%), quality of equipment, and access to facilities (100.0%, respectively).

5.8 DISCUSSION OF QUANTITATIVE DATA

Learners had divergent viewpoints regarding the statements which focused on their personal experiences of PE. The aspect which stood out the most for them was: "Theory was taught without any practical activities." This implies they were acutely aware of the lack of activity classes which are key components of PE. Furthermore, their practical PE experiences consisted mainly of informal play, playing sport and sport team try-outs. They had limited exposure to formal, structured, practical PE classes. Structured PE and sport-related PA are associated with learners experiencing improved fitness levels, learning new skills, improved muscular strength, better physical appearance and body image, as well as healthy living (Sumption & Burnett, 2021b). Furthermore, guidelines for learners to participate in PA should include structured and developmentally appropriate PA (Vehrs et al., 2021).

A large percentage (40.2%) of learners indicated that "other subjects" and homework often occupied the time allocated to PE on the school timetable. This is consonant with reports on the status of PE internationally. In Asian countries, for example, time allocated to PE is often used for remedial teaching in other subjects (Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, 2015). This is a key concern as it reinforces the perceived irrelevance or insignificance of PE relative to other school subjects. This is counter-productive as it minimises the perceived value of PE as part of the curriculum. Previous research highlighted the lack of support for PE as a priority subject at schools, both from the general public or educational authorities (Kela, 2016). The *World-Wide Survey of School Physical Education – Final Report 2013* (United Nations Educational, Scientific and Cultural Organization, 2014) highlighted the low level of awareness of the usefulness of PE in the educational system, especially at primary-school level. According to Lee et al.

(2019), the general ignorance of the value of PE as an academic subject contributes to people's belief that its placement on the school timetable is a waste of time.

Poor and insufficient facilities also had a negative effect on learners' attitudes to PE. The results showed that 84% of learners participated in sport either as part of the school's sport programme or with external clubs or organisations. Furthermore, 64% participated in two or more sports. This is indicative of the interest in and need of learners to be physically active. This can be interpreted as a key motivating factor for the continued delivery of PE in schools.

Responses from learners further indicated that their PE classes consisted mainly of theory lessons (48.6%) or sessions of informal pay (45%). PE is a subject which should mainly consist of practical components; therefore, learning should take place through engagement and participation in practical sessions. Teachers without mandatory qualifications fail to provide safe, effectively planned and structured lessons (Jenkinson & Benson, 2010). These inconsistencies affect the status and perceived value of the subject.

Learners showed a good understanding of the health and psychosocial benefits of PE. They also associate PE with the identification of talent and the development of sport skills. The majority of the learners (92%) liked the inclusion of fun and interesting activities in the PE programme. Although they liked to participate in activities they were good at, they also liked to learn new activities. They did not view PE as a break from their academic work. The perceived benefits identified and ranked by teachers and HODs followed a similar pattern to those of learners.

Some of the 'dislikes' related to PE expressed by learners included injury concerns, too much theory, activities too competitive, lack of variety, a lack of equipment, and poor equipment. Many of the 'dislikes' are related to the absence of reliable, safe and sufficient equipment. Facilities dictate the variety that can be offered. Teachers and HODs also ranked access to facilities and quality of facilities highly as challenges in the teaching of QPE in schools.

Approximately 42% of teachers had little or no formal training in PE and only 50% of HODs had formal PE training. Successfully implementing sustainable PE programmes in schools is highly dependent on the availability of qualified PE teachers. DeCorby et al. (2005) reported that teachers with low levels of self-confidence or passion for teaching PE are often those without the necessary PE qualifications. This translates to failure to provide safe, planned and structured lessons because of stereotypes, prejudice, negative personal PE experiences, training shortages, and lack of required knowledge, qualifications and expertise to present QPE lessons. More importance needs to be placed on teacher training and support for successful implementation of PE for learners to occur.

5.9 CONCLUSION OF QUANTITATIVE DATA

The learners acknowledged the health and social benefits of PE in schools. The quantitative analysis of the status and perception of learners, teachers and HODs towards PE in schools suggests that PE programmes should be less theory orientated, and should include team sport activities. They expressed a wish for more quality equipment and facilities, which would allow for diverse activity experiences in PE lessons, which in turn would prevent boredom. The likelihood of poorer schools obtaining a wide range of PE equipment and facilities is slender. Programmes developed for these communities should remain sensitive to the broader context in which they are situated. This calls for the development of context-specific PE programmes.

Less than 50% of teachers and HODs are formally qualified to present PE. This has major consequences both in terms of the quality of the programmes and the health and safety of learners. Since PE is a low-priority subject, it is highly unlikely that more qualified PE specialists will be appointed. The focus therefore should be on training and retraining staff for a new cohort of future PE teachers.

5.10 QUALITATIVE RESULTS

5.10.1 INTRODUCTION

This section presents the qualitative results of this mixed-methods study with a focus on the perceptions and attitudes of learners, teachers and heads of departments (HODs) from Quintile 1–3 schools in the Western Cape province. The results obtained through four FGDs with learners and ten interviews with teachers and HODs, allowed for an in-depth exploration of the participants' perceptions of and attitudes to PE in schools as well as barriers and potential recommendations. The demographic profile of the participants involved in the study and the themes that emerged from the findings are discussed. The themes and subthemes have been derived and interpreted through the lens of activity theory, where 31 learners and ten teachers were interviewed. The learners involved in FGDs, both male and female, and ranging in age from 11–17 years, were all in Grades 7, 8 or 9. The ten teachers and HODs interviewed had varying ages and years of experience. All teachers and HODs interviewed were part of the LO subject, and therefore PE, in their respective schools.

Some of the main qualitative findings are presented to highlight the barriers to delivering QPE in resource-poor communities and how these can be accounted for to allow QPE to materialise for learners. The research questions are answered in six themes: values, resources, impacts, teachers, programme content, and foundations. All themes have related subthemes that are presented with evidence in the form of narratives. This has been done to ensure that the participants' voices are foregrounded in the study. For ethical reasons, pseudonyms have been used to protect the right to privacy and identities of the participants, and to ensure anonymity.

5.11 PROFILE OF PARTICIPANTS

5.11.1 DEMOGRAPHIC INFORMATION

A total of 31 Grades 7–9 learners participated in the study. All learners were from Quintile 1–3 schools in the Western Cape. Male and female learners varying in ages

from 11 to 17 years participated in four FGDs. Of the 31 learners, 54.8% were male and 45.2% were female. A total of eight learners were from Grade 7, 14 learners from Grade 8, and nine learners from Grade 9. The demographic information of the respondents is depicted in Table 5.28.

Table 5.28: Demographic information of learners

Name	Age	Gender	Grade
Focus Group 1			
Taine	13	Male	Grade 7
Jordan	12	Male	Grade 7
Chloe	12	Female	Grade 7
Zoe	11	Female	Grade 7
Wesley	12	Male	Grade 7
Charlie	12	Female	Grade 7
Diesel	11	Male	Grade 7
Athena	11	Female	Grade 7
Focus Group 2			
Zazie	16	Female	Grade 9
Lisa	16	Female	Grade 9
Nicola	15	Female	Grade 9
Yonela	13	Female	Grade 8
Priscah	12	Female	Grade 8
Omex	13	Male	Grade 8
Vuyo	16	Male	Grade 8
Focus Group 3			
Robyn	12	Female	Grade 8
Andhrika	12	Female	Grade 8
Philip	13	Male	Grade 8
Ntsika	14	Male	Grade 8
Travis	16	Male	Grade 9
Michael	15	Male	Grade 9
Phelo	15	Male	Grade 9
Siseko	15	Male	Grade 9

Lutho	14	Male	Grade 8
Focus Group 4			
Quinn	16	Male	Grade 9
Joyce	13	Female	Grade 8
Helena	14	Female	Grade 8
Sydney	16	Male	Grade 9
Robert	14	Male	Grade 8
Lee	14	Male	Grade 8
Unathi	14	Female	Grade 8

The demographic information of the learners is depicted in Table 5.28. A total of 31 Grades 7–9 learners took part in the study. All learners were from Quintile 1–3 schools in the Western Cape. Male and female learners varying in ages from 11 to 17 years participated in four focus-group discussions (FGDs). Of the 31 learners, 54.8% were male and 45.2% were female. A total of eight learners were from Grade 7, 14 from Grade 8 and nine from Grade 9.

Table 5.29: Demographic information of teachers and HODs

Name	Age	Gender	Years of experience
Mrs Meade	58	Female	5 years and more
Mr Williams	35	Male	5 years and more
Mrs Zaccariah	42	Female	5 years and more
Mr Gerber	39	Male	4–5 years
Mrs Pheko	51	Female	5 years and more
Mr Nolutando	44	Male	5 years and more
Mr Nomisa	54	Male	5 years and more
Mr B	38	Male	1–3 years
Ms Moyo	27	Female	1–3 years
Ms Fisher	30	Female	1–3 years

The demographic information of the teachers and HODs is depicted in Table 5.29. A total of ten teachers participated in the study. All teachers were from Quintile 1–3 schools in the Western Cape. Male and female teachers varying in age from 27–59

years participated in semi-structured interviews. Of the teachers who were interviewed, 50% were male and 50% were female.

5.12 THEMES

Various themes (main and sub) emerged from the process of analysing FGDs among learners and interviews among teachers and HODs in the LO subject under which PE resorts. The main and sub-themes that emerged from the data can be found in Table 5.30 below.

Table 5.30: Themes and subthemes

Theme	Sub-theme
5.12.1 Values	5.12.1.1 Interpersonal skills 5.12.1.2 Team work 5.12.1.3 Hygiene
5.12.2 Resources	5.12.2.1 Facilities 5.12.2.2 Equipment 5.12.2.3 Safety 5.12.2.4 Challenges
5.12.3 Influences	5.12.3.1 Concentration levels 5.12.3.2 Frequency and time 5.12.3.3 Classroom influences
5.12.4 Teachers	5.12.4.1 Male versus female teachers 5.12.4.2 Quality of teachers 5.12.4.3 Responsibility 5.12.4.4 Policies
5.12.5 Programme content	5.12.5.1 Progression and specialisation 5.12.5.2 Practical experience 5.12.5.3 Preparation and shared concepts
5.12.6 Foundations	5.12.6.1 Games approach 5.12.6.2 Creativity and enjoyment 5.12.6.3 Importance of physical education

5.12.1 VALUES

Observations and discussions with the learners during focus-group discussions (FGDs) revealed certain values that emerged from learners' exposure to PE, a component of the LO subject. This section accounts for values that arose from learner responses when probed about what they felt they experienced. Values that emerged provide encouragement and motivation for the necessity of this subject and the value added to learners. Demir (2016) states how PE can be integral to contributing to life lessons and holistic development of the learner. Values will guide learners throughout their lives and prove to be instrumental in. The responses presented strive to highlight what values learners experienced during PE lessons. When the theme of values was explored, findings revealed sub-themes on topics such as interpersonal skills, teamwork and hygiene. These sub-themes are presented in the next section.

5.12.1.1 INTERPERSONAL SKILLS

As can be seen from the responses below, participants identified various interpersonal skills, sometimes referred to as 'soft skills', learned and/or practised during PE and activity lessons. These interpersonal skills were related to sharing, helping when engaging with other learners from their class, and discipline. For the sake of authenticity, and to preserve the 'voices' of the respondents, the grammatical structure in the transcriptions has not been changed.

Wesley and Yonela both commented on understanding the need to share equipment so everyone in the class has a turn to experience the activity:

> *We take turns with using the equipment, it isn't mine for the lesson. I want to be part of the games all the time but I know that my friends also need a turn to play and to use the equipment… I just wish there was more time for us to all be involved – Wesley*

> *Often we get bored, so we learn to share so everyone gets time to play the games and use the balls and sticks. There isn't a lot but we share with our classmates. I am happy to share with my friends – Yonela*

Zazie had a parallel understanding to Wesley and Yonela with regard to sharing of resources and taking turns. Zazie also highlighted the obligation to help classmates who needed it:

Teacher told us there isn't a lot of equipment so we get into groups and each have turns to use the balls. We are told we must share with each other and if someone can't do the activity, I can show how and help – Zazie

A positive behaviour change is good discipline, which arose from the FGDs with learners. Michael and Siseko revealed that with a lack of discipline, they knew they had the potential to miss out on the activities the teacher was undertaking with the class. Both Michael and Siseko realised the value of the activities and that poor discipline would mean losing out on the opportunity to participate actively:

If I don't do what the teacher says or I misbehave, I get into trouble and then sometimes I have to sit out the games as my punishment. I don't like this because I miss out on fun activities – Michael

Siseko also mentioned not wanting to do activities (like running) on his own; he preferred to be actively involved with his friends, thereby realising that good behaviour means he gets to be part of the activities with his friends/classmates.

When I don't listen to the teacher, I have to run around the field and I can't play in the games and activities with my friends. I don't want to run on my own; it is not fun. I want to play the games with my friends – Siseko

5.12.1.2 TEAMWORK

Teamwork is the collaborative effort with the aim of achieving a common goal or completing a task in the most effective and efficient way while working as a group. Teamwork is generally synonymous with team sports and other games-like activities where groups are needed. Being able to and learning how to work as a team is a soft skill that will serve learners well. Some of the responses received from learners revealed that group work and teams being formed are required for the activity. Team work activities have the opportunity of creating a sense of belonging. Learners, in their responses, revealed satisfaction from being part of a team and doing activities with friends. Philip indicated that when they needed to choose teams, he generally chose to be with his friends:

A lot of the physical activity we do needs teams or group work. Sometimes we can choose our own team to be on if the teacher doesn't do it; then I choose my friends – Philip

Sydney, Robyn and Ntsika had similar ideas of how the team you are part of, has the potential to determine how successful your team is. Responses revealed that for learners who have a competitive streak, the team you are part of is fundamentally important to your chance at victory.

Some activities we do are competitions between us so I always hope I am in a strong team. I like to be competitive and win – Sydney

Robyn agreed with Sydney's will to win; in addition, she highlighted her association of winning to enjoyment and vice versa. For Robyn, and other learners who are more competitive in nature, they will be likely to associate winning with enjoyment and enjoying the activity/sport more if they are winning. Robyn mentioned that she liked to be on a winning team and part of a team who play well together.

When we are put into teams, we have to play like a good team plays so we can not only enjoy but actually do the activity. I always hope to be on a winning team – Robyn

Similar to Sydney and Robyn's experience, Ntsika also showed signs of being competitive and having a deep will to win. Ntsika further highlighted preferring to choose his own team, so he can choose team mates he is sure would win as opposed to being put into a team.

It's no fun being on the losing team. I prefer to choose my own team members because I know who is good at the sport. Not everyone is competitive like me; some of my friends don't mind if they win or lose. I prefer to win – Ntsika

5.12.1.3 HYGIENE

From the responses received, it is clear that learners are concerned about their personal hygiene during and after PE lessons, an appreciated life lesson to be aware of and an important one to manage from a young age. Larsen et al. (2021) found that learners enjoy health education and are interested in improving knowledge regarding

personal hygiene. Hygiene matters came up in responses from just the female learners in FGDs. Lisa, Nicola, Chloe and Robyn all had similar narratives regarding hygiene in terms of sweating, having to do the activities in their school uniform, and returning to class after an activity lesson. Lisa highlighted not wanting to exercise and sweat in her school uniform because she needed to wear it to school the following day. This is not a usual concern in rural communities where finances are so limited that learners don't have more than one uniform and/or don't have sport clothes to change into. Although Lisa enjoyed being active, doing so in her uniform caused her distress:

> *I don't like to sweat during the activities. I do enjoy the activities but I don't like to sweat in my school uniform. I need to use it the next day and I will be embarrassed if it is not clean or smells – Lisa*

Chloe felt similar to Lisa in her response about wearing the same clothing for PE and school. In both instances, the learners enjoyed the activities, but not wearing their school uniform:

> *We need to have other clothes we can change into for PE. It's not healthy to wear the same clothes for class and to play sport and do the activities. I don't like that part of activities at school – Chloe*

Nicola remarked in her response having PE lessons at the end of the school day to avoid going back into the classroom after having spent time playing and being active:

> *I would prefer to have PE at the end of the day so I can go straight home or go to sport. I don't like to go back to the classroom after I have played in my school uniform – Nicola*

Robyn mentioned that some of her friends would prefer to sit out the activities because they have to wear their school uniform as opposed to a sports uniform for PE lessons. Even though Robyn enjoyed the activities, she also would prefer not taking part in her school uniform. Her love for the activity is greater; therefore, from her response it can be seen that she has no choice but to engage in PE in her school uniform or miss out on the opportunity completely.

I enjoy PE so much! If I had a choice, I would like to change into other clothing for activity time, but my school doesn't have a separate outfit for PE lessons. I do the activities in my uniform because I don't have another option. I would rather do that than sit out of the games; some of my friends sit out if they can just because they don't like to get hot when we run around – Robyn

5.12.2 RESOURCES

During the FGDs with learners and interviews with teachers, the topic of resources recurred. Responses revealed facilities and equipment as major factors influencing PE at schools. In Quintile 1–3 schools, facilities and equipment are often seen as barriers to participation. De Villiers et al. (2015) noted the lack of resources and finances in schools and poor socio-economic conditions experienced by learners negatively impacted their engagement in PA. The lack of a play area or space to host the PE section of the LO module is seen as a barrier to delivering quality PE to the learners of resource-poor communities. De Villiers et al. (2015) also highlighted the physical environment of schools, such as lack of resources, to be barriers to offering good activity opportunities. Often the area used for PE is the only available space on the school premises, and some schools from resource-limited communities don't have grass areas to conduct activities on. If there is a school hall, more likely than not, the school hall is used for other apparently more important functions than PE. Equipment concerns ranged from insufficient equipment to a lack of variety and poor-quality equipment. The important issue of safety also emerged from the data. As can be seen from the responses below, resources are a major concern for teachers and learners alike. The sub-themes are presented below:

5.12.2.1 FACILITIES

When asked about the available facilities for PE lessons, learners and teachers responded with similar perspectives. All responses noted the difficulty in finding suitable facilities. This is a definite barrier to quality PE that can undoubtedly be linked to challenges most, if not all, Quintile 1–3 schools face. Unathi explained her ideal setting for PE lessons as outdoors, and why this is the case. Her reason for enjoying being outside highlights and links to another important theme, which is that of safety, and cannot be taken lightly:

It's fun to do the activities outside where we can be in the sun and fresh air. I like to play on the grass, it is soft – Unathi

Helena had a similar idea to Unathi's with regard to the enjoyment of being outside for the activities; not only is it a change of scenery from the classroom setting, but the idea of being active on soft grass is pleasurable; however, lush green grass is not always nearby:

I prefer to do the activities outside and not in the school hall. Even though the outside area around the school is not nice and the grass is dead, I would rather be outside. I guess either way it is nice to have a change from the classroom – Helena

With not having enough or any grass areas that allow for soft landing during potential activities requiring this, it leads to a false sense of security for some learners. Zoe believes that although there are grass areas available, there are not enough, and this causes her to be fearful of getting hurt:

We don't have enough grass areas around the school; we need to have this to do the activities and do them well. When we do our activities, I am often scared I am going to get injured if I fall – Zoe

Interestingly, Zoe's response not only indicated wanting to be outdoors, but also the idea of having grass areas to participate on made her feel safer. The topic of safety is discussed in more detail in the sub-theme that follows that of equipment.

5.12.2.2. EQUIPMENT

There were accounts of insufficient equipment available, indicating that learners often did not get a turn to use the equipment during the time available for physical activity (PA) lessons. There was also the additional concern of a lack of variety of equipment and the issue of safety when using broken equipment. According to Tian et al. (2017) and Du Toit et al. (2007), the state of PE equipment in many South African schools is appalling. Teachers who struggle to arrange enough equipment could be creative and innovative in their approach with learners by getting learners to make equipment (like

balls) to use in activities. Mrs Meade, HOD of LO of one of the Quintile 1–3 schools, agreed with equipment being a barrier to good quality PE:

> *If there was enough decent equipment, we could make better use of every lesson. Because teachers need to share, it translates into many learners standing around and not doing much. Children need to be exposed to good quality facilities and equipment. I truly believe this will help them in gaining a positive outlook on PE… Variety of equipment and resources to use goes a long way. If we can achieve this it will mean we will encourage healthy, active adults for the future – Mrs Meade*

Ms Moyo and Ms Fisher, two of the youngest female teachers interviewed, agreed with Mrs Meade's comments. Ms Moyo highlighted needing a variety as well as enough equipment to keep learners absorbed in the lessons and to create a fun learning experience while gaining benefits from being active:

> *A variety of equipment is needed for learners to find the subject interesting and enjoyable. It will also be easier for teachers to create fun and meaningful activities if there is different equipment available and enough equipment for all learners to have a chance to participate – Ms Moyo*

Ms Fisher had the same thoughts as Mrs Meade and Ms Moyo with regard to needing equipment to keep learners interested. She also believed in prioritising PE at school level and suggested getting creative to design equipment learners can use:

> *The equipment and facilities we have to use are not in a good condition. I strongly believe we need to prioritise activity at the school and by doing so, make it our mission to give learners respectable equipment to use. Even if it means coming up with creative ways to achieve this – Ms Fisher*

Learners Athena, Lutho, and Lee had similar opinions of equipment available for their use. Athena pleaded for more equipment so everyone got a fair turn as well as a variety of equipment to keep the lessons interesting:

> *There is not enough equipment to go around. I wish we could have more equipment and different things to use – Athena*

Lutho mentioned getting bored with the equipment, but his concern was broken equipment. Not only was it boring, but he also felt unsafe using equipment that is not functioning properly:

> *The equipment is often broken so it doesn't work properly. When the equipment is broken, I don't want to use it or play because I am scared I will get hurt and because it becomes boring – Lutho*

Lee viewed different activities and available equipment to use as making him get excited for the lesson and he enjoyed it more as opposed to doing repeatedly the same things with the same equipment:

> *I get more excited for activity lessons and have more fun when we do something different to the last time. It is mostly the same activity and same balls to use – Lee*

5.12.2.3 SAFETY

Some of the responses from learners revealed the very important and serious issues of safety in respect of participating in PE activities, particularly outdoors. Although being outdoors was welcomed in previous responses discussed, the issue of safety that emerged cannot be ignored. Not only did the issue of safety reveal learners feeling unsafe in terms of physical injury in the play area, but also from damaging their school uniforms and potentially being punished. Joyce and Andhrika indicated feeling apprehensive. They enjoyed participating in outdoor activities but were fearful of injury:

> *I like to be outside but I am scared to do the activities in case I fall. The cement is hard and [it] will be sore – Joyce*

> *It is nice to be out the classroom but there is not good space or grass to play [on] and do what the teacher asks. I often can't do the activity as well because I am worried about getting hurt – Andhrika*

Priscah was also worried about her safety during the activities, as Joyce and Andhrika indicated. Priscah also commented on getting into trouble if her uniform was ruined by doing the activity. Through Priscah's response we see that there are repercussions at home for her participating in PE in her uniform. Because there is no sport uniform,

Priscah, like many learners, has no choice but to participate in her uniform, and this implies learners may be punished if the uniform is ruined.

> *I'm worried I fall and hurt myself or mess up my clothing and then my grandmother will not be happy with me – Priscah*

5.12.2.4 CHALLENGES

Challenges exist in all schools; however, in resource-poor communities these are more prevalent. Teachers often feel helpless in trying to resolve problems that arise. The main issue that emerged, besides equipment and facilities, was appropriate teacher training. This sub-theme was placed under the main theme of resources, because lack of resources and funding, particular in resource-poor South African schools, leads to lack of training. Mr B suggested training was needed at university as part of the teaching course and not once teachers arrived at a school, simply expected to know how to deliver a PE programme. As Mr B highlighted in his response, there are different elements to a PE programme, such as learner safety and knowing how to set up the PE session. If teachers are not exposed to these elements and able to engage in practical stimulation to deliver a good PE lesson during their training, it problematic for them to know how to implement a PE programme successfully. This can be seen from Mr B's response below:

> *At university level, physical education (PE) needs to come in… setting up practical sessions, progression of activities, learner safety and motivation, all need to be given attention in the course work when one enrols for education at universities. I personally feel it is too late to start this training once teachers arrive at school – Mr B*

Mr Gerber also highlighted the need for teacher training, especially for the purpose of making the most of limited resources. Teachers working in under-resourced schools have the additional problems of limited play areas, limited resources and a paucity of learning materials. These teachers struggle to deliver an adequate PE programme without appropriate training. Being creative and having innovative ideas for activities do not come naturally to all teachers. This can be appreciated in the response by Mr Gerber:

Teachers need to be trained to be innovative and think out the box. In resource-limited schools, there is a lack of resources and that is not going to change any time soon; therefore, it is the staff that need to work with what they have and improvise when needed. This does not come easy for everyone; training can be done to assist teachers' competence in this regard – Mr Gerber

The following narrative from Mr Nolutando reflects that of Mr B and Mr Gerber regarding the need for teaching training. Mr Nolutando refers to the importance of regular teacher training in the form of 'maintenance training' to improve teacher capability and confidence. This type of training can be done at individual school level, at workshops involving all PE teachers, to share knowledge and ideas:

Formal qualifications in teaching lack the practical experience and knowledge needed for activity sessions. It is my suggestion PE teachers engage actively in practical workshops on a regular basis to improve their ability in and confidence for PE – Mr Nolutando

5.12.3 INFLUENCES

Learners spend much of their time at school, thus an array of effects will influence their perceptions and experiences. A healthy, positive environment for LO and PE will encourage learners to enjoy the subject (Lewis, 2014). The responses presented in this theme identify impacts on learners' experiences of PE lessons and how these could be harnessed to provide better activity experiences and opportunities for learners to move. The sub-themes consisted of topics such as concentration levels, frequency and time, and other classroom influences. Responses generated from these themes were related to how concentration levels are influenced by activity lessons, how time and frequency impact learner experiences, as well as narratives on other classroom influences. The first sub-theme presented is concentration levels.

5.12.3.1 CONCENTRATION LEVELS

Some of the responses revealed that after a PE session or being active outside of the classroom environment, did in fact make learners feel more awake for the next class, and their concentration levels improved. Many learners responded with feelings of boredom by being in the classroom for the entire school day with only two short breaks.

Activity lessons, as part of the LO subject, were something they looked forward to as a change of scenery and body position, being able to talk to and engage with friends, and get their bodies moving. Phelo and Zoe indicated better concentration levels, feeling more awake and re-energised after a bout of activity in the PE lesson:

> *After we have done our activity, I feel more awake, fresh and like I can concentrate on the next class better – Phelo*

> *I need to have a break between the subject classes; I feel like it's too much information and I am not always able to concentrate, but after I have gone outside or to the hall to exercise, I can manage for some more class – Zoe*

Travis, Ntsika and Quinn had similar responses, wanting more activity lessons in the school programme. Their responses were linked to concentration levels which confirm Phelo and Zoe's opinions revealed in their responses. Furthermore, Travis acknowledged feeling happy after having a break and engaging in PE; he also felt less bored:

> *I listen more once I have come back from my activity because I am now happy and had a break from the classroom. We need to have these every day because I feel less bored after PE – Travis*

Ntsika added that he almost looked forward to returning to the classroom after a PE session and also expressed the desire to have activity lessons every day:

> *PE lessons give us a break from the classroom. I actually don't mind going back to class for the next lesson after a PE session. I wish we could have a bit of activity every day – Ntsika*

Quinn agreed with Travis in feeling less bored after being outside and engaging in activity time. He also commented on looking forward to the PE lesson. At this young age it is encouraging to see learners enjoying PE as they may continue with PA and benefit from what PE can offer. Quinn found the classroom boring and struggled to stay focused; PE lessons thus were eagerly anticipated:

> *The classroom is often boring, it's hard to stay focused all day in the classroom; being active and being outside is nice. I feel less bored for the day when I know I have a PE lesson to look forward to – Quinn*

5.12.3.2 FREQUENCY AND TIME

From the responses, one can see that PE creates an environment for time to be appreciated and understood as well as to learn and put time management into practice for PA. Burns et al. (2017) encouraged increasing PA in the school day, providing learners with more opportunities for being active to improve health-related fitness. When exploring the sub-theme of frequency and time, responses revealed learners' understanding of, to some degree, time management. Learners not only expressed the desire for more PE lessons during the school week and for the length of the lessons to be extended, but also wanted to have longer PE sessions. These are positive responses that schools should not take lightly, as they are based on considerable research on the many benefits active children can experience. Lisa indicated her sense of time management by her understanding that if she reached the venue without wasting time, and sat quietly waiting for the teacher, she would be able to enjoy more PE time. The PE lessons are short and infrequent, so this display of good time management indicated that she understood how to manage time correctly in order to achieve her goal of more PE time:

> *If we get to the venue quick enough and sit down and listen to the teacher's instructions, we get more time to do the activities – Lisa*

Vuyo, Wesley and Quinn had similar reactions in wanting more time spent in activity lessons at school. Vuyo advocated the need for more time in PE lessons because they were fun, and also highlighted, along with Wesley, that PE lessons did not take place very often at school. Both wanted and needed more activity time during school:

> *We need more time to participate in the activities; it's so much fun and we don't get to do it often – Vuyo*

> *We need to have physical activity more often, once a week or every two weeks is not enough. Three days a week would be best. We all enjoy it – Wesley*

Quinn agreed that PE lessons should be more frequent and longer; he suggested PE lessons every day, which does align with much research advocating for children to be engaged in meaningful physical activity most, if not all, days of the week. Quinn also noted needing longer time in PE as a consequence of there not being enough equipment for each learner to get a turn to use/play effectively:

I wish we could do PA every day. And for the lesson time to be much longer, they need to be longer otherwise we don't all get a chance to do all the things – Quinn

5.12.3.3 CLASSROOM INFLUENCES

In resource-poor schools, there is a greater chance of classrooms being overcrowded to accommodate all learners in the community. These over-populated classrooms have dire consequences not just for PE sessions, but for all subjects. Managing and trying to teach big classes is challenging and not conducive to learner development. The schools selected for data collection were co-educational schools, so in discussing the composition of the class during PE/PA lessons, not much fuss was made. Kinsman et al. (2015) revealed that boys are more physically active during PE lessons than girls. Perhaps co-educational schools could mean the high compliance rate of boys will positively impact on their more inactive female peers. Andhrika and Nicola explained in their responses why large classes negatively impacted their PE lessons. It appears that with large classes, not only is not getting a turn to participate or having enough opportunities to use the equipment, problematic. In Andhrika's response, she struggled to hear the instructions given and feared the teacher was unable to see her when the class was too big:

We are too many in the class, sometimes I can't hear what to do or the teacher can't see me. I don't get enough time to play because all of us need a turn and the more we are, the less time we have – Andhrika

I often don't get a chance to do all the games because there is too many of us in the class and everyone doesn't get a turn – Nicola

Michael, Siseko and Chloe had similar narratives regarding participating in activity lessons with their male and/or female peers. The learners are used to being surrounded by and having classes with both male and female learners; as can be seen from Michael's response, having PE lessons with his female classmates is not a concern for him:

We have mixed classes anyway, like when we go to Maths, so I am fine to do PE with the girls in the class – Michael

Siseko, in his response, emphasised his enjoyment in competing with the girls in his class, even though the boys tended to win. He also voiced his feelings that the boys were more 'sporty', with a stronger competitive streak than the girls:

> *I like to compete with the girls, the boys always win. Boys are much more sporty and want to win compared to the girls – Siseko*

Chloe enjoyed girl-only PE activities more as she felt shy at times when engaging in the activities with boys. She also stated, however, that other classes were mixed, so she and her female classmates were used to having boys around. It appeared from her response that whether boys or girls participated in PE together or not, did not deter her participation:

> *Sometimes it is better just with the girls; I get shy but we are all in the same class for our other subjects anyway. So, us girls are used to having the boys around and playing with them too – Chloe*

5.12.4 TEACHERS

Teachers play a vital role in learner engagement and perceptions of school, and LO and PA lessons are no different. Teachers need to be competent, and this competence incorporates their attitudes, knowledge and skills, according to Demir (2016). This section narrates sub-themes relating to teachers within the LO subject. Responses generated from these themes are topics on male versus female teachers, quality of teachers, responsibility and programme content.

5.12.4.1 MALE VERSUS FEMALE TEACHERS

Both male and female teachers deliver PE lessons at schools. In rural community schools, specialist coaches who take all PE lessons is not the norm as in more affluent school settings. As can be seen from the responses below, each teacher takes his/her own 'home' class for PE activity lessons as well as the theory section of the subject. Taine's response indicated his perspective on male versus female teachers. He regarded LO as the subject where personal matters were discussed, and felt more comfortable discussing personal matters with a male than a female teacher as he felt the male teacher would better understand his concerns. This is important to note.

Perhaps in cases where a same-sex PE teacher is not available, another teacher of the same sex could be identified to whom learners can turn in confidence. Many learners, in particular in rural communities, head their households, or are looked after by grandparents with absent parents and drug/alcohol abuse prevalent, so it would be of great value for schools to identify teachers of both sexes with whom learners can feel confident to discuss personal matters. We can see from Taine's response that he would prefer discussing certain issues with a male teacher:

> *I would prefer to have the same-sex teacher as me when I need to discuss certain personal matters. It seems like Life Orientation is the subject where personal things are discussed, but with my teacher being female, I don't think she will understand my issues –Taine*

Priscah's narrative was similar. She preferred having her own class teacher, who happened to be female, for LO and activity lessons. Also, the teacher knew her well and she had a good relationship with her.

> *It's nice to have my class teacher teaching me for activity lessons because I know her and she knows me – Priscah*

Some learners had no issues with either a male or female teacher; an example of this is seen below in the response from Chloe, who found it immaterial which teacher took her for LO/PE. She perceived all teachers as doing a good job of getting her and her classmates to be active, so it was irrelevant who the teacher was or whether the teacher was male or female:

> *Depending on who the teacher is, I don't mind if it's a male or a female. I think they all do a good job of getting us to be active – Chloe*

5.12.4.2 QUALITY OF TEACHING

Observation of and discussions with learners and teachers revealed certain qualities of teachers that emerged regarding their exposure to and experience with PE that will affect the outcomes of these programmes. The theme of quality teachers was explored. The findings revealed that knowledge, passion and practical experience contributed to the quality of teachers involved in PE/LO. As can be seen from the

responses, knowledge is essential for teachers to be more passionate about the subject they are teaching. Knowledge and skills are fundamental concepts teachers need to have (Demir, 2016). Furthermore, to instil knowledge into learners is also one aim of PE, according to Sutherland et al. (2016).

Some responses noted teachers that are available at a particular time will fill in for PE lessons, therefore being prepared and offering a quality lesson is often not possible. Teachers need to be enthusiastic and have time available to be able to be prepared for classes. De Villiers et al. (2015) noted assisting and training school staff would help them to be more prepared for lessons. This was seen in the narrative from Nicola, where she openly commented on different teachers taking them for the PE part of LO; it was whichever teacher was around or free at the time to observe the learners. Nicola's response also indicates the lack of a planned activity or lesson plan; learners are taken outside, sometimes more than one class at a time, just to have 'free' play, chat or finish homework instead of engaging in a structured PE lesson.

> *Sometimes it is not our usual teacher who takes us, whichever teacher is around takes us outside to play. Often, we will be two classes on the field together for PE because the teacher is busy, so we just play on our own or chat – Nicola*

The following narratives from Mr Gerber and Ms Moyo highlight the importance of knowledge in providing quality PE lessons. Increased knowledge has the potential to increase the confidence of the staff to deliver meaningful PE to learners, stated Mr Gerber. Further to this, he noted the need for passion for the subject to be restored so that learners valued the subject and PE moved away from a form of militaristic activity to something of value that could be fun and have many benefits for the learner.

> *With greater knowledge of the subject, I believe teachers' confidence levels to host an activity lesson is great; a sense of passion for the subject can also be revitalised; this will spill over to learners who will enjoy the lesson that much more – Mr Gerber*

Ms Moyo openly disclosed not always feeling confident in her specific knowledge of PE to deliver a programme in line with what learners need. She emphasised the need

for teachers to receive specific theoretical and practical education on all forms of activity elements to be able to deliver a meaningful and safe programme for learners.

> *Quality teachers need to be educated theoretically and practically in all forms of movement to be able to successfully perform their duties as LO teachers. I don't always feel I have enough specific knowledge to generate activity programmes that are meaningful and in line with what learners need – Ms Moyo*

Mr Nomisa illustrated in his narrative how passion is an important quality for teachers, particularly teachers of movement subjects. A great benefit of quality PE programmes hosted at school, because learners spend a great deal of time at school, is that they have the potential to boost learners to be active more often. If learners can foster a habitual desire to be active instead of sedentary, this is more than likely an attitude that will continue throughout their lives. We thus have the potential to be a nation of active adults because they find the enjoyment exercise, sport and movement bring.

> *A teacher passionate about his/her subject filters down to the students they teach. This is important in movement-type subjects for children to foster habitual movement skills from early youth throughout life – Mr Nomisa*

5.12.4.3 POLICIES AND RESPONSIBILITIES

Policy changes in the school environment and greater assistance from the DBE are necessary in resource-poor schools in particular (De Villiers et al., 2015). Teachers felt it important that policies be presented correctly to ensure responsible persons for the various aspects of PE are identified at school and ownership of these responsibilities is taken to ensure a successful programme. Mr Williams identified responsibilities and policies as important tools for each school; however, not one mould or template would necessarily fit every school. He also stated that PE teachers need to have clear-cut job descriptions and sets of responsibilities.

> *As a school, we have [a] principal, head of department, head of Life Orientation, Department of Basic Education [and] Minister of Education, and it appears the sense of responsibility for PE is not clear cut. Inter-school policies need to be established and used as guidelines as each school has different needs that need to be met – Mr Williams*

Mr Gerber's narrative suggests responsibility be given to specialist coaches where possible, particularly for practical sessions. He also mentioned volunteers who, if schools were fortunate enough to have dedicated and reliable volunteers, could bridge the gap between the lack of specialist coaches and teachers for delivery of meaningful activity programmes to learners.

> *Specialist coaches are costly, but if we had the funds for that, responsibility for the practical sessions could be easily given to the specialist coach. We have volunteers who assist on an ad hoc basis, but this system is not reliable nor forthcoming – Mr Gerber*

Mrs Pheko agreed with Messrs Williams' and Gerber's sentiments regarding needing more responsible persons for PE/LO subjects. She also added the need for a clear vision which would emanate from suitable policies and the importance of identifying responsible persons. The goal is that learners benefit from a structured PE programme and not use the PE lesson as 'free' time, since there is much learners can gain from well-developed and executed PE programmes. Mrs Pheko desires learners to develop fully and holistically; however, policy, responsible persons, and vision for PE need to be adjusted for this to be achieved.

> *In order for learners to reach their full potential, they need a holistic view on life and PE in particular; there needs to be a clear vision. Perhaps all invested parties and stakeholders should be involved in creating this vision, whether nationally or locally or within each school system. Responsibility gets shifted constantly and no-one is making set policies relating to the school – Mrs Pheko*

5.12.5 PROGRAMME CONTENT

For learners to profit the most from PE lessons, programme content, as for any other subject, needs to be considered. When exploring the theme of programme content, topics such as structured progression to ensure development of learners, practical lessons, preparation, and shared knowledge were identified. Responses generated from these sub-themes were related to what learners felt they enjoyed about the content, what teachers felt they were doing well, and what they needed to work on to improve the content. Progression of the activities and specialisation of teaching, which are needed for appropriate progression to take place, are presented first.

5.12.5.1 PROGRESSION AND SPECIALISATION

Structured progression is important and has value for learners in acquiring movement and skills. For correct and safe progression of activities, teachers need to be specialised. Learners need to be exposed to activities where various skills, like catching a ball, throwing a ball, and accuracy are practised. This will ensure progression is achieved. Sutherland et al. (2016) stated that skill competence, which one achieves as activities progress, leads to greater PA. The responses from Unathi and Omex revealed lack of progression in their activity lessons; no set structured activities seemed to take place according to the response from Unathi.

> *No specific activities or degree of difficulty are experienced; we just do whatever the teacher says. The activities are not easy or hard exercises, just whatever the teacher tells us to do – Unathi*

Agreeing with Unathi's response, Omex also shared that no specialist coach or identified teacher takes the PE lessons; whoever is free at the time offers a supervisory role for learners to have free play instead of learners engaging in more structured lessons.

> *We don't have a specific coach or person to take us, it's just our class teacher or another teacher that is free [who] will take us and sit with us. Sometimes we just listen to music and talk to our friends – Omex*

Correct progression of lessons needs to be planned by specialist teachers who have the requisite knowledge. Sutherland et al. (2016) explored the impact of specialist PE teachers, and it appears that non-specialist teachers lack confidence and therefore most of the lesson time is spent in play activities. Mrs Zaccariah, Mr B and Mrs Meade had similar responses regarding the importance of progression in activity lessons. Mrs Zaccariah stated that children need to be challenged to feel a sense of accomplishment; in order to be challenged, they need to be exposed to activities of varying degrees of difficulty. Learners who do well and achieve set goals have increased self-confidence. She also indicated the importance of staff working as a unified team to design well-structured lessons.

> All children like to be good at what they're doing; they feel challenged when they *are exposed to different and difficult activities. When they do well and achieve a goal, it boosts their confidence. As an LO staff cohort and team, we need to work together to structure our lessons in such a way that progression is taking place, that children are feeling challenged every lesson – Mrs Zaccariah*

Mr B, a teacher who participates in sport personally, understands the value of being physically active, especially from a young age. For many learners in rural communities, PE at school is often the only movement they have an opportunity to experience; therefore, it is key to develop learners' movement skills during these PE lessons.

> *Because I am quite sporty myself, I see and realise [how] the role these activity lessons we provide can shape and allow the growth of children's physical ability later on in life. It is important to capture children before the window of opportunity to develop a certain skill set has disappeared. We need to be sure we are all focused on achieving this – Mr B*

Mrs Meade's response is comparable to Mrs Zachariah's and Mr B's. She again stressed the importance of learners developing at their own pace and having PE lessons with opportunities to grow and develop. PE and LO should not be seen as free periods, and she proposed that specialist teachers lead these lessons to ensure appropriate and meaningful delivery.

> *We need to be conscious of the learners who are in our activity classes, their age and their abilities. They are all developing at different times and speeds and we need to be able to somehow allow each learner an opportunity to progress their skills to their best ability. Not all staff understand this concept, LO is not a fun free period. Specialist teachers with knowledge should be in charge here – Mrs Meade*

5.12.5.2 PRACTICAL EXPERIENCE

As can be seen from the responses below, practical experience is a central and important aspect if teachers are to be passionate about their subjects. Learners enjoyed lessons more when these were planned to be more practical and when the teacher was able to do the activities with the learners. As can be seen from the response from Ms Fisher, a lack of practical experience negatively affected her teaching. She did not feel competent with regard to the practical aspects of PE to

deliver a meaningful programme with all the requisite elements. Ms Fisher also demonstrated a lack of confidence in respect of practical activities she needed to demonstrate, assess or present.

> *As an LO teacher, I feel as if I don't have the practical skills suited to take on some of the tasks the subject expects from me. I am not generally sporty and haven't had much experience in activity myself, so I find I am out of my depth a lot of the time with practical [lessons], and I shy away from these – Ms Fisher*

Mr Nolutando indicated that to encourage learners to participate more actively, he needed to be able to model the said activity and be able to perform it well. Mr Nolutando enjoyed demonstrating activities to learners and viewed this as an opportunity to connect with the learners as they enjoyed seeing their PE teacher personally demonstrate the activities. Phelo had a similar response.

> *Teachers need to be able to perform the movements themselves, if they expect the children to. Luckily, I am able to demonstrate what needs to be done – the kids enjoy it. We are, after all, role models whether we choose to be or not – Mr Nolutando*

Phelo, a learner, shared the sentiments of Mr Nolutando in his response of LO being best when the teacher engaged in activities with the learners. Phelo also shared that when they, as learners, were busy and engaged in fun activities, these were good PE lessons.

> *Some teachers set good exercises for us and it's very busy and fun. They even do the exercise with us, it is the best – Phelo*

Charlie's narrative stressed the joy she experienced when teachers were involved in demonstrating the activities learners were meant to do – a similar response to that of Phelo noted earlier. Charlie also added that in her experience, only a few teachers had taught PE for any length of time and thus had the requisite knowledge to make the lessons more productive and gratifying.

There are only a few teachers I like because they have been doing this for long and know what to do and can show us how it is done. It is more fun when the teachers are doing it with us – Charlie

5.12.5.3 PREPARATION AND SHARED CONCEPTS

Teacher knowledge and preparation for PE lessons emanated from the interviews. It is important for teachers to be prepared for classes. Teachers need to be confident in knowing what activities to arrange, what equipment is needed, what the goals of the lesson are, the appropriate degree of difficulty to challenge learners, and good methods of assessment. All these fundamentals are not possible without preparation. Sharing knowledge with one another about best practices when delivering PE is useful, especially for inexperienced teachers and those not familiar with the subject. Ms Moyo explained why sharing of ideas and concepts is advantageous for teachers and learners alike. The goal should be to give all learners the best possible presentation and experience in movement activities.

It will be good for teachers and staff not to be in competition with each other but rather to share ideas, lesson plans, skills and expertise in order for us to learn from each other and be able to give our learners our best – Ms Moyo

Messrs Nomisa, Williams and B had similar ideas regarding the value of preparedness in delivering quality PE lessons. Mr Nomisa also highlighted the importance of being punctual for lessons to further increase the value of PE/LO as a subject. His response also indicated the need for lessons to be fun and creative, and consist of elements such as self-defence owing to the nature of the communities where these schools were situated.

As PE teachers, we need to be prepared for lessons and punctual so learners know it is a serious subject… I always try make the sessions fun and challenging. Adding self-defence-type classes holds value in our community – Mr Nomisa

Mr Williams noted that although learners enjoy free play and informal activities, the responsibility for productive PE lessons still lies with the teacher in charge and teachers need be accountable for that.

Learners enjoy free play and informal activities, but teachers need to be cognisant that progress is still taking place. This can only be successfully achieved if we are prepared for lessons and plan various concepts for our classes – Mr Williams

Mr B stressed the importance of learners being motivated to perform well and to feel safe during PE lessons. He suggested that a simple way of achieving this would be for teachers to be well prepared, with lessons based on sound planning. Teachers would appear interested, and this could afford PE/LO a higher status than it currently enjoys.

Learners need to be motivated and feel safe during the practical sessions. One way to achieve this is to be prepared for the lesson and plan ahead of time, rather than be unorganised and [appear] … uninterested – Mr B

5.12.6 FOUNDATIONS

The responses from learners and teachers revealed that certain key elements of engagement during the PE lessons that they enjoyed can be summarised as games-approach activities and activities that are creative and enjoyable. Another topic revealed as being a valuable foundation was that of identifying and realising the importance of PE. The sub-themes are discussed below.

5.12.6.1 GAMES APPROACH

Owing to the lack of equipment in most under-resourced schools, body weight exercises and game-like activities become the easiest and sometimes only form of exercise. According to the responses received, functional movements and exercises are what most learners are exposed to during the activity sessions. Activities that are fun and involve free play and game-like activities are more enjoyed by learners. Children will be more inclined to participate in activities that are fun and enjoyable, and shy away from those activities they find dull. Given the responses of the learners, they enjoy game-like activities, as can be seen in the narratives of Robert, Michael, and Yonela. Robert had a mature response to the lack of equipment and appeared to understand that because of this, some activities were the usual mundane activities, such as push-ups; however, there are ways for teachers to make these more enjoyable. Robert also mentioned enjoying playing sports like soccer and netball.

We often do sit-ups, push-ups and a lot of jumping exercises. There isn't a lot of equipment at the school so teacher makes us do these things and play sport. Like a game of soccer or netball; it is fun – Robert

Michael also enjoyed playing soccer. He had played soccer previously and was familiar with the rules of the game. Michael also enjoyed the team aspect of the game; teamwork was mentioned earlier under the theme of values, where teamwork was an important concept for learners to understand and experience. Here we see enjoyment from working as a group/team. The responses also revealed learners gravitating towards familiar activities experienced previously.

I like playing soccer. It is easy for me because I know how to play and the rules. It is fun to do things as a team and play against each other – Michael

Yonela also enjoyed playing team sports, as well as other games and 'free' time. PE sessions can quite comfortably have structured lessons and allow for opportunities for learners to be free. Yonela also highlighted enjoying having music to listen to; it provided her with the opportunity to dance, an activity she enjoys, while being a great all-round movement exercise also.

We often play soccer or other games; it is nice to play sports and other games and be free. Sometimes there is also music the teacher plays, then I dance – Yonela

Ms Moyo agreed with the benefits of game-like activities; not only are learners familiar with the activities and perhaps more confident to participate from the outset, they also are a fun way to get learners to move. Such activities often require minimal equipment, one of the challenges schools in resource-poor communities face, as discussed earlier under the main theme of resources.

Perhaps schools should look at more structured ways to include a games approach in the PE section to ensure learners are developing movement skills while having fun and engaging with each other… rules of the game, working as a team. And with a lack of equipment, it is an easier approach – Ms Moyo

5.12.6.2 CREATIVITY AND ENJOYMENT

A seemingly simple approach to delivering a good quality physical activity lesson is to make it enjoyable and for teachers to be enthusiastic and good motivators (Demir, 2016). It is important for teachers to identify and understand ways to make lessons enjoyable and creative, and to implement these ideas in context-specific situations for learners. In under-resourced communities in particular, creativity is vital in improvising space and equipment. Narratives from Mrs Pheko and Mr Nomisa indicated their similar responses to how important creative and fun lessons for learners can be. Mrs Pheko further stated that the idea of using PE lessons as free time often derived from the attitudes of teachers. This needs to change to ensure learners are engaged in QPE programmes that allow them to move.

> *Some teachers, instead of taking the kids out for the activity lesson, keep them in the classroom. This way they don't need to be doing something they're not really up for. This notion needs to change at a staff level. We have to get creative to encourage our children to move – Mrs Pheko*

Mr Nomisa, besides agreeing that activity lessons should be fun and enjoyable, further indicated that learners should adopt a habitual desire for movement from an early age to convert this way of life into healthy, active adulthood.

> *The more fun you can make the lesson, the more enjoyable it is for the learners, especially at their age. Now is the time for learners to foster and adopt a habit for exercise, so that these healthy lifestyle behaviours will continue into adulthood, to their children and so on. In order for learners to be doing the exercises regularly, they must enjoy what they doing – Mr Nomisa*

Mr Williams noted how passionate teachers will create fun and interesting lessons. Passion was previously discussed under the theme of teachers, where passionate teachers are more likely to devote time and effort into adequate planning and preparation to deliver a meaningful PE programme that learners will engage in. Mr Williams also mentioned workshops, again discussed under the theme of teachers, which might help staff become more creative. Workshops also give teachers the opportunity to build self-confidence and competence in delivering PE programmes.

I'm not sure if one is able to learn or practise how to think out the box when it comes to planning lessons; perhaps workshops or practicals can assist with creativity and improvisation needed in our schools particularly. I truly believe passionate teachers, passionate for this particular subject, will automatically make the LO lessons and activity sessions creative without having to try too hard – Mr Williams

Mr Gerber stated the importance of positive association with activity to keep learners' attention on the task at hand and their interest levels high. Mr Gerber suggested that different activities could be beneficial in making PE exciting for learners.

Sessions need to be different to keep the learners' attention and to keep them interested and wanting to engage in the activities. We need to keep it exciting for the learners so they have a positive association with activity, whether it be for sport or leisure – Mr Gerber

5.12.6.3 IMPORTANCE OF PHYSICAL EDUCATION

PE and being active have well documented benefits, including transferring an active way of life to family members and communities. Encouraging learners to transfer what they have learned at school to their communities would be a positive aspect emanating from the LO module and would showcase the value of this subject. Students revealed transferring their learnt knowledge, skills acquired, and general active habits to family and friends to be important, as well as being fun to participate with friends. This can be seen from the narratives of Priscah, Zazie, and Vuyo. Priscah and Zazie encouraged their family members to participate in activities with them after school, because they had learned why it is important and why there is a need to exercise. They wanted to transfer this to family members.

Because I am learning why I should exercise, and what good things exercise does for me, I get my brothers to do it too with me when I get home from school – Priscah

I ask my parents to walk with me to school so we all get the exercise we need – Zazie

Vuyo stated that he engaged in activities over the weekend and taught friends in the community what he had learned at school. Vuyo's response shows us that a positive

association with exercise means that learners engage in movement activities, not only during PE at school, but also after school and at weekends. Children are encouraged to be active on most days of the week; therefore, Vuyo's response is promising.

> *I play on the weekends and teach the other kids I live with what I learnt at school and what activities and games we can play together. It is really fun to be doing activities with my friends, at school and on the weekend at home – Vuyo*

Besides the physical benefits of exercise, Siskeo and Quinn's narratives revealed that being active kept them out of trouble. Siseko understood that being active was good for his physical health and also kept him occupied so he was less inclined to get involved in other activities that could cause him to get into trouble. It is known that there are gang-related activities, and drug and alcohol abuse in deprived communities; therefore, Siseko's positive response to exercise and staying out of trouble is laudatory and should encourage schools to engage learners in meaningful activity.

> *Because I like to be active and I know that it is good for me, it keeps me busy so I don't get bored and get myself into trouble doing things I know I shouldn't be doing – Siseko*

Quinn shared Siseko's sentiments on behaviour. Quinn's response showed his desire to be well behaved, because if he were not, he would be in danger of being excluded from activities he enjoyed. Quinn realised that poor behaviour had consequences of not being able to participate in PE lessons. This is a positive behavioural shift, purely due to physical activity.

> *If I am not well behaved, I have sit out of the activities at school and can't play sports with my friends. The activity lessons encourage me to be well behaved because I don't want to miss out – Quinn*

5.13 DISCUSSION OF QUALITATIVE FINDINGS

This chapter provided an understanding of the perceptions and attitudes of learners and teachers with regard to PE at school, generated from the data collected during the

FGDs and semi-structured interviews. Focus-group discussions and interviews allowed for snowballing of ideas between learners and teachers (Kinsman et al., 2015).

Specific FGDs and interviews were conducted based on the intention to identify benefits of PE in resource-poor schools and what barriers exist that may hinder the delivery of quality PE in these schools. From the FGDs and interviews, numerous themes and sub-themes emerged. This information can and should be used to adjust the CAPS system already in place to enhance PE in resource-poor communities.

Activity theory provides a framework for the qualitative results of a study by observing the actions of people on an individual and societal level (Sam, 2012) and to understand the combined processes for achieving a particular goal (Mills et al., 2020). Activity theory is compatible with qualitative research as it aims to understand human experience (Sam, 2012) and is a means to design/improve interactions among all the components to ensure the final outcome is accomplished. Mills et al. (2020) described activity theory as a framework to understand common processes to obtain a certain goal. According to Sam (2012), a system of activity consisting of interacting components and their relationship to one another is often visualised as an activity triangle as shown below:

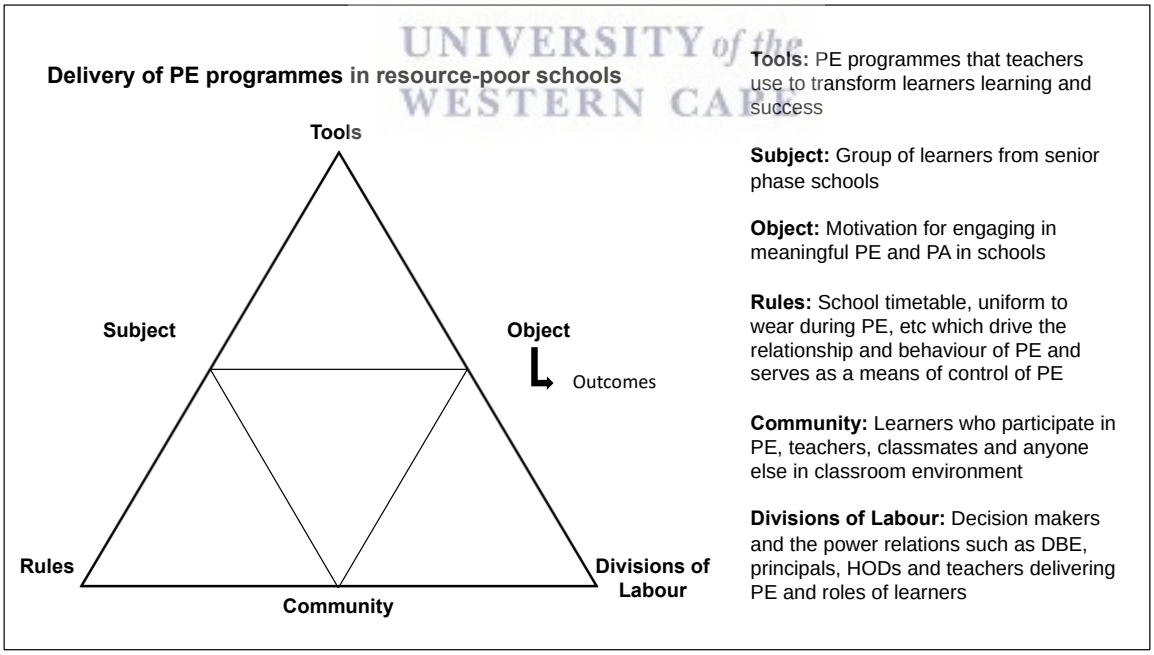

Figure 5.3 Activity Triangle (Engeström, 2000)

Tools – PE programme
Subject – Learners
Object – Motivation to engage in PE
Outcome – Benefits of PE, the ability to engage in meaningful PE in resource-poor communities, enjoy the benefits of healthy and active lifestyles
Rules – Timetable, clothing learners wear for PE, school and Department of Basic Education policies, behaviour in class
Community – School context and with whom learners interact, such as other learners, teachers, coaches
Divisions of labour – Role of the learners in class, role of the teachers, distribution of knowledge

Engeström (2000) summed up activity theory as complex interactions among subjects and their communities. The following can be inferred from the figure above with reference to activity theory and the current study:

The relationship between the subject (learner) and object (motivation to engage in activity) is facilitated by tools (PE programme offered to learners). The subject is an individual or a group of individuals involved in an activity that is commonly shared, and this activity is where the interest of the researcher lies (Brydon-Miller & Coghlan, 2019). In this study, the subject was the group of learners from senior-phase schools who participated in the study. The learners, the subjects in this case, and the community as depicted by the school environment in which they operate, are guided by rules such as timetable constraints and school policies. The community and the object (motivation/desire to be physically active) are directed by divisions of labour; in other words, how stakeholders collaborate with one another in the given context to achieve meaningful PA (desired *outcome*). In the case of this study, the outcome was for learners in resource-poor communities to be able to engage in meaningful PA, despite many challenges, to enjoy the benefits of an active and healthy life. It is important from an activity theory point of view to be aware of contradictions that could exist when components in the existing system do not interact in the way they should with other components, occasioning contraindications and disruptions (Brydon-Miller & Coghlan, 2019). Contradictions include learners wanting to spend more time engaging in PA, yet not wanting to sweat.

Learners revealed that while PE in schools was challenging, they understood and realised the benefits PE could offer if administered correctly and with sufficient time for participation. When unpacking the main theme of values, interpersonal skills were identified as one of the values affecting the learners that emanated from the study as *outcomes*. Findings revealed that learners were willing to share and sought opportunities to share with fellow classmates in need, whether it was sharing of information or equipment. This forms part of the role of learners in the classroom – the role of knowledge sharers (*divisions of labour*). Learners commented on the ability to interact with one another, helping those who struggled with certain activities, and also sharing equipment so that everyone had an opportunity to use the equipment and participate in the activity in the limited time available.

The learners (*subject*) from this study come from disadvantaged communities (Quintile 1–3 schools) where there is often a sense of 'lack' at school and at home in terms of basic needs and resources, such as clothing, toys, school equipment, etc. This sense of lack, often experienced by learners from disadvantaged communities that are under-resourced, could be one reason why the findings showed the concept of sharing is quite common and comes quite easily to these learners. Learners mostly mentioned sharing equipment because these schools lack good-quality and sufficient equipment, also seen in the findings collected under the theme of resources. Findings also revealed a sense of learners being willing to help their classmates by showing them how to perform activities correctly; this encouraged the outcome of values and learners being able to engage in meaningful PA through understanding the benefits this has. Learner responses further suggested the notion of good behaviour (*rules*) leading to more time to engage in the PE lesson (*tool*). Available time to spend in PE lessons forms part of the *rules* of activity theory, because PE is constrained by time available on school timetables to participate in PE. Learners remarked that poor behaviour could lead to the consequence of sitting out of the activity. Good behaviour thus is rewarded by inclusion in PE lessons; furthermore, good behaviour in following instructions from teachers (*rules*) encourages learner safety during the activities. PE at schools has the opportunity to enhance interpersonal skills and behaviours of learners, such as sharing, helping and discipline. This was also found in research by Van Deventer (2007) and De Villiers et al. (2015), who stated that the promotion of PA in schools could lead to positive changes in the behaviour of learners.

In addition to interpersonal skills, learners also collaborated by being in teams and engaging in group tasks where they expressed the will to win and be in a good team. Findings showed learning how to work in a team and being a team player to be important. This will serve learners well in sporting, classroom and business endeavours later in life, as ultimately, we are often expected to work in 'teams' and with other people. Most learners revealed enjoying doing the activities together, in a group, as opposed to being alone. Kinsman et al. (2015) also noted group activities to be enjoyable, and these were part of the list of activities learners from this study enjoyed the most. Learners often chose to be in teams with their friends when this was an option. Learners commented on enjoying activities that allowed competition, and seemed to enjoy the competitiveness of some activities, stating in their responses that they enjoyed being on a strong, winning team (*unintended outcome*). A sense of team work was evident in the findings from this study, and shows another value important to learners attainable through PE. These values that affect learners form part of the intended *outcomes* of activity theory.

Even though some of the benefits of PE are well known, when learners were probed about what they understood about the term 'hygiene', it revealed elements like not wanting to sweat, not wanting to go back to the classroom after a workout, and not being able to have somewhere to bath after playing outside, especially in hot weather. This highlights an area that needs to be transformed in schools. The theme of hygiene that directly affects learners could mitigate against active participation in PE and hinder learners from really engaging in meaningful PE. Some learners did not want to wear their uniforms during PE to prevent odour, and others did not want to sweat due to concerns related to body image. Contradictory ideas emerged, as learners want more PE but they don't enjoy the accompanying sweating. Schools should consider having PE at the end of the day. However, this could impact the school timetable when PE is allocated. A separate uniform for PE could assist with some issues, but for Quintile 1–3 schools, it might not be feasible. The clothing learners use for PE also falls under the rules of activity theory, because all learners would need to wear appropriate 'uniforms' for PE that would be stipulated in the school rules. According to Burnett (2018), there are no funds at these schools for practice/gym clothes. Learners often did not have the opportunity to participate in PE during the scheduled lesson because other academic subjects took precedence; however, by engaging in PE they had the opportunity to

actively participate with and learn from other learners, teachers and coaches/volunteers (*community*). Learners did express participating in PE as being a barrier owing to hygiene issues (*unintended outcome*) as they usually have to participate in school uniform with no area to wash after sweating. The theme of hygiene revealed another valuable life lesson from participation in PE and activity; conversely, hygiene could also hinder learner participation in PE. By engaging in PE during school, learners were able to develop interpersonal skills such as sharing, discipline and team work, and were aware of personal hygiene (*outcomes*).

According to Brydon-Miller and Coghlan (2019), the *object* is the desired outcome that the learner (*subject*) is trying to achieve; in other words, what is motivating the learner to reach the outcome of participation in meaningful PE. The learner might have more than one motive, and the motive for engaging in the activity can change from time to time depending on the learner's context and conditions (Brydon-Miller & Coghlan, 2019). In this study, the *object* is the motivation for engaging in meaningful physical education/activity at school because of the benefits PE can offer, and the *intended outcome* is that learners acquire knowledge of the importance of PE from a young age, as well as other fundamental skills learnt as revealed in the discussions of the theme and sub-theme results; interpersonal skills and team work, already mentioned, being just two of these outcomes. Further to these outcomes, the awareness of a healthy and active lifestyle is also an *outcome*.

The *community* in this context is depicted by the learners who participate in the same PE programme (*tool*). Community could also be the community the learners are living in, that is, PE teachers and anyone else in the classroom environment, as well as the community that learners have the opportunity of influencing and gaining experience from. According to Brydon-Miller and Coghlan (2019), tools are key features that provide prompts that determine how an activity is done by a learner. In this particular study, the data collected from the results yielded an exercise programme specific to the context of the learners that were the focus of this study. This PE programme forms the tools section of Figure 5.3. The tool, the PE programme, guides the learners in how they interact, participate and engage in PE at schools. Any rules required during the PE lesson (for example, how many minutes spent doing physical activity) form the rules section of the figure. Lastly, divisions of labour focus on how learners distribute

knowledge and skills learnt during PE to their families and communities. The concept of activity theory focuses on how subjects involved in an activity are influenced by the environment in which they operate, as well as by previous experiences which lead to habitual actions, and by their community's norms and standards which must be adhered to (Brydon-Miller & Coghlan, 2019).

The results were presented as themes and sub-themes. Although divergent themes emerged, the main findings from the qualitative data following thematic analysis are discussed under theme and sub-theme headings through the lens of activity theory.

5.13.1 VALUES

The findings that emerged from the theme of values include interpersonal skills, team work and hygiene. Interpersonal skills and team work are intended outcomes from PE that one could assume would occur through participation in PE; however, hygiene is an unintended outcome. The theme of values and its sub-themes are discussed below through the lens of activity theory.

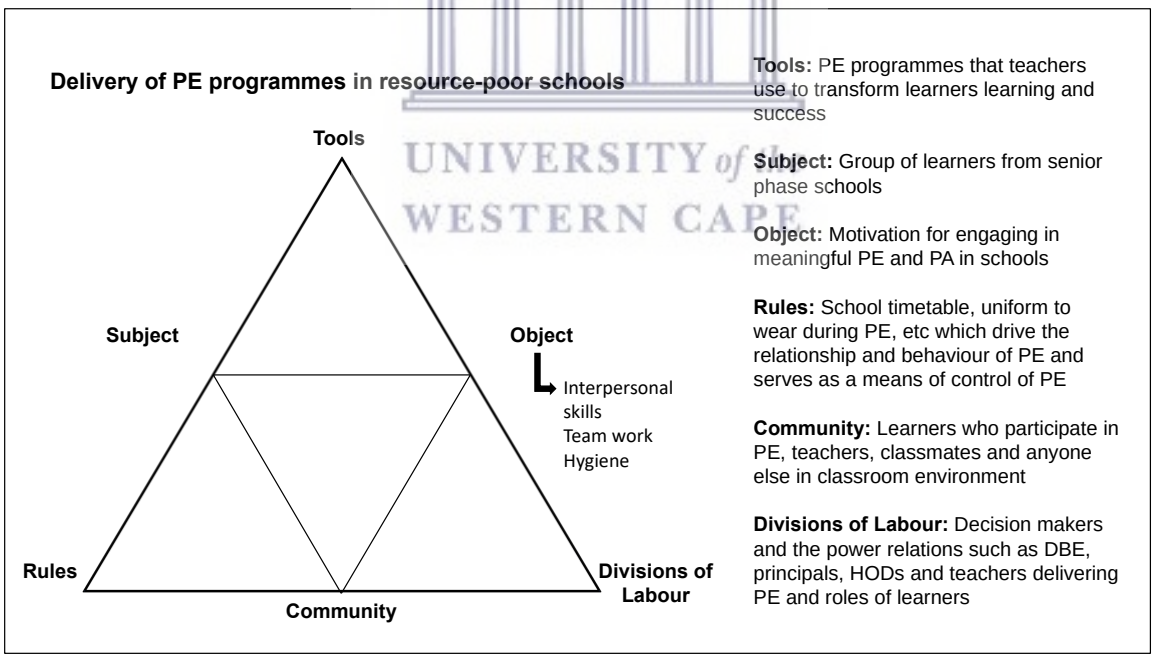

Figure 5.3.1 Activity Theory – Values

The PE programme that teachers use to deliver meaningful PE lessons to learners constitutes the *tools* available for successful implementation of these lessons. The

object is not only the 'why' learners engage in PE but also what motivates learners to engage in PE. Following from this, *outcomes* of PE are revealed in the findings. With regard to the the'e of values, one *intended outcome* that emerged from the findings was that of 'soft"/interpersonal skills and team work. Awareness of hygiene also emerged from the findings, possibly an *unintended outcome*.

It became apparent from the findings that learners are willing to share and seek out opportunities to share with fellow classmates in need. These learners (*subject*) come from disadvantaged communities (Quintile 1–3 schools) where there is often a sense of 'deficiency/lack' at school and at home; this could be a possible reason for sharing coming quite easily to the learner *community*. Learners mostly mentioned sharing equipment because these schools lack good-quality and sufficient equipment. This can also be seen in the findings collected under the resources theme. Findings also revealed learners helping their classmates by showing them how to perform certain activities correctly (*divisions of labour*). Learner responses further suggested the notion of good behaviour (*rules*) leading to more time to engage in the activity lesson. Learners had remarked that poor behaviour could lead to the consequence of sitting out of the activity. The notion of good behaviour and following the *rules* was evident in the findings. PE at schools has the opportunity to enhance interpersonal skills and behaviour of learners such as sharing, helping and discipline, among others. This was also noted in research by Van Deventer (2007) and De Villiers et al. (2015), who stated that the promotion of physical activity in schools could lead to positive changes in the behaviour of learners. Good behaviour will affect all learners in the class positively, as well as the teachers co-ordinating the lessons, both of whom form the *community*. The role of the learners (*divisions of labour*) during PE lessons is to behave well and listen to instructions given by teachers.

A sense of team work was evident in the findings from this study, indicating a further value of PE. Learning how to work in a team and be a team player will serve learners well in sporting, classroom and business endeavours later in life, as we are required to work with people in our day-to-day occupations. Most learners revealed enjoying activities in a group, as opposed to alone. Kinsman et al. (2015) also noted group activities to be enjoyable, and these were part of the list of activities learners from this study enjoyed. Learners often chose to be in teams with their friends when possible.

They referred to enjoying activities that allowed competition, and seemed to enjoy the competitiveness of some activities, stating in their responses that they enjoyed being on a strong, winning team. However, team work might elicit tensions as to who is part of which team, or which team is performing well, an *unintended outcome* of team work in PE. This tension provides an opportunity for teachers and learners alike to be innovative in attempts to change activities in such a way that tensions are resolved. Learners experience knowledge distribution (*divisions of labour*) among one another through the experiences offered by interpersonal skills and teamwork.

From the findings, one can see that learners are becoming aware of personal hygiene, quite possibly an *unintended outcome*. When learners were probed about what they understood from the term 'hygiene', it revealed elements like not wanting to sweat, not wanting to go back to the classroom after a workout, and not being able to have somewhere to bath after playing outside, especially in hot weather. Some learners did not want to wear their uniforms during PE to prevent odour, while others did not want to sweat due to concerns related to body image. Contradictions were found, as learners wanted more PE, but did not relish the "unhygienic possibilities". According to Burnett (2018), there are no funds at these schools for practice/gym clothes. The findings revealed the theme of values, consisting of interpersonal skills, team work and hygiene, which all affect the teachers and learners (*community*) in some way.

5.13.2 RESOURCES

The findings that emerged from the theme of resources include facilities, equipment, safety and challenges. Challenges form part of the outcomes of PE, whereas issues of safety form part of the rules learners and teachers need to adhere to. Facilities and equipment play important roles in the delivery of PE and control what can and cannot be done, and therefore are divisions of labour. The theme of resources and its sub-themes are discussed below through the lens of activity theory.

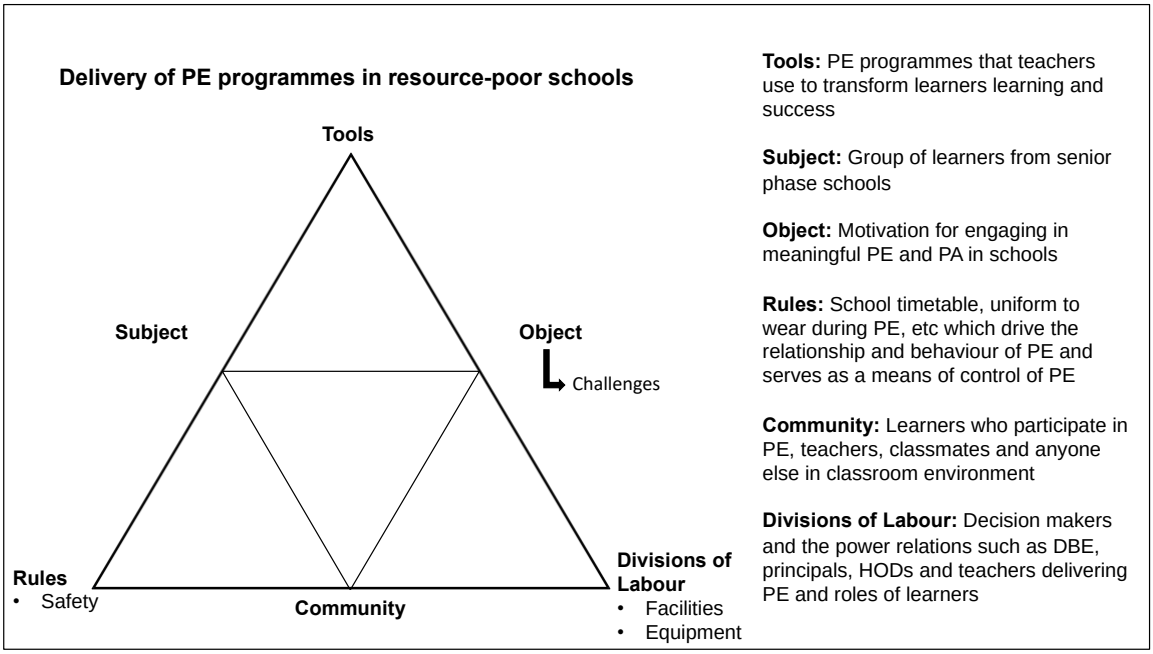

Figure 5.3.2 – Resources

A major barrier to the delivery of meaningful PE and PA (*tools*) at resource-poor schools is the lack of and poor state of facilities and equipment (*divisions of labour*) which puts these schools at a great disadvantage (Burnett, 2018). This study showed that schools in resource-poor communities lack facilities conducive to outdoor activities. Teacher and learner responses revealed the lack of grass and other outdoor play areas for PE. Learners (*subject*) enjoyed being outside and having a change of scenery from the classroom; however, the issue of safety (*rules*) arose, where learners felt nervous and scared to do the activities outside. Learners were scared of hurting themselves because of insufficient soft grass landings during PE and a lack of safe outdoor facilities. The role of teachers (*community*) is to improvise and make do with the limited play areas that schools in these communities currently have. Stroebel et al. (2017) noted, among other barriers, that a lack of facilities leads to poor quality PE. Similarly, Burnett (2018) stated that there is a lack of safe and well-maintained facilities as well as durable and varied equipment.

Equipment, as a mediating tool, is often a concern at most schools in lower-resourced areas. They lack equipment to use for LO, or have no equipment at all because of a lack of funding (Sedibe, 2013; Tian et al., 2017). In this study, learners and teachers reported a lack of equipment, insufficient repair work, and inadequate maintenance of

equipment. The findings highlighted the importance of having a variety of equipment to keep PE interesting and leaners excited about the lessons. Learners waiting to use equipment, like balls and racquets, could lead to boredom and a lack of interest in PE, which would be an *unintended outcome*. One cannot afford that children lose interest in being active; this will have dire consequences for their health and habits into adulthood. Stroebel et al. (2017) concurred that the pursuit of long-lasting physically active and healthy lifestyles is a valuable *outcome* originating in the PE classroom. This study highlighted that with a greater variety of equipment, value is added to lessons and what can be achieved in the lessons. The role of teachers (*community*) in resource-poor communities is often the need to be able to improvise equipment. Equipment and facilities need to be safe; learners are less likely to be active if they feel unsafe (Palmer & Bycura, 2014).

Safety (*rule*) should be the first and foremost concern of all schools and teachers where learners are concerned. Findings from this study highlighted a safety issue regarding facilities and equipment being inadequate, which again contradicts learner safety as a priority. By engaging learners in PA, besides safety of facilities and equipment, safety of learners' bodies and their health cannot be ignored (Kinsman et al., 2015). It is paramount for teaching staff (*community*) to adopt the role of being well equipped to ensure learner safety at all times during activities. Unqualified teachers have a detrimental impact on learners' safety (Stroebel et al., 2017). Learners also noted in their responses that they were afraid of getting their school uniforms ruined when they were expected to participate in PE lessons in their school uniforms. Once more, this denies learners' rights to feel safe and links with hygiene. PE uniforms are recommended for schools, even though this has financial implications for already strained under-resourced schools. Many challenges (*divisions of labour*) regarding lack of adequate resources, such as facilities and equipment (*divisions of labour*), have been revealed through the findings. Besides this lack of facilities and equipment, a quality PE programme (*tool*) still needs to be implemented and prioritised.

Further to this, another challenge is that of learners not feeling safe during PE as well as that of teachers not feeling qualified or confident to engage learners in meaningful PE lessons. According to Tian et al. (2017), there is a lack of PE teacher training and this negatively impacts the quality of PE teaching. It was notable from the findings that

at the university level of teacher training there should be assistance for teachers on how to practically devise activity lessons and be innovative in resource-poor schools. Teachers should also be helped with appropriate progression of fundamental movement skills for different grades. The importance of well-trained teachers in school-based PE cannot go unnoticed, and the efficacy of the PE programmes (*tool*) delivered is a key determinant of expert teaching in the programmes (Tian et al., 2017). Pate et al. (2006) noted that the school environment is the only environment where the opportunity to develop FMS is made available to all children. Fundamental movement skills are the building blocks for learning movement techniques and sport-specific skills. The findings revealed in-house workshops for teachers to share knowledge (*divisions of labour*) and work together to improvise, given the lack of resources, would be a worthwhile exercise. Here, stakeholders (*divisions of labour*) such as school principals and the DBE have an important role to assist where needed to ensure the *object* of getting learners motivated to participate in PE is recognised, and the various *outcomes* of PE become a reality for all learners (*subject*).

5.13.3. INFLUENCES

The findings that emerged from the theme of influences, that is, what influences the PE experience and what influences the PE experience has, include concentration levels, frequency, time and classroom influences. Concentration levels serve as an outcome of PE, frequency and time control what type of PE can be delivered and are therefore divisions of labour, while classroom influences form part of the community in which PE is taking place. The theme of influences, and its sub-themes are discussed below through the lens of activity theory.

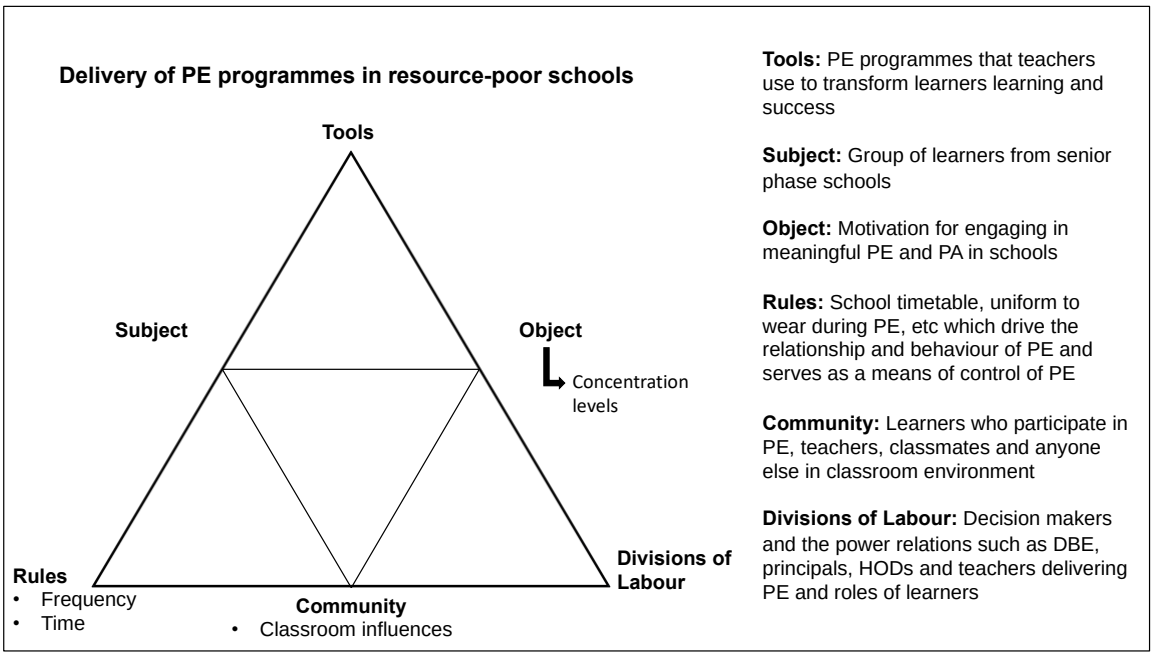

Figure 5.3.3 Activity Theory – Influences

In respect of the LO subject taught in schools, concentration and boredom were revealed from the findings from learners (*subject*) as major factors influencing classroom experience. Given the findings, learners felt more energised (*unintended outcome*) and could listen more attentively after having a PE session (*tools*). The reasons provided were that they had had a break from school work, felt less bored and were happy. Dotterweich et al. (2012) stated that PA promotes improved concentration, therefore schools should not hesitate to increase PE lessons in the school timetable (*rules*), although time for PE is often an issue of contention in schools. The findings also revealed learners struggling to stay focused in the classroom all day and welcomed the break that PE offered. Corbin et al. (2014) indicated that learning is enhanced in students who participate in some type of PA, an unintended outcome of PA.

In view of the above, it is unsurprising that frequency and time of PE offered according to the school's timetable (*rules*) were common themes emanating from the findings. Most learners in this study enjoyed their time in activity lessons and one outcome expressed was the desire for longer lessons and/or more frequent ones. De Villiers et al. (2015) regard time as a challenge (*divisions of labour*) faced by most schools. Further to this, Burns et al. (2017) stated how low-income schools have significantly

less active time allocation than higher socio-economic schools. Learners and teachers revealed not enough time spent in physical activity programmes in school, not enough time or priority given to the subject of LO in general, and not being able to manage time successfully to derive the most from the short periods assigned to PE during the school day. Principals and heads of department at schools (*divisions of labour*) should adjust timetables (*rules*) to allow for each learner to be able to have the opportunity to engage in more activity time during school. Tian et al. (2017) advocated that young children spend more time being active owing to the many health benefits movement offers; however, the DBE needs to mandate more time to be spent being physically active and doing so in a purposeful way for learners to benefit and indeed gain the value that PE and PA (*tools*) can bring. Many learners in the study addressed the frequency of PA during the school day and the general consensus was that PA was not offered frequently. More time spent in PA classes and being active was the recommendation. According to the DBE (2011b), only one hour per week was allocated to PE. International recommendations are one hour per day of physical activity, so in South African schools, we fall short of the mark (Burns et al., 2017; Tian et al., 2017).

Most learners reported PE/PA taking place once, sometimes twice per week, with some learners reporting having PE/PA lessons only once in a two-week cycle, thus not meeting MVPA recommendations. Learners requested PE/PA more often during the week; at least three times per week was the general consensus. Dotterweich et al. (2012) suggested 90 minutes of activity per week for youth; however, more recent research has shown that health benefits for youth (and adults) have been set at 60 minutes of PE per day (Corbin et al., 2014; Tian et al., 2017). The DBE needs to advocate further time in movement activity and find ways to 'police' this issue in schools where LO is not given sufficient attention. It is important for passionate teachers (which will take time and a change in mindset to generate) to be actively involved in encouraging learners to move more and to make use of available resources. Time management and understanding the value of time are valuable skills for learners at this age to learn and to practise. Often, subjects that seem to be more important or hold more value will take the place of the activity section of the LO module, contradictory to findings that show no detrimental effects on academic work when learners engage in PE. Learners from this study expressed great enjoyment of the PE/PA classes and found them to add value to their lives, among other benefits of

feeling less bored, being able to concentrate more in class after an exercise bout, etc. These statements should encourage stakeholders (*divisions of labour*) to allow more PE time. According to Tian et al. (2017), most young people are not active for long enough and therefore won't gain the well-known health benefits (*outcomes*) associated with enough PA. Similarly, observations and discussions with the teachers revealed time as an important emerging theme. Sutherland et al. (2016) commented that in resource-poor schools, more time is spent in managing the learners due to poor behaviour in many of these schools; this implies less time spent in actual activities. Findings from the values theme concur with this notion of good behaviour 'rewarded' with time spent in PE and not sitting out of activities as punishment. Young et al. (2015) also stated that positive behaviour can be seen in youth who spend time in leisure activities, thereby realising an outcome of PE.

Regular PE implementation is often compromised by theory, catching up other subjects, homework, or free play, especially in Quintile 1–3 schools (Burnett, 2018). General consensus is that teachers concur more time is needed for PE lessons within the school timetable. It is fundamental for learners to engage in enough meaningful movement during the school day as this is often the only time they have this opportunity. Learner responses disclosed that more time was needed to use the limited equipment, which was also found in the findings from the resources theme. The findings from this study revealed that teachers concurred with the notion that as more time is dedicated to PE, PE as a subject will become more important and be accorded the value it deserves. According to Burnett (2018), the status of PE is very low, and in rural schools, stakeholders (*divisions of labour*) emphasise the benefits of academic subjects and not PE. Without stakeholder support of PE, learners might not get the activity exposure they need. As more time is spent in PE, teachers and learners are affected. Teachers will need to prepare more and learners will gain the benefits PE offers. A greater sense of importance needs to be placed on the subject for all the benefits PE can offer, which have been well documented in literature.

In resource-poor schools in particular, the classroom is often overcrowded; class sizes were reported at close to 40 learners per class, some even larger. This has a negative impact (*unintended outcome*) on the influences in the classroom because these class sizes are too large to be managed, let alone for individual attention. Sedibe (2013)

highlighted overcrowding of LO classrooms, with a teacher/learner ratio of 1:55 making it difficult to attend to all learners' needs. Also, with PE often not considered a valuable subject, two classes would be combined to allow one teacher to be free for other school-related tasks, as found in the study. The problem with this is the *unintended outcome* of learners not experiencing specifically designed PE lessons, with dedicated outcomes, but rather free play to pass the time. The learners noted that large class sizes were impractical and unfair during this activity time, because they could not always hear the teacher and had to wait a long time for their turn, another *unintended outcome*. Large classes also lack the flexibility needed to give instruction (Burnett, 2018). Class size needs to be addressed not only for the activity part of LO, neither just for LO, but for all subjects offered in schools where classrooms are overcrowded. Learners need individual attention which is not possible with class sizes exceeding what is manageable. Learners requested more time in activity lessons; some responses for this request were due to too many learners and not getting enough chance to participate. PE time is governed by the school timetable and what time is allocated to PE (*rules*). The study also revealed that mixed classes of boys and girls could influence classroom dynamics. Some boys stated a preference for participating with boys as they are more competitive and can play the sport/activity better than girls can. This is an unintended and somewhat negative outcome as it does not fit well with favouring integration within a co-educational classroom space. Some of the girls responded as being shy when having to participate with and in front of boys, while others were unconcerned as boys were present in other subject classes and they were comfortable with mixed-sex PE classes. Teachers and learners have dual roles in ensuring successful PE implementation, as findings revealed the lack of universal design for PE learning by PE not being accessible to male and female learners. Teachers share knowledge and children respond by learning (*community*).

5.13.4 TEACHERS

The findings that emerged from the theme of teachers included male vs female teachers forming the community in which PE operates; quality of teachers, which formed part of divisions of labour; and policies and responsibilities; as well as rules that must be followed. The theme of teachers, and its sub-themes, are discussed below through the lens of activity theory.

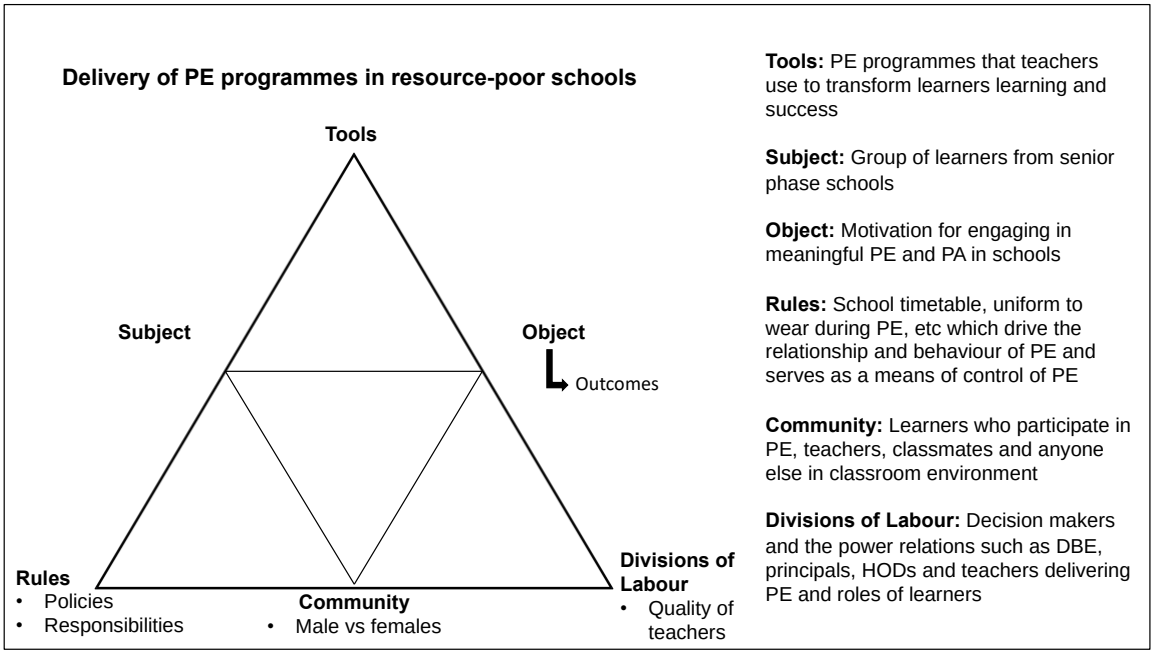

Figure 5.3.4 Activity Theory – Teachers

Burnett (2018) noted that it is important to have male and female specialist teachers. This emerged in some of the thematic analysis findings of this study. Some students acknowledged their preference for same-sex teachers for PE. A reason for this was feeling more comfortable speaking about personal issues to a male teacher if the learner is a boy, for example. In some situations, tensions may arise between interactions of different sex teachers and learners. One approach to change this tension could be to appoint a male and female mentor teacher for male and female learners respectively. Learners also mentioned enjoying PE with their class teacher because the class teacher knows them well. Some learners indicated not having any preference for a male or female teacher. Sutherland et al. (2016) noted that male teachers have more experience in the field of PA in conducting lessons with more vigorous activities than their female and less experienced counterparts. It is important to realise that a sense of confidence will grow and develop in teachers if they share knowledge (*divisions of labour*) and participate in workshops (*outcome*), as was suggested by responses from teachers. Workshops and sharing knowledge are potential resolutions, because by sharing resources, all will benefit (Beddoes & Castelli, 2017).

Not all teachers, who form part of the *community*, are well trained and qualified, which affects learners as well as other more specialised teachers. The *outcomes* of the

impact of unqualified and untrained teachers lead to lack of participation among learners, frustrations of working with less qualified teachers, and class sizes being overcrowded. The value of specialist teachers (*divisions of labour*) in the area of activity is an important consideration that cannot be ignored. From the study, findings revealed that often PE is taken by whichever teacher is free and available, and frequently classes are combined and become too big to manage, so learners end up playing and chatting on their own (*unintended outcome*). These tensions and conflicts among teachers need to be resolved. This will benefit learners and teachers in the activity system. The role of teachers in PE cannot be ignored. Teachers have the ability to be role models and encourage learners to participate and benefit from physical activity (De Villiers et al., 2015; Van Deventer, 2008). The need for quality teachers, qualified, passionate and prepared for the activity session of LO to ensure a structured, challenging and progressive set of skills and activities takes place, is vital. Policies (*rules*) for conducting PE are in place and need to be met or changes undertaken to ensure role players' needs, like those of learners and teachers (*community*) are fulfilled. According to Palmer and Bycura (2014), student abilities are different; therefore, student success and increasing skills need to be considered by teachers qualified in this particular area. Different learner abilities might create tension, therefore to avoid disparity in assessment criteria, assessment should be as individual as possible. Although learners enjoyed free play, they also had a strong sense of needing structured lessons where they felt the teacher was prepared and knowledgeable. Lesson structure, as an *outcome*, not only provides necessary skill development but safety as well (Beddoes & Castelli, 2017). It would an important recommendation for schools to allow staff teaching LO to attend workshops or similar courses to upskill themselves so that a productive PE lesson (*tool*), where learners can benefit from the activity, is realised. The findings show many teachers not having enough theoretical and practical experience to feel knowledgeable and confident in generating good-quality PE lessons. In rural communities in particular, where parental supervision isn't always the norm, teachers often become role models. One teacher's response from this study concurred, stating that teachers are, in many cases, role models for learners in their *community*, whether they choose to be or not (*unintended outcome*). Teachers agreed with sharing knowledge and attending workshops, as well as personal capacity development, to ensure their knowledge is developed to provide the best possible quality to their students. As Demir (2016) stated, quality physical education lesson =

quality physical education teacher. Buchan et al. (2011) and Tian et al. (2017) noted the lack of qualified PE teachers. Tian et al. (2017) also highlighted the major role training of teachers (*divisions of labour*) has on providing adequate PE within schools.

It was apparent from the findings emerging from thematic analysis that teachers concurred with identifying responsible persons or a group of persons for PE to ensure vision, responsibilities and policies (*rules*) are developed and communicated thoroughly. Currently, teachers from this study reported that as an *outcome*, there is no clear responsibility in schools of who is in charge of PE and its associated policies. By identifying responsible persons (*divisions of labour*), PE would have a solid vision and mission, so learners (*subject*) will benefit from the subject material which serves as tools. The findings also showed that responsibility cannot be shifted, and the PE subject gains more value as an important *outcome* because of this. The findings from this study also revealed the need for specialist coaches to ensure proper progression is implemented; however, funding in rural schools does not allow for this, therefore using volunteers to bridge the gap is a solution. Volunteers play a vital role but are not always reliable. Greenfield (2013) praised volunteers as an integral part of sport and resource-poor schools that could not operate without them, given their limited resources. Stakeholders, including volunteers, must work together to encourage learners to be motivated to engage in PE (*object*).

5.13.5 PROGRAMME CONTENT

The findings that emerged from the theme of the programme content included progression and specialisation, practical experience and preparation, and shared concepts. The theme of programme content and its sub-themes are discussed below through the lens of activity theory.

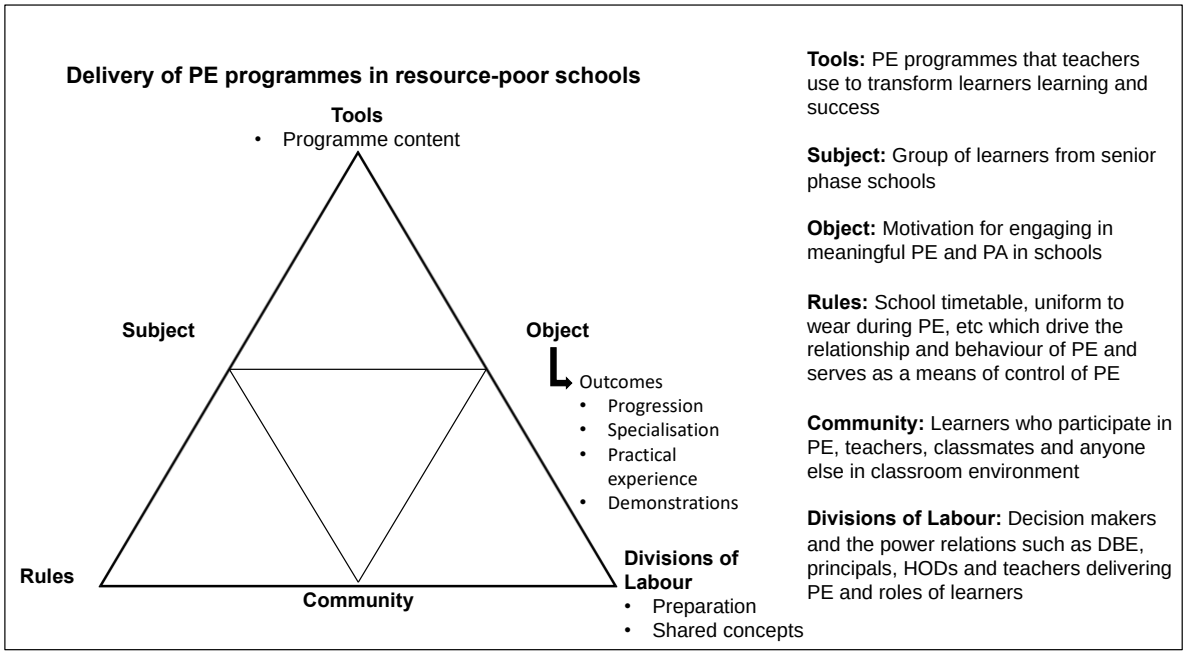

Figure 5.3.5 Activity Theory – Programme Content

An intended outcome of PE is progression of activities, an element that is necessary not only for the enjoyment of the learner (*subject*), but perhaps more importantly, for the benefit of learners' all-round physical growth and development (*outcome*). Burns et al. (2017) noted providing semi-structured activities for learners that are accessible to all could improve PE. Safe progression of activities is something that should not be taken lightly, but does require necessary skill and knowledge to ensure progressive activities are done safely (*rules*).

Practical participation is problematic, with minimal time allocation due to constrained curricula time (*rules*) (Burnett, 2018). Teachers acknowledged not having the practical skills to deliver PE and therefore shied away from PE lessons. When staff and learners participate in the activities (*tools*), maximum involvement of all is realised (Beddoes & Castelli, 2017). The findings from this study showed learners found PE more fun when the teacher did the movement activities with them (unintended outcome). The study revealed that teachers should be able to perform and demonstrate the movements of the activities to learners.

It is important for staff to be prepared for PE lessons; not only will this make the subject appear more valuable to learners to take it seriously, it also will ensure a quality PE

lesson (*tools*) is implemented, and learners can benefit as *outcomes*. Teachers also need to ensure the lessons are fun and challenging (*intended outcomes*) for learners, which cannot be done if teachers are unprepared. Prepared lessons also lead to motivated teachers, safe environments and increased motivation for learners to participate, which is the *object* of PE.

5.13.6 FOUNDATIONS

The findings that emerged from the theme of foundations included games approach, creativity and enjoyment, as well as the importance of PE. These are sub-themes for the outcomes of PE programmes. The theme of foundations and its sub-themes are discussed below through the lens of activity theory.

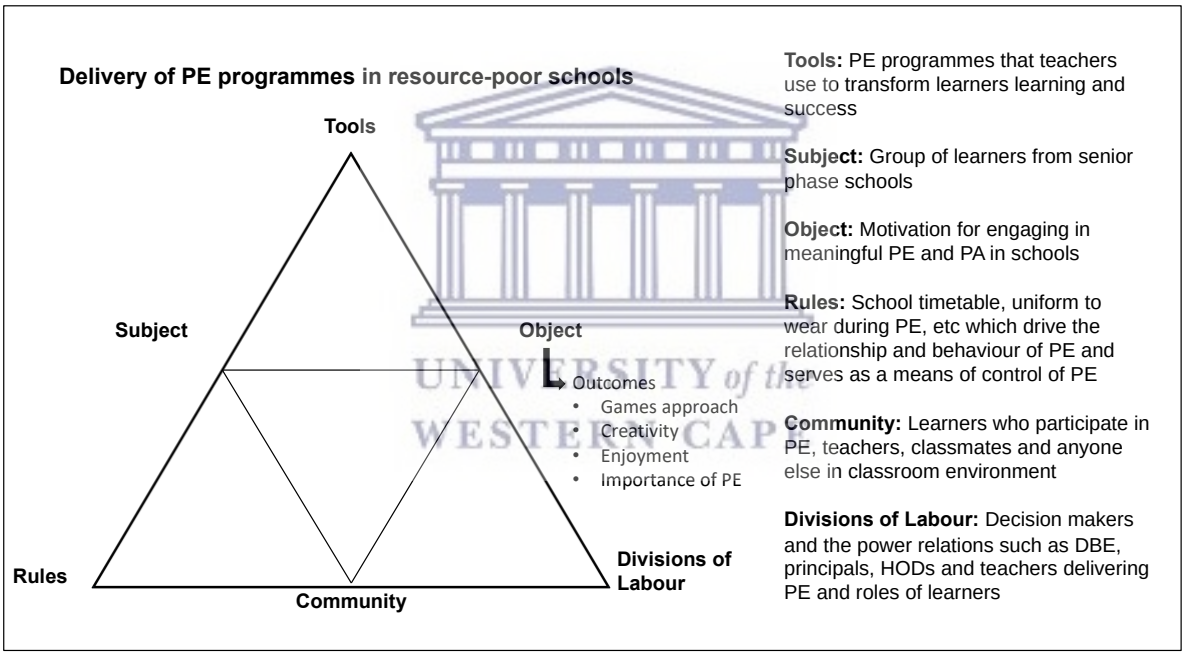

Figure 5.3.6 Activity Theory – Foundations

From the thematic analysis, findings revealed games-approach activities were one of the three most important foundations that should be incorporated into PE lessons (*tools*). *Rules*, such as games-type activities, were regarded as fun by learners (*subject*) and could be done individually or as part of a team. Although team activities can cause tension, innovative ways to incorporate these types of activities and remove tension is possible. Games-approach activities allow learners to take part in games

they are used to and already know how to play; because they are familiar activities, they increase confidence levels (*unintended outcome*). Learners value activities that are fun, where they can take part with friends and do team activities (Burnett, 2018). By incorporating these into PE lessons (*tools*), learners are more likely to be motivated to engage in PE (*object*). According to responses from teachers, games-approach activities need to be more structured to be successfully implemented. Corbin et al. (2014) stated that activities that provide functional fitness (*intended outcomes*) are also important to integrate with games-approach activities, and this should be remembered when structuring games-approach activities. Kinsman et al. (2015) stated that group activities dominate the list of what learners would like to do, and this study revealed matching responses; therefore, PE lessons should incorporate games-approach activities that allow for functional movement fundamentals (*outcome*) to be practised, which is important for children's motor development (Stroebel et al., 2017).

It is imperative for learners to foster good habits for PE early in life to lead to healthy and active adults in the *community* in which they live. Creative ways to involve family (*community*) bridge the gap between activity in and out of school (Beddoes & Castelli, 2017) and have the added benefit of involving all family members. According to Dotterweich et al. (2012), play is an important part of a healthy regime for children and provides significant health and developmental benefits which are intended *outcome*s of PE. Instructors delivering PE need to be aware of the important role play has on learners' positive outlook on PE. Play also promotes healthy brain development, encourages creativity, improves confidence, strengthens decision-making skills and improves academic performance (*unintended outcomes*) (Dotterweich et al., 2012).

The benefits of PE are well documented in literature (Stroebel et al., 2017; Tian et al., 2017; Van Deventer, 2007). Among other benefits, PE contributes to learners' physical health, improved learning, social interaction and well-developed mental health (Van Deventer, 2007). Findings from the study revealed that learning why PE is important is of great value to learners and also encourages them to participate (*object*). Learners therefore also felt it important to involve their family members (*community*) in the activities, as mentioned above in the discussion of team sports and games-approach activities. PE keeps learners active and out of trouble (*unintended outcome*); many learners in resource-poor communities are at risk of negative outcomes (such as gang

violence), therefore engagement in PE can serve as a positive distraction (Abrahamse et al., 2018). Van Deventer (2007) stated that negative behaviours decrease when children are engaged in activities. Learners also reiterated being well behaved by following the *rules* has the implication of more time being spent on PE; however, if they do not behave well, the consequence of not getting time to engage in PE is realised. It is a worthy concept for teachers to continually remind learners of the benefits and importance of PE to encourage their full participation (*object*). Tian et al. (2017) suggested using different motivational strategies to encourage learners to be physically active.

5.14 CONCLUSION OF QUALITATIVE FINDINGS

A sequential, exploratory mixed-methods design was adopted to answer the research questions of this study. Information about data collection, data analysis and sampling strategy used was contained in this chapter. Sutton and Austin (2015) contended the crucial part of qualitative research data analysis is to be true to participants, as the researcher needs their honest opinions for reporting to others to learn from. Data analysis takes the most important emerging themes and any unexpected findings and reports on those (Breen, 2006).

The findings from this study contribute to answering the research question: “What are the perceptions and attitudes of learners to PE?” The results offer insights into learners who had their voices heard about their perceptions and attitudes to gain a better understanding of their standing with regard to PE at schools. Furthermore, barriers to quality PE and potential suggestions were explored through the eyes of the learners, many of which were sanctioned by data arising from interviews with the teachers.

From the focus-group discussions, responses from the learners showed that facilities and equipment need to be improved, as well as teachers’ ability to provide specialised, structured lessons to allow for progressive skill development. Learners find immense value in PE through values taught and learned. From the findings received, it is important to note that learners want to engage in challenging, game-like, enjoyable activities where benefits of being active are met.

Teachers had a similar response to learners with regard to the need for better quality facilities and equipment; this is a major funding issue that most, if not all, resource-limited schools experience. However, this barrier cannot deter teachers from thinking out of the box and improving PE delivery with what resources are available. Teachers expressed a need for more knowledge in activity lesson preparation in particular, and practical experience opportunities. These, in the form of workshops, would provide the opportunity for teachers to grow and become creative in their approach to PE. Teacher competence is an important part of their training (Demir, 2016) and should not be overlooked or assumed.

Main and sub-themes emerged from the qualitative data. Some were highlighted in this conclusion, and it is important to understand the barriers experienced in PA/PE delivery in schools and how to best manage these in resource-limited communities. Teachers are encouraged to incorporate creativity by finding innovative ways to include some degree of activity during other subject lessons and not leave the opportunity for learners to move to just the dedicated LO lessons which are constrained by limited available time.

5.15 CHAPTER CONCLUSION

This chapter discussed the results of the quantitative data collection and the findings from the qualitative data collection. This chapter focused on exploring the current practices of PE as well as the perceptions and attitudes of learners, teachers and heads of department regarding PE in schools.

Prior to the collection of qualitative data, quantitative data was collected. The latter was done with the main intent to provide a basis for the researcher; guiding the researcher to structure relevant interview questions and FGD discussions in such a way that the information gained was suitable to support the development of the context-specific PE programme for resource-poor communities.

The results emanating from the South African Universities Physical Education Association (SAUPEA) questionnaires (Burnett, 2018), the semi-structured interviews, and FGDs were presented in this chapter.

CHAPTER 6
PHYSICAL EDUCATION PROGRAMME DEVELOPMENT – THE DELPHI METHOD

6.1 INTRODUCTION

The objective of the final phase of this study was to develop a context-specific PE programme for senior-phase schools focusing on those in resource-poor communities in the Western Cape. The Delphi method was employed for this purpose. Physical education is vital to the development of children, and they should be exposed to sustainable health-promoting PE programmes in schools, as they spend most of their time in the school system.

A logic model is a tool used to evaluate the effectiveness of a programme and fits this study well. This model was used as the lens through which the PE programme was developed. A logic model shows the relationship between inputs (such as resources and activities), outputs and outcomes of a programme or intervention, and can be used to monitor the progress of a programme (Nowell et al., 2017). For this study, the *input* can be inferred from the results emanating from the first three phases of this study that informed the development of the PE programme, the *output*. Therefore, the outcome would be implementing this PE programme to deliver meaningful PE to resource-poor schools and for learners to receive the benefits of PE.

The logic model was used to guide the development of the concept PE programme for this study that was ultimately used in the Delphi method. The results of the first three phases of the research, namely the systematic review, quantitative results, and qualitative findings, were used to develop a viable PE programme for senior-phase schools in resource-poor communities. A logic model has four components in its simplest form, and is used to plan with the end in mind (McCawley, 2001).

The logic model is shown in Figure 6.1 below:

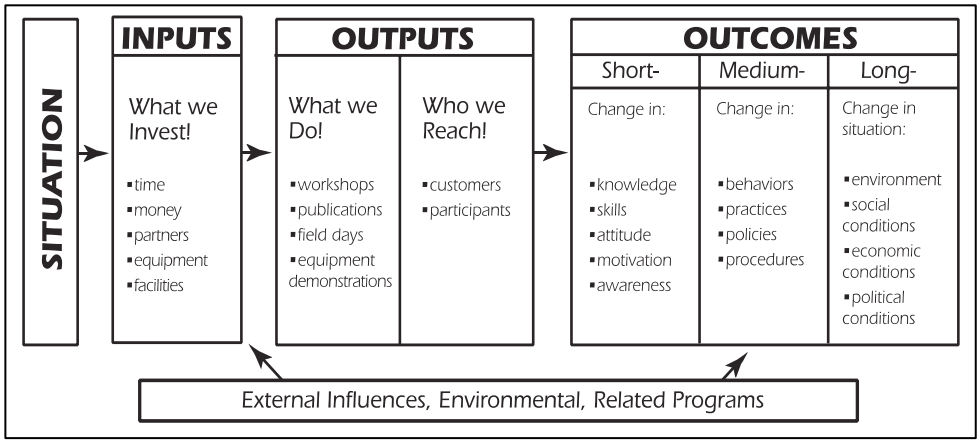

Figure 6.1 Logic Model (Nowell et al., 2017, p. 3)

For the specific study, the above diagram displays the following elements:

- Situation – Not enough focus on QPE delivered at senior-phase schools in resource-poor communities.
- Inputs – Change the mindset of stakeholders regarding the importance of PA, particularly from a young age. The first three phases of the research were used as inputs to develop the concept programme used in the Delphi method.
- Outputs – Physical education programme produced from information gained during the research study.
- Outcomes – Implementing the PE programme and evaluating the success and sustainability of the programme.

This penultimate chapter contains a detailed description of the methodology and a discussion of the Delphi method. It is placed in the context of the outcomes of Phases 1, 2 and 3, as well as research as reported in the literature.

6.2 METHODOLOGY

6.2.1 DESIGN

The Delphi method is a method developed by consensus that does not create new knowledge but uses knowledge gathered from the collective insights of experts,

specialists, subject advisors, and academics in a specific domain (Chuenjitwongsa, 2017). The Delphi method, mainly developed by Dalkey and Helmer (1963), is an accepted method of achieving expert consensus of opinion. The aim is to deal with divergent opinions and controversial issues on a topic to achieve consensus (Chuenjitwongsa, 2017). Despite variations in how the Delphi method is applied, there is a general agreement that it uses a series of questionnaires. Continuous repetition of the Delphi method can be done until consensus is believed to have been reached. Three rounds are often sufficient to collect the required feedback and for consensus to be reached (Chuenjitwongsa, 2017; Custer et al., 1999).

A platform for experts to express their viewpoints and opinions on a particular topic is an advantage of the Delphi method. Experts are contacted individually, and their responses are shared anonymously; therefore, they can express their opinions freely.

6.2.1.1 DELPHI PROCESS

The Delphi method uses a questionnaire technique that allows for repeated, duplicated responses designed to develop a consensus of opinions among the experts concerning a specific topic (Chuenjitwongsa, 2017). Firstly, a summative report of Phases 1, 2 and 3 of the study was compiled. Thereafter, a PE concept programme was developed based on the results and analysis of the first three phases of this study. This was done by analysing data from the systematic review, quantitative results and qualitative findings. Secondly, a Delphi questionnaire was developed from the results to obtain responses to and feedback about the programme from an expert panel. A document which included the programme and questionnaire was then circulated by email to ten national and international experts in PE and with PA backgrounds for their comments to gain consensus on the topic. Two rounds of questionnaires and feedback were conducted to ensure that all comments on the programme were included and addressed. The profiles of participants and procedures of each round are discussed below.

6.2.1.2 PARTICIPANTS

The Delphi method started by identifying and selecting a panel of experts. The selection of participants directly influences the quality and relevance of the results,

therefore this a key component of the Delphi method. Participants from key interest groups are commonly selected based on their level of expertise, experience and knowledge in the field of study. It is open to debate what makes an expert. According to Murry and Hammons (1995), an individual with more knowledge about a particular field than the general population, and with extensive work experience in subject-related professions, or who is a relevant/cognate professional association member, is considered an expert. Experts for this study were identified as those with formal professional or academic qualifications, those with expertise developed through experience, and subject advisors on LO.

A variety of opinions exists regarding the ideal size of a Delphi panel; however, literature does indicate a minimum of eight members should serve as the expert panel (Hallowell & Gambatese, 2010). A panel size beyond 30 members does not improve the quality of the Delphi result (Chuenjitwongsa, 2017). The researcher purposively selected eligible participants with expertise in PE. The selected participants had to have a minimum of five years' experience in the field. These participants were either subject advisors, PE teachers, university professors, lecturers, and education directors. Based on recommendations, ten experts from different disciplines were invited to participate in this study to ensure content validity. Two experts were from the Netherlands (*n*=2; 20%), while the rest were from South Africa (*n*=8; 80%). The number of participants, years of experience and portfolios of the selected experts were noted. Table 6.1 shows the profiles of the experts who participated in the Delphi phase of this study.

To eliminate bias, the expert panel must remain anonymous so that individuals are given an equal opportunity to contribute and respond to ideas without knowing who the other panellists are (Mukherjee et al., 2015). Participation fatigue is of primary concern and a common occurrence when using the Delphi method, mainly because of the multiple rounds of questionnaires (Jacobs, 1996). All selected participants for this study completed both rounds of the questionnaire circulation.

Table 6.1: Profile of experts

Participants	Country	Years of experience	Portfolios
Participant 1	South Africa	10 – 15	PE curriculum developer
Participant 2	South Africa	10 – 15	PE curriculum developer
Participant 3	Netherlands	5 – 10	PE university professor
Participant 4	South Africa	5 – 10	PE university lecturer
Participant 5	South Africa	5 – 10	PE university lecturer
Participant 6	South Africa	5 – 10	PE university lecturer
Participant 7	Netherlands	5 – 10	PE university lecturer
Participant 8	South Africa	5 – 10	Education director
Participant 9	South Africa	5 – 10	Education subject advisor
Participant 10	South Africa	5 – 15	Education subject advisor

6.2.1.3 RESEARCH INSTRUMENTS

Round 1

Based on the outcomes of an extensive literature review and the first three phases of the study, a conceptual PE programme was developed to utilise in resource-poor community schools. The ultimate goal of the PE programme is to assist teachers (and coaches) in resource-poor schools to deliver meaningful PE and activity to learners.

All experts posed ten open-ended questions relating to a concept PE programme for Round 1 of the Delphi method. The questions posed to experts were based on the notion of developing a context-specific PE programme for resource-poor schools. The programme consisted of components required to enhance the teaching of PE in resource-poor schools: activity areas form part of the PE programme and there is a PE programme template to guide teachers delivering PE in these schools. The results from Round 1 were used to develop a PE programme. The PE programme was sent to the experts for Round 2 of the Delphi method.

Round 2

In Round 2, the experts were given the PE programme, and 16 questions were posed to them. Three sections of questions, varying from open-ended questions, ranking questions, and yes/no questions, were given to experts based on the PE programme.

Section 1 consisted of questions based on the components. Experts were asked to firstly agree or disagree with the components that had been identified, then to rank the components in order of importance, and finally to state if any components needed to be added, removed or combined. Section 2 consisted of questions based on the activity areas. Experts were asked to agree or disagree with the activity areas presented and identify the activity areas that would be either added, removed or combined. Section 3 requested expert opinion on the proposed PE template example. Experts were asked questions based on the layout of the PE template, if an appropriate degree of progression was evident in the template, if the template was appropriate for the grades in question (Grades 7, 8 and 9) and if the template related well to the current CAPS curriculum. Experts were asked what they felt should be added or removed, and if any more detail was required in the template. Experts were also asked for their ideas and examples of creative and fun activities for learners based on their experience. Experts were also probed on how they thought the programme could be altered to make it easier for untrained teachers to use. Furthermore, experts were asked to highlight any shortcomings in the proposed PE programme, if the assessment rubric needed to be improved, if the assessment rubric was sufficient for assessing PE, and lastly their recommendations for adjustments to the assessment rubric. The results from Round 2 can be found in Annexure G: A context-specific PE programme.

Since 70% and above consensus was achieved in all questions of Round 2 of the Delphi method, the researcher deemed no further rounds were necessary. The PE programme developed was adequate to utilise in resource-poor communities to ensure meaningful PA is delivered to learners.

6.2.1.4 PROCEDURES

In the initial phase of the study, the selected experts were given a summary of the results of the completed Phases 1, 2 and 3. The experts were informed of the purpose of their participation in the Delphi phase, should they agree to participate. The Delphi method was explained and expectations from their involvement in each round were clarified. The experts were guaranteed that their identity would remain anonymous. The Delphi method began with a questionnaire consisting of a set of open-ended questions which were purposefully broad to invite the spirit of brainstorming (Hirschhorn, 2019). The outcomes informed the questionnaire in respect of the first

three phases of the study and an extensive literature review. Round 1 was the 'forecast' that informed the questions and was the exploration phase. It allowed experts to work through identified components for a viable PE programme to be developed for resource-poor schools and add their opinions based on their knowledge and experience. Experts were able to respond freely to open-ended questions that addressed various aspects such as appropriateness, challenges, improvements, structure of the programme, and the programme's intelligibility, and provided insight into PE in resource-poor schools.

The open-ended questions and feedback from Round 1 resulted in a wealth of summarised and analysed information. The programme was adjusted based on the analyses of Round 1. The adjusted concept programme was presented to the experts in Round 2. Experts needed to verify the accuracy of the summarised information and answer a second round of questions to validate the summarised responses and highlight outliers. Any reasons for remaining outside the consensus were revised if this was necessary (Rogers et al., 2009).

A third round was deemed unnecessary since consensus was achieved after Round 2. The final PE programme was therefore accepted. The final phase of the Delphi method was developing the PE programme that could be recommended for piloting and implementation in future research. Future researchers will be able to build on this context-specific PE programme that has been designed specifically in the context of resource-poor communities.

6.3 DATA ANALYSIS

Round 1 of the Delphi method consisted of open-ended questions; therefore, the analysis of expert responses was, in essence, qualitative (Chuenjitwongsa, 2017). Thematic analysis methods were consequently used for data summary and analyses from round 1. The researcher read each expert response separately and made notes highlighting additional information and themes to be added to the concept programme. Deductive analyses were used to analyse the data from Round 1. A deductive analysis is possible when pre-determined themes are present (Muir-Cochrane et al., 2006).

Pre-determined themes were present in Round 1 of the Delphi method, based on the results obtained from the first three phases of this study.

The deductive analysis approach presented all relevant information to experts in Round 1 to further develop and make necessary alterations to the PE concept programme. After that, inductive analysis was done to determine new emerging themes and sub-themes from participants' feedback (Muir-Cochrane et al., 2006). The data collected from Round 2 was analysed descriptively and had the purpose of confirming the accuracy of the PE programme. For Round 2, information was rated using a five-point Likert scale. The following ratings were present in the Likert scale: 1 = very appropriate, 2 = appropriate, 3 = not sure, 4 = slightly not appropriate, 5 = not appropriate. The literature recommends using the median score based on a Likert-type scale. This Delphi method adopted the position recommended by Jiménez-Rodríguez et al. (2020) that states 70% of the experts need to rate 3 or higher in a five-point Likert scale with a median of higher than 3.0 for consensus to be achieved. Moreover, this study grouped the five-point Likert scale into three categories to identify if consensus had been achieved: non-consensus ('slightly not appropriate' and 'not appropriate'), neutral and consensus ('very appropriate' and 'appropriate'). This Delphi method found that consensus had been achieved when questions reached 70% (or more) consensus from the expert panel.

Repetition of content was used to identify and achieve the desired level of consensus for all questions asked among the expert panel. Necessary modifications were made to the PE programme based on the results from Round 1 and Round 2 of the Delphi method.

6.4 RESULTS AND DISCUSSION

This Delphi method aimed to develop a context-specific PE programme for senior-phase primary and high schools (Grades 7, 8 and 9). The PE programme was developed after gaining insights into the first three phases of this research study, and experts' views and opinions on the current PE curriculum and what changes/additions could be implemented to better assist teachers (and coaches or volunteers) to

implement a meaningful PE programme in under-resourced communities to allow learners to gain the many benefits PE and PA can offer.

Round 1

In Round 1 of the Delphi study, key components to deliver PE in resource-poor schools were presented to the expert panel. These components were developed based on research from the first three phases of this study (systematic review, quantitative results, and qualitative findings). The experts were presented with six components: appropriate progression, development and technique; inclusivity; classroom and teacher management; safety; lifelong PE benefits and habits; and PA elements. In Round 1, ten open-ended questions about the components and PE in general were asked. Based on the feedback received in Round 1 from the experts, the six components were accepted with 90% consensus. In addition, four components were added: teacher training and workshops; learner goals; creativity and fun; and government and stakeholder support. Themes and sub-themes emanated from the findings in Round 1.

Components and the additional components can be seen in Table 6.2. The themes and sub-themes generated from the findings can be seen in Table 6.3

Table 6.2: Components and additional components from Round 1

Key components	**Additional components**
Appropriate progression, development and technique	Teacher training and workshops
Inclusivity	Learner goals
Classroom and teacher management	Creativity and fun
Safety	Government and stakeholder support
Lifelong PE habits and benefits	
PA elements	

Table 6.3: Themes and sub-themes generated from Round 1

Themes	Sub-themes
6.3.1 Resources	6.3.1.1 Facilities 6.3.1.2 Equipment
6.3.2 Activities	6.3.2.1 Innovation 6.3.2.2 Key elements 6.3.2.3 Skills
6.3.3 Management	6.3.3.1 Instructions 6.3.3.2 Assessments 6.3.3.3 Teachers and stakeholders
6.3.4 Learner goals	6.3.4.1 Cognitive development 6.3.4.2 Holistic health goals 6.3.4.3 Benefits

Emerging themes emanating from thematic analysis through the lens of the expert panel are discussed below:

6.4.1 RESOURCES

6.4.1.1 FACILITIES

Teachers working in rural schools highlighted the desperate need these schools have for better facilities. Low-income schools have been found to have fewer and inferior quality facilities and other resources (De Vos et al., 2016; Mabweazara et al., 2017). Furthermore, Sedibe et al. (2014) and Stroebel et al. (2017) noted the lack of and need for sports facilities at school, not only for PE engagement but also for after-school programmes for learners. There is a great need for financial support, even sponsorships, to provide facilities to under-resourced schools for quality PE, as well as for teacher-training workshops, and tools for online teaching and learning to become a reality. Micklesfield et al. (2014) noted greater opportunities to be active with improved facilities (among other resources). Budgets are allocated to schools by the government. However, these are not always guaranteed, and constraints are present, leading to poorly implemented PE (Kahts et al., 2017). Currently, government is not providing the financial assistance these schools require. Therefore, they have to turn to outside sponsorships and other institutions for financial assistance to maintain and/ or upgrade their facilities. School facilities need to be improved for them to be conducive to quality PE, safe, and for envisioned goals to be achieved (Morgan &

Hansen, 2007; Visagie & Sedibe, 2015). Expert responses, as seen below, provide evidence of the findings.

> *PE should take place at every opportunity to be active. It is not good enough for teachers to sit back and not be innovative to delivery good quality PE just because there are no facilities, or facilities are not good enough. Teachers cannot sit back and wait for stakeholders to provide… PE needs to be done while waiting – Participant 1*

> *This is the time for teachers, coaches, volunteers, even learners to be creative and innovative. If there are no facilities conducive to PE, get creative and change the mindset to one of using what there is, making the most of what is available. A lot of movement can take place without necessarily having facilities – Participant 4*

6.4.1.2 EQUIPMENT

Besides under-resourced schools with poor physical school environments, there is also a lack of resources such as equipment (De Villiers et al., 2015; Stroebel et al., 2017). The findings show that a significant area of concern is that of equipment. To ensure sustainable PE/PA programmes are delivered, adequate equipment is needed to engage learners in PE regularly. However, De Vos et al. (2016) suggested self-made equipment from recycled material sourced on the school grounds. Limited equipment has the potential to affect regular participation in activity negatively. The benefits of PE, such as health and well-being, are realised when positive engagement in PE is taking place (Sherar et al., 2009). Equipment is often stored in places where no one has access, and when the equipment is finally retrieved, more often than not, equipment is broken and not maintained, which poses a significant health and safety hazard. Contrary findings by Toriola et al. (2012) state that one does not need equipment to do activities and administer fitness tests; these can be done with minimal to no equipment. Therefore, teachers are encouraged to be innovative.

> *Equipment is often broken, not maintained or has gone missing. In under-resourced schools, it is a bun fight to get any equipment. Budget constraints do not stretch to the less important subjects like LO – Participant 9*

One could ask learners to get involved in 'self-made' equipment and apparatus for that matter, or bring some items from home that can be used for PE. An effective tool kit for delivering good-quality education does not need to consist of top of the range and big varieties of equipment. Simple things like bean bags, cones, hoops, ropes, colour bands, blindfolds, sticks and tennis balls – Participant 2

6.4.2 ACTIVITIES

6.4.2.1 INNOVATION

The experts agreed with So (2012) that activities need to be more creative and fun to enhance learners' moods. Morgan and Hansen (2008) found that games-approach and competitive activities were not enjoyable and elicited negative feelings in learners. One suggestion for implementing innovation is to allow learners to create and design their own games, demonstrate these to the rest of the class, and participate in the activities. A suggestion to encourage a challenging environment for learners would be to encourage them to find solutions to their problems. Here PE has the role of encouraging decision making, communication and even perhaps teamwork when tasked in groups (Morgan & Hansen, 2007; Metcalf et al., 2012). Here, teachers and coaches would guide and allow learners to develop their understanding to solve problems. It is vital to remain mindful of improvising, especially in under-resourced communities. It is important to include elements learners enjoy, such as music and dance.

To get learners to think out of the box and critically, one could get them to 'design' their own exercise session or circuit and the class needs to complete the designated programme. Learners can also be in charge of an activity lesson which forces them out of their comfort zones and teaches skills like leadership, time management and others – Participant 5

Different learners enjoy different activities; therefore, give learners options so they can choose what they want to do. All movement talents must be supported and encouraged, not just the usual sporting codes – Participant 8

6.4.2.2 KEY ELEMENTS

Inclusivity is an essential element that was revealed in the findings. Schools could arrange for groups of learners and teachers to work together to share knowledge and ideas to achieve inclusivity. It is also valuable to respect different cultures and religions to enable social cohesion and true inclusivity to be realised. All learners must be kept busy and not wait around for their turn; team and circuit activities could solve this problem. Teachers can also serve as role models for learners. Creating real-life situations according to particular contexts and interests, and incorporating the themes in the CAPS document, will support meaningful PE. Teachers recommended removing swimming activities in rural communities because it is a dangerous activity, and even more so if specialised staff and safety measures are not present.

> *Learner safety must always remain top priority. Safety and health issues become problematic when un-specialised PE teachers are assigned PE modules because they may not be aware of certain safety procedures to follow when performing activities – Participant 1*

> *If learners feel safe, they will more likely engage in the activities without reservation and with more confidence. Besides making learners feel physically safe, equally as important is making learners feel supported when learning new skills, or doing an activity they are not used to. This will feed into the approach of inclusivity, where every child, no matter what context their school …, has the right to a quality PE programme – Participant 4*

> *It is up to PE teachers to create a nurturing environment for PE that is enjoyable yet challenging. For many learners from resource-poor schools, PE offered at school may be the only opportunity [they have] to be physically active. We know well enough the truth behind fostering active habits in childhood has greater potential for active adults – Participant 10*

6.4.2.3 SKILLS

When teaching new skills, start with separate items and then combine activities (e.g., with dance, leg movement, arm movement, and then combine them into a fluid-flowing routine). PE needs to be a stand-alone subject in order to achieve the requisite value and time on the school timetable. Basics of movement and skills must be learned first, at the foundation-phase level, and then other elements like spatial orientation can be added. Good instructions and proper techniques must be taught. PE is essential for a healthier population holistic approach, covering exercise, nutrition, change of

sedentary habits, mental well-being, and cognitive stimulation (Bailey, 2006; Morgan & Hansen, 2008). More work is necessary, as healthier, more active learners are not an isolated matter.

> *The need for specialist teachers is vital for competent movement skills and physical literacy to achieved. There is a lack of specially trained PE teachers nationally; this needs to be addressed at HEI and policy level – Participant 7*

> *Movement competency skills can only be achieved if learners spend enough time actively engaging in good quality PE programmes that follow principles of progression from basic skills, once mastered, to moving onto more complicated skills – Participant 6*

6.4.3 MANAGEMENT

6.4.3.1 INSTRUCTIONS

Expert feedback also revealed practical guidelines based on their experiences that could benefit other teachers and coaches in delivering PE in schools. Feedback suggested that learners needed to be given concise instructions to follow, which would ensure they paid attention and understood what was expected of them. Instruction time should also be minimised as far as possible. Sutherland et al. (2016) indicated that management and instruction time during PE lessons should be kept to a minimum. Tian et al. (2017) noted that better-trained teachers are able to deliver effective instructions to learners.

> *Learners just want to play. It is difficult to manage a PT period, especially when classes are overcrowded which is unfortunately more often the case in resource-poor schools. Children generally have small attention spans and it is important to keep instructions for PT periods short, to the point and effective, so that everyone knows what is expected of them and what the goals are – Participant 5*

> *Children are often distracted quite easily, so to be able to manage and control the class of children and navigate an activity session with them, will be a more fruitful experience if children listen. How to get children to actually listen and then correctly respond to instructions is a work in progress – Participant 1*

By insisting children listen and follow instructions well, you are creating an opportunity for discipline to be practised. Another spin-off outcome of PE, and example of how PE leads to many more benefits and values for developing the child than just movement competence – Participant 7

6.4.3.2 ASSESSMENTS

Assessments of learners' progress need to be more specific about what is being assessed, and these criteria should be stated clearly in every lesson plan so that learners are aware of their goals. Assessments should be based on individual improvement and development, although this is difficult to implement in practice with overcrowded classrooms (Kahts et al., 2017; Sedibe, 2013), and time constraints for PE and complete curricula (Tian et al., 2017). Learners have different fitness and skill levels, and progress at different speeds. Therefore, assessments need to be based on individual learner outcomes for a true reflection of progress in the subject, and assessments must be accurate (Morgan & Hansen, 2008). According to Morgan and Hansen (2007), teachers lack the knowledge of incorporating appropriate assessments into their PE lessons, therefore teacher training is imperative.

Learners often perform better, in the classroom or on the field, if they know they are being assessed or if they know they will be awarded marks. Due to Life Orientation struggling as is with unfair low status and priority, by assessing PE skills or some kind of outcome, it will add value – Participant 4

Assessing of learners is very difficult with short class times and big class numbers. Assessing physical activity is more of an individual assessment and a group mark, for example, can't be given. Better ways of assessing that are realistic in practice need to be done – Participant 10

By highlighting the goals or outcomes of the lesson, children should already have an inclination of what is going to be assessed. Fair assessment in LO should be based on the individual and their improvement level, not necessarily a normative value. Although having normative values are good benchmarks for us to see where learners fall short of the mark, and this would assist in producing more active and healthy kids who meet standards – Participant 6

6.4.3.3 TEACHERS AND STAKEHOLDERS

Involvement of all staff is necessary to implement quality PE. PE can also be implemented in other subjects (Morgan & Hansen, 2007). As stakeholders, the

government should embrace and prioritise PE and reinstate a stand-alone subject (Stroebel et al., 2016; Visagie & Sedibe, 2015). PE is currently lost in the system as only one of the five outcomes of the LO subject and with minimal time on the timetable (De Vos et al., 2016). Therefore, PE has a low-level status, aggravated by poor teaching training (Cleophas, 2014). Having themes per term for PE keeps it exciting and different, and allows teachers and coaches to structure the lesson plan for each lesson. Many teachers aired their concerns about producing lessons without proper training.

Teachers need to be explicitly trained in PE regularly (Tian et al., 2017) to improve their professional competencies to provide quality PE (Demir, 2016; Visagie & Sedibe, 2015). Training in practical components like PA/PE should involve observation and mentorship (Morgan & Hansen, 2008). It is not possible to teach or train practical subjects with theory only. Magano (2011) recommended that PE training be relevant to the context in which the subject is delivered; one way to achieve this is by learner input. One cannot expect to apply standard modes of PE delivery in different contexts for this model to be effective (Mabweazara et al., 2017).

Similarly, Abrahamse et al. (2018) noted that obesity in children is more common in low-income societies, reiterating the need for context-specific PE interventions. Sedibe (2013) noted a lack of material for teachers. Therefore, teachers are encouraged to think outside the box. There are resources available to ensure fun is had during PE. Manuals and videos will help teachers understand what is expected. Workshops are essential and will create room for intervention and for teachers to share ideas and build creativity. Manuals and courses can serve as examples, a handbook for ideas and examples, and allow for learning together. Pictures and demonstrations via online platforms are the way of the future as we are well into the Fourth Industrial Revolution (IR) (Van Zyl et al., 2021). Teachers may need step-by-step guidelines on what activities to do and what guidelines to follow to implement a meaningful programme. PE guidelines need to provide enough guidance and allow for teachers' creativity based on their own experiences and knowledge. Support from policymakers and stakeholders is essential for effective change and sustainable PE programmes. Improved parental involvement will also bring about positive change in PE engagement (De Villiers et al., 2015). Regarding staff development, pictures and demonstrations

via workshops or online platforms are deemed necessary from staff feedback. The consensus was that one could not teach a practical subject and its elements on paper alone.

> *As a teacher, I am not confident in my skills to teach certain specialist movement skills, or the progression of activities. I feel this was missing in my training – Participant 2*

> *Government support, local NGOs and sporting federations and all other stakeholders and decision makers need to realise the dire need to change the status quo of PE in schools. They are the important groups who will enforce and encourage policy change and also ensure policies are being put into place as they were intended – Participant 9*

> *I highly recommended teachers are given exposure to workshops, even within individual school structures to share knowledge and ideas of PE delivery, best practices and so forth. We can really learn a lot from each other and work together to be better and stronger in our convictions of delivering quality PE to every learner in South Africa – Participant 5*

6.4.4 LEARNERS

6.4.4.1 DEVELOPMENT

Experts stressed setting goals and targets for each session to challenge learners' development, allow them the opportunity to compete with one another, and satisfy their need for fun. Goals need to be identified, and learners need to feel excited about attending LO/PA lessons and feel as if they are part of something that is good for them. Mabweazara et al. (2017) stressed having individual goals for learners and allowing them to decide on the direction of their future actions, as well as promoting incentives for PA participation.

PE offers the opportunity to develop coordination skills, improved confidence and social inclusivity (Metcalf et al., 2012). PE also offers the opportunity to promote social values among learners, self-discipline, and good behaviour (Pate et al., 2006; Toriola et al., 2012). PA also has potential objectives in cognitive, social and emotional development domains (Pate et al., 2006).

Recommendations must be context specific, because outdoor/team sports be different at different schools. It is also important to base learner progress on subjective (personal feelings) rather than objective (checklist) criteria. Therefore, personal and individual capabilities are recognised because learners develop at different speeds. Following this, focus on what learners have achieved and what skills have already been developed, and ascertain what the learner might want to attempt and master next. This is not practicable or possible in classrooms with high numbers, which is often the case in resource-poor schools. For learners to realise the many benefits PE can offer, it needs to be practised regularly and with sufficient time. Much has been written about the meagre time learners spend actively engaged in activity at school (Cleophas, 2014; Magano, 2011; Micklesfield et al., 2014; Morgan & Hansen, 2008; Tian et al., 2017). Benefits can only be realised if regular time is dedicated to PE on the school timetable to give PE the value and status it deserves.

> *Through PE participation, learners have the potential to develop strong social bonds. This will have the unintended outcome of children learning interpersonal skills. Beyond this, development of physical competence and physical literacy is a central goal – Participant 6*

> *The major purpose of LO and especially the PE component is to give all learners the ability to participate in lifelong movement, activity and sport. LO is the only subject focusing on the development of the child's body, physical development and health development – Participant 4*

> *Physical education uses cognitive content and an instructional model approach to develop motor skills – Participant 8*

6.4.4.2 HOLISTIC HEALTH GOALS

LO is a compulsory school subject that equips learners to develop holistically (Magano, 2011). Schools are in a good position to promote PA and add critical value to the public health concerns involving children and their increased sedentary behaviours (Pate et al., 2006; Cleophas, 2014). Incentives for learners and continual motivation and encouragement to lead healthy, active lives by teachers and parents should not be underestimated. Besides awareness of healthy, active lives, learners should also be exposed to knowledge of and tools on personal, community and environmental health. Kinsman et al. (2015) demonstrated that girls are less active than boys, and youth

spend more time in front of screens than being active, which is counterproductive to holistic health goals.

Obesity in children, especially those in rural communities, is rising (Pate et al., 2006) owing to a lack of PE (Kubayi & Surujlal, 2014). The need to promote PA is just as critical now as many years ago. Childhood obesity is not the only concern, according to Sedibe et al. (2014). Poor dietary and activity behaviours also lead to metabolic diseases. Increased unhealthy habits counteract the goal of holistic, healthy lifestyles (Micklesfield et al., 2014). Insufficient PA leads to health concerns and negatively affects the healthcare system and cost of healthcare in South Africa, as noted by Van Biljon et al. (2018). Increased time spent in PA improves cardiorespiratory fitness, lowers BMI levels and improves health-related fitness (Burns et al., 2017). It is essential to involve learners in their health journeys for them to take ownership. Healthy, active children have the potential to translate into healthy, active adults, disseminating into communities (WHO, 2017). This can be done if schools strengthen and develop themselves (Struthers et al., 2017) to set the stage for "healthy holistic living".

> *If nothing else, children need to exercise regularly and with enough intensity to achieve health-promoting goals. We cannot sit back and watch our youth get unhealthier, more unfit and more sedentary. We must set the example of healthy active living and promotion of holistic health, taking diet into account as well – Participant 5*

> *Not every child will be talented in sports, not every child will enjoy activities and not every child will necessarily succeed in health and fitness components, but every child must at least be active according to the recommended daily requirements to ensure we are evolving into a healthier nation – Participant 7*

> *During the Covid-19 pandemic, we saw the school structure changing quite dramatically. Covid-19 times have seen increased behavioural issues; this is another advocacy for children to involve themselves in activity because PE produces discipline. Therefore, we have a well-behaved child, accepted into society – Participant 6*

6.4.4.3 BENEFITS

Although the benefits of being active are numerous and widely accepted in the literature (Kahts et al., 2017; Kubayi & Surujlal, 2014), PE in disadvantaged communities is decreasing globally (Kinsman et al., 2015; Sutherland et al., 2016). Schools have been highlighted as the ideal setting for delivering, promoting and fostering PA and FMS among learners (Lonsdale et al., 2016; Stroebel et al., 2017; Sutherland et al., 2016). Stroebel et al. (2017) also shared insights about FMS having the added benefit of being a building block for sports skills. However, if non-specialist teachers teach PE, FMS proficiency is inadequate, which is currently the case in South Africa, according to Kahts et al. (2017). Some teachers have not been taught FMS (Morgan & Hansen, 2008), which again takes us to the lack of teacher training, skills and expertise (Magano, 2011).

PE improves attention, cognitive control, and emotional and social awareness, and improves short- and long-term memory (Spitzer & Hollmann, 2013). PE also improves self-image (Lonsdale et al., 2016), brain function (Loprinzi et al., 2013) and problem-solving skills (Morgan & Hansen, 2007).

PE also improves academic performance (Lonsdale et al., 2016; Resaland et al., 2015; So, 2012). More time spent in PE does not affect academic performance; on the contrary, it improves it (Bezold et al., 2014; Pate et al., 2006). PE is also good for deviant behaviour in youth (Young et al., 2015).

> *Benefits of activity are numerous: better memory, higher concentration levels, better sleep patterns, weight control, improved body image. There are just so many benefits to being active. Increased energy levels as well – Participant 1*

> *We cannot ignore the valuable role PE plays in overall benefits for the child. I see learners emerging as more confident and empowered individuals, from physical education, because they have mastered a skill or skills, identified a new talent, feel better about their bodies and feel strong and confident. And they just love to play! – Participant 6*

Round 2

The feedback from Round 2 was used to revise the components, identify themes, and achieve consensus among the experts. Furthermore, additional inputs for the final PE

programme were included, which received 70% consensus from the experts. Ultimately, the final PE programme developed consisted of five areas: components, activity areas (taken from the CAPS curriculum), programme template/lesson plan, assessment rubric, and examples. The final PE programme was based on the three phases of this study, and the Delphi method (Rounds 1 and 2) are discussed. In Round 2 of the Delphi method, well-structured questions were used to ensure consensus among experts was achieved for all questions.

Firstly, experts were asked about the components of a PE programme. Table 6.4 identifies the results from the components. All nine components received above 90% consensus. According to the experts, the components are ranked from most important to least essential components.

Table 6.4: Components from Round 2

Components	**Consensus %**
Safety	100
Creativity	100
Inclusivity	90
Lifelong benefits	90
PE elements	100
Appropriate progression	100
Learner goals	100
Workshops	90
Classroom management	90

Next, experts were asked about the activity areas. Figure 6.2 shows the results of the activity areas. Experts agreed with the activity areas presented to them from the CAPS document, and 80% consensus was achieved. Therefore, the activity areas can be accepted.

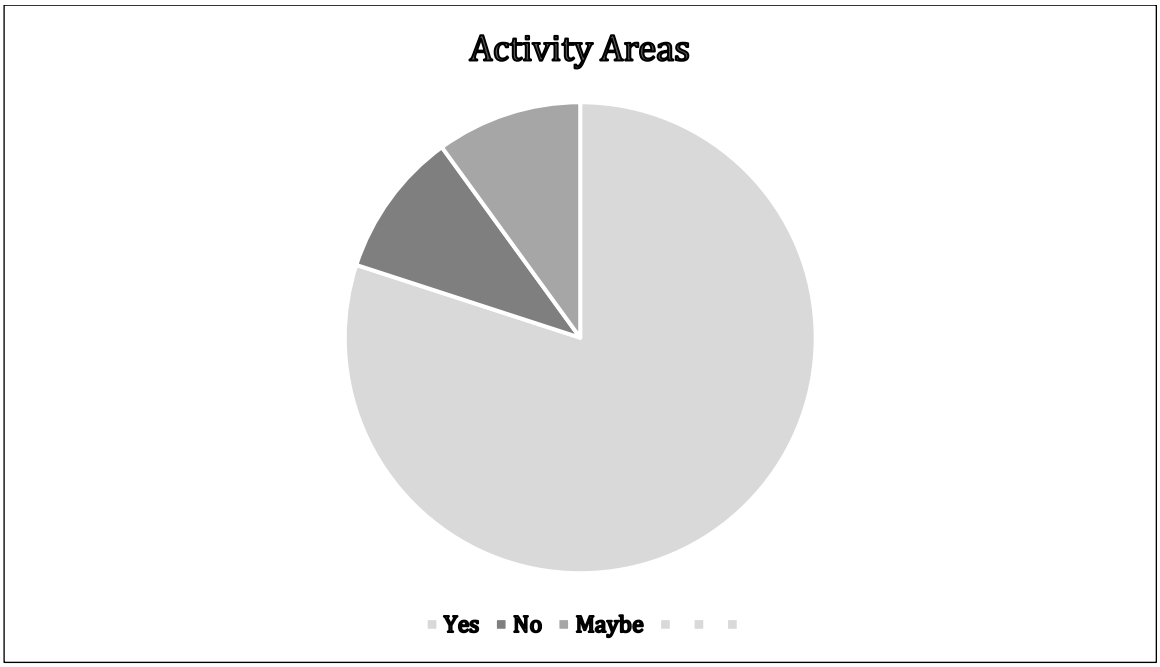

Figure 6.2 Activity Areas

Next, experts were asked if they found the layout of the PE template (lesson plan) related well or not to PE delivery. Table 6.5 shows the results of the PE template. Experts agreed with the PE template layout, and 90% consensus was achieved.

Table 6.5: PE template

Question	Mode of consensus	Mean	Median	Pursue to Round 3?
Does the PE template relate well to PE delivery?	90%	4.5	5	No

Next, experts were asked if the PE programme showed progression, and 70% consensus was achieved. When asked if the PE programme was appropriate for each age group, consensus was achieved for Grade 7, Grade 8 and Grade 9, with 90% for Grade 7 and 8 respectively, and 90% for Grade 9. The results can be seen in Table 6.6.

Table 6.6: Appropriateness of PE programme for relative age groups

Question	Mode of consensus	Mean	Median	Pursue to Round 3?
Is the PE programme appropriate for Grade 7?	90%	4.5	4.5	No
Is the PE programme appropriate for Grade 8?	90%	4.3	4.5	No
Is the PE programme appropriate for Grade 9?	80%	4.2	5	No

Lastly, when experts were asked if they thought the assessment template rubric was sufficient for accurately and fairly assessing how learners perform in PE, 80% consensus was achieved.

The combined feedback from Round 1 and Round 2 led to the ultimate development of a concise PE programme consisting of five areas: components, activity areas (adapted from the CAPS curriculum), programme template/lesson plan, assessment rubric, and examples. The final PE programme was developed based on the three phases of this study, and the Delphi method (Rounds 1 and 2). The PE programme is discussed below.

6.5 PE PROGRAMME

The PE programme developed consists of five sections: activity areas, a PE programme template (lesson plan) to use during PE lessons, assessment rubric, example of movement activities, and the components necessary for effective delivery of PE programmes in resource-poor communities.

6.5.1 ACTIVITY AREAS

There are eight identified activity areas from the CAPS curriculum implemented into the PE programmes at schools. These activity areas give structure to what theme or topic should be the focus area for a particular period. Therefore, theoretical and practical activities can centre around a common 'theme' or activity area. In the CAPS curriculum, the activity areas lack explanation and depth. The activity area, as well as a basic definition, is given in the table below to assist teachers, especially those less experienced, to implement the activity areas into their PE programme and lessons:

Table 6.7: Activity areas

ACTIVITY AREA	DEFINITION
Fitness activities	Creative and fun activities that will get learners moving. Large muscle groups are usually used for an extended period to gain benefits intended to come from PE (running, walking, dancing, circuit/stationary activities, leisure activities involving movement).
Indigenous games	Indigenous games in South Africa are a call to embrace the African spirit. Learners can play these games while being active and gaining the benefits of movement. Indigenous games will also bring a sense of spirit, inclusivity and oneness to learners who are participating together.
Elements such as balance, rotation, elevation and rhythm	Learners need to gain fundamental movement skills such as balance, rotation, elevation and rhythm. These form the basis of many other movement skills and sports they will encounter.
Outdoor recreational activities	Outdoor recreational activities include, but are not limited to, hiking, canoeing, rock climbing and camping, and have the issue of safety. Safety must be at the forefront of all outdoor activities. These activities might be challenging to offer learners in resource-poor communities due to lack of equipment and financial resources. Try to get creative by hosting campouts on school grounds.

Target games	Target games are activities in which learners need to aim, send an object to a target and avoid obstacles. By being exposed to these activities, learners will learn the key skills and strategies for target games, such as bowling or golf. It is also good to practise hand–eye coordination. Target games can be performed indoors to allow for poor weather.
Team sport	Team sports allow all learners to participate in the activity so no one is left standing and waiting their turn. Team sports like soccer can be played in a group, and recycled plastic and paper may be rolled up to make a soccer ball. Old crates could be goal posts. Allow learners to get creative in making necessary equipment in its absence. Team sports allow learners to learn to work as part of a team.
Movement techniques	Good technique is at the heart of all activities, and the technique ensures low risk of injury and that the correct muscles are used for the activity. Encourage and remind learners regularly to be conscious of performing each activity or movement with good technique.
Improved wellness	An over-arching theme of PE and physical activity is educating learners at all levels on the benefits of improved wellness PE and PA can offer. This should evolve into adulthood, creating healthy, active members of society.

6.5.2 PE PROGRAMME TEMPLATE

A PE programme template has been designed to equip teachers with a template to work from to successfully plan and design lesson plans for PE that are meaningful. The template was designed to provide additional information to what the CAPS curriculum and templates currently provide. The expectation of this template guide is for all schools, particularly those in rural schools, to use the templates to plan and execute PE lessons. Schools can also use this template as part of workshops and planning to build better qualified and confident teachers in PE – an exceptionally noteworthy part of the school curriculum. The PE template sets objectives for each

activity area and identifies developmental areas, with ideas for progression and examples. This template is just an example for teachers and coaches to adapt and adjust as necessary (Annexure G).

6.5.3 ASSESSMENT RUBRIC

The Delphi method revealed that many teachers had concerns about the assessment rubrics they were given to assess learners' ability and progression in PE. It is essential to assess learners on each activity area so they can place value on each area, understand why developing skill sets has value, and strive to learn new skills, objectives, and other benefits emanating from PE. It would benefit learners if PE assessments and learner progress were individually based on subjective rather than objective feedback, what has been achieved, and learners' subsequent desire to attempt the next step instead of what was not achieved. Learners grow and develop in the various activity areas at different speeds. However, this is not viable or likely due to high class numbers, lack of specialised trainers, and already overloaded teacher workloads.

Nevertheless, it is essential to take note of and strive to achieve in future. Assessment rubrics could be more detailed and specific about what is being assessed to assist (unspecialised) teachers to assess better. Learners should be informed on the topic of each lesson plan and what the learner goals for each activity session are. The assessment rubric design has incorporated feedback from the Delphi method to improve the rubric's quality for enhanced learner assessment.

Currently, PE counts only 30% of the total year mark for LO. This number needs to increase to place more value on the PA aspects of the subject. A minimum of three hours per week of PE is required, not only one hour, which is the current recommendation.

6.5.4 WARM-UP, COOL-DOWN AND MOVEMENT EXAMPLES

Many teachers in rural communities are tasked with designing, implementing, and assessing learner ability and progress in PE lessons. However, some teachers do not

have adequate skill sets, knowledge, resources, and confidence to guarantee learners experience meaningful PE lessons and benefit from the programme. Many in the profession agree that more financial assistance is needed to make it possible to secure better resources, equipment and training, to name a few. In reality, financial assistance is not guaranteed. Therefore, schools and staff need to make their own provisions, improvise and think creatively and out of the box to offer meaningful PE. The section on warm-up, cool-down, and movement examples highlights the importance of warming up and cooling down at every session to ensure learner safety. Movement is a valuable life lesson. The sooner learners view movement as a habit and as beneficial instead of militaristic punishment, the sooner there will be healthier, more active learners and adults in society. The examples and types of movement activities that can be done while learners are at school or at home are endless. This is another opportunity to host in-house workshops among staff and peers to encourage knowledge sharing of movement ideas for everyone involved.

6.5.5 PE COMPONENTS

A PE programme that follows the components listed below will provide learners with a QPE experience. The components are in order of most essential components to least important components:

Safety

- Facilities need to be maintained and kept upgraded and safe.
- Equipment needs to be maintained and repaired where possible to ensure the safety of learners using it.
- Learners should find activity lessons to be a safe place for them to learn, grow and develop at their own pace while still progressing effectively.

Creativity

- Outdoor and teamwork activities/sports might look different in rural communities. It is essential to understand this and see it as creativity.
- Acknowledge, accept and adopt different ways of doing things when needed because of constraints.

- It is important to be open to and mindful of the need to improvise with what is available.
- PE programmes and lessons must be creative and fun to attract and maintain learners' desire to participate.
- Ways to do this include allowing learners opportunities to create their own activities, and to set challenging targets and goals. Learners may need to be creative.

Inclusivity

- Programmes run in schools need to include both skilled and less-skilled learners.
- Programmes need to ensure learners are kept busy and do not wait around for their turn, as this will cause boredom.
- Covid-19 has meant children are often at home with possible limited resources. Schools need to encourage learners to be active, to move and be creative (such as dancing, skipping, yoga, running, obstacle courses, making equipment from recycled materials).

Lifelong PE benefits and habits

- Programmes that allow social skills to be learned and developed are necessary, such as teamwork, time management, respect for others, and sharing.
- Many benefits stem from PE: health, social, and emotional, to name a few. Make these known to learners to enhance the value of PE.
- PE and activity need to be regular to the point of habitual to create healthy, active learners, and eventually healthy, active adults.

Physical activity elements

- Leisure can be spent building one's equipment from recycled materials, which will teach learners and teachers to improvise and learn a new skill set. Furthermore, it is a creative activity where they can make equipment of their own choice, and there will be a greater variety in class.
- As far as possible, lessons should incorporate fun with a 'games play' approach.

- Activities with a competitive spin also encourage learners to participate and satisfy their competitive needs.
- Activities should use own body weight as this is safer for the age group.
- Circuit-type lesson structures will work well, so learners do not stand around waiting their turn with nothing to do.
- Activities like walking, running, strength, and stretching that learners can do with minimal equipment and use into adulthood will also benefit all.

Appropriate progression, development and technique

- Learners need to do activities they succeed in to motivate them to continue, and are encouraged by positive behaviours toward PE.
- The proper technique needs to focus, not on the outcome, but on process rather than outcome goals.
- Activities need to have a certain standard so learners are progressing with specific core competencies and evaluation of this is possible.
- Skills and progression need to be learned and included in the lessons.

Learner goals

- Setting targets and goals for learners for each lesson/session will make the lesson more valuable because there is an end goal or target to achieve.
- Ensure goals are process goals and not only outcome goals, so learners feel they have achieved simply by improving their previous skill.

Workshops

- Hosting workshops will allow teachers the opportunity for knowledge sharing, to become more confident with practical experience, and allow them to feel part of something.
- It is better to teach practical elements of a subject via workshops rather than by theory.
- Workshops provide continuous development for teachers, which is vital for the subject to be delivered effectively.

Classroom and teacher management

- Management and instruction time must be limited to avoid learners' losing interest.
- Qualified teachers, workshops, and pamphlet guides could be helpful.

The importance of PA has been well documented throughout the literature. Many schools, including those in rural communities, do not have access to adequate and safe resources, equipment and qualified teachers to encourage the youth to be active and to move in order to improve their health, concentration levels, body image, self-confidence, and disease profiles, etc. It is vital for teachers and coaches, whether involved in PE or not, to encourage learners to be active and move. Learners spend most of their time within the school system and on the school grounds. Therefore, schools and their stakeholders need to be aware of their role in creating healthy, active learners who can encourage this behaviour in their greater community. If learners are aware of the importance of PE and what benefits it has for them, they will be more likely to participate in PE lessons that are well planned, creative and challenging.

6.6 CHAPTER CONCLUSION

This chapter reports on the results of the Delphi method used as a tool for collecting expert opinions on developing a PE programme for resource-poor communities. Fundamental guidelines emerged from the findings and need to be considered when designing and implementing PE programmes, particularly in resource-poor schools.

Learner safety should be a priority when delivering PE programmes. Adequate assessment of learner progress should be completed. Activities should be creative, fun, engaging for the learner, and include progression elements. Resources and facilities are limited owing to financial constraints in resource-poor communities; therefore, creativity and better use of limited resources and available facilities are required. Training and workshops for teachers and coaches should be held regularly. Responsible persons need to be identified for PE, and there needs to be accountability to ensure learners are given QPE and policies are implemented at school.

Implementing these key elements will assist in providing healthy, active opportunities for every learner in every classroom and school. Developing new and innovative modalities to deliver PE should be done; these key elements and PE programmes will contribute to increasing lifelong participation in activity.

Much research and many examples exist on the benefits of being active. The role and value of PE in schools is immeasurable and all learners have the right to receive QPE in schools.

CHAPTER 7
CONCLUSION

7.1 INTRODUCTION

This research was conducted in four phases and employed a multi-method approach. The objective of the first phase was to explore and assess the current best practices of PE in schools, particularly in resource-poor schools. This phase was completed by doing a systematic review of available and relevant literature. The objective of the second phase was to explore and assess the current practices of PE in senior-phase schools in relation to expected practices. Quantitative data was collected in this phase, which was used to inform the qualitative phase that involved interviews and FGDs. The objective of the third phase was to explore the perceptions, attitudes and barriers to PE of learners, teachers and heads of department regarding PE in schools. In this phase, qualitative data was gathered by means of interviews and FGDs. The qualitative data was analysed through the lens of activity theory. This theoretical framework was employed to give structure and perspective when studying the responses of learners and teachers when probed on issues surrounding their perceptions and attitudes to PE. Activity theory allowed for the exploration of ideas during the qualitative stage of data collection, and contributed to this study by providing valuable insights that were pivotal in the development of the context-specific PE programme for resource-poor schools.

The objective of the fourth phase was to develop a context-specific PE programme for senior-phase schools in resource-poor communities. After a summative report of the systematic review (Phase 1), quantitative data (Phase 2), and qualitative data (Phase 3) was completed, a PE programme was developed. The Delphi method was used to complete the fourth and final phase of the study. In this phase, the logic model was the tool used, and contributed to the development of the programme. The logic model was used with the end goal, the PE programme, in mind. A QPE programme that can be implemented in resource-poor schools faces many hurdles; therefore, these barriers had to be taken into consideration when designing the PE programme. Hence, the logic model contributed to the development of the PE programme by identifying the relationship between the inputs and outputs in achieving the outcome goal of the PE

programme. This approach maximised the impact the Delphi method had on producing a unique, viable and context-specific PE programme for resource-poor communities.

The PE programme was subjected to rigorous reviews from experts until consensus was achieved and a conclusive PE programme for resource-poor schools was developed. By implementing this programme, significant changes can lead to QPE being delivered against the backdrop of ongoing barriers to PE in resource-poor communities. Using an analytical tool such as activity theory allowed essential changes to be identified and a discussion to occur to give feedback. This feedback in turn was used in combination with the logic model to develop a context-specific PE programme.

Descriptive analysis showed that PE in resource-poor schools faced many barriers, experienced by both learners and teachers. Thematic analysis confirmed these barriers and provided further insights into perceptions and attitudes towards PE. This evidence, together with the literature gathered from the systematic review, permitted a context-specific PE programme to be developed (Annexure G). The experts who participated in the Delphi method provided further comprehension of the issues surrounding PE and endorsed the PE programme developed. The implication of implementing this context-specific PE programme is that delivering QPE in resource-poor schools can be practised effectively.

A summary of the literature highlighted issues faced by learners, teachers and PE stakeholders in achieving successful practices to deliver meaningful PE in resource-poor schools so that learners can gain the benefits that sufficient PE can offer. These challenges are present locally, nationally and internationally. The main aim of this study, which was to develop a context-specific PE programme to deliver meaningful PE to resource-poor schools, was achieved.

7.2 SUMMARY OF FINDINGS

7.2.1 SYSTEMATIC REVIEW

The first phase, the systematic review, reviewed and analysed relevant literature relating to best practices that can be employed to deliver QPE and PA lessons to

learners in senior-phase (Grades 7–9) schools in resource-poor communities in particular. Limited research on best practices in Grades 7–9 (senior phase) was found, with few studies conducted in resource-limited communities. Sutherland et al. (2016) agreed, stating that little is known about PE in disadvantaged communities. Consequently, it is evident that more research in these particular grades and communities is necessary to ensure learners from disadvantaged communities are given equal opportunities to engage in meaningful activity lessons where they can profit from the many health, academic, social, psychological, emotional and developmental benefits effective activity can offer (Burns et al., 2017; Spitzer & Hollmann, 2013).

A limitation to the systematic review was that only nine articles were found suitable for use in this review, based on the inclusion criteria set, and in these, various study designs were employed, making meta-analysis impossible. A further limitation was that only four of the nine articles were specifically conducted in resource-poor communities, and not all studies were conducted solely on Grades 7–9 learners in resource-limited communities in South Africa.

Although limitations are evident, the studies reviewed had parallel recommendations and conclusions. There is sufficient evidence in the studies to form a robust inference regarding best practices to deliver meaningful PE in under-resourced schools that can be accepted. This information was used to form a preliminary base of best practice protocols.

It is important for schools that struggle to deliver meaningful activity programmes to learners to adopt these suggested best practices/components to deliver PE in resource-poor communities successfully. The literature retrieved and reviewed strongly supports the need for more QPE and PA in schools for learners to gain the vast benefits these can offer. This is proposed by empowering teachers with the necessary skills, competencies and confidence to deliver meaningful PE lessons amid the many hurdles these schools face. Not only teacher training, but also the ability to provide simple and quick activities that are enjoyable, will improve learner motivation to be active. Greater parental involvement, support from the DBE (for various resources) and buy-in from school principals and the entire school cohort, as well as

motivational delivery of communication, were evident as best practices in overcoming potential barriers.

7.2.2 QUANTITATIVE STUDY

The second phase, quantitative data collection, was performed using the SAUPEA questionnaire. Learners and teachers from resource-poor schools were asked to complete the questionnaire. Descriptive and statistical analyses were done. The results showed that learners had divergent viewpoints regarding the statements on the questionnaire, which focused on their personal experiences of PE. The pre-eminent statement was: “Theory was taught without any practical activities.” This implies that they were acutely aware of the lack of practical activity, a key component of PE. Furthermore, their practical PE experiences consisted mainly of informal play, playing sport and sport team try-outs. Fundamental movement skills and progression of physical literacy were not evident, indicating that learners had limited exposure to formal, structured and practical PE classes.

A large percentage (40.2%) of learners indicated that “other subjects” and homework often occupied the time allocated to PE on the school timetable. This is consistent with reports on the status of PE internationally. In Asian countries, for example, time allocated to PE is often used for remedial teaching in other subjects (Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, 2015). Hardman (2008) noted that in some primary schools in South Africa, time allocation for PE as proposed by the National Curriculum Statement, is not offered. Mathematics and languages are given extra time to the detriment of PE lessons. This is a key concern as it reinforces the perceived irrelevance and insignificance of PE relative to other school subjects. This is counter-productive as it minimises the perceived value of PE as part of the curriculum. Previous research highlighted the lack of support for PE as a priority subject at schools, both from the general public and educational authorities (Kela, 2016). The *World-Wide Survey of School Physical Education – Final Report 2013* (United Nations Educational, Scientific and Cultural Organization, 2014) highlights the low level of awareness of the usefulness of PE in the educational system, especially at primary-school level. According to Lee et al. (2019), the general ignorance of the value of PE as an academic subject contributes

to people's belief that placing it on the school timetable is a waste of time. Schools therefore face challenges in implementing PE because academic subjects take preference (Brown et al., 2018). The results showed that 84% of learners participated in sport either as part of the school's sport programme or at external clubs or organisations. Furthermore, 64% participated in two or more sports. This is indicative of the interest in and need for learners to be physically active. This can be interpreted as a key motivating factor for the delivery of PE in schools.

Responses from learners further indicated that their PE classes consisted mainly of theory lessons (48.6%) or sessions of informal play (45%). Practical elements should be the main constituent of PE subjects. Involvement and participation in practical sessions is how learning takes place. Teachers without mandatory qualifications fail to provide effectively planned, structured and safe lessons. These inconsistencies affect the status and perceptions of the subject (Jenkinson & Benson, 2010). Learners showed a good understanding of the health and psychosocial benefits of PE. They also associated PE with the identification of talent and the development of sport skills. The majority of learners (92%) liked the inclusion of fun and interesting activities that they are good at; they also liked to learn new activities. They do not see PE as a distraction from their academic work.

Some of the statements related to PE that learners disliked, included injury concerns, too much theory, activities that are too competitive, lack of variety, and insufficient and poor equipment. The data revealed that the absence of reliable, safe and sufficient equipment was a concern. Available facilities dictated the variety of activities that could be offered.

Similar to learners, where poor and insufficient facilities had a negative effect on learners' attitude towards PE, teachers also highly ranked access to facilities and quality of facilities as major challenges in teaching QPE in schools. The perceived benefits identified and ranked by teachers followed a similar pattern to those of the learners. Teachers identified the benefits quality PE had on learners, and the majority of teachers requested workshops and better training to enable them to be confident and equipped to deliver quality and meaningful PE to learners.

Approximately 42% of teachers had little or no formal training in PE. Magano (2011) identified professional training of teachers in PE as a key hurdle. The successful implementation of sustainable PE programmes in schools is highly dependent on the availability of qualified PE teachers. DeCorby et al. (2005) reported that teachers with low levels of self-confidence or passion for teaching PE are often those without appropriate PE qualifications. This means the failure to present QPE lessons that are safe, planned and structured because of stereotypes, prejudices, negative personal experiences with PE, minimal training, lack of required knowledge, expertise and qualifications, thus impinging on quality. Furthermore, there are insufficient trained teachers in this subject area, specifically related to the lack of importance and recognition placed on PE (Sedibe, 2013; Stroebel et al., 2017). Life Orientation teachers need to meet certain expectations for the successful implementation of pedagogies (Magano, 2011). Also, with teaching in resource-poor schools, there are different dynamics from Model C schools, so these need to be taken into consideration to implement PE in such environments successfully (Magano, 2011).

7.2.3 QUALITATIVE FINDINGS

This phase provided understanding of perceptions and attitudes of learners and teachers with regard to PE at school, generated from the findings emanating from FGDs and interviews. This allowed for snowballing of ideas between learners and stakeholders (Kinsman et al., 2015). The results were presented as themes and sub-themes.

Although divergent themes emerged, the main findings from the qualitative data following thematic analysis show that major barriers to the delivery of meaningful PE and PA at resource-poor schools are the lack and/or poor state of facilities and equipment. In resource-poor communities it is challenging to single out one person or stakeholder responsible for these barriers, especially since funding is not readily available. Therefore, schools need to identify the challenges in their schools and develop creative ways to address these.

Another important aspect that cannot be ignored is that of learner safety when using facilities and equipment; unfortunately, in many under-resourced schools, safety is

lacking owing to neglected resources. Not only is safety a concern for learners to participate without fear, but if something were to go wrong, all teachers should be equipped with basic levels of first aid.

Most learners enjoyed their time in activity lessons and expressed a desire for longer lessons and/or more frequent ones. Learners also addressed being outdoors during PE lessons; for this to occur, safe outdoor spaces must be cultivated for learners to enjoy fresh air and a change of scenery from the classroom during PE.

According to Burns et al. (2017), low-income schools have significantly less active time allocation than higher socio-economic schools. Learners also reported having PE at the end of the day to avoid situations of sweating and then returning to class. In under-resourced schools, facilities to shower and different uniforms for PE are not always possible, owing to lack of funding and suitable cloakroom infrastructure. Interestingly, one can discern from the findings a contradiction in the learners' expressions: on the one hand they want longer and more concentrated activity sessions; however, on the other hand for hygiene purposes, they do not like to sweat. One can assume that as the activity lessons are longer, so the amount of perspiration will increase. Although learners preferred to exercise outdoors as it allows freedom, a change of scenery from the classroom, more space, and fresh air, many mentioned not enjoying sweating, which contradicts their wish to engage in more activity more frequently. How to get the best of both worlds in resource-limited schools where cloakroom facilities are not available is thus problematic.

Another theme emerging from learners' and teachers' findings was the need for teachers to be qualified, passionate and prepared for the activity session of LO in order to ensure a structured, challenging and progressive set of skills and activities takes place. Although learners enjoy the free play and games-approach play, they also had a strong sense of needing structured lessons where they felt the teacher was prepared and knowledgeable. It would be wise and an important task for schools to allow staff teaching LO to attend workshops or courses to upskill themselves. In-house workshops and practical sharing of ideas could be arranged easily. Regular training workshops hosted by qualified and experienced personnel to encourage and give practical examples to PE teachers to gain experience in formulating and setting up

effective activities should be conducted. Games-approach activities, being in groups/teams with friends, and an enjoyable variety of challenging activities as expressed in the findings, should be included.

This will assist in ensuring that productive PA where learners can benefit from being active is realised. Teachers are often seen as role models for their students and they are encouraged to instil the values of being active and share their passion with learners to encourage lifelong active people in the community.

Another main theme emerging from teachers, as was seen from learner responses, was the theme of time. Not enough time was spent on PA programmes in school, not enough time or priority was given to the subject of LO in general, and being able to successfully manage time to gain the most out of the short periods assigned to activity during school was problematic. Principals and heads of department at schools must adjust their timetables to allow for each learner to be able to have the opportunity to engage in more activity time during school. The DBE also needs to mandate more time spent being physically active and doing so in a purposeful way for learners to benefit from PE and PA, as school is the main environment where being physically active is possible (Bailey, 2006). Teachers cannot be expected to engage learners in structured progression during the short activity time put aside in the school timetable. For workshops and short courses to be offered on a regular basis for teachers, more time must be made available.

The Department of Basic Education needs to advocate for more time to be spent in PA and find ways to 'police' this issue in schools where LO is not given the attention it needs. It is important for passionate teachers, which will take time and a change in mindset to create, to be actively involved in encouraging learners to move more and to make use of available resources. Schools need QPE programmes for the provision of PE (Jenkinson & Benson, 2010) because these create the ideal environment not only to influence but to be inclusive by reaching large numbers of learners (Resaland et al., 2015).

The current status quo of PE in poorer schools because resources are lacking is unacceptable; schools and teachers need to improvise with limited resources to ensure

quality activity is presented to learners as schools have a valuable role in promoting healthy behaviours (Struthers et al., 2017).

The findings from the qualitative results contributed to answering the research question: “What are the perceptions and attitudes of learners and teachers to PE?” The findings that emanated through the lens of activity theory offer insights into learners and teachers who had their voices heard about their perceptions and attitudes to gain a better understanding of their standing with regard to PE at schools. Furthermore, barriers to quality PE and potential suggestions were explored through the eyes of the learners and teachers, many of which were corroborated by findings arising from the interviews and FGDs which offered further insights into developing the context-specific PE programme for resource-poor schools.

7.2.4 DELPHI METHOD

The results from the three phases of the research led to the development of a context-specific PE programme to enhance delivery of PE in schools. The logic model offered a lens through which insight into the development of the PE programme was supported. This PE programme had the aim of assisting teachers in under-resourced schools who face context-specific barriers different from those in affluent schools, to be innovative in their approach to use what resources they have to provide PE programmes that are meaningful and give learners the benefits that such programmes can provide. The Delphi method was employed to collect expert opinion on the PE programme. Changes were made based on the feedback from the experts until consensus was achieved on the PE programme. Ultimately, the PE programme consists of five elements: activity areas, components, PE template for lesson planning, assessment rubric, and examples.

The active areas that should be included in PE sessions should incorporate fitness training activities; indigenous games; elements such as balance, rhythm, and elevation, among others; outdoor recreational activities; target games; team sports; movement techniques; and improved wellness. These activity areas each have their own examples and outcomes.

The components have been identified as key components to consider when compiling and delivering PE in under-resourced schools. The components are key elements that

must be adhered to in order to achieve safe and effective PE lessons. The components, in order of importance as identified by the Delphi method, are safety, creativity, inclusivity, lifelong benefits, PE elements, appropriate progression, learner goals, workshops for training of teachers, and classroom management.

A PE template was designed, and accompanies the PE programme to assist teachers in planning effective and efficient lessons for PE administration. The template includes information such as which activity area/s will be the focus of a lesson, what the outcomes are, what developmental areas are being taught, examples, and progression notes. The feedback from learners and stakeholders highlighted discrepancies in the assessment criteria of allocating marks for PE. The assessment rubric has been designed to better assist with assessing PE fairly and reasonably.

Lastly, the PE programme consists of some examples of what activities PE teachers can implement, for example, for warm-up and cool-down activities (Annexure G).

7.3 DISCUSSION OF OBJECTIVES AND THEIR FINDINGS

The development of a context-specific PE programme for resource-poor schools was the main objective of this study. The PE programme was developed through the lens of the logic model. This model has its basis in the end outcome (developing a context-specific PE programme) guiding the development of the programme.

The objective of the first phase was to explore and assess the current best practices of PE in schools, particularly in resource-poor schools. This phase was completed by doing a systematic review of available and relevant literature. The systematic review created the backdrop to the lack of QPE in resource-poor schools and what current and best practices have been established in literature.

The objective of the second phase was to explore and assess the current practices of PE in senior-phase schools in relation to expected practices and best practices stemming from the systematic review. In this phase, quantitative data was collected which was used to inform the interview questions and discussion points for the focus groups in the qualitative phase.

The objective of the third phase was to explore the perceptions of and attitudes and barriers to PE of learners, teachers and heads of department regarding PE in schools.

In this phase, information gained from the quantitative data collection provided a base for the researcher to guide the structuring of interview questions and FGDs through the lens of activity theory, which posits that humans' socio-cultural environment is linked to their perceptions and attitudes.

The objective of the fourth phase was to develop a context-specific PE programme for senior-phase schools in resource-poor communities. The logic model guided this phase by having the development of the PE programme, the outcome, as the starting point. The need to develop a PE programme was done after a summative report of Phase 1 (systematic review), 2 (quantitative stage) and 3 (qualitative stage) was completed. The Delphi method was used to complete the fourth and final phase of the study where the PE programme underwent rigorous reviews from experts until consensus was achieved and a conclusive PE programme was developed.

7.4 LIMITATIONS

Limited research on best practices in Grades 7–9 (senior phase) was found, and particularly studies conducted in resource-limited communities. Consequently, it is evident that more research in these particular grades and communities is necessary to ensure learners from disadvantaged communities are given equal opportunities to engage in meaningful activity lessons where they can benefit from the many health, social, psychological, emotional, and developmental advantages effective activity can offer. Therefore, further research in resource-poor schools is recommended to transfer the information gained to all learners with regard to best practices to enhance the delivery of quality physical activity lessons.

7.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Although the objectives of this study have been met, it is imperative that the PE programme developed be piloted and tested. Research data from the PE programme's ability to improve PE adherence and benefits in learners may improve its increased uptake and the value placed on PE in schools.

There is a global lack of data on resource-poor community schools. More research in South African under-resourced schools should be done to obtain context-specific data.

Despite some evidence on the efficacy of PE in schools, activity at school level is still not gaining traction. More research and practical evidence show a lack of PE in schools; additional research in these areas will add identifiable ways to improve the status quo of PE and the monitoring of its implementation.

7.6 CONCLUSION

Significant challenges regarding PE implementation as perceived by educators, especially in low quintile schools, were revealed in this study. However, some challenges schools face when providing PE can be alleviated by engaging in best practices such as collaboration with various external stakeholders, such as NGOs and knowledgeable community members. Although teachers are pivotal in implementing good practices, it is clear that lower quintile schools in particular face severe restrictions such as limited resources, and hostile and unsupportive school environments, to name a few. These restrictions foster an academically biased ideology and culture, focusing on avoiding 'social ills' rather than focusing on positive and holistic development of the learner. Ample best practice examples, including various external stakeholder (e.g. NGOs and knowledgeable community members) collaborations, can alleviate some of the challenges these schools face when teaching PE. Well-trained and motivated teachers are effective and play a valuable role in ensuring meaningful PE practices are delivered and, as such, can overcome multiple problems by being confident, creative and innovative in their approach to delivering PE.

This study successfully provided a narrative on the status of PE in under-resourced schools in the Western Cape, South Africa, by means of a mixed-method study design. Furthermore, this study gave insights into the best practices used to deliver PE in resource-poor schools; the perceptions and attitudes of teachers, learners and other stakeholders into the different factors affecting PE and PE delivery; as well as in-depth findings on barriers to PE and recommendations to improve PE delivery in schools. Lastly, this study produced a context-specific PE programme for the sustainable and

meaningful delivery of PE in resource-poor schools in Grades 7–9 specifically, developed by research and the Delphi method, where experts endorsed the PE programme.

This study also offered a theoretical contribution, where activity theory and the logic model were applied to phases of the research. This allowed for the interpretation of findings from the qualitative data that gave new insights into learner and teacher perceptions and attitudes to PE. Further to this, the logic model permitted the development of the PE programme by having the end goal/outcome in sight, while considering how various inputs and outputs could impact the outcome. In this instance, applying activity theory and the logic model aided in the unique development of a context-specific PE programme in resource-poor communities.

The findings from this study bridge the gap between theory, of QPE being necessary for learners (what we know we ought to do) and practical application, where QPE is not being delivered to most resource-poor schools (what is currently being done) by creating a context-specific PE programme for resource-poor communities. The findings from this study reaffirm the importance of PE for learners. Recommendations for areas that need to be addressed and included in PE programmes, more time to be spent on PE activities for learners, and the value and importance of PE as a subject, have been covered. Although many barriers exist in delivering meaningful PE to learners, especially in resource-poor schools, teachers need to improvise while waiting for the DBE and other stakeholders to attend to these. The DBE is the official national body responsible for primary and secondary schools in South Africa. It deals with all schools from reception year to Grade 12. Thereby, the DBE pursues its vision of a nation in which every South African has “access to lifelong learning, education and training opportunities” in order to “contribute towards improving the quality of life” and to build a “peaceful, prosperous and democratic South Africa” (DBE, 2011a). In this sense, the DBE is the legal and political administrator of PE.

Schools are complex settings with multifactorial interactions relating to the status of PE and the pedagogical practices undertaken to deliver PE. The problem is not enough QPE is taking place in resource-poor communities. Transformation cannot occur until contraindications are brought to life, and responsible persons acknowledge and take

heed of changes that are necessary to provide learners with QPE. It is important that QPE happens at school, as learners spend most of their time at school and sometimes school offers the only opportunity to be active. Furthermore, active and habitual exercise practices in youth tend to lead to active adulthood; this is valuable for a healthy society, incurring a lesser burden to state medical services.

This study recommends that educators, especially teachers involved in delivering PE, be comprehensively consulted on key decisions that affect PE, as their views are influential on the successful delivery of PE in schools. Furthermore, the study recommends forging educator partnerships between schools and other institutions that are well resourced with schools that are ill-equipped to encourage facilitation of resource sharing. Further studies on PE should explore ways in which educators can be innovatively equipped to improve PE delivery through improvisation, strategic school–community partnerships, and resource mobilisation.

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ANNEXURE A1

UNIVERSITY OF THE WESTERN CAPE

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CONSENT FORM FOR CHILDREN

Project Title:

A CONTEXT-SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR-PHASE PRIMARY AND HIGH SCHOOLS IN RESOURCE-POOR COMMUNITIES IN THE WESTERN CAPE

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 time without giving a reason and without fear of negative consequences or loss of benefits.

I understand that there will be an interview which will be recorded.

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

Participant's name……..

Participant's signature…… Date……

ANNEXURE A1

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CONSENT FORM FOR HEAD OF DEPARTMENT

Project Title:

A CONTEXT-SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR-PHASE PRIMARY AND HIGH SCHOOLS IN RESOURCE-POOR COMMUNITIES IN THE WESTERN CAPE

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Participant's signature…… Date……

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CONSENT FORM FOR TEACHERS

Project Title:

A CONTEXT-SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR-PHASE PRIMARY AND HIGH SCHOOLS IN RESOURCE-POOR COMMUNITIES IN THE WESTERN CAPE

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 time without giving a reason and without fear of negative consequences or loss of benefits.

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Participant's name…….

Participant's signature…… Date……

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INFORMATION SHEET FOR HEADS OF DEPARTMENT

Project Title:

A CONTEXT-SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR-PHASE PRIMARY AND HIGH SCHOOLS IN RESOURCE-POOR COMMUNITIES IN THE WESTERN CAPE

What is this study about?

This is a research project being conducted by the University of the Western Cape. You have been invited to voluntarily participate in this research project to provide an understanding of what components in your specific context will help to design a Physical Education programme for senior phase primary school learners. The purpose of this research project is to develop a programme for resource poor communities to be able to make use of to provide meaningful Physical Education that learners can take benefits from being active. The programme will aim to assist parents, teachers and members of the Department of Education to context specific physical activity to take place in schools.

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

You will be asked to complete a questionnaire and/or to participate in an interview. The questionnaire and interview questions will ask you about the project you are participating in. Completion of the questionnaire should take 30 minutes, while the interview may be about an hour.

Would my participation in this study be kept confidential?

Your personal information will be kept confidential. To help protect your confidentiality, the information you provide will be anonymous; no names will be used so you cannot be identified for participating in this study. Your information will be anonymous and treated confidentially. This will be done by not adding your name in the report but rather

using a code. If we write a report or article about this research project, your identify will be protected to the maximum extent possible. The reports will be kept in a locked cabinet and only the reviewer and research supervisor will have access to this information. The research findings will not include any personal details.

What are the risks of this research?

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

What are the benefits of this research?

Parents, teachers and the school environment play a huge role in a child's life. The school is the institution where a child spends most of his/her time and is therefore the ideal setting to encourage healthy lifestyles by being physical active and to prevent the increased growing numbers of children with obesity, high blood pressure etc. The results of this study will provide insight for the researcher on perceptions and attitudes toward Physical Education which will guide the development of a context specific Physical Education programme. This information is also important for government so that they can implement programmes which can facilitate other schools and allow learners, parents and teachers to benefit from children being active and healthy creating a better awareness of the importance of one's health to create a better society and community.

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

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

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

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

What if I have questions?

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

Dr Marie Young
HOD: Department of Sport, Recreation
And Exercise Science
University of the Western Cape
Private Bag X17
Belville 7535
Tel: 021 959 2377
Email: myoung@uwc.ac.za

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

This research has been approved by the University of the Western's Cape Biomedical Research.

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INFORMATION SHEET FOR TEACHERS

Project Title:

A CONTEXT-SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR-PHASE PRIMARY AND HIGH SCHOOLS IN RESOURCE-POOR COMMUNITIES IN THE WESTERN CAPE

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VRYWARINGS VORM VIR KINDERS

Titel van Navorsingsprojek:
ONTWIKKELING VAN 'N KONTEKS SPESIFIEKE LIGGAAMLIKE OPVOEDINGS PROGRAM VIR SENIOR FASE PRIMêRE SKOLE IN HULPBRON ARMW GEMEENSKAPPE IN DIE WES-KAAP

Die studie is aan my beskryf in 'n taal wat ek verstaan. My vrae oor die studie is beantwoord. Ek verstaan wat my deelname sal behels en ek stem in om deel te neem uit my eie keuse en vrye wil. Ek verstaan dat my identiteit nie aan enigiemand bekend gemaak sal word nie. Ek verstaan dat ek enige tyd van die studie kan onttrek sonder om 'n rede te verskaf en sonder vrees vir negatiewe gevolge of verlies aan voordele te gee.

Ek verstaan dat daar 'n onderhoud sal wees wat opgeneem sal word.

..... Ek stem in om opgeneem te word

..... Ek stem nie in om opgeneem te word nie

Deelnemer se naam .....

Deelnemer se handtekening ..... Datum .....

ANNEXURE A2

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VRYWARINGS VORM VIR DEPARTEMENTSHOOFDE

Titel van Navorsingsprojek:
ONTWIKKELING VAN 'N KONTEKS SPESIFIEKE LIGGAAMLIKE OPVOEDINGS PROGRAM VIR SENIOR FASE PRIMÊRE SKOLE IN HULPBRON ARMW GEMEENSKAPPE IN DIE WES-KAAP

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INLIGTINGSBLAD VIR KINDERS

PROJEK TITEL:

ONTWIKKELING VAN 'N KONTEKS SPESIFIEKE LIGGAAMLIKE OPVOEDINGS PROGRAM VIR SENIOR FASE PRIMêRE SKOLE IN HULPBRON ARMW GEMEENSKAPPE IN DIE WES-KAAP

Waaroor gaan hierdie studie?

Hierdie is 'n navorsingsprojek wat deur die Universiteit van Wes-Kaapland uitgevoer word. U is genooi om vrywillig aan hierdie navorsingsprojek deel te neem om ‘n beter begrip te gee aan komponente in u spesifieke konteks wat sal help om 'n Liggaamlike Opvoedingsprogram vir senior fase laerskoolleerders te ontwerp. Die doel van hierdie navorsingsprojek is om 'n program vir hulpbron arm gemeenskappe te ontwikkel waarvan hulle gebruik kan maak om betekenisvolle Liggaamlike Opvoeding te verskaf sodat leerders die voordeel kan geniet om aktief te wees. Die program sal poog om ouers, onderwysers en lede van die Departement van Onderwys by te staan sodat konteksspesifieke fisiese aktiwiteit in skole kan plaasvind.

Wat sal ek gevra word om te doen as ek toestem om deel te neem?

U sal gevra word om 'n vraelys te voltooi en / of aan 'n onderhoud deel te neem. Die vraelys en onderhoudsvrae sal jou vrae vra oor die projek waaraan jy deelneem. Voltooiing van die vraelys behoort 30 minute te neem, terwyl die onderhoud ongeveer 'n uur duur.

Sal my deelname aan hierdie studie vertroulik gehou word?

U persoonlike inligting sal vertroulik gehou word. Om u vertroulikheid te beskerm, sal die inligting wat u verskaf, anoniem wees; geen name sal gebruik word nie sodat jy nie geïdentifiseer kan word vir deelname aan hierdie studie nie. U inligting sal anoniem wees en vertroulik hanteer word. Dit sal gedoen word deur nie jou naam in die verslag by te voeg nie, maar eerder 'n kode te gebruik. As ons 'n verslag skryf of artikel oor

hierdie navorsingsprojek, sal u identiteit soveel moontlik beskerm word deur skuilname te gebruik. Die verslae sal in 'n geslote kabinet gehou word en slegs die onderhoudvoerder en die navorsingsopsiener sal toegang tot hierdie inligting hê. Die navorsingsbevindinge sal geen persoonlike besonderhede bevat nie.

Wat is die risiko's van hierdie navorsing?

Enige navorsing het risiko's. As u op enige manier uitgedaag word deur die vrae wat gevra word, sal ons u verwys vir die nodige ondersteuning, of u kan kies om nie te alle tye deel te neem of te onttrek tydens die data-insamelingsproses nie. As daar enige tyds insidente van risiko's of skade tydens die navorsingsproses is, is ons wettig verplig om die inligting te rapporteer.

Wat is die voordele van hierdie navorsing?

Ouers, onderwysers en die skoolomgewing speel 'n groot rol in die kind se lewe. Die skool is die instelling waar 'n kind die meeste van sy / haar tyd spandeer en is dus die ideale instelling om gesonde lewenstyl aan te moedig deur fisies aktief te wees en om die toenemende aantal kinders met vetsug, hoë bloeddruk, ens. te voorkom. Die resultate hiervan Studie sal insig gee vir die navorser oor persepsies en houdings teenoor Liggaamlike Opvoeding wat tot die ontwikkeling van 'n konteks-spesifieke Liggaamlike Opvoedingsprogram sal lei. Hierdie inligting is ook belangrik vir die regering sodat hulle programme kan implementeer wat ander skole kan fasiliteer en leerders, ouers en onderwysers kan laat baat vind by kinders wat aktief en gesond is. Dit skep 'n beter bewustheid van die belangrikheid van die gesondheid om 'n beter gemeenskap en gemeenskap te skep.

Moet ek in hierdie navorsing wees en mag ek op enige stadium ophou deelneem?

U deelname aan hierdie navorsing is heeltemal vrywillig. U mag kies om nie aan die studie deel te neem nie. As u besluit om aan hierdie navorsingstudie deel te neem, kan u op enige stadium ophou deelneem. As u besluit om nie aan hierdie studie deel te neem nie, of as u op enige stadium ophou deelneem, sal u nie enige voordele wat u andersins kwalifiseer, gepenaliseer of verloor word nie.

Is daar enige hulp beskikbaar as ek negatief geraak word deur deelname aan hierdie studie?

Alle pogings is aangewend om u te beskerm teen enige skade in hierdie studie. As u egter wel geraak kan word, kan u na u naaste gemeenskapsbron verwys word vir hulp.

Wat indien ek vrae het?

Hierdie navorsing word deur die Departement Sport, Rekreasie en Oefenkunde met Dr. Marie Young (kontakbesonderhede op die briefhoof), as Departementshoof en medestudieleier aan die Universiteit van Wes-Kaapland, uitgevoer. Indien u enige vrae rakende hierdie studie en u regte as 'n navorsingsdeelnemer het, of as u enige probleme rakende die studie wil aangemeld, neem asseblief die vrymoedigheid om Dr. Young of die Department te kontak

Dr Marie Young
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Prof Anthea Rhoda
Dekaan: Fakulteit Gemeenskaps- en Gesondheidswetenskappe
Universiteit van die Wes-Kaap
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Hierdie navorsing is goedgekeur deur die Universiteit van die Wes-Kaap se Biomediese Navorsingsetiekkomitee

ANNEXURE A2

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INLIGTINGSBLAD VIR ALLE DEPARTEMENTSHOOFDE

PROJEK TITEL:

ONTWIKKELING VAN 'N KONTEKS SPESIFIEKE LIGGAAMLIKE OPVOEDINGS PROGRAM VIR SENIOR FASE PRIMêRE SKOLE IN HULPBRON ARMW GEMEENSKAPPE IN DIE WES-KAAP

Waaroor gaan hierdie studie?

Hierdie is 'n navorsingsprojek wat deur die Universiteit van Wes-Kaapland uitgevoer word. U is genooi om vrywillig aan hierdie navorsingsprojek deel te neem om ‘n beter begrip te gee aan komponente in u spesifieke konteks wat sal help om 'n Liggaamlike Opvoedingsprogram vir senior fase laerskoolleerders te ontwerp. Die doel van hierdie navorsingsprojek is om 'n program vir hulpbron arm gemeenskappe te ontwikkel waarvan hulle gebruik kan maak om betekenisvolle Liggaamlike Opvoeding te verskaf sodat leerders die voordeel kan geniet om aktief te wees. Die program sal poog om ouers, onderwysers en lede van die Departement van Onderwys by te staan sodat konteksspesifieke fisiese aktiwiteit in skole kan plaasvind.

Wat sal ek gevra word om te doen as ek toestem om deel te neem?

U sal gevra word om 'n vraelys te voltooi en / of aan 'n onderhoud deel te neem. Die vraelys en onderhoudsvrae sal jou vrae vra oor die projek waaraan jy deelneem. Voltooiing van die vraelys behoort 30 minute te neem, terwyl die onderhoud ongeveer 'n uur duur.

Sal my deelname aan hierdie studie vertroulik gehou word?

U persoonlike inligting sal vertroulik gehou word. Om u vertroulikheid te beskerm, sal die inligting wat u verskaf, anoniem wees; geen name sal gebruik word nie sodat jy nie geïdentifiseer kan word vir deelname aan hierdie studie nie. U inligting sal anoniem wees en vertroulik hanteer word. Dit sal gedoen word deur nie jou naam in die verslag

by te voeg nie, maar eerder 'n kode te gebruik. As ons 'n verslag skryf of artikel oor hierdie navorsingsprojek, sal u identiteit soveel moontlik beskerm word deur skuilname te gebruik. Die verslae sal in 'n geslote kabinet gehou word en slegs die onderhoudvoerder en die navorsingsopsiener sal toegang tot hierdie inligting hê. Die navorsingsbevindinge sal geen persoonlike besonderhede bevat nie.

Wat is die risiko's van hierdie navorsing?

Enige navorsing het risiko's. As u op enige manier uitgedaag word deur die vrae wat gevra word, sal ons u verwys vir die nodige ondersteuning, of u kan kies om nie te alle tye deel te neem of te onttrek tydens die data-insamelingsproses nie. As daar enige tyds insidente van risiko's of skade tydens die navorsingsproses is, is ons wettig verplig om die inligting te rapporteer.

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Ouers, onderwysers en die skoolomgewing speel 'n groot rol in die kind se lewe. Die skool is die instelling waar 'n kind die meeste van sy / haar tyd spandeer en is dus die ideale instelling om gesonde lewenstyl aan te moedig deur fisies aktief te wees en om die toenemende aantal kinders met vetsug, hoë bloeddruk, ens. te voorkom. Die resultate hiervan Studie sal insig gee vir die navorser oor persepsies en houdings teenoor Liggaamlike Opvoeding wat tot die ontwikkeling van 'n konteks-spesifieke Liggaamlike Opvoedingsprogram sal lei. Hierdie inligting is ook belangrik vir die regering sodat hulle programme kan implementeer wat ander skole kan fasiliteer en leerders, ouers en onderwysers kan laat baat vind by kinders wat aktief en gesond is. Dit skep 'n beter bewustheid van die belangrikheid van die gesondheid om 'n beter gemeenskap en gemeenskap te skep.

Moet ek in hierdie navorsing wees en mag ek op enige stadium ophou deelneem?

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Wat indien ek vrae het?

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Prof Anthea Rhoda
Dekaan: Fakulteit Gemeenskaps- en Gesondheidswetenskappe
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Hierdie navorsing is goedgekeur deur die Universiteit van die Wes-Kaap se Biomediese Navorsingsetiekkomitee

ANNEXURE A2

UNIVERSITY OF THE WESTERN CAPE

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INLIGTINGSBLAD VIR ONDERWYSERS

PROJEK TITEL:

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VRYWARINGS VORM VAN OUERS OM KINDERS TOESTEMMING TE GEE OM AAN DIE STUDIE DEEL TE NEEM

Titel van Navorsingsprojek:

ONTWIKKELING VAN 'N KONTEKS SPESIFIEKE LIGGAAMLIKE OPVOEDINGS PROGRAM VIR SENIOR FASE PRIMêRE SKOLE IN HULPBRON ARMW GEMEENSKAPPE IN DIE WES-KAAP

Die studie is aan my beskryf in 'n taal wat ek verstaan. My vrae oor die studie is beantwoord. Ek verstaan wat my deelname sal behels en ek stem in om deel te neem uit my eie keuse en vrye wil. Ek verstaan dat my identiteit nie aan enigiemand bekend gemaak sal word nie. Ek verstaan dat ek enige tyd van die studie kan onttrek sonder om 'n rede te verskaf en sonder vrees vir negatiewe gevolge of verlies aan voordele te gee.

Ek verstaan dat daar 'n onderhoud sal wees wat opgeneem sal word.

..... Ek stem in om opgeneem te word

..... Ek stem nie in om opgeneem te word nie

Deelnemer se naam .....

Deelnemer se handtekening ..... Datum .....

ANNEXURE A3

UNIVERSITY OF THE WESTERN CAPE

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UXWEBHU LWESIVUMELWANO (Umfundi) abaFundi

Isihloko sophando:

UKUPHUHLISWA KWEZINKQUBO ZEMFUNDO EZIQHELEKILEYO KWEMFUNDO YEMFUNDO EPHAKATHI KWESIKOLO SIKHARITYHULAM KWIZIKOLO ZIKARHULUMENTE KWIINKCUKACHA ZEMFUNDO ENENTSHONA KOLONI

Oluphando lucacisiwe kum ngolwimi endiluqondayo. Imibuzo yam ngoluphando iphendulekile.Ndiyaqonda into ezakubandakanyeka ekuthabatheni kwam inxaxheba, kwaye ndiyavuma kubhengezwa nakubanina. Ndiyayiqonda kananjalo ukuba ndigarhoxa nangaliphi na ithuba kumalungelo wam okanye ndichaphzeleke ngendlela embi. Ndiyaqonda imfihlo ixhomekeke kubathathi nxaxheba abakwiqela lengxoxo ukuba bayigcine. Ndiyavumelana nokukulandelayo: Ndiyavuma ukugcina imfihlo yeengxoxo ezikwiqela lengxoxo ngokungaxeli amagama abanye abathathi nxaxheba okanye nawuphina umba wegalelo labo kumalungu angekho seqeleni.

Igama lomthabathi nxaxheba……
Ukutyikitya komthabathi nxaxheba……..
Umhla…….

Igama lomphandi .....
Isayinitsha yomphenyi ..... Umhla .....

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UXWEBHU LWESIVUMELWANO (Umfundi) intloko yesebe

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IINKCUKACHA NGABO BATHATHA INXAXHEBA abaFundi

ISIHLOKO:

UPHUHLISO LWESIGABA ESITHILE SEMFUNDO YOKUZILOLONGA IMIZIMBA KWIZIKO LEMFUNDO EPHAKAMILEYO KUMABANGA AS'EZANTSI KWIINDAWO EZINGATHATHI NTWENI KWIMIMANDLA YASENTSHONA KAPA.

KUNGANTONI OKU KUNDWAYO?

Olu phando luqhutywa yiDyunivesithi yaseNtshona Kapa. Uyamenywa ngokuzithandela kwakho ukuba uthabathe inxaxheba kolu phando, uze negalelo lezimvo onokuzifaka kule nkqubo yofundo ngokuzilolonga imilzimba kwisigaba esiphezulu kumabanga asezantsi. lnjongo yoluphando kukUphuhlisa
nokuphucula iindawo ezihlelelekileyo zibe nako ukwenza esi sifundo sokulolonga imizimba sibe nomdla nabafundi bazuze ulutho kuyo. Le nkqubo itsolorhele ukunceda abazali, ootitshala kunye namalungu eSebe lezeundo, ukuba nomxholo ocacileyo wesi sifundo uqhubeke ezikolweni.

NDAKUCELWA NDENZE NTONI UKUBA NDIYAVUMA UKUTHABATHA INXAXHEBA?

Uza kucelwa uphendule imibuzo ebhalwe phantsi / ube nenxaxheba kudliwano ndlebe. Imibuzo nodliwano ndlebe zakukubuza ngalo mxhamsholo othatha inxaxheba kuwo. Ukugqibeka kwale mibuzo kungathatha imizuzu engama-30, ukanti udliwano ndlebe Iona lungathatha iyure.

INGABA UKUTHABTHA INXAXHEBA KWAM KUNGAGCINWA KUYIMFIHLO?

Ulwazi ngeenkcukacha zakho luya kugcinwa luyimfihlo. Ukuncedisa ukufihla/ukukhusela ulwazi oluzisileyo luya kugcinwa ze lungachazwa ukuba lusuka phi, akuzuchazwa / kubhalwe amagama abathabathi nxaxheba ukuze ungaziwa. lgalelo lakho aliyi kwaziwa

ukuba lusuka kuwe, luya kugcinWa luyinda'ba yakwa mkhozi. Kuya kusetyenziswa ndlela ithile yokulupapasha hayi Egama lakho. Ingxelo iya kugcinwa esefini itshixelwe. lya kuba ngumphandi nomvavanyi abaya kufikelela esefini ukuzuza olu phando uze nalo. Iziphumo zol'q phando azisayi kuveza zinkcukacha zamntu.

INGABA KUKHO UBUNGOZI KOLU PHANDO?

Naluphi na uphando luba nabo ubungozi. Ukuba uziva unemiceli mingeni ekuphatha kakubi kwimibuzo oyibuzwayo, sakukuthumela kwindawo oyakuthi uzuze inkxaso okanye ukhethe ukungathathi nxaxheba / urhoxe nangaliphi na ixesha kusa kuqokelelwa ulwazi. Ukuba kuthe kusaqokelelwa kwav-ezwa ulwazi
ngengozi okanye ukulimala kusaqhutywa uphando, sinyanzlekile ngokusemthethweni simangale.

YINTONI INZUZO EMVA KOLU PHANDU?

Abazali, ootitshala nesikolo badlala indima enkulu kubomi bomntwana. Isikolo yindawo apho umntwana achitha khona ixesha lakhe elininzi, kuloko kubalulekile ukukhuthaza iindlela eziphilileyo zokuphila ngokuba umntwana adlale, kwakunye nokuthintela ukonyuka kwamanani abantwana abatyebileyo abanemizimba emikhulu, uxinzelelo Iwegazi nezinye ke izifo eziyimingenela. Iziphumo zoluphando zakuvula amehlo kumphandi ngeembono, iingcinga nengqiqo kolu fundo ngokuzilolonga kwemizimba, oluya kukhokelela ekukhuliseni lomxhamsholo wale nkqubo ngesi sifundo. Olu lwazi lubalulekile
nakurhulumente ukuze bakwazi nabo ukuyifaka le nkqubo ezikolweni ze abantwana , ootitshala nabazali bazuze, bazi ukuba abantwana abakhutheleyo nabaphilileyo kuyinto elungileyo empilweni nokudala uluNtu nendawo ephilileyo.

INGABA KUMELE NDIBE KOLUPHANDO; KHONA NDINGAKWAZI UKUYEKA NANINI NA NDIFUNA?

Ukuthabatha inxaxheba kuse kuzithandeleni kwakho. Ungakukhetha ukungabiyo nxalenye yoluphando. Ukuba ukhetha ukuba yinxalenye yalo, ungakwazi ukuyeka nanini na ufuna, akukho sohlwayo kungekho nalahleko komele kukukuzuza.

LUKHONA UNCEDO UKUBA NDITHE NDACHAPHAZELEKA NGENDLELA EBUHLUNGU KOLUPHANDO?

Zonke iinzame zokukukhusela ungonzakali zikho. Ukuba kunokwenzeka wonzakale uya kuthunyelwa kwiziko Ioncedo olukufuphi.

UKUBA NDITHE NDANEMIBUZO?

Oluphando luqhutywa liSebe lezeMidIalo, ulonwabo nenzululwazi kwezokuthamba nqirha Marie Young (jonga iinkcukacha phaya phezulu), njengentloko yeSebe nomxhasi kukhokhela apha kule Dyunivesithi

IDYUNIVESITHI YASE NTSHONA KAPA

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This research has been approved by the University of the Western Cape's Biomedical Research Ethics Committee

ANNEXURE A3

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nokuphucula iindawo ezihlelelekileyo zibe nako ukwenza esi sifundo sokulolonga imizimba sibe nomdla nabafundi bazuze ulutho kuyo. Le nkqubo itsolorhele ukunceda abazali, ootitshala kunye namalungu eSebe lezeundo, ukuba nomxholo ocacileyo wesi sifundo uqhubeke ezikolweni.

NDAKUCELWA NDENZE NTONI UKUBA NDIYAVUMA UKUTHABATHA INXAXHEBA?

Uza kucelwa uphendule imibuzo ebhalwe phantsi / ube nenxaxheba kudliwano ndlebe. Imibuzo nodliwano ndlebe zakukubuza ngalo mxhamsholo othatha inxaxheba kuwo. Ukugqibeka kwale mibuzo kungathatha imizuzu engama-30, ukanti udliwano ndlebe Iona lungathatha iyure.

INGABA UKUTHABTHA INXAXHEBA KWAM KUNGAGCINWA KUYIMFIHLO?

Ulwazi ngeenkcukacha zakho luya kugcinwa luyimfihlo. Ukuncedisa ukufihla/ukukhusela ulwazi oluzisileyo luya kugcinwa ze lungachazwa ukuba lusuka phi, akuzuchazwa / kubhalwe amagama abathabathi nxaxheba ukuze ungaziwa. lgalelo lakho aliyi kwaziwa

ukuba lusuka kuwe, luya kugcinWa luyinda'ba yakwa mkhozi. Kuya kusetyenziswa ndlela ithile yokulupapasha hayi Egama lakho. Ingxelo iya kugcinwa esefini itshixelwe. lya kuba ngumphandi nomvavanyi abaya kufikelela esefini ukuzuza olu phando uze nalo. Iziphumo zol'q phando azisayi kuveza zinkcukacha zamntu.

INGABA KUKHO UBUNGOZI KOLU PHANDO?

Naluphi na uphando luba nabo ubungozi. Ukuba uziva unemiceli mingeni ekuphatha kakubi kwimibuzo oyibuzwayo, sakukuthumela kwindawo oyakuthi uzuze inkxaso okanye ukhethe ukungathathi nxaxheba / urhoxe nangaliphi na ixesha kusa kuqokelelwa ulwazi. Ukuba kuthe kusaqokelelwa kwav-ezwa ulwazi
ngengozi okanye ukulimala kusaqhutywa uphando, sinyanzlekile ngokusemthethweni simangale.

YINTONI INZUZO EMVA KOLU PHANDU?

Abazali, ootitshala nesikolo badlala indima enkulu kubomi bomntwana. Isikolo yindawo apho umntwana achitha khona ixesha lakhe elininzi, kuloko kubalulekile ukukhuthaza iindlela eziphilileyo zokuphila ngokuba umntwana adlale, kwakunye nokuthintela ukonyuka kwamanani abantwana abatyebileyo abanemizimba emikhulu, uxinzelelo Iwegazi nezinye ke izifo eziyimingenela. Iziphumo zoluphando zakuvula amehlo kumphandi ngeembono, iingcinga nengqiqo kolu fundo ngokuzilolonga kwemizimba, oluya kukhokelela ekukhuliseni lomxhamsholo wale nkqubo ngesi sifundo. Olu lwazi lubalulekile
nakurhulumente ukuze bakwazi nabo ukuyifaka le nkqubo ezikolweni ze abantwana , ootitshala nabazali bazuze, bazi ukuba abantwana abakhutheleyo nabaphilileyo kuyinto elungileyo empilweni nokudala uluNtu nendawo ephilileyo.

INGABA KUMELE NDIBE KOLUPHANDO; KHONA NDINGAKWAZI UKUYEKA NANINI NA NDIFUNA?

Ukuthabatha inxaxheba kuse kuzithandeleni kwakho. Ungakukhetha ukungabiyo nxalenye yoluphando. Ukuba ukhetha ukuba yinxalenye yalo, ungakwazi ukuyeka nanini na ufuna, akukho sohlwayo kungekho nalahleko komele kukukuzuza.

LUKHONA UNCEDO UKUBA NDITHE NDACHAPHAZELEKA NGENDLELA EBUHLUNGU KOLUPHANDO?

Zonke iinzame zokukukhusela ungonzakali zikho. Ukuba kunokwenzeka wonzakale uya kuthunyelwa kwiziko Ioncedo olukufuphi.

UKUBA NDITHE NDANEMIBUZO?

Oluphando luqhutywa liSebe lezeMidIalo, ulonwabo nenzululwazi kwezokuthamba nqirha Marie Young (jonga iinkcukacha phaya phezulu), njengentloko yeSebe nomxhasi kukhokhela apha kule Dyunivesithi

IDYUNIVESITHI YASE NTSHONA KAPA

PRIVATE BAG X 17, BELLVILLE 7535, SOUTH AFRIKA
UMNXEBA: 021 959 2970/3674/2277
Email: teneille.10@gmail.com
Dr Marie Young
HOD: Department of Sport, Recreation
And Exercise Science
University of the Western Cape
Private Bag X17
Belville 7535
Tel: 021 959 2377
Email: myoung@uwc.ac.za
Prof Anthea Rhoda
Dean of the Faculty of Community and Health Sciences University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Biomedical Research Ethics Committee

ANNEXURE A3

UNIVERSITY OF THE WESTERN CAPE

PRIVATE BAG X 17, BELLVILLE 7535, SOUTH AFRICA
Tel: +27 21-959 2650/2409 Fax: 27 21-959 3688
E-mail:dobowers@uwc.ac.za

IINKCUKACHA NGABO BATHATHA INXAXHEBA abaFundisi

ISIHLOKO:

UPHUHLISO LWESIGABA ESITHILE SEMFUNDO YOKUZILOLONGA IMIZIMBA KWIZIKO LEMFUNDO EPHAKAMILEYO KUMABANGA AS'EZANTSI KWIINDAWO EZINGATHATHI NTWENI KWIMIMANDLA YASENTSHONA KAPA.

KUNGANTONI OKU KUNDWAYO?

Olu phando luqhutywa yiDyunivesithi yaseNtshona Kapa. Uyamenywa ngokuzithandela kwakho ukuba uthabathe inxaxheba kolu phando, uze negalelo lezimvo onokuzifaka kule nkqubo yofundo ngokuzilolonga imilzimba kwisigaba esiphezulu kumabanga asezantsi. lnjongo yoluphando kukUphuhlisa
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Uza kucelwa uphendule imibuzo ebhalwe phantsi / ube nenxaxheba kudliwano ndlebe. Imibuzo nodliwano ndlebe zakukubuza ngalo mxhamsholo othatha inxaxheba kuwo. Ukugqibeka kwale mibuzo kungathatha imizuzu engama-30, ukanti udliwano ndlebe Iona lungathatha iyure.

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IDYUNIVESITHI YASE NTSHONA KAPA

PRIVATE BAG X 17, BELLVILLE 7535, SOUTH AFRIKA

UMNXEBA: 021 959 2970/3674/2277

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Dr Marie Young

HOD: Department of Sport, Recreation

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Prof Anthea Rhoda

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ANNEXURE A3

UNIVERSITY OF THE WESTERN CAPE

PRIVATE BAG X 17, BELLVILLE 7535, SOUTH AFRICA
Tel: +27 21-959 2650/2409 Fax: 27 21-959 3688
E-mail: dobowers@uwc.ac.za

UXWEBHU LWESIVUMELWANO (Umfundi)

Iform yabazali yokunika imvume yabantwana yokuthata inxanxeba kwezemfundo

Isihloko sophando:

UKUPHUHLISWA KWEZINKQUBO ZEMFUNDO EZIQHELEKILEYO KWEMFUNDO YEMFUNDO EPHAKATHI KWESIKOLO SIKHARITYHULAM KWIZIKOLO ZIKARHULUMENTE KWIINKCUKACHA ZEMFUNDO ENENTSHONA KOLONI

Oluphando lucacisiwe kum ngolwimi endiluqondayo. Imibuzo yam ngoluphando iphendulekile.Ndiyaqonda into ezakubandakanyeka ekuthabatheni kwam inxaxheba, kwaye ndiyavuma kubhengezwa nakubanina. Ndiyayiqonda kananjalo ukuba ndigarhoxa nangaliphi na ithuba kumalungelo wam okanye ndichaphzeleke ngendlela embi. Ndiyaqonda imfihlo ixhomekeke kubathathi nxaxheba abakwiqela lengxoxo ukuba bayigcine. Ndiyavumelana nokukulandelayo: Ndiyavuma ukugcina imfihlo yeengxoxo ezikwiqela lengxoxo ngokungaxeli amagama abanye abathathi nxaxheba okanye nawuphina umba wegalelo labo kumalungu angekho seqeleni.

Igama lomthabathi nxaxheba……
Ukutyikitya komthabathi nxaxheba……
Umhla…….

Igama lomphandi .....
Isayinitsha yomphenyi ..... Umhla .....

ANNEXURE A4

Directorate: Research

Audrey.wyngaard2@pgwc.gov.za
Audrey.Wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note

This application has been designed with students in mind.
If a question does not apply to you indicate with a N/A
The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	**Ms**
1.1.2	Surname	**Venter**
1.1.3	Name (s)	**Teneille**
1.1.4	Student Number (If applicable)	**3759922**

1.2 Contact Details		
1.2.1	Postal Address	**39 Pulteney Road Kelderhof Country Village Sommerset West 7130 Cape Town**
1.2.2	Telephone number	**-**
1.2.3	Cell number	**081 039 3079**
1.2.4	Fax number	**-**
1.2.5	E-mail Address	**teneille.10gmail.com**
1.2.6	Year of registration	**2017**
1.2.7	Year of completion	**2020**

DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	University of the Western Cape
2.1.2	Degree / Qualification registered for	PhD
2.1.3	Faculty and Discipline / Area of study	Sport and Physical Recreation Sciences
2.1.4	Name of Supervisor / Promoter / Project leader	Prof A. Travill, Dr M. Young, Dr L. Leach and Dr S. Titus
2.1.5	Telephone number of Supervisor / Promoter	(021) 959-3934
2.1.6	E-mail address of Supervisor / Promoter	atravill@uwc.ac.za

2.1.7	**Title of the study**

A CONTEXT SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR PHASE PRIMARY SCHOOLS IN RESOURCE POOR COMMUNITIES IN THE WESTERN CAPE

2.1.8	**What is the research question, aim and objectives of the study**

MAIN RESEARCH QUESTION

What context specific physical education program needs to be developed for senior phase primary schools in resource poor communities in the Western Cape area?

MINOR RESEARCH QUESTIONS

What are the current global best practices in senior phase primary schools in resource poor communities?
What are the current practices of physical education in senior phase primary schools in resource poor communities in relation to official policies and expected practices?
What the perceptions and attitudes of teachers, learners, parents and the Department of Education regarding physical education in schools?
Can a viable and context specific physical education program for senior phase primary schools in resource poor communities be developed?

AIM OF THE STUDY

To develop, after gaining insight to current best practices as well as in relation to official policies and perceptions and attitudes of various people directly involved in physical education in these schools, a context specific physical education program for senior phase primary schools in resource poor communities.

OBJECTIVES

The objectives of the study are to:

To explore and assess the current best practices of physical education in resource poor communities using available literature.
Explore and assess the current practices of physical education in senior phase primary schools in relation to official policies and expected practices.
To explore the perceptions and attitudes of teachers, learners, parents and the Department of Education regarding physical education in schools.
To develop a context specific physical education program for senior phase primary schools in resource poor communities.

2.1.9	**Name (s) of education institutions (schools)**

2.1.10	**Research period in education institutions (Schools)**	
2.1.11	Start date	
2.1.12	End date	

ANNEXURE A4

Western Cape Government
Education

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

REFERENCE: 20180828–5721
ENQUIRIES: Dr A T Wyngaard

Ms Teneille Venter
39 Pulteney Road
Kelderhof Country Village
Somerset West
7130

Dear Ms Teneille Venter

RESEARCH PROPOSAL: A CONTEXT SPECIFIC PHYSICAL EDUCATION PROGRAMME FOR SENIOR PHASE SCHOOLS IN POOR RESOURCED COMMUNITIES IN THE WESTERN CAPE

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 **09 January 2019 till 14 June 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: 27 September 2018

ANNEXURE A5

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

20 July 2018

Ms T Venter
SRES

Faculty of Community and Health Sciences

Ethics Reference Number: HS18/5/14

Project Title: A context specific physical education programme for senior phase primary schools in resource poor communities in the Western Cape.

Approval Period: 20 July 2018 – 20 July 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

ANNEXURE B

SENIOR PHASE PRIMARY AND HIGH SCHOOLS LEARNER QUESTIONNAIRE

School: _____ Grade: _____ Date: _____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Are you a boy or a girl? Tick in appropriate box.

Boy (1)		Girl (2)	

2. How old are you? Write down your age in the box. _____ Years

3. Do you have any disabilities?

Yes (1)		No (2)	

If 'yes' to questions 3, go to question 4.
If 'no', tick N/A in question 4 and go to 5.

4. Please indicate what type of disability you have?

_____

_____

_____

_____

5. Please provide your classification if you participate in sport.

_____

_____

6. Do you take part in sport at the school and/or at a club outside the school? Tick in appropriate boxes below.

6.1 Take part at school		6.2 Take part outside school	
Yes (1)	No (2)	Yes (1)	No (2)

7. If you take part in sport, in how many different sports do you participate? Tick in appropriate boxes.

N/A (1)		1 sport only (2)		2 sports (3)		3 sports (4)		4 or more sports (5)	

B PHYSICAL EDUCATION: PARTICIPATION AND EXPERIENCES

8. What did you do in the Physical Education (PE) component of Life Orientation/Life Skills during the last year (2016), and this year (2017)? Please tick in blocks provided.

Content and activities		2016	2017
8.1	Were taught about PE in theory without any practical activities		
8.2	Other subjects (e.g. English, maths, etc.) take the place of PE		
8.3	Had structured PE lessons outside		
8.4	Played informally outside the class		
8.5	Played sport		
8.6	Tried out for sport teams		
8.7	Did homework		
8.8	Other? Specify.		

9. How do you feel about the following aspects of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Do not have this (1)	Like it very much (2)	Like it (3)	Do not like it (4)
9.1	Team activities (e.g. games)				
9.2	Individual activities (e.g. athletics)				
9.3	Learn new sport skills				
9.4	Interesting (fun) activities				
9.5	Regular practical activities				
9.6	Compete against others				
9.7	Develop my talent in sport				
9.8	The teacher's knowledge of PE				
9.9	I can take part with my friends				
9.10	I learn what activities I am good at				
9.11	I feel safe from children who want to hurt me				
9.12	I will be safe from getting injured.				

9.13	Teacher motivates me to take part				
9.14	Lessons are planned				
9.15	Other? Specify				

10. Which of the following do you consider the main benefits of Physical Education? Tick in the boxes of your choice.

Aspects of the programme		Yes (1)	No (2)
10.1	Improvement of my fitness levels		
10.2	Promotion of a healthy life style		
10.3	Weight control		
10.4	Improvement of sporting skills		
10.5	Participation with friends		
10.6	Getting to know the teacher better		
10.7	Feeling better about myself		
10.8	Discovering what my talents/strengths are		
10.9	Having a break from academic work		
10.10	A feeling of freedom		
10.11	Planning tactics and making decisions in games		
10.12	Learning the rules of games		
10.13	Developing an interest to participate in sports		
10.14	Having more energy?		
10.15	Other? Specify		

11. Which of the following aspects of Physical Education are perhaps reasons for children disliking Physical Education?

Reasons		Agree - a reason (1)	Do not agree – not a reason (2)
11.1	Too much theory		
11.2	They do not like the activities		
11.3	They are not good at physical activities		
11.4	The activities are too competitive		
11.5	There is not enough variety in the activities		
11.6	The assessment is not fair		
11.7	Other participants/players do not like them		
11.8	The teacher does not like them		
11.9	The facilities are not in good condition		
11.10	The class is too big (too many children).		
11.11	They cannot afford sport clothes		
11.12	There is not enough equipment (e.g. balls)		
11.13	They are scared of injury		

11.14	The teacher is not 'good' (knowledgeable)		
11.15	Other? Specify		

C RECOMMENDATIONS

12. What should be done to improve Physical Education in the school? Read through the following list of possibilities and tick 'yes' if you think an aspect needs improvement and 'no' if the aspect is not a problem.

Aspects to improve the programme		Yes (1)	No (2)
12.1	The teaching should be better/ more knowledgeable		
12.2	There should be more facilities		
12.3	The facilities should be upgraded (improved)		
12.4	There should be more equipment		
12.5	The equipment should be of a better quality		
12.6	There should be a variety of activities		
12.7	There should be more practical lessons		
12.8	The class should be better organised		
12.9	The activities should be (more) fun and game like		
12.10	An improvement of individual's skills should be measurable (Better assessed)		
12.11	The assessment should be more fair		
12.12	Time allocation for PE lessons should be longer		
12.13	More lessons should take place outside the classroom		
12.14	Other? Specify		

THANK YOU FOR YOUR PARTICIPATION!

ANNEXURE C

LIFE ORIENTATION (LO)/ LIFE SKILLS (LS)/ PHYSICAL EDUCATION (PE) QUESTIONNAIRE TEACHERS

Name of School: _____Quintile ranking: _____

Date:_____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A. ABOUT YOU

1. Please indicate whether you are a man or woman? Tick in the appropriate box.

Man (1)		Woman (2)	

2. How old are you in years? Write age in box. _____ Years

3. What current model does your school follow in implementing PE? Tick the appropriate boxes.

Model		Yes (1)	No (2)
3.1	A specialist teacher takes all classes		
3.2	Each teacher takes his/her own class		
3.3	External people assist with classes		
3.4	Other? Please explain		

4. Do you have any LO/LS/PE teaching experience?

Yes (1)		No (2)	

5. If so, how many years of LO/LS/PE teaching experience do you have

Less than 1 year (1)		1-3 years (2)		4-5 years (3)		More than 5 years (4)	

6. In what phase(s) are you currently teaching LO/LS/PE?
Tick in the appropriate block.

Foundation Phase			Intermediate Phase			Senior Phase			FET Phase		
One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Eleven (11)	Twelve (12)

7. Are you currently teaching any Physical Education (including practical activities) in your Life Orientation classes? Tick in the appropriate box.

Yes (1)		No (2)	

8. Have you received any education and training in Physical Education in any of the following ways?
If so tick the appropriate boxes.

Education & Training programmes		Tick
8.1	Formal qualification (Diploma, Degree)	
8.2	Short course/s	
8.3	Informal training	
8.4	Non-formal training (Experience)	

9. Have you taken part in sport during and/or after school your school years? Tick in appropriate boxes.

9.1Took part in sport during my school years		9.2 Took part in sport after having left school	
Yes (1)	No (2)	Yes (1)	No (2)

10. Are you currently involved in coaching sports at the school?
Tick in appropriate box.

Yes (1)		No (2)	

Education & Training programmes	**Yes**	**No**

11.1	Formal qualification (Diploma, Degree)			
11.2	Level 1 from a sport federation			
11.3	Level 2 from a sport federation			
11.4	Level 3 from a sport federation			
11.5	Short course/s			
11.6	Informal training			
11.7	Non-formal training (Experience)			

Have you received any education and training in sports coaching in any of the following ways? Tick in the appropriate box.

12. How confident are you as a LO/LS teacher in teaching the following aspects of PE? Tick (1), or (2) or (3) in each case.

Aspects		Very confident (1)	Reasonably confident (2)	Not confident (3)
12.1	Preparing PE lessons/classes			
12.2	Selecting appropriate activities for PE lessons			
12.3	Selecting appropriate equipment for PE activities			
12.4	Knowing how to use equipment for PE			
12.5	Demonstrating physical skills			
12.6	Teaching in different ways			
12.7	Having knowledge of PE content			
12.8	Knowing how to teach for progression			
12.9	Assessing learners in PE			
12.10	Understanding risks in teaching PE			
12.11	Maintaining discipline during PE			
12.12	Allocating time appropriately for teaching PE during allocated periods			
12.13	Other? Please specify.			

13. How would you rate your attitude to the following aspects related to teaching PE? Tick (1), or (2) or (3) of every aspect listed.

Aspects		Very positive (1)	Reasonably positive (2)	Negative (3)
13.1	Willingness to implement PE			
13.2	Confidence to teach PE			
13.3	Motivation to teach PE			
13.4	Coping with my teaching workload (preparation)			
13.5	Physical fitness for teaching practical activities			
13.6	Being able to motivate learners to enjoy PE			
13.7	Feeling equipped to teach PE			
13.8	Having a personal interest in teaching PE			
13.9	Regarding PE as a valuable subject			
13.10	Other? Please specify.			

C BENEFITS OF PHYSICAL EDUCATION (PE)

14. What do you think would be the main benefits of PE and physical activity for the participants/learners? Read the list below and tick what you consider to be the 6 most important benefits.

	Benefits for the learners (Tick any 6)	Tick
14.1	Increasing good behaviour	
14.2	Gaining a positive attitude to life	
14.3	Making more friends (popularity)	
14.4	Developing communication skills	
14.5	Building teamwork	
14.6	Developing leadership qualities	
14.7	Increasing health/fitness	
14.8	Providing a safe environment for children after school	
14.9	Developing their sporting talent	
14.10	Improving self-esteem	
14.11	Developing a positive attitude to exercise/activity	

14.12	Other? Please specify	

MAIN CHALLENGES AND RECOMMENDATIONS

15. What do you believe are the main challenges for teaching PE at school? Tick (1), or (2), or (3) for all items.

Challenges		Big problem (1)	It's a problem (2)	No problem (3)
15.1	Training of teachers			
15.2	Motivation of teachers			
15.3	Lack of mentoring teachers in the school			
15.4	Access to facilities			
15.5	Quality of facilities			
15.6	Availability of equipment			
15.7	Quality of equipment			
15.8	Allocation of dedicated time to implement the programme			
15.9	Workload of LO/LS teachers			
15.10	Attitude of the school Management Team (SMT) towards PE			
15.11	Availability of learning materials			
15.12	Quality of learning materials			
15.13	Adequate budget			
15.14	Support from parents			
15.15	CAPs curriculum			
15.16	Other? Please specify.			

16. What three main recommendations would you make as a teacher with regard to the possible improvement of offering PE in your school? Also indicate who (e.g. Principal, HOD, DBE, Universities, etc.) should act on these particular recommendations. Please write your answer in English.

Recommendations	Responsible organisation/person(s)
16.1a	16.1b
16.2a	16.2b
16.3a	16.3b

Thank you kindly for your participation

ANNEXURE D

LIFE ORIENTATION (LO)/ LIFE SKILLS (LS)/ PHYSICAL EDUCATION (PE) QUESTIONNAIRE: HEAD OF DEPARTMENT (HOD)

SAUPEA

Name of School: _____

Quintile ranking: _____

Date:_____

Please read each question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

A ABOUT YOU

1. Are you a man or woman? Tick in the appropriate box.

Man (1)		Woman (2)	

2. How old are you in years? Write age in box. _____ Years

3. What model does your school currently follow in implementing PE? Tick in appropriate boxes.

	Model	Yes (1)	No (2)
3.1	A specialist teacher takes all classes		
3.2	Each teacher takes his/her own class		
3.3	External people assist with classes		
3.4	Other? Please explain.		

4. Do you have any LO/LS/PE teaching experience?

Yes (1)		No (2)	

5. How many years of LO/LS/PE teaching experience do you have as a teacher?

6. In what phase(s) are you currently teaching LO/LS/PE? Tick in the appropriate block.

Less than 1 year (1)		1-3 years (2)		4-5 years (3)		More than 5 years (4)	

Foundation Phase			Intermediate Phase			Senior Phase			FET Phase		
One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Eleven (11)	Twelve (12)

7. Are you currently teaching any Physical Education (including practical activities) in your Life Orientation classes?

Yes (1)		No (2)	

8. What number and percentage of teachers in your Department (phase) teach physical activities related to Physical Education on a regular basis as prescribed by the CAPs curriculum? Do some teachers possibly teach more or perhaps less than what is prescribed?

Total number of teachers in your Department (1)	Number teaching physical activities as prescribed (2)	Number teaching more physical activities than prescribed (3)	Number teaching less periods of physical activities than prescribed (4)

9. How many of teachers in your department have received training in Physical Education in any of the following ways? Write down numbers in appropriate box.

	Education & Training programmes	Number
9.1	Formal qualification (Diploma, Degree)	
9.2	Short course	
9.3	Informal training	
9.4	Non-formal training (Experience)	

10. How many of the teachers in your Department are involved in sport coaching at the school? Write down numbers in appropriate box.

Total number of teachers		Number involved in sport coaching at the school	

11. How many of the teachers in your Department any formal qualifications in sports coaching (e.g. Level 1, 2 or 3 from a sport federation)? Write down number in box.

Number of teachers having formal qualifications in sports coaching	

12. To what extent do you think that LO/LS teachers in your department are more than 50% confident to teach Physical Education (PE) with regard to the following aspects? Tick (1), or (2), or (3) of every aspect.

Aspects		Very confident (1)	Reasonably confident (2)	Not confident (3)
12.1	Preparing PE lessons/ classes			
12.2	Selecting appropriate activities for PE lessons			
12.3	Selecting appropriate equipment for PE activities			
12.4	Knowing how to use equipment for PE			
12.5	Demonstrating physical skills			
12.6	Teaching in different ways			
12.7	Having knowledge of PE content			
12.8	Knowing how to teach for progression			
12.9	Assessing learners in PE			
12.10	Understanding risks in teaching PE			
12.11	Maintaining discipline during PE			
12.12	Allocating time appropriately for teaching PE during allocated periods			
12.13	Other? Please specify.			

13. How would you rate the attitude of the majority of the teachers in your Department teaching Physical Education, with regard to the following aspects? Tick (1), or (2), or (3) of every aspect listed.

	Aspects	Very positive (1)	Reasonably positive (2)	Negative (3)
13.1	Willingness to implement PE			
13.2	Confidence to teach PE			
13.3	Motivation to teach PE			
13.4	Coping with their teaching workload (preparation)			
13.5	Physical fitness for teaching practical activities			
13.6	Being able to motivate learners to enjoy PE			
13.7	Feeling equipped to teach PE			
13.8	Having a personal interest in teaching PE			
13.9	Regarding PE as avaluable subject			
13.10	Other? Please specify.			

C BENEFITS OF PHYSICAL EDUCATION (PE)

14. What do you think would be the main benefits of PE and physical activity be for the learners? Read the list below and tick what you consider to be the 6 most important benefits.

	Benefits for the learners (Tick any 6)	Tick
14.1	Increasing good behaviour	
14.2	Gaining a positive attitude to life	
14.3	Children making more friends (popularity)	
14.4	Developing communication skills	
14.5	Developing teamwork	
14.6	Developing leadership qualities	
14.7	Increasing health/fitness	
14.8	Providing a safe environment for children after school	
14.9	Developing their sporting talent	
14.10	Improving their self-esteem	
14.11	Other: Please specify	

D MAIN CHALLENGES AND RECOMMENDATIONS

15. What do you believe are the main challenges for teaching PE at school? Tick (1), or (2), or (3) for all items.

Challenges		Big problem (1)	It's a problem (2)	No problem (3)
15.1	Training of teachers			
15.2	Motivation of teachers			
15.3	Lack of mentoring teachers in the school			
15.4	Access to facilities			
15.5	Quality of facilities			
15.6	Availability of equipment			
15.7	y of equipment			
15.8	Allocation of dedicated time to implement the programme			
15.9	Workload of LO/LS teachers			
15.10	Attitude of the school Management Team (SMT) towards PE			
15.11	Availability of learning materials			
15.12	Quality of learning materials			
15.13	Adequate budget			
15.14	Support from parents			
15.15	CAPs curriulum			
15.16	Other? Please specify.			

16. What three main recommendations would you make as an HOD with regard to the possible improvement of offering PE in your school? Also indicate who (e.g. Principal, DBE, Universities, etc.) should act on these particular recommendations. Please write your answer in English.

Recommendations	Responsible organisation/person(s)
16.1a	16.1b
16.2a	16.2b
16.3a	16.3b

Thank you kindly for your participation!

ANNEXURE E

Interview protocols: Broad questions for research participants

Interviews decision-makers at national, provincial, circuit and district levels in the Department of Education (DoE)

Questions	National	Provincial	Circuit	District
What is your **vision** concerning QPE/school sport?	x	x	x	x
What **legal** and **policy frameworks** do you draw from regarding QPE/school sport?	x	x	x	-
What are your **main strategies** for implementing QPE/school sport – **curricula, models of delivery** for Quantile 1-3, Special needs, etc.	x	x	x	x
Who do you consider as the **main stakeholders/partners** and **structures** for matters regarding QPE/school sport at school levels? Mention stakeholder and **role**, as well as **relationship** with your institution. (Intra- and inter-institutional – strategic and implementing partners, formal and informal agreements)	x	x	x	x
How are **resources** allocated to the implementation of QPE/school sport at all levels – from national to school? Physical resources Financial resources (budgets) Information resources Human resources	x	x	x	x
How do you **access information** for QPE/school sport – M & E, assessments? Explain the processes and effects.	x	x	x	x
What **other programmes** exist that may impact on the delivery of QPE/school sport? (E.g. ESSP, etc.)	x	x	x	x
What are your **plans** for improved delivery of QPE/school sport in different types of schools?	x	x	x	x
What **good practices** exist for implementing QPE that you are aware of at different levels?	x	x	x	x
What do you consider as the **main challenges** for implementing QPE at all levels of government? (From national to school levels)	x	x	x	x
What **recommendations** do you have to improve the current state of affairs concerning QPE/school sport?	x	x	x	x
What role can **SAUPEA**/universities play to				

address some challenges or implement recommendations concerning QPE/school sport?	x	x	-	-

Interviews decision-makers at different levels in the <u>teaching of physical education (teachers)</u>

Questions	SASCOC	NSF	Regional	District
What is your **vision** concerning QPE/school sport?	x	x	x	x
What **legal and policy framework** exist for your organisation to engage in QPE/school sport at all levels?	x	x	x	x
What are your **main strategies**concerning QPE/school sport – **curricula** or**programmes and initiatives, models of delivery** for Quantile 1-3, 4-5, Special needs, etc.	x	x	x	x
Who do you consider as the **main stakeholders** and **structures** for matters regarding QPE/school sport and related programmes at all levels? Mention stakeholder and **role**, as well as **relationship** with your institution. (Intra- and inter-institutional – strategic and implementing partners, formal and informal agreements)	x	x	x	x
How are **resources** allocated to your involvement concerning QPE/school sport, programmes and athletes at all levels? Physical resources Financial resources (budget allocations) Information resources Human resources	x	x	x	x
How do you **access information** for QPE/school sport (events, activities) – M & E, assessments, feedback and communication? Explain the processes and effects.	x	x	x	x
What **other programmes** exist in your domain regarding QPE/school sport?	x	x	x	x
What are your **plans** for improved delivery on your mandate, regarding QPE/school sport in different types of schools?	x	x	x	x
What **good practices** exist for implementing QPE that you are aware of?	x	x	x	x
What do you consider as the **main challenges** for implementing QPE/school sport within your domain?	x	x	x	x
What **recommendations** do you have to improve the current state of affairs concerning QPE/school sport?	x	x	x	x
What role can **SAUPEA**/universities play to address some challenges or implement	x	x	x	x

recommendations concerning QPE/school sport?				

1.3 Primary and Secondary schools: Principal

Questions	Data/Information
Context of school within the community	Context – school within profile of community? Type of school, where does the learners come from? Issues faced from the community – school's response?
School's profile and demographics	Number of learners, teachers – ration per grade Number of learners Strengths of school – positive aspects, partners, programmes, recruitment/marketing Challenges faced by school/principal/teachers/learners – reasons (e.g. dropout rate, social issues)
Mission, vision and strategies Key subject areas Extra-mural activities - sports/art/culture	Explain mission and vision – integrated with strategies to make them operational 3.1 Priority subject areas – why and how are they supported? 3.2 Priorities – why and how are they supported?
In your understanding, what would you consider QPE?	Explain with reference to current curriculum (LO/Life Skills) and own frame of reference.
Role and status of QPE? Motivation in context of community & school	Describe status and substantiate practices. Examples – community support, criteria for determining status – comparatively.
Role and status of QPE in support of school sport	Explain - expectations and substantiate by providing examples. Implementing model/practices.
Role and status of school sport	Explain – expectations and substantiate by providing examples. Implementing model/practices.
What resources do you have for implementing QPE and school sport? Physical resources Financial resources Human resources Information resources Partnerships/stakeholders	Explain – refer to evidence: Facilities and equipment – indoor and outdoor (could refer to sport master and HODs for detail) Budgets and fundraising, stakeholders, etc. Teachers, coaches – internal and external. Curricula, documentation, training/learning material Collaboration – roles and responsibilities
What would you consider as 'good practices' with QPE/LO in the school?	Explain – expectations and examples
What would you consider as main 'challenges' for implementing QPE and school sport?	QPE – list and explain challenges School sport – list and explain challenges
Who are main stakeholders and how do you see them collaborate?	List main stakeholders and describe roles, responsibilities and ways of collaboration. Probe about different stakeholders – government, sport, corporate, civic society, lottery/sponsors, etc.
Strategies and plans to improve quality of PE/LO?	Explain and place in order of overall priorities.

ANNEXURE F

Quantitative Appraisal Tool

	QUANTITATIVE APPRAISAL TOOL	Yes	No
1.	Does the study address PA/PE in school/ or for the appropriate age group ?		
2.	Is the sampling process clearly stated? (Non-probabilitly, probability)		
3.	Was the measurement tool valid and reliable?		
4.	What was the source of the data?		
5.	Were the dropout responses reported?		
6.	Was ethical approval obtained?		
7.	Were the quantitative methods appropriate?		
8.	Is reliability/consistency over time reported?		
9.	Was there a clear statement of the aims of the research?		
10.	Are the findings explicit?		
11.	Are the findings of this study generalisable to the study population?		
12.	Do the authors identify new area for research?		
13.	Is the implications of this study for practise stated?		
Grading of quality assessment checklist for observation score: *0-33%* *34-66%* *67-100%* *Poor* *Satisfactory* *Good*		Yes = 1	No = 0

Qualitative Appraisal Tool

QUALITATIVE APPRAISAL TOOL		Yes	No
1.	Does the study address PA/PE in school/ or for the appropriate age group?		
2.	Is the sampling process clearly stated?		
3.	Did the research design appropriately adddress the research question?		
4.	Was there a clear statement of the aims of the research?		
5.	Was the research setting indicated?		
6.	Are the research methods made explicit? (Interviews, focus groups, etc)		
7.	Has the researcher clearly responded to reflexivity during the study?		
8.	Was the drop out response reported?		
9.	Have ethical issues been taken into consideration?		
10.	Was the data analysis sufficiently rigorous?		
11.	Are the findings explicit?		
12.	Do the authors identify new area for research?		
13.	Is the implications of this study for practise stated?		
Grading of quality assessment checklist for observation score: *0-33%* *34-66%* *67-100%* *Poor* *Satisfactory* *Good*		Yes = 1	No = 0

Mixed Methods Appraisal Tool

MIXED METHODS APPRAISAL TOOL		Yes	No
1.	Does the study address PA/PE in school/ or for the appropriate age group?		
2.	Is the sampling process clearly stated?		
3.	Did the research design appropriately address the research question?		
4.	Was the research setting justified?		
5.	Were the dropout responses reported?		
6.	Was the inclusion and exclusion criteria clearly stated?		
7.	If there was more than one group of subjects, was this clearly stated?		
8.	Are the methods of data collection adequately explained?		
9.	Are the findings interpreted in the context of other studies and theory?		
10.	Is adequate evidence provided to support analysis?		
11.	Is reliability/consistency over time reported?		
12.	Are the researchers' own position, assumption and bias outlined?		
13.	Are the findings of this study generalisable to the study population?		
14.	Have ethical issues been taken into consideration?		
Grading of quality assessment checklist for observation score: *0-33%* *34-66%* *67-100%* *Poor* *Satisfactory* *Good*		Yes = 1	No = 0

Randomised control trials appraisal tool

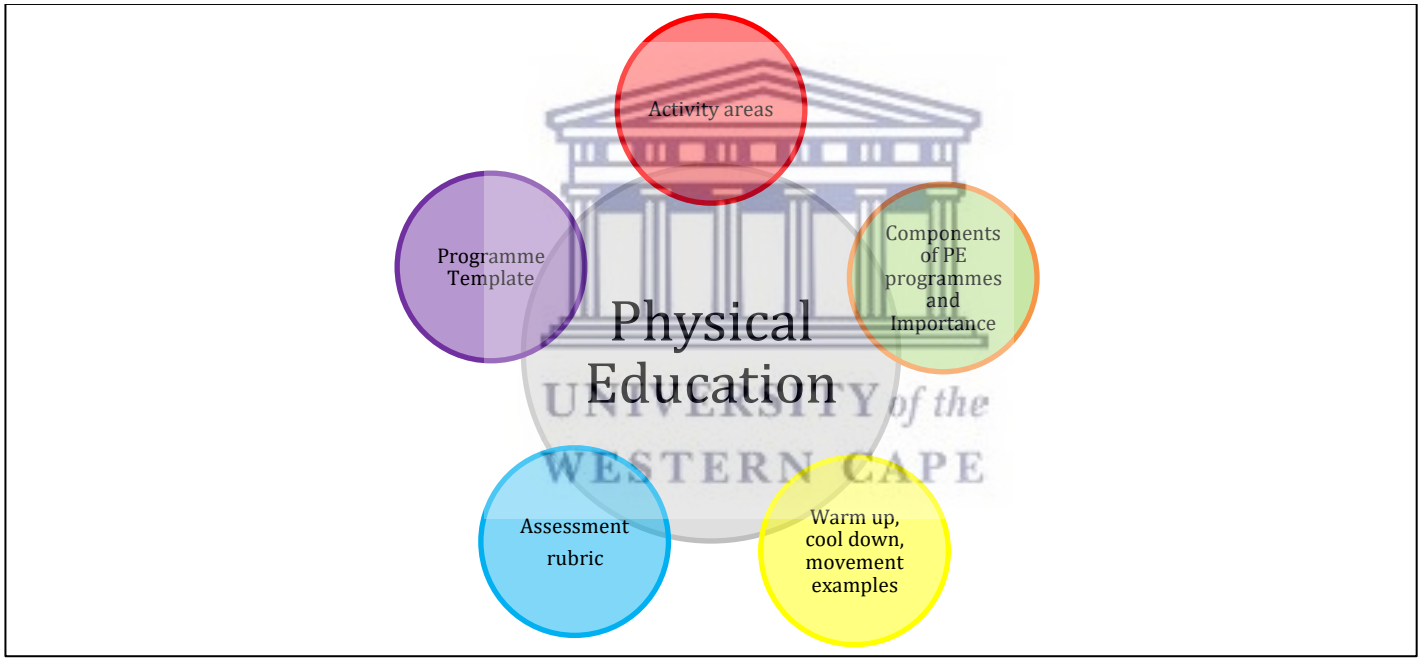
	RANDOMISED CONTROL TRIALS APPRAISAL TOOL	Yes	No
1.	Does the study address PA/PE in school/ or for the appropriate age group?		
2.	Was true randomisation used for assignment of participants to treatment groups?		
3.	Was allocation to treatment groups concealed?		
4.	Were treatment groups similar at the baseline?		
5.	Were participants blind to treatment assignment?		
6.	Were those delivering treatment blind to treatment assignment?		
7.	Were outcomes assessors blind to treatment assignment?		
8.	Were treatment groups treated identically other than the intervention of interest?		
9.	Was follow up complete and if not, were differences between groups in terms of their follow up adequately described and analysed?		
10.	Were participants analysed in the groups to which they were randomised?		
11.	Were outcomes measured in the same way for treatment groups?		
12.	Were outcomes measured in a reliable way?		
13.	Was appropriate statistical analysis used?		
14.	Was the trial design appropriate, and any deviations from the standard RCT design (individual randomisation, parallel groups) accounted for in the conduct and analysis of the trial?		
Grading of quality assessment checklist for observation score: *0-33%* *34-66%* *67-100%* *Poor* *Satisfactory* *Good*		Yes = 1	No = 0

ANNEXURE G

OVERVIEW OF DOCUMENT

"There is education in physical training."

The idea of this document is to better assist and equip teachers to deliver meaningful Physical Education to learners, particularly in resource poor communities. The purpose is to improve physical well-being, knowledge of movement performance and put the fun back into physical activity!



PHYSICAL EDUCATION ACTIVITY AREAS

Fitness activities

- Creative and fun activities that will get learners moving. Large muscle groups are usually used for an extended period of time to gain benefits intended to come from PE (running, walking, dancing, circuit/station activities, leisure activities involving movement).

Indigenous games

- Indigenous games in South Africa are a call to embrace the African spirit. Learners can play these games while being active and gaining benefits of movement. Indigenous games will also bring a sense of spirit, inclusivity and oneness to learners who are participating together.

Elements (balance, rotation, elevation, rhythm)

- It is important for learners to gain fundamental movement skills such as balance, rotation, elevation and rhythm. These form the basis of many other movement skills and sports they will encounter.

Outdoor recreational activities

- Outdoor recreational activities have the challenge of safety. Safety must be at the forefront for all outdoor activities. Outdoor recreational activities include, but are not limited to, hiking, canoeeing, rock climbing and camping. These activities might be difficult to offer learners in resource poor comunities to do lack of equipment and financial resources. Try get creative by hosting camp outs on school grounds.

Target games

- Target games are activities in which learners need to aim, send an object to a target and avoid obstacles. Learners will learn the key skill and strategies for target games, such as bowling or golf, by being exposed to these activities. It is also good practise for hand-eye co-ordination Target games can be performed indoors aswell to allow for poor weather.

Team sport

- Team sports allow all learners to take part in the activity so no-one is left standing and waiting their turn. Team sports like soccer can be played in a group and recycled plasatic and paper rolled up to make a soccer ball. Old crates could be goal posts. Allow learners to get creative in making necessary equipment if their isnt. Team sports afford learners the opportunity to learn to work as part of a team.

Movement technique

- Good technique is at the heart of all activities. Good technique ensures low risk of injury and the correct muscles are being used for the activity. Encourage and remind learners regularlly to be concious of performing each activity or movement with good technique.

Improved wellness

- An over-arching theme to physical education and physical activity is that of educating learners, at all levels, on the benefits to improved wellness PE and PA can offer. This should evolve into adulthood, creating healthy active members of society.

Program Template

PHYSICAL EDUCATION PROGRAMME TEMPLATE

The template below breaks down each year of study that this particular research is intended for (i.e. Grade 7, 8 and 9) into 4 school terms, each containing 4 weeks. Each of the 4-week cycles focus on a different activity area. As learners progress from Grade 7, to 8, to 9, activity areas will have different learner goals and progression of the activity as the learner develops skill sets. Learners should be engaging in PE on most, if not all days of the week. This template, and the lesson plan that follows, can be used as an example and a guide for what teachers can implement into their PE lessons.

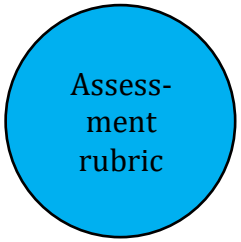
GRADE 7, 8 and 9						
TERM	**ACTIVITY AREA**	**OBJECTIVES**	**DEVELOPMENTAL AREA**	**EXAMPLE**	**ADDITIONAL NOTES**	**PROGRESSION**
TERM 1						
WEEK 1 – 4	Fitness Activities	Learner is able to participate in fitness activities Learner is able to follow instructions Learner performs movements well (as demonstrated)	Gross motor skills	Push ups, sit ups, hop scotch, running, running between cones, relay races, jumping jacks, sack race, core activities like plank, bridge,	Importance of being active and moving to improve overall wellness	Increase sets and reps (how many learners are performing) as they move to higher grades
WEEK 5 - 8	Indigenous Games	Learner is able to participate in indigenous games Learner is able to be creative to require	Gross motor skills	Diketo, Morabaraba Learners can get into groups and	Learn to work as a team, discipline, communicating with others	Let learners progress by creating their own indigenous game

		equipment necessary from recyclables Learner performs movements well (as demonstrated)		create their own games	Respecting other cultures and religions when those games are introduced	
TERM 2						
WEEK 1 – 4	Elements like balance, rotation, elevation, rhythm	Learner is able to maintain balance, able to rotate in different directions and elevate him/herself through jumping Learner is able to keep rhythm to a beat	Co-ordination, balance, rhythm, explosive power,	Dancing, stepping, aerobics, balance variation exercises, brain breaks, skipping rope routines, jumping activities for explosive power, listening to the beat of various genres of music	Learning the importance of these elements to keep the body strong and skills necessary to learn to be able to do other activities Enhance creativity	Allow learners to master individual movements first, then create their own sequence of movements which consist of these elements combined
WEEK 5 - 8	Outdoor recreational activities	Learner is able to participate in outdoor activities Learner is able to be creative to require equipment necessary from recyclables Learner shows elements of safety	Gross motor skills	Hiking, camping, fishing, rock climbing (if possible) Learners can create and then do their own obstacle course outdoors or indoors in the school itself	Importance of being active and moving to improve overall wellness	Let learners create an outdoor activity with what resources they have available

TERM 3						
WEEK 1 - 4	Target games	Learner is able to participate in target games Learner is able to be creative to require equipment necessary from recyclables Learner is able to perform movements well	Hand – eye co-ordination	Throwing bean bags (other objects) at a target at different levels (on the ground, in a bucket, on a tree, against a wall)	Learn to aim, and reach a target at various levels	Move the target further away, higher etc as learners progress through the grades to make it more challenging
WEEK 5 - 8	Movement technique	Learner is able to participate in activities Learner is able to be creative to come up with fitness programmes, aerobics/dance routines Learner is able to perform movements well	Gross motor skills Correct technique	Circuit training with various stations of different activities Learners should perform a range of movements such as an aerobics or dance class, gymnastics	Importance of being active and moving to improve overall wellness	As learners progress to higher grade, there movement technique should be better and more accurate
TERM 4						
WEEK 1 - 4	Team sport	Learner is able to participate in team sports Learner shows he/she can work in a team	Gross motor skills Hand-eye co-ordination	Soccer, netball, cricket, basketball, batting sports like tennis, hockey, swimming, fielding	Learn to work as a team, discipline, communicating with others	Increase rules of the sport as learners move to higher grades

		Learner demonstrates ability to follow the rules of the game				
WEEK 5 - 8	Improved wellness	Learner is able to participate in a wide range of activities, combining all activities previously learnt to create a sense of overall improved wellness	Gross motor skills, hand-eye co-ordination	Self-defence Any other activities previously engaged in or new activities that gets the learner to move	Importance of being active and moving to improve overall wellness	Get learners to create their own overall wellness programme of activities

PHYSICAL EDUCATION ASSESSMENT RUBRIC



It is important to assess learners on each activity area so they can place value on each area, understand why developing skill sets has value and put effort into learning new skills, objectives and as well as other benefits emanating from PE. It would be of benefit to learners if PE assessments and learner progress were individually based on subjective rather than objective feedback and what has been achieved and learners subsequent desire to attempt next instead of what was not achieved. This however, in practise, is not viable or likely due to high class numbers, lack of specialised trainers and already overloaded teacher workloads. Never the less, still important to take note of and strive to achieve in future. Assessment rubrics could be more detailed and specific about what is being assessed to allow assist (unspecialised) teachers to assess better. Inform learners in lesson plans what the learner goals for each activity session are.

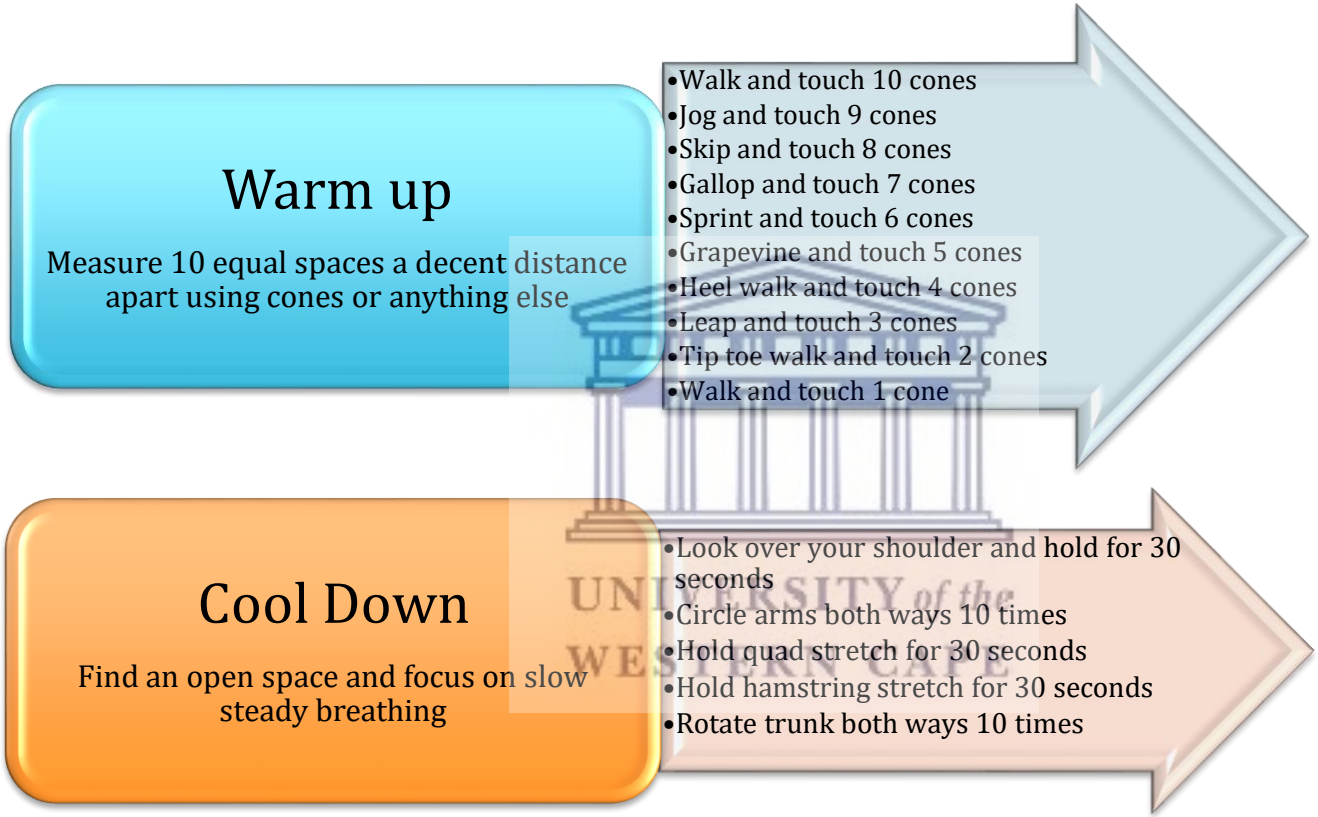
Currently, PE only counts 30% of the total yearly mark for Life Orientation – this number needs to increase to place more value on the physical activity aspects of the subject and a minimum 3 hours per week of PE is required, not only 1 hour which is the current recommendation.

Activity/Learning Area	Learner displays consistency in all elements - 5	Learner displays consistency in most elements - 4	Learner displays consistency in some elements - 3	Learner displays consistency in few elements - 2	Learner rarely displays consistency in elements – 1
Fitness activity					
Indigenous games					
Elements of balance, rotations					
Outdoor recreational activities					
Target games					
Movement technique					
Team sport					
Improved wellness					
Notes					
Total					

PHYSICAL EDUCATION WARM UP, COOL DOWN AND MOVEMENT ACTIVITY EXAMPLES

Warm up, cool down and movement examples

Multiple cards can be made, learners can get creative and make their own cards, then take turns doing each other's "warm up and cool down" routines



EXAMPLE ACTIVITIES TO KEEP EVERYONE MOVING

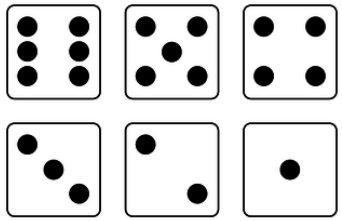
Bingo

SKIP	PLANK	WHEEL BARROW WALK	ARM CIRCLES	TOE POINT AND FLEX
FROG JUMP	JUMPING JACKS	TOE TOUCHES	LEG CIRCLES	HEEL RAISES
TUCK JUMP	HOP ON RIGHT FOOT	HOP ON LEFT FOOT	FREE DANCE	YOUR CHOICE
WALL SIT	WALK ON HEELS	PUSH UPS	RUN ON THE SPOT	CRAB WALK
LUNGES	WALK ON TOES	SIT UPS	BUTT KICKS	SKIP

Strength alphabet

Assign an activity to each letter of the alphabet
Get learners to perform the activities based on their name and surname
Do each activity for 1 minute

Fit dice



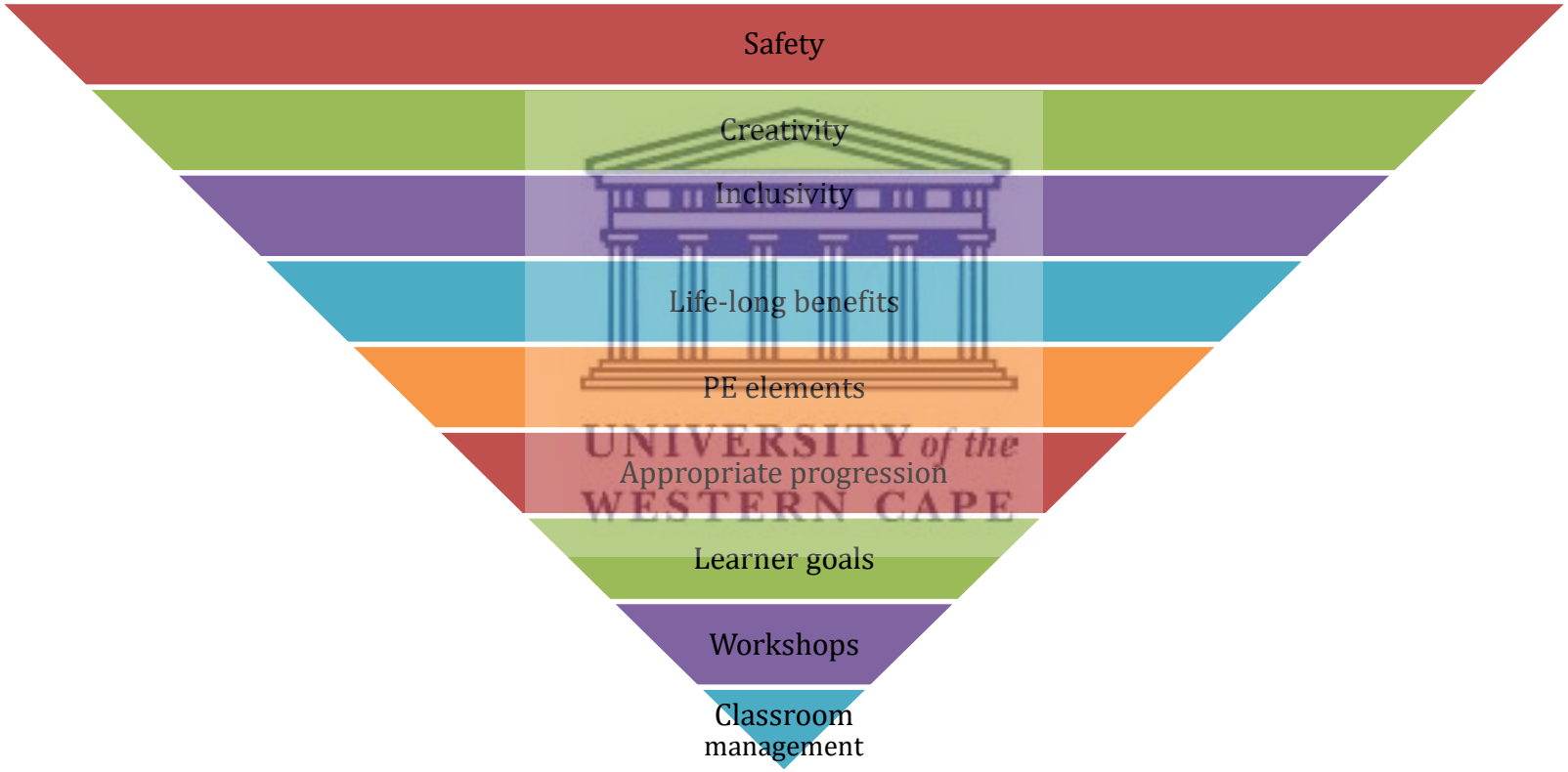
Put learners into groups of 6 and get each learner to choose a number and an activity

Each learner rolls the dice and has to perform the activity

COMPONENTS OF PE PROGRAMMES

Components of PE program and Importance

A PE programme that follows the components highlighted below will provide a quality physical education experience for learners. The components are in order of most important components to least important components. A short description of each component is given below the figure.



Safety

- Facilities need to be maintained and kept upgraded and safe
- Equipment needs to be maintained and repaired where possible to ensure the safety of learners who are using it
- Learners should find activity lessons to be a safe place for them to learn, grow and develop at their own pace whilst still to progress effectively

Creativity

- Outdoor and teamwork activities/sport might look different in rural communities, it is important to understand this and see it as creativity taken into consideration when designing and implementing PE programmes in rural schools include
- Acknowledge, accept and adopt different ways of doing things when needed due to constraints
- It is important to be open to and mindful of the need to improvise with what is available
- PE programmes and lessons must be creative and fun to attract and maintain the desire to participate of learners
- Many ways to do this like allow learners opportunities to make their own activities, set targets and goals so its challenging and learners may need to be “creative” to win

Inclusivity

- Programmes run in schools need to include both skilled and less skilled learners
- Programmes need to ensure learners are kept busy and not waiting around for their turn as this will cause boredom

- COVID-19 has meant children are often at home with possible limited resources. Schools need to encourage learners to be active, to move and be creative (such as dancing, skipping, yoga, running, obstacle courses, making equipment out of recycled materials)

Lifelong PE benefits and habits

- Programs that allow social skills to be learnt and developed are necessary, such as teamwork, time management, respect for others, sharing.
- Many benefits stem from PE, health, social, emotional to name a few. Make these known to learners to enhance the value of PE
- PE and activity needs to be regular to the point of habitual to create healthy active learners and eventually healthy, active adults

Physical activity elements

- Leisure can be spent building ones own equipment from recycled materials. This will teach learners and teachers to improvise and learn a new skill set. Further to this, it is a creative activity where they can make equipment of their own choice, and a variety within the class will be formed.
- As far as possible, lessons should incorporate fun and be a "games play" approach.

- Activities with a competitive spin also encourage learners to participate and satisfy their competitive needs.
- Activities using own body weight as this is safer for the age group.
- Circuit type lesson structures will work well, so learners do not stand around waiting their turn with anything to do.
- Activities that learners can do with minimal equipment and use these activities into adulthood will also benefit all. Activities like walking, running, strength, stretching.

Appropriate progression, development and technique

- Learners need to do activities they succeed in so that they are motivated to continue and are encouraged by positive behaviours toward PE.
- The proper technique needs to focus, on setting process goals rather than outcome goals.
- Activities need to have a certain standard so learners are progressing with specific core competencies and evaluation of this is possible
- Skills and progression need to be learnt and included in the lessons

Learner goals

- Setting targets and goals for learners for each lesson/session, will make the lesson hold more value because there is an end goal or target to achieve
- Ensure goals are process goals and not only outcome goals so learners feel they have achieved simply by improving their

previous skill

Workshops

- Hosting workshops will allow teachers the opportunity for knowledge sharing, become more confident with practical experience and give an opportunity to feel part of something
- Easier to train practical elements of a subject via workshops as opposed to just elements on paper
- Workshops serve as continuous development of the teacher which is vital for the subject to be delivered effectively

Classroom and teacher management

- Management and instruction time must be limited to avoid learners losing interest.
- Qualified teachers, workshops, and pamphlet guides could be helpful.

IMPORTANCE OF PHYSICAL EDUCATION

Safety first

Improves physical fitness and cardiovascular strength

Reduces risk of diseases

Develops motor skills

Incorporates different cultural and religious beliefs by working together in activites

Promotes self discipline

Reduces stress

Improves strength

Instills positive self-worth

Strengthens social and communication skills

Builds team work

Improves mental health “Health body. Healthy mind.”

Cultivates brain cells