



**Grade R teachers' experiences of implementing physical education**

by

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Master in Education**

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## DECLARATION

I, Zelda de Beer, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



25 July 2020

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Signed

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Date

## ABSTRACT

Concern is being expressed as there is limited specific research evidence about the Life Skills physical education component in the Foundation Phase in South Africa. Physical Education is integral to the holistic development of Grade R learners, and thus, the early childhood environment is regarded as the ideal space to develop fundamental movement skills that lay the foundation and attitudes for lifelong learning, knowledge of the body and how it moves in challenging, exploratory and problem solving ways (Burnett, 2007, South Africa. Department of Basic Education, 2011a; Krog, 2016).

This study investigates the knowledge, and experiences of selected Grade R teachers in a variety of schools (South Africa. Department of Education. 2001a:) in the Western Cape, and equates it with their implementation of physical education in their daily programmes. Hence, this study addresses the main research question: **What are Grade R teachers' experiences of physical education in Grade R?**

In addressing the above-mentioned research question, a qualitative interpretive case study has been used as a research methodology. Seven Grade R teachers participated in an unstructured open-ended focus group interview, resulting in the listing of themes into an interview framework, by utilising the Interactive Qualitative Analysis method of Northcutt and McCoy (2004). This interview framework directed the semi-structured individual interview questions and observations of four Grade R teachers who implement physical education in their classrooms.

Results of this study indicate that Grade R teachers from various backgrounds and school contexts share the same needs and frustrations when they implement physical education in their classrooms, namely, an urgent need to have further and on-going quality pre- and in-service training, as well as being regularly supported by the district and provincial Life Skills Foundation Phase Subject Advisors. Training needs to include support and assistance to plan for physical education on the daily Grade R Programme, utilising the available space (outdoor play area and classroom) and the interpretation of the Curriculum Assessment Policy Statement (CAPS). Despite these challenges, it was evident that the Grade R teachers have a positive attitude towards physical education.

Based on the findings, the above-mentioned recommendations, regarding the support and implementation of quality physical education in Grade R, will be made to the Department of Basic Education, the Western Cape Education Department (WCED), the Department of Higher

Education and Training (DHET), teacher training organisations as well as Foundation Phase teachers in the Cape Winelands Education District.

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## DEDICATION

This study is dedicated to my husband, Samuel, daughter, Nienke and son Heinrich. Thank you for your love, inspiration and support throughout this journey.

**“Families are the compass that guides us. They are the inspiration to reach great heights, and our comfort when we occasionally falter.”**

**Brad Henry**

(Vote Smart, 2005)

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## ABBREVIATIONS AND ACRONYMS

<b>CAPS</b>	Curriculum and Assessment Policy Statement
<b>CAQDAS</b>	Computer Aided, Qualitative Analysis Software
<b>CPUT</b>	Cape Peninsula University of Technology
<b>DBE</b>	Department of Basic Education
<b>DoE</b>	Department of Education
<b>DHET</b>	Department of Higher Education and Training
<b>ECD</b>	Early Childhood Development
<b>HAKSA</b>	Healthy Active Kids South Africa
<b>IQA</b>	Interactive Qualitative Analysis
<b>NCR</b>	National Curriculum Statement
<b>NGO</b>	Non-Governmental Organisation
<b>PEISA</b>	Physical Education Institute of South Africa
<b>QPE</b>	Quality Physical Education
<b>SAQA</b>	South African Qualifications Authority
<b>SRSA</b>	Sport and Recreation South Africa
<b>TALIS</b>	Teaching and Learning International Survey
<b>TVET</b>	Technical and Vocational Education and Training
<b>WCED</b>	Western Cape Education Department

## CHAPTER ONE

### INTRODUCTION AND OVERVIEW

***“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”***

***John F. Kennedy***

(Kennedy, J.F. 1960)

#### 1.1. Introduction

Inactive, unhealthy childhood lifestyles and obesity is a growing global concern. In comparison to the universal average of 5% of overweight children, South Africa’s average is 13% (HEALTH24, 2017). To conquer childhood obesity and inactivity, children must develop an active lifestyle at an early age (Du Toit & Van der Merwe, 2014: 356). According to Jones (quoted in Lu & Montague, 2016:409), the early childhood should be seen as a fundamental period to stimulate healthy lifestyle habits, and it is of the utmost importance to learners’ present and future health that they attain the suggested levels of physical activity and limit inactive behaviours during the early childhood years. Physically active habits are better formed and upheld if established in early childhood. Additionally, Ali, Pigou, Clarke and McLachlan (2017:11) state that the lack of motor skill abilities are inversely associated with inactivity in children and suggest that enhancing young learners’ physical activity levels and motor skill abilities, could potentially prevent obesity and increase children’s physical activity levels in later life. Lu and Montague (2016:409) conclude that the early childhood environment is a superb setting to stimulate movement activities and facilitate physical activity interventions in order to counter obesity and sedentariness tendencies.

The Healthy Active Kids South Africa (HAKSA) 2014 Report Card which examines the state of South African children’s (6-18 years) physical activity and nutrition, gave physical education in the school curriculum a D grade (20-39%) (Discovery Vitality, 2014:3). Similarly, the HAKSA Report Card 2016, found that physical activity and fitness is decreasing with more than 50% of children falling under the acknowledged levels and a C grade (41-60%) was assigned for physical activity (Discovery Vitality, 2016: 5). In South Africa, physical education forms part of the Life Skills (Grade R- 6) and Life Orientation (Grade 7-12) curriculum. However, according to the HAKSA 2016 Report Card, the delivery of physical education is inadequate, and it has lost formal instruction time to other academic subjects (Discovery Vitality, 2016: 6). Time limitations, teachers’ workloads, and the unwillingness of

staff to engage in voluntary school activities, are the central reasons mentioned for the failure of implementation of physical education in South African schools (Discovery Vitality, 2016:6).

The release of the HAKSA Report Card 2018 (Draper, Tomaz, Bassett, Harbron, Kruger, Micklesfield, Monyeki & Lambert, 2019:132) which refers back to previous HAKSA Reports, assigned South African children (3-18 years) an overall C grade (41-60%) for physical activity. The grade remains a C as there is no indication that there is an improvement in the physical activity of children and adolescents.

However, the good news is that the physical activity appears to be higher in preschool aged learners. Although the study revealed that preschool learners' gross motor skills are good, numerous challenges, like crime, lack of suitable facilities, resources and space, specifically in non affluent areas and screens in affluent areas, prevent preschool learners to participate in active play (Draper, *et al.*, 2019:132). Krog (2013:104) highlights that lack of physical activity is caused by children spending more time on computers, watching television, and playing television and computer games. Alluded to this view, Venetsanou, Emmanouilidou, Kouli, Bebetos, Comoutos and Kambas (2020:1) emphasise that excessive screen time has a negative impact on preschoolers' health, physical activity and motor, cognitive and psychosocial development.

In a study of 12 countries, South Africa has the highest percentage (32%) of learners who are not taking part in physical education (Draper, *et al.*, 2019:132). There appears to be no indication of progress in the prioritisation of physical education in the school curriculum or school environment at a national level. The grade for physical education in the school curriculum has been lowered to a D<sup>-</sup> (Draper, *et al.*, 2019:132). With principals, HODs, teachers and parents emphasising the importance of academic subjects (Mathematics, Languages and Science), Burnett (2018:13) states that the status of physical education in most South African urban schools, especially township schools, is very low. She further elaborates that in many cases, physical education is only presented twice a year, when learners take part in assessment as per CAPS requirements. Unqualified teachers with no knowledge of physical education will "give children a ball and tell them to go play outside" or they will work on administration while the learners do homework or catch up on other subjects.

The aforementioned can be an indication that physical education is being neglected in South African schools. Thus, it seems that in terms of the physical education curriculum, the policy-implementation gap is widening (Draper, *et al.*, 2019:132). This is alarming, as one of the

main areas where physical activity can be enhanced, is through physical education in schools. Alluding to the above, there is an indisputable reason for concern about the physical activity levels and motor skill proficiency of South African children. Van der Merwe (2011:283) accentuates that the absence of physical education in schools can cause an “unfit, overweight and uncompetitive sport population” of youth in South Africa.

Consequently, the aim of this study has been to ascertain Grade R teachers’ experiences, knowledge, perspectives and challenges in implementing the physical education curriculum.

## **1.2 Clarification of terms**

The key concepts relevant to this research study is briefly discussed below.

*Challenge:* The situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person’s ability (Procter, 1995).

*Early Childhood Development:* ECD is described as “an umbrella term ... that applies to the process by which children from birth to nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially” (South Africa. Department of Education, 2001a:8).

*Foundation Phase:* The years of formal schooling from Grade 1 to 3, including Grade R (Davin, 2013:223).

*Grade R:* It is the final year of the preschool phase. The “R” stands for reception year (Excell & Linington, 2015:1).

*Knowledge:* Understanding of or information about a subject that you get by experience or study, either known by one person or by people generally (Procter, 1995).

*Life Skills:* “The Life Skills subject is pivotal to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated” (South Africa. Department of Basic Education, 2011a:8).

*Movement activities:* Is an essential ingredient of physical activity. These are activities such as stability, locomotion and manipulation activities (Krog, 2016:283).



*Perspective:* A particular view on an issue (Excell & Linington, 2015:342).

*Physical Education:* The education of, by and through human movement. It is further considered those activities and experiences that are concerned with physical movement, movement exploration, problem solving and gaining an understanding of the human body and its relationship to movement, as well as sports, games and other physical activities, which are part of the physical education programme (Bucher & Thaxton quoted by Krog, in Naudé & Meier, 2016:283).

### **1.3 Motivation for the study**

There is limited research regarding the implementation of physical education by Grade R teachers. For the purpose of this research, the Life Skills study area, physical education, is the main focus. Physical education and motor development are not only integral to the holistic development of Grade R learners, but they are also enhancing skills and outlooks that lay the basis for lifelong learning (Krog, 2013:103). The Curriculum and Assessment Policy Statement (CAPS) for Life Skills, Foundation Phase Grades R-3 emphasises that the Grade R year needs to make sure that young learners are exposed to a variety of developmentally appropriate activities to master important developmental skills that are pivotal for a Grade 1 learner to be successful in his/her formal learning (DBE, 2011a:10). Gallahue (quoted by Krog, in Naude *et al.*, 2016:284) emphasises that “movement is at the very center of young children’s lives.” Tremblay, Boudreau-Larivière and Cimon-Lambert (2012:281) further elaborates as they underline that physical activity is part of a child’s normal development.

Van der Merwe (2011:28) agrees with Pühse and Gerber (2005) that physical education does not have a very high grading in South Africa. Both Van der Merwe (2011:1) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015a:6) highlight that the strong decline in the status of physical education as a school subject in South Africa, is also a universal concern. Van Deventer (2009:140) and Van der Merwe (2011:28) point out that insufficient physical education teacher training, insufficient facilities and no apparatus and backing for the implementation of physical education, increased the above-mentioned problem. This dwindling status of physical education in schools has serious consequences. Pienaar and Kemp (2014:177, 178) state that 50% of Grade 1 learners in the North-West Province, performed below the norm of their age group in motor ability tests which put them at risk of acquiring several problems related to poor motor skill abilities, such as a negative impact on their health, academic progress and sport participation.

The World Health Organization (WHO) describes the increasing levels of physical inactivity, along with the substantial related disease risk, as a pandemic. These concerns will be increased exponentially by the cutbacks in physical education (UNESCO, 2015a:6). In an effort to address the low interest in physical education as well as to enhance access to sport, recreation and physical education, the White Paper on Sport and Recreation (SRSA) envisaged that teachers need to be empowered to deliver physical education (South Africa. Department of Sport and Recreation (SRSA), 2012: 23, 29). In order for a university to offer a Bachelor of Education degree in the Foundation Phase, the Department of Higher Education and Training (DHET, 2015:24) stipulates that student teachers need to receive training in the subject Life Skills, which includes physical education. In terms of the

Curriculum and Assessment Policy Statement (CAPS) the subject Life Skills in the Foundation Phase (Grades R-3) has been organised into four study areas: Beginning Knowledge, Personal and Social Well-being, Creative Arts and Physical Education (DBE, 2011a:8).

However, despite the fact that student teachers and teachers have been trained in how to implement physical education as part of Life Skills in Grades R-3 classrooms, many schools in the Western Cape make use of franchises to teach movement skills in Grade R classes. In settings where physical education is subcontracted to franchises, Non-government Organisations (NGO's) or volunteers, classes often take place without the presence or assistance of the teachers (Burnett, 2018:13). Such a step does not only disempower qualified Grade R teachers, but also excludes a wide range of learners from taking part in physical education and movement development, as some parents are not financially in a position to pay for such physical education services rendered by a franchise. The White Paper 6 of Special Education (DoE, 2001b:38) makes it clear that all learners have a right to education and should not be discriminated against because of a lack of financial resources. Each learner should have the same opportunity to participate and be assessed in quality physical education and should not be excluded from the curriculum and/or from the education and training system. UNESCO (2015a:14) elucidates that physical education offers the only regular sessions of physical activity for learners from less advantaged backgrounds. As a result, it is thus paramount that all learners should be subjected to quality physical education within the school curricula. Furthermore, The Revised Charter of Physical Education, Physical Activity and Sport, states that every child has the right to physical activity and sport (UNESCO, 2015b:2).

The lack of implementing physical education in the Grade R classroom is further complicated by limited time available during the daily programme as well as the prioritising of the three

R's [reading, writing and arithmetic] in Grade R. The National Curriculum Statement makes provision for 2 hours per week for Grades R-3 to teach physical education, 10 hours per week are assigned for the teaching of Languages and 7 hours per week are spent on teaching Mathematics (DBE, 2011a:6). Feedback, during class discussions, received from Foundation Phase students from the Cape Peninsula University of Technology (CPUT) after attending practice teaching in Grade R classrooms during April 2017, 2018 and 2019, confirms the above-mentioned tendency that no or very little time is used to teach physical education.

As a lecturer responsible for physical education training of students, the researcher has noticed in her observations of Grade 1 learners during weekly practical teaching sessions that the majority of learners lack the necessary motor skills appropriate to their age group. This strengthens the belief that physical education and the teaching of basic motor skills in Grade R are inadequate. An important question arises, namely: Does the Grade R teacher expose the learners in her class sufficiently to physical education as recommended by CAPS? (DBE, 2011a:6). Hence, based on the above-mentioned discrepancies between what is expected by the National Curriculum Statement (DBE, 2011a:6) and classroom practices, as documented by current literature (Ali, *et al.*, 2017; Lu & Montague, 2016; Edward, 2015.), the researcher has embarked on an interpretive study of Grade R teachers' experiences about implementing physical education.

#### **1.4 Contextualising the study**

The changes to the physical education curriculum over the last few years have had an extensive impact on the status of the subject, resulting in a lower status in relation to academic subjects (Stroebel, Hay & Bloemhof, 2016:225). Physical education is only one of the subject areas of the Life Skills curriculum, with an instructional time of 2 hours per week or 20 hours per term for Grades R-3 (DBE, 2011a:6).

Physical Education is an area of the school curriculum concerned with human movement, physical fitness and health. It focuses on developing physical competence so that all children can move efficiently and safely and understand what they are doing, which is essential for their full development, achievement and for lifelong participation in physical activity (UNESCO, 2013:16).

The National Curriculum summarises the objectives, learning content, assessment and the time allocation for teaching and learning activities to be implemented in the different grades within the school system (Kruger, Wessels, Ebrahim & Shaik, 2015:148). Although the Department of Basic Education furnishes public schools with a curriculum framework as

specified in the CAPS Life Skills document, Kruger *et al.* (2015:148) are of the opinion that teachers need to “interpret the prescribed curriculum and plan all teaching activities according to the curriculum framework”. However, physical education is often not regarded as a continuous and important part of the total development of the learner. Krog (2013:103) accentuates that movement activities are vital for the learning process as the learner’s own body acts as “a starting point for learning”. Through movement children develop cognitive concepts about their body position within the environment. She elaborates by stating that physical education must be part of the school’s planned programme and must be taught at least twice a week.

There are several challenges facing the teaching of physical education in primary schools. Several researchers (Edward, 2015; McLachlan, 2015; Oliver, 2008; Coleman & Dymont, 2013) found that some of the major obstacles teachers experience in teaching physical education are

lack of facilities, lack of teaching time, lack of government support, academic learning over physical education, limited early teacher education, in-service professional learning and lack of specialised teacher training and knowledge.

The study by Edward (2015:50) also revealed that the majority of teachers had a negative attitude towards teaching physical education and teachers did not plan physical education lessons. The context outlined here is further elaborated upon in Chapter 2 where the literature is discussed in more detail.

One of the 2030 Visions of the Department of Sport and Recreation South Africa (SRSA) is that physical education must be compulsory in the school curriculum and implemented in all schools (SRSA, 2012:23). Thus, in order to build a better future for the children of South Africa, physical education in schools need to be a matter of priority (SRSA, 2012:29). In the light of the foregoing information, the focus of this study aims to determine Grade R teachers’ experiences of implementing the physical education curriculum.

## **1.5 Problem statement**

The Department of Basic Education (2011a:9) states that physical education is an integral part of the total education of every learner from Grade R to Grade 12. This study is intended to ascertain Grade R teachers’ knowledge, experience and challenges in implementing the physical education curriculum.

### **1.5.1 Research question**

Based on the expectations of the National Curriculum Statement (DBE, 2011a:6) regarding the implementation of physical education in the foundation phase and classroom practices, the following research question is asked: **What are Grade R teachers' experiences of implementing physical education in Grade R?**

In the light of the above-mentioned background and subsequent literature review of teachers' experiences and challenges in teaching physical education, the following sub-questions are asked:

Sub-questions:

1. What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R?
2. What are Grade R teachers' experiences of implementing physical education in Grade R?

### **1.5.2 Aim of the study**

The aim of the study is to investigate Grade R teachers' experiences of the implementation of the physical education curriculum.

The sub-objectives which evolve from the main aim are as follows:

- To establish what is the knowledge of teachers regarding the implementation of the prescribed physical education curriculum of Grade R.
- To establish what are the challenges teachers experience regarding the implementation of physical education of Grade R.

### **1.6 Theoretical framework**

The theoretical framework that underpins this study is Vygotsky's social constructivism with the emphasis on his zone of proximal development (ZPD). Vygotsky (McLeod, 2019) defines the ZPD as

the distance between a child's actual development level as determined by the distance between independent problem-solving, and the higher level of potential as determined

through problem-solving under adult guidance or in cooperation with more capable peers.

Topçiu and Myftiu (2015:174) suggest that within the ZPD, the teacher should not be restricted to what the learner can do, but to what he/she would be able to do, if assistance was offered. They further argue that the teacher should offer assistance where and when needed in the ZPD.

The main idea of Vygotsky's social constructivism is "that human learning is constructed and knowledge is constructed through social interaction and it is a shared rather than an individual experience". Cottone, Prochaska and Norcross (quoted in Pillay, 2012:168) state that from the viewpoint of social constructivism, "an individual does not construct meaning in isolation, but through being part of a community of learning (e.g. a school)." Pillay (2012: 168) further affirms that the success of a learning area, such as Life Orientation, will depend on how the learners and the teachers "individually and collaboratively construct meaning and knowledge" about Life Orientation.

The concept of scaffolding, which was introduced by Wood, Bruner and Ross (1976), is closely linked to the zone of proximal development (ZPD). The term scaffolding is a "process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts" (Wood, Bruner and Ross, 1976:90). Scaffolding as a teaching strategy aims to help learners to become independent self-regulating learners and problem solvers (McLeod, 2014). According to Copple and Bredekamp (quoted in McLeod, 2012), scaffolding is an important component of successful teaching and may include modelling a skill, offering clues, and adjusting material or activity. This view is shared by Janse van Rensburg (2015:10) as she recommends that during scaffolding, the teacher needs to keep the task at a suitably challenging level for the learners. She further advises that leading questions need to be asked, in order to guide the learners in completing the task. Lipscomb, Swanson and West (2010:227) explain that it is important when trying to promote learning, a teacher needs to take into account that he or she is there to assist learning. This assisted learning, which involves judging learners' current abilities, needs to make provision for challenging learners within their capabilities. Thus, through guided participation or scaffolding the physical education teacher is supporting the learner to take steps he or she may not yet be able to do without assistance (Gestwicki, 2011:40). Paulsen and Dednam (2016:24) elaborate by saying that for the teacher the ZPD serves as a guide for curricula and lesson planning. Janse van Rensburg (2015:10) emphasises that early childhood education should concentrate on furnishing learners with social opportunities and scaffolding

school experiences, which they will need in order to develop the necessary skills for coping with Grade 1 and beyond.

The importance of the teacher and learner developing a positive relationship with the teacher in a more functional role has already been emphasised by Ussher and Gibbs in 2002 (2002:77). They argue further that physical education teachers need to think beyond the out-of-date teaching styles and methods and provide meaningful settings for learner experiences (2002:77). McLeod (2012) shares the above-mentioned opinions of Ussher and Gibbs by stating that teachers should utilise cooperative learning experiences where less experienced learners are supported by more skilful learners. According to Azzarito and Ennis (2003:181) social constructivism emphasises the collaboration between the teacher and the learners in the classroom. They advocate that the teacher's role is firstly focussed on being a facilitator that encourages learners to participate actively. Secondly, the teacher needs to exploit learners' prior experiences in order to enhance construction of knowledge. Researchers, such as Lee and Hannafin (2016:719) and Ussher and Gibbs (2002:76, 82) stress that the Vygotskian theory supports the principle of student-centred learning, whereby interaction with peers is seen as a successful way of developing skills and strategies.

According to Swart and Pettipher (2016:11), a second theorist, namely Urie Bronfenbrenner, with his bio-ecological model, compliments the Vygotskian theory of social constructivism and the subsequent emphasis on the zone of proximal development. They explain that Bronfenbrenner's multi-dimensional contextualist model of human development suggests that there are levels of interrelating systems causing physical, biological, psychological, social and cultural change, growth and development. What happens in one system "affects and is affected" by other systems (Swart & Pettipher, 2016:11). Hapunda, Abubaker and Van der Vyver (2017:13) points out that Bronfenbrenner's model of human development entails that it "...is a transactional process in which an individual's development is influenced by his or her interactions with various aspects and spheres of their environment". Excell, Linington and Shaik (2015:21) clarify these influences as both "inherent" and "environmental". Swart and Pettipher (2016:13, 16) express that internal factors may consist of motivation, persistence, abilities, knowledge, skill and experience, whilst factors within the environment contributes to external factors. Therefore, Bronfenbrenner's model can be used as a conceptual tool for "understanding classroom teachers' practices, schools and families by viewing them as systems in themselves and in interaction with the broader social context" (Swart & Pettipher, 2016:16). Pillay (2012:169) states the teacher should be seen as one "system" within other "sub-systems". The other systems which all interact and influence each other, include the learners, school and other stakeholders (e.g. subject advisors). Davin, Van

Staden and Janse van Rensburg (2013:34) point out that a significant element of Bronfenbrenner's model is that children are active members in their own development and thus, it is in line with the Vygotskian emphasis on the ZPD.

To summarise, Vygotsky's theoretical framework of social constructivism, the importance of facilitating and mediating the development of the zone of proximal development of young learners and Bronfenbrenner's bio-ecological model are applicable to this study as it underlines the collaboration and interdependence of the teacher, learner and other stakeholders in the school environment.

### **1.7 Research methodology**

This section covers the research design and methodology that have been employed to address the research questions. Gratton and Jones (2004:234) explain that the research methodology outlines how the research objectives are achieved and it addresses the area of research methods, including a reason for the chosen methodology chosen and how data have been collected. Table 1.1 presents a summary of the research strategy and methodology used in this research study.



**Table 1.1 Summary of the research strategy and methodology**

Summary of research strategy and methodology			
<b>Research paradigm</b>		Naturalistic Interpretive	
<b>Research approach</b>		Qualitative	
<b>Research design</b>		Case study	
<b>Method</b>		Adapted Interactive Qualitative Analysis System Method Framework (IQA)	
<b>Data collection:</b> Unstructured focus group interview Audio-visual recordings of physical education lessons Semi-structured individual interviews			
<b>Participants</b>	<b>Method</b>	<b>Recording</b>	<b>Number</b>
Seven Grade R teachers	- Unstructured open-ended Focus group interview	- Transcription - Audio-visual recording	1 - 7
Four Grade R teachers	- Audio-visual Recordings	- Transcriptions - Audio-visual recordings	4
Four Grade R teachers	- Semi-structured individual interviews	- Transcriptions - Digital recording	4
<b>Data analysis</b>		<ul style="list-style-type: none"> <li>- Transcription of unstructured open-ended focus group interview</li> <li>- Transcription of individual interviews</li> <li>- Transcription of audio-visual recordings</li> <li>- Verification of transcripts by participants</li> <li>- Coding and organising themes using Atlas.ti8</li> <li>- John Stuart Mill's Analytic Comparison to identify patterns amongst themes (Method of Agreement and Method of Difference)</li> </ul>	
<b>Data interpretation</b>		<ul style="list-style-type: none"> <li>- Unstructured open-ended focus group interview</li> <li>- Audio-visual recordings</li> <li>- Semi-structured individual interviews</li> </ul>	

### 1.7.1 Research design

McMillian and Schumacher (2014:28) are of the opinion that the rationale of a research design is to “specify a plan for generating empirical evidence” that will answer the research questions. Thus, the intent of a research design is to bring about the most valid, reliable conclusions from the answers to the research questions.

#### 1.7.1.1 Research paradigm

The researcher has chosen to work within an interpretive paradigm as it has enabled her to listen, justify and give meaning to Grade R teachers’ experiences and challenges when implementing physical education (Cohen, Manion & Morrison, 2011:17). The interpretive paradigm revolves around “a concern for the individual” and the “central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience” (Cohen *et al.*, 2011:17; Cohen, Manion & Morrison, 2002: 22).

### **1.7.1.2 Research approach: Qualitative**

A qualitative research design has been employed to collect data through an unstructured open-ended group interview, semi-structured individual interviews and audio-visual recordings of physical education lessons. Qualitative research “describes and analyses people’s individual and collective social actions, beliefs, thoughts and perceptions” (McMillan & Schumacher, 2006:315).

This research study is grounded in a naturalistic interpretive qualitative research design with the focus on obtaining rich and thick descriptions of Grade R teachers regarding their knowledge, beliefs, perspectives and experiences in implementing physical education (Henning, Van Rensburg & Smit, 2004:16). Gratton and Jones (2004:22) describe qualitative research as a method to “capture qualities that are not quantifiable, that is reducible to numbers, such as feelings, thoughts and experiences, concepts that is associated with interpretive approaches to knowledge”. By utilising qualitative research, the researcher has been able to determine the perceptions and views of Grade R teachers, rather than simply measure behaviour. McMillan and Schumacher (2001:15) emphasise that qualitative research is, at its core, about the understanding of “a social situation from the participant’s perspectives”.

### **1.7.1.3 Mode of enquiry: Case study**

McMillan and Schumacher (2014:32), describe a case study as a “bounded system, over time in depth, employing multiple sources of data found in the setting”. The seven Grade R teachers, who participated in this study, played a pivotal role in establishing a case as they all share a similar bounded system through being Grade R teachers who implement physical education. The case study has enabled the researcher to gather detailed descriptions of the case, to analyse the themes and to interpret the findings. McMillan and Schumacher (2001:403) highlight the role of the phenomenon in a case study and that “case refers to an in-depth analysis of a phenomenon and not the number of people sampled”.

For the purpose of this descriptive and interpretive case study, the researcher has adapted Northcutt and McCoy’s “Interactive Qualitative Analysis: A Systems Method for Quality Research” or IQA (2004: 44). Although Northcutt and McCoy devised the method in 2004, the method was used by researchers like Barnard (2011), Du Preez and Du Preez (2012), Bargate (2014) and as late as 2015 was used successfully by Du Preez. According to Du Preez, *et al.*, (2015:84), the IQA is an organized approach to qualitative research. The value

of utilising the IQA as a research design is emphasised by Bargate (2014:17) "...it scales back the power relations between researcher and participant. IQA ensures that the voice of the participants is valued and supplements the voice of the researcher". Four adaptations to the IQA of Northcutt and McCoy have been made. The first adaptation consists of using Atlas.ti8, a Scientific Software Program Computer Aided Qualitative Analysis Software (CAQDAS) as an instrument to complement the data analysed by the participants in the unstructured open-ended focus group interview. "The "I" and the "A" in IQA stand for interactive and analysis", respectively (Northcutt & McCoy, 2004:199). The role of the participants is central in this descriptive and interpretive case study: on the one hand they act as a data source, but, on the other hand, they also form part of the analysis process. Atlas.ti8 has assisted in organising, managing and recording the occurrence and frequency of the themes which have been identified by the participants in the unstructured open-ended focus group interview. Lewis (2004:39) is of the opinion that Atlas.ti8 is a trustworthy software programme in enhancing consistent qualitative data analysis.

The second adaptation entails the inclusion of audio-visual recordings of physical education lessons in order to determine whether the data collected during the unstructured open-ended focus group interview and semi-structured individual interviews are consistent with each other. Thus, to determine whether the participants in the unstructured open-ended focus group interview practice what they preach. Subsequently, the third adaptation necessitates John Stuart Mill's Analytic Comparison (Neuman, 1997:428) in the analysis of the semi-structured individual interviews and the transcriptions of the audio-visual recordings. In terms of John Stuart Mill's Analytic Comparison, the Method of Agreement and Method of Difference require data to be analysed in terms of whether there is a shared agreement or a difference amongst the data (Neuman,1997:428).

However, this data analysis deviation has complemented the role of the researcher as the IQA makes provision for the researcher to act as a facilitator and to analyse the data collection and analysis process. The fourth adaptation to Northcutt and McCoy's IQA (2004:47) consists of doing away with the group reality and systems relationships and rather utilises Atlas.ti8 and John Stuart Mill's Analytic Comparison as data analysis techniques. Northcutt and McCoy (2004:81) build their IQA on the "Total Quality Management (TQM) techniques, which were designed to capture knowledge from organisational members to solve problems and improve industrial process". These TQM techniques involve the participants to determine the perceived causal relationships amongst affinities or categories of meaning.

In this research study, the aim is not to determine system relationships but rather to understand the perspectives of Grade R teachers when they implement the physical education curriculum. In summary, the researcher has utilised IQA techniques in collecting data from the unstructured open-ended focus group interview, the compilation of an interview framework to guide the semi-structured individual interview questions and directing the observations of the audio-visual recordings.

### **1.7.2 Research Methods**

McMillan and Schumacher (2014:344) describe qualitative research as “an accepted methodology for many important questions, with significant contributions to both theory and practice.” The following qualitative research methods have been utilised to collect data in order to answer the research questions: participant selection, data collection and data analysis.

#### **1.7.2.1 Role of the researcher**

As a Human Movement lecturer, who has been involved with the training of B. Ed. students in Human Movement for the past 25 years, the researcher has ensured that the participants in this research study, have never been students in her class. In an attempt to limit bias, the researcher used IQA as a method to limit personal involvement with the study. The involvement of the researcher is not as an expert, but as one who wants to gain knowledge and understanding about the research topic. Although the researcher has acted as a facilitator, the researcher has, at all times, attempted to remain objective and has not allowed personal opinions to influence the results of the research. In order to remain objective, the researcher has to be aware of her own assumptions, knowledge and prejudices. McMillan and Schumacher (2014:347) state that the goal of qualitative research is to “understand participants from their own point of view, in their own voices.” The researcher has not influenced participants by giving any financial inducements or gifts to them.

#### **1.7.2.2 Participant selection**

In order to access rich and in-depth data, the researcher considered a non-probability convenience criterion as the most suitable case sampling (McMillan & Schumacher, 2014:150; Cohen, Manion & Morrison, 2000:102; Cohen, Manion & Morrison, 2011:155). The aim of this research study is to understand what Grade R teachers experience when they teach physical education in their classrooms. However, due to the emphasis on

individual teachers' perspectives this study is not representative nor generalisable (Cohen *et al.*, 2002:138).

In agreement with the envisaged Grade R provisioning as stated in Education White Paper 5 on Early Childhood Education (DoE, 2001a: 41) the researcher originally selected 8 Grade R teachers from two public schools, two township schools, two rural schools and two private schools from the Cape Winelands Education District, South Africa to partake in an unstructured open-ended focus group interview.

By employing a simple random sample where each participant has an equal probability of being chosen, four teachers were selected from the focus group interview participants to represent a Grade R teacher in a public school, township school, rural school, and a private school (Cohen, *et al.*, 2011:153).

### **1.7.2.3 Data Collection**

Data collection, in line with IQA, consists of a three phased data collection process. However, on the day that the unstructured open-ended focus group interview was scheduled, one of the participants had to withdraw from participating, due to personal circumstances. Therefore, the first phase of data generation, commenced with seven participants participating in a silent brainstorming activity regarding their perceptions, feelings and challenges of teaching physical education in Grade R. During this data collection activity, the researcher acted as a facilitator of the unstructured open-ended focus group interview and subsequently, led the activity. The researcher encouraged the participants to interact silently with each research statement she had read and invited them to generate information individually, as much as possible. This silent brainstorming data collection activity compelled the participants to group and code the data into themes with descriptive paragraphs and/or definitions. The coded themes were then utilised to form an interview framework, which has been instrumental in guiding the questions of the semi-structured open-ended interviews and the focussing of the observations of the physical education lesson presentations.

The second phase of data collection focused on the data documented on how physical education is taught to learners in four Grade R classrooms. During the audio-visual recordings, the researcher took on the role of a non-participant observer. The themes in the interview framework have directed the researcher's observations when the researcher made the audio-visual recordings of physical education lessons in a Grade R classroom at a public school, at a township school, at a rural school and a private school. The final and third phase

of data collection commenced as an individual semi-structured interview with each participant when the audio-visual recording of the participant's physical education lesson at her school had ended. The data of the semi-structured individual interviews was recorded on the tape-recorder and subsequently transcribed. Again, the themes in the interview framework have been used to guide the questions in the unstructured open-ended focus group interviews.

#### **1.7.2.4 Data Analysis**

Qualitative data analysis follows three consecutive steps: data management, findings and conclusions. Data management, as a first step of qualitative data analysis, entailed preparing the transcriptions of the unstructured open-ended focus group interview, semi-structured individual interviews and audio-visual recordings of physical education lessons. Thus, preparation required listening to recorded data as well as reading and re-reading all transcriptions in order to have a clear perspective of each participant's lived experiences, knowledge and challenges as expressed by the participants in their own words in implementing physical education in their Grade R classrooms. In order to ensure trustworthiness of the transcriptions reflecting each participant's input regarding their perceptions, knowledge, beliefs and experiences, the respective participants were given an opportunity to read through the transcriptions of their individual interviews and invited to give further information, if they deemed it necessary (Creswell, 2007:266). Once all the transcriptions were prepared, a further action of data management entails that the researcher, as an interpretive analyst, needs to make sense of the data (Creswell, 2009:185). According to Fabio and Maree (2012:139), qualitative data is managed by grouping the collected data into themes or categories which is given a name. Northcutt and McCoy (2004:98) argue that inductive and deductive analysis takes place simultaneously with the data collection process when the unstructured open-ended focus group participants generate themes and descriptions of the themes. It therefore acts as an organising and managerial step. Inductive coding starts when the participants of the focus group write their perceptions, feelings, experiences or ideas that come to their minds, on cards and thereafter organising their cards as well as the other participants' cards into cluster groups.

Deductive coding started when the participants were invited to give a theme or title to the groups they have generated (Northcutt & McCoy, 2004:98). Data analysis of the semi-structured individual interviews took place when the researcher and interviewee discussed each theme and its explanatory paragraph. The interviewee confirmed and/or added or amended what the focus-group had generated as an interview framework. However, in order

to systematically analyse the data, the researcher deviated from Northcutt and McCoy's IQA, by making use of Atlas.ti8, a Scientific Software Program Computer Aided, Qualitative Analysis Software (CAQDAS) in order to organise and manage the data (Friese, 2014:1). Atlas.ti8 is recognised as a dependable software programme that is capable of consistent qualitative data analysis (Lewis, 2004:439). Atlas.ti8 assists the researcher in identifying the frequency and occurrences of categories and themes. The reason why the researcher incorporated Atlas.ti8 is to ensure that there is an objective management and organisation of data segments of the text into the relevant deducted, coded themes and/or categories.

After completion of the preparation, organisation and management of the data, the researcher embarked on the next step of processing the data analysis. The researcher used John Stuart Mill's Analytic Comparison as a second data technique (Neuman, 1997:428). The Analytic Comparison of John Stuart Mills comprises a Method of Agreement and a Method of Difference (Neuman, 1997:428). The Method of Agreement enabled the researcher to identify themes and categories that are mutual and occur regularly across the unstructured open-ended focus group interview, the semi-structured open-ended individual interviews and the transcribed data of the audio-visual recordings of the lesson plans. The Method of Difference indicated themes and categories that have not been identified in all of the semi-structured open-ended individual interviews and the transcribed data of the audio-visual recordings of the lesson plans. Therefore, the researcher focused on "finding patterns, analysing events" in order to capture "what is found in the data" as well as "things that are not in [all] the data" (Neuman, 1997:435). Although the absence of certain data can be viewed as negative, it is a positive in this research study: "...can reveal a great deal and provide valuable insights" (Neuman, 1997:435). The researcher refers to data which has emerged from the individual interviews as emergent themes. McMillan and Schumacher (2001:15) explain that an emergent theme "emerges as data [is] collected".

The third step of data analysis consisted of findings and conclusions which were guided by a thorough literature review and the interpretive qualitative research methodology with its meticulous data analysis of this research case study, in addressing the research question and sub-questions. The interpretations of the findings and conclusion were thus determining whether the researcher had succeeded in answering the main research question, namely, what are Grade R teachers' experiences of physical education in Grade R? as well as sub-question 1: What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R? and sub-question 2. What are Grade R teachers' experiences of implementing physical education in Grade R? The above-mentioned answers entailed more than a mere yes or no. Although it may be conducive to the results of the findings that similar

perceptions, knowledge, and experiences were shared by the participants, more emphasis was placed on the interpretations of the data analysis and findings that uncover challenges that may have a negative impact on the implementation of quality physical education. Neuman (1997:435) is of the opinion that negative data "...can reveal a great deal and provide valuable insights". Therefore, the findings need also to ascertain if there are any discrepancies between what teachers say and believe and what they practise.

### **1.7.3 Trustworthiness**

Butler-Kisber (2010:15) views a study as trustworthy when there is an obvious and logical process which shows how the researcher deals with his or her assumptions and prejudices. Trustworthiness is believed to be the "quintessential framework for evaluating qualitative research" (Billups, 2014:10). In ensuring that the findings of this study are trustworthy, the researcher has considered the following aspects: credibility, dependability, transferability and confirmability (Maree, 2016:373; Fabio & Maree, 2012:140, Billups, 2014:10). By utilising various data collection strategies, the credibility of this research is enhanced (Strydom, Fouche & Delport, 2002:352). The IQA approach was used in this study primarily to generate data from seven participants in the unstructured open-ended focus group interview. In line with the adapted Northcutt and McCoy's IQA approach (2004:315), data was collected from the transcriptions of the four semi-structured open-ended interviews and audio-visual recordings of physical education lessons. Alluding to this view, Billups (2014:11) states that the use of multiple data sources produces bigger "depth and breadth of understanding" and it builds a more holistic depiction of the research.

The credibility of this study was further strengthened by employing an interview framework that guided the questions of the four semi-structured open-ended interviews. In addition, the interview framework, as compiled by the participants of the unstructured open-ended focus group interview, directed the audio-visual observations of the physical education lesson presentations.

Oliver (2010:119) explains that the focus of an interpretive qualitative research study is to explain how participants think and feel about what they have experienced and how they are giving meaning to the experiences. In the light of this view Cohen *et al.*, (2011:202) and Billups (2014:10) suggest that member checking takes place when the researcher takes his/her findings back to the participants to ascertain whether he/she has correctly interpreted their responses. Member checks occurred when the researcher asked the participants to



review the data collected and to provide comments. This reinforced the dependability of this research.

Athanasou, Fabio, Elias, Ferreira, Gitchel, Hansen, Malindi, McMahon, Morgan, Mpofo, Nieuwenhuis, Perry, Panulla, Pretorius, Seabi, Sklar, Theron and Watson (2012:14) explain that confirmability refers to the “objectivity of the data and the absence of research error results”. In an attempt to limit bias, the researcher used the IQA approach as a method to limit personal involvement in the study. According to Northcutt and McCoy (2004:93), this approach prevents participants from responding to questions that are influenced by the researcher.

### **1.8 Ethical considerations**

All ethical considerations stipulated by Cape Peninsula University of Technology (CPUT) were adhered to. Once ethical clearance was obtained by CPUT (Appendix A), the researcher applied to the Western Cape Education Department (WCED) for permission to conduct research in Grade R classes. Permission was granted by the WCED to conduct the study (Appendix D).

Informed consent prior to this study was obtained from the principals (Appendix E), teachers (Appendix F) and parents (Appendix G) of the learners in the chosen schools. Informed consent implies that the participants have an option about whether to partake. According to McMillian and Schumacher (2014:130) informed consent is attained by providing the participants with an explanation of the research, and opportunity to discontinue their participation any time with no consequences, and full disclosure of any risks associated with the study. The researcher made sure that each participant's permission to voluntarily participate in this study was obtained in writing (Bloomberg & Volpe, 2016:176). For the purpose of this study, an informed consent letter to participate in a research study (Appendix F) with the following information was sent via e-mail to the prospective participants:

- the institution and researcher conducting the study
- the title of the research
- a brief explanation of the aim of the research project, namely to gain insight into the manner in which physical education in South Africa is implemented in Grade R and not to critique their teaching practice
- the procedures of the study
- potential risks

- that participation was voluntary and could be withdrawn at any stage of the research period.

The privacy of the research participants is protected. The anonymity of the respondents and schools are protected. In this way the true identities are not revealed in any form of writing or report related to this research. All participants have been given a pseudonym and was referred to as Participant 1, 2, 3 or 4, which added to the trustworthiness and confidentiality of the data. The obtained data are treated as confidential. Access to the participants' characteristics, responses, behaviour and any other information is restricted to the researcher and the supervisor (McMillian & Schumacher, 2014:133). The original data will be erased when the study is concluded. There were no known risks or any harm to participants.

## **1.9 Organisation of the study**

### **Chapter 1: Introduction and overview**

The aim of chapter 1 is to provide an overview and context for the study by discussing the rationale, problem statement and research question, sub-questions as well as the theoretical framework. The research methodology outlined the research design. Participant selection and data collection methods are clarified. To conclude, the trustworthiness and ethical considerations are discussed.

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

Chapter 2 presents the literature review with the focus on the implementation of physical education in a global and South African context. The first section focuses on physical education in South-Africa, with the main focus on physical education as a subject area of the Life Skills curriculum (Grade R-3). Lastly, this chapter focus on the perceptions and challenges in the implementation of quality physical education globally.

### **Chapter 3: Research methodology**

Chapter 3 describes the research design and methodology of this study. It gives an overview of the data collection methods, analysis, as well as the methodology choices that were made. Finally, it addresses the issues related to trustworthiness and ethical considerations.

#### **Chapter 4: Data analysis and interpretation**

Chapter 4 provides a comprehensive account of the empirical research findings of this study. The discussion describes the process of data analysis. The data derived from the unstructured open-ended focus group interview is first presented, then followed by the data which was collected from the semi-structured individual interviews and audio-visual recordings of physical education lessons. The data is used to discuss the identified themes, which are used to interpret the empirical research findings of the study.

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

Chapter 5 draws conclusions from the research and provides recommendations for future research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Physical Education is a subject which is dedicated to learning more about the psychomotor domain as well as the development of physical activities and patterns for life (Krog, 2016:285). It is a fundamental part of the educational process and can be distinguished from other subjects by its main focus on the body and physical experience. Krog (2016:285) emphasises that physical activity is essential for children's growth and development, current and future health and it promotes children's competence and self-confidence, which affects them socially, emotionally and physically. The value of physical education is not only underestimated in South Africa, but according to Stroebel, *et al.*, (2016:222) it seems to be a global problem, with challenges such as low status, inadequate apparatus and inadequately or unqualified teachers to present physical education. Stork and Sanders (quoted in Sofo & Asola, 2015:135) is of the opinion that physical development is often the most neglected domain of development in early childhood education.

According to Pica (2011:56), The National Association for the Education of Young Children (NAEYC) and the US Department of Health and Human Services, advise that preschool programs should offer physical education. Findings from a survey conducted in 2013 by UNESCO (2014:19) in collaboration with the North Western Counties Physical Education Association (NWCPEA), revealed that globally 97% of the countries declared physical education compulsory. In contrast to this finding, only 79% of the countries have prescribed curricula for physical education, with a further 71 % of the countries adhering to implementation regulations and delivery. In 54% of the countries, physical education has a seemingly lower status than other subjects and only 53% of primary schools have suitably trained physical education teachers (UNESCO, 2014:20, 21, 28, 46). Hardman (quoted in Stroebel, *et al.*, 2016:224) believes that the "quality of delivery of the school physical education curriculum is fundamental to the future of not only the subject, but also the future of active life-styles over the full life-span, for the two are inextricably entwined."

In the light of the notion of neglecting Physical Education as stated in the above research, several International Organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Health Organisation (WHO) warn against such practices and draw attention to the importance of Physical Education in a young

learner's total lifelong development. The Declaration of Berlin (UNESCO, 2013:3), states that "Physical Education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society". The Revised International Charter of Physical Education, Physical Activity and Sport explicitly states that "inclusive, adapted and safe opportunities to participate in physical education, physical activity and sport must be available to all human beings, notably children of preschool age" (UNESCO, 2015a:2).

Various researchers document that various challenges are experienced by teachers when they implement physical education, like crowded curriculums, prioritising of academic learning over physical education, lack of support from administrators and subject advisors, lack of time and inadequate facilities (Morgan & Hansen, 2008; Edward 2015; McLachlan, 2015; Sofo & Asola, 2015; Du Toit & Van der Merwe, 2014; Stroebel, Hay & Bloemhoff, 2018). Hence, this chapter intends to give an overview of physical education in South Africa as a subject area of Life Skills, and more specifically, challenges experienced in the implementation of physical education in Grade R.

## **2.2 Defining Physical education**

In order to have a clear and composite understanding of physical education as a component of the education system, it is necessary to clarify the different perceptions of physical education. UNESCO (2015a:6) describes physical education "as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communications [which] provides a learning gateway to grow the skills required for success in the 21<sup>st</sup> Century." Furthermore, UNESCO (2015a:9) defines Quality Physical Education (QPE) as "the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education".

The Association for Physical Education (AfPE) (2015:3) in the United Kingdom defines physical education as "the planned, progressive learning that takes place in school curriculum timetable time and which is delivered to all pupils". This includes both "learning to move" (i.e. becoming more physically skilled) and "moving to learn" (e.g. acquiring through movement a variety of skills and understanding beyond physical activity, such as working together with others). Lynch and Soukup (2016:3) state that this definition includes progressive learning within the physical dimensions that happens during school hours. However, The International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD) (2016), is of the opinion that being "physically educated" cannot be

limited to the school timetable and school hours only (Lynch & Soukup, 2017:3). Both UNESCO (2015a:6) and the Australian Curriculum (Australian Curriculum, Assessment & Reporting Authority (ACARA) (2016:1) acknowledge the role physical education plays as “an entry-point and foundation for lifelong physical activity participation and enhanced performance”.

Vannier *et al.*, (quoted in Mwashinhwele, 2015:5) see Elementary Physical Education as

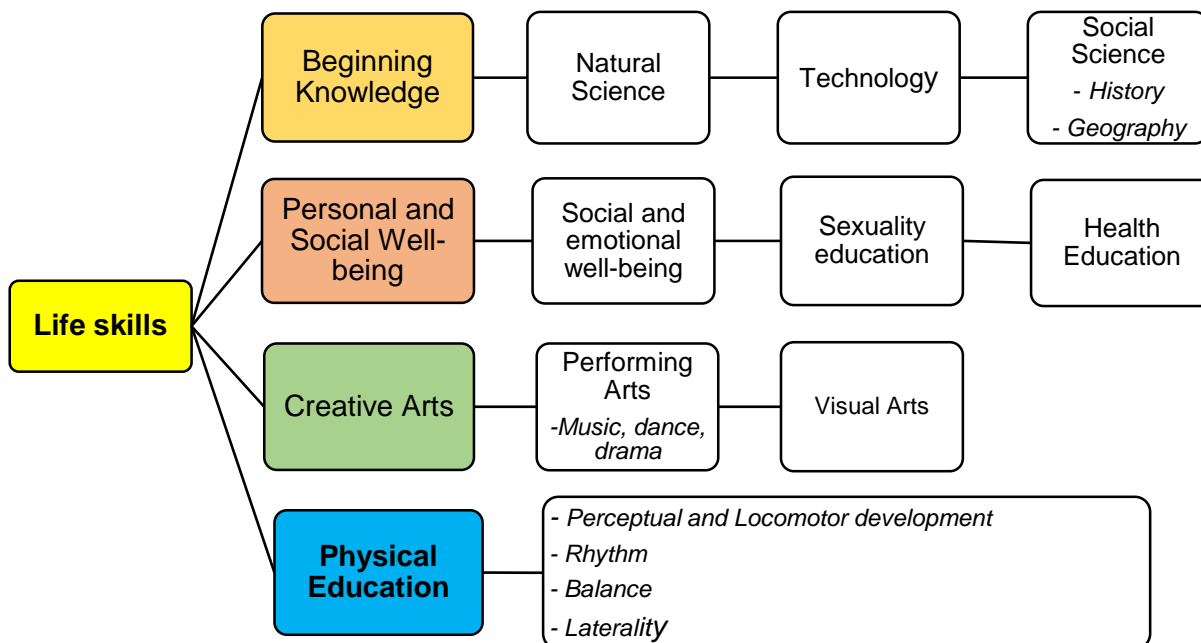
that aspect of the total school curriculum which deals specifically with enhancing the child's movement abilities in a wide variety of locomotor, manipulative and stability activities. It also makes positive contributions to the development of fitness, perceptual-motor efficiency, socio-emotional growth, improved academic understandings and positive use of leisure time of the child.

Physical activity is described as “any bodily movement produced by skeletal muscles that require energy expenditure” (UNESCO, 2013:16). It can thus be summarised that physical activity refers to all human movement that uses energy and involves all form of physical education, sport and dance activities (UNESCO, 2013:16; Association for Physical Education, 2015:3).

### **2.3 Physical Education as a subject area within the Life Skills/Life Orientation Curriculum of South African Schools**

The World Health Organisation (1997:1) defines Life Skills as “abilities for adaptive and positive behaviour, that enable[s], individuals to deal effectively with the demands and challenges of everyday life”. Thus, Life Skills is not only a compulsory subject from Grade R – 12 in the South African school curriculum, but it is also a subject according to Nel (2014:1), that is regarded by the government as an important aspect of formal education. Life Skills is central to the holistic development of learners, and the integration of social, personal, intellectual, emotional and physical growth through physical education activities as experienced by young learners. Greyling (2015:289), expounds that Life Skills is broad, multidimensional and woven intentionally and incidentally into every aspect of the Grade R daily programme.

In South African schools, physical education forms part of the Life Skills programme in the Foundation Phase and, according to the Curriculum and Assessment Policy Statement (CAPS), Life Skills in the Foundation Phase has been arranged into four study areas, namely Beginning Knowledge, Personal and Social Well-being, Creative Arts and Physical Education (DBE, 2011a:8).



**Figure 2.1 Life Skills study areas in the Foundation Phase (Adapted from Meier, 2016:282)**

The purpose of Life Skills is to guide and prepare learners for life and all its possibilities. Through Life Skills learners are exposed to a range of knowledge, skills, values and attitudes (DBE, 2011a:8). As illustrated in Figure 2.1, the fourth category of Life Skills is physical education. The Curriculum and Assessment Policy Statement (CAPS) physical education in the Foundation Phase, centres on perceptual and motor development (gross and fine motor skills), rhythm, balance and laterality. Emphasis is placed on games and activities that will form the foundation for participating in sports or when learners partake in extra-mural activities later on (DBE, 2011a:9). Physical education and sport participation play an important role in “creating motivation, and commitment to life-long participation” (SRCA, 2012:29). Alluded to this view, Krog (2016:286) elaborates that “the ability to perform a variety of fundamental movement skills” will increase the prospects of learners partaking in several physical activities all through their lives.

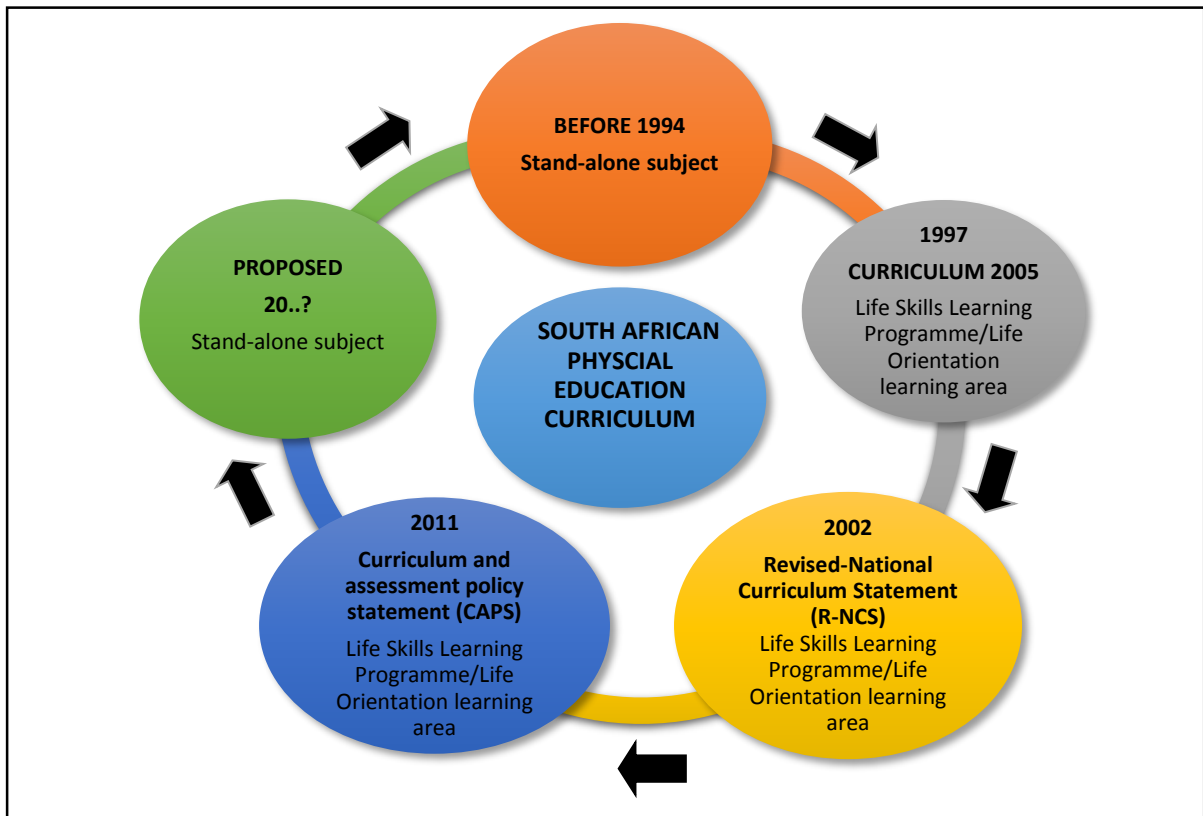
In the South African school curriculum, physical education plays a pivotal part in enhancing human movement, physical fitness and health. Subsequently, physical education is primarily responsible to develop physical competence in order for all learners to move easily, efficiently and safely. It further aims to establish and grow within learners an appreciation and enjoyment of participating in physical education activities which form the basis of their lifelong active investment in physical fitness and health (UNESCO, 2013:16). It therefore cannot be disputed that physical education needs to be an integral part of the total education of every

learner from Grade R to Grade 12 (DBE, 2011a:9). Du Toit and Van der Merwe (2014:355) express that the physical education curriculum in South African schools, regarding the purpose and different methods of accomplishing programme goals, has undergone several changes. They are of the opinion that the emphasis has changed from skills acquisition and development to fitness for health in order to maintain good health for life. However, the development of skills is just as important and must be implemented correctly to motivate learners to be active and not to discourage them (Du Toit & Van der Merwe, 2014:356).

Before 1994, physical education as a compulsory subject from Grade R – 12 existed as a separate subject, but it was phased out from the South African National Curriculum in 1994 (Van der Merwe, 2011:97). With the implementation of Curriculum 2005 in 1997, school subjects were replaced by learning areas. Thus, physical education was included as one of the learning areas, physical development and movement, in the Life Orientation Learning Area (DoE, 2002:26). Stroebel, *et al.* (2016:218) point out that the content of physical and movement development in the Foundation Phase included human movements and movement variations, requiring individual and/or group participation. The Revised National Curriculum of 2008 emphasised that physical education is a compulsory learning area of Life Orientation, to be offered in the General Education and Training band (GET) in schools.

The 2011 Curriculum and Assessment Policy Statement (CAPS), reinstated physical education as one of the subject areas of Life Skills in the Foundation Phase, so that physical education was removed as a stand-alone subject. The proposal by Sport and Recreation South Africa (2012:23) of the reinstatement of physical education in the school curriculum as a stand-alone and compulsory subject however, is evolving yet again (Stroebel, *et al.*, 2016:222). Figure 2.2 illustrates the apparent circular road that physical education in the South African curricula has travelled.





**Figure 2.2 Physical Education Curriculum Changes (Adapted from Stroebel, *et al.*, 2016:233)**

While Du Toit and Van der Merwe (2014:355, 356) are of the opinion that, numerous schools, prior to 1992, failed to provide well-planned and organised physical education programmes which skilled learners in how to maintain “health and vitality”, the new emphasis of the physical education curriculum, however, is to teach and motivate learners to be physically active by way of movement and sport. The development of these skills should be implemented in such a way that it encourages learners to be active, and not to dampen them.

The CAPS 2011 aims to give expression to knowledge, values and skills worth learning in South African schools and aspires to ensure that learners obtain and utilise knowledge and skills in ways that are meaningful to their lives. The curriculum stipulates what the learners should know and be able to accomplish as a result of teaching and learning (Kruger, *et al.*, 2015:149). Alluding to this Dixon, Janks, Botha, Earle, Poo, Oldacre, Pather and Schneider (2018:17) caution that without specialised knowledge of what young learners need to develop, there is a risk that Foundation Phase teachers will depend on general knowledge at the expense of specialised knowledge. The Grade R teacher needs to be familiar with the purpose and content of the curriculum in order to prepare the Grade R learner for formal school (Kruger *et al.*, 2015:145). Thus, the importance of quality physical education programmes will increase the physical competencies, self-responsibility and enjoyment of

life-long physical activity. However, although Physical Education programmes may provide these benefits, the starting point is the Grade R teacher who needs to provide well-planned physical education lessons and subsequently implement it in her Grade R environment.

The importance of ensuring that physical education in South African schools is taking place is enhanced by joint projects such as the Department of Basic Education and the Physical Education Institute of South Africa (PEISA) (DBE, 2015). At a joint symposium held by PEISA and the DBE in 2015, Ms Xulu said:

Up to 50% of the Life Orientation curriculum is allocated to Physical Education and we are here at the symposium, not to discuss policy, but to look at how we can ensure that Physical Education is taking place in schools as prescribed by CAPS. We must put our heads together and find ways to better implement DBE policy (DBE, 2015).

In 2018 the Minister of Sport and Recreation, Thulas Nxesi, made the following statement: “I will work closely with teachers’ unions as well as the [basic education department] to ensure that physical education is reinstated in the curriculum with dedicated teachers qualified for the job” (Gallan, 2017).

PEISA, under the sponsorship of the DBE, is continuing to campaign for the evaluation of the status of physical education in the Life Orientation component within all schools. According to UNESCO, PEISA is also in favour of this evaluation needing to take cognizance of the “current policies and legislative frameworks as well as the social construct and the underlying institutional capacity of the Social Services cluster of the South African Government” (Mphaka, 2018:35).

#### **2.4 Physical Education in the Foundation Phase (Grades R-3)**

Presently the Curriculum and Assessment Policy Statement (CAPS) for Life Skills Grades R–3 (DBE, 2011a:6), and more specifically, the learning area physical education, should be implemented in Foundation Phase classrooms. According to this CAPS document (DBE, 2011a:9) Foundation Phase teachers are encouraged to expose their learners to movement activities whereby they are discovering, exploring and experimenting with movement patterns to stimulate their gross motor development and psychological growth (Portela, 2007:39). The development of the learner’s gross and fine motor skills and perceptual development is pivotal in the Foundation Phase. Physical and motor development is integral to the holistic development of learners and it plays an important role in the social, personal and emotional development of learners (DBE, 2011a:9; ICSSPE, 2010).

Even though motor development is an ongoing process throughout life, early childhood is the most important phase where children learn and develop fundamental motor skills (Krog, 2016:295). Fundamental movement skills, such as running, jumping, throwing and kicking are as essential as teaching ABCs to read and write (Barnett *et al.*, quoted in Stroebel, *et al.*, 2018). Krog (2013:114) states that physical education forms the basis of all learning for the Grade R learners and that children should have fun while learning what their bodies can do, and at the same time improve their total development. Researchers such as Rutgers (2015:38) and Krog (2013:103) assert that movement is very important during preschool years, because through movement children expand their experiences, enlarge their knowledge of the world around them and increase their awareness of the capabilities of their bodies. Lars, Imhoff, Roth and Zahner (2014:141) see the development of physical activity habits and the achievement of well-developed functional motor skills in the preschool years as critical.

Gabbard and Rodriques (2008) states that “physical activity is a strong determinant in the early development of the brain, not just motor control.” They further advise that educators can, through the use of movement experience, stimulate learners’ problem-solving skills and critical thinking and strengthen a number of academic concepts. Krog, (2016:285) asserts that physical activity reinforces the learning process and assist learners with learning readiness. According to Marigliano and Russo (2012:10) movement can provide the cognitive loop between an idea, problem, or intent and the outcome or solution. The cognitive loop is closed when they successfully solve the movement problem. Pepler (2015:97) maintains that a healthy body gives confidence to a child and encourages them to dare. This stimulates the active six-year-old to enjoy the various challenging activities and motivates them to investigate and experiment. If a learner experiences success in his/her movement activities, he/she will be more secure in the world around him/her. A prerequisite to later learning is the fine tuning of concepts through physical activities. Pienaar and Kemp (2014:178) suggest that the Department of Basic Education should place more emphasis on the importance of motor development as a key learning area in early grades, because motor development plays a vital role in a young learner’s overall development. Du Toit and Van der Merwe (2014:356) accentuates the importance of fundamental gross motor skills development, especially in the Foundation and Intermediate Phases, as these skills lay the foundation for fine motor skills such as writing and reading. Physical education in Grade R forms the basis for all learning that takes place and is thus far more than just physical involvement.

Krog (2013:103) affirms that movement activities are often seen as a one-day-in-the-week lesson and not as a continuous and important part of the total development of the learner. She therefore, advises that movement must be part of the school's structured programme and be taught at least twice a week. She further declares that movement activities should not be separated from the rest of the daily programme. Although the DBE (2011a:6) proposes that the instructional time for physical education in Grade R is 2 hours per week or 20 hours per term, Krog (2016:300) states that although this is not enough, physical education at least regained its place in the curriculum. Pepler (2015:38) suggests that 30 minutes per day should be allocated to physical education or music in Grade R. The DBE (2011a:6) stresses that physical education programmes in Grade R should make provision for learners to participate in locomotor, perceptual motor, rhythm, coordination, balance, spatial orientation, laterality and sport and games activities. For this reason, the Curriculum and Assessment Policy Statement recommends further that physical education equipment can include logs, planks, tyres, balls, bean bags, wheel toys, markers, jungle gym, obstacle course and music (DBE, 2011a:12). With reference to this, Krog (2016:301) maintains that quality physical education is within reach of all teachers.

Metzler (2017:9), is of the opinion that teachers should not teach in the same way all the time, and learners should not engage in limited kinds of learning activities. Different teaching styles exist and can be used in several combinations to teach physical education in the Foundation Phase. According to him teaching a physical education lesson is based on the content or the activity to be taught. Activity-based instruction is the most common way for teachers to instruct a physical education lesson. He points out, however, that although the content is important, it should only be one of several factors to contemplate in how to teach a physical education component. Other factors that should be taken into consideration to ensure that teaching will be more effective are: proposed learning outcomes, context and learning environment, learners' developmental stages and readiness, learners' learning preferences, domain significances, task structure, assessment of outcomes and assessment of instructional practices (Metzler, 2017: 10).

The direct teaching style is a teacher-managed approach which makes the teacher the main demonstrator, organiser, disciplinarian and motivator (Krog, 2016:301). Although this direct teaching style takes place in a controlled environment, it can be problematic to provide variations for learners with different needs (Krog 2016:301). Krog (2013:110; 2016:301) asserts that the use of a multiple-choice or task style movement approach is one of the best ways to plan and present movement activities in Grade R. During the multiple-choice approach movement, activities are divided into stations during the physical education lesson.

This provides the opportunity to have all the learners actively involved simultaneously. Each station has a different movement activity and is designed to focus on a certain motor skill, and could also require the learner to solve a movement problem. It is important that the teacher assists learners and observes their participation. The time spent at each station might differ according to the specific activity at hand (Krog, 2013:110; 2016:312). With this teaching style, the focus is on the learner and not on the teacher (Krog, 2016:301). However, a free-exploration style, whereby the learners are free to choose their own equipment and explore with various activities, is also recommended. The teacher moves freely around the movement area and motivates the learners. However, the teacher is not allowed to demonstrate the activities to the learner. Self-discovery during this teaching style allows the learner to discover his/her own capabilities and limitations (Krog, 2016:301).

Burnett (2007:1) argues that the integrative movement education, which is learner-centred and informal, is an effective way of presenting physical education in the Foundation Phase. In this approach the learner is central to his/her “own learning” and the discovering and mastering of skills takes place at a self-determined pace. She sees the teacher as the facilitator for creating stimulating and exciting opportunities for the learner. The presentation of movement activities in a progressive way ensures a sound base for meaningful development. She emphasises that the most important factor in learners’ learning is the effectiveness of the teacher. Therefore, the teacher needs to plan adequately and act and interact as a facilitator.

Kemp (1993:44) and Pepler (2015:44) declare that, although the physical education lesson needs to be planned formally, it is presented informally. Within the framework of informal teaching, questioning forms part of the verbal communication with learners, especially open-ended questions.

The most important benefit of open-ended questions is that they allow you to find more than you anticipate: people may share motivations that you didn’t expect and mention behaviours and concerns that you knew nothing about. When you ask people to explain things to you, they often reveal surprising mental methods, problem-solving strategies, hopes, fears, and much more (Farrell, May 22, 2016).

The purpose of movement activities in Grade R is to prepare the learner for formal school by developing movement skills involving their whole bodies, as well as the necessary skills for balance and good posture. Movement activities also develop fine muscle skills such as those necessary for handling equipment like blocks, crayons and scissors. Grade R learners learn to pay attention to physical examples and to demonstrate and to imitate these examples

(Krog, 2013:105). Thus, before entering formal school, the Grade R learner has many developing motor control, body awareness and perceptual motor abilities which need to be developed. By using a range of functional movements, the learner can acquire an awareness of the body and be guided and supported in how to move in daring, experimental and problem-solving ways (Burnett, 2007:4; DoE, 2002:10). Nevertheless, it is essential that Foundation Phase learners are exposed to developmentally appropriate movement skills using activities that relate to each learner's unique way of learning. Krog (2016:284) affirms that physical education in the Foundation Phase needs to be planned and implemented properly within the school curriculum. Du Toit and Van der Merwe (2014:388) are of the opinion that the teacher responsible for the teaching of physical education in collaboration with the subject advisors responsible for the subject, are the main role players in the successful implementation of physical education. In addition, the government, Department of Basic Education and higher education institutions are all support players in the implementation of physical education.

According to Krog (2016:285) free play in Grade R is often mistakenly considered to be the same as physical education. Researchers such as Derschied, Umoren, Kim, Henry, and Zittel (2010) quoted in Lu and Montague (2016:410) allude that teachers who value child-centred play may be hesitant to plan structured physical activity in the daily programme of the young child, as they believe that the young child receives adequate physical activity in free play and their natural daily play. However, there are reservations regarding the belief that children who are naturally active in their daily lives, are provided with sufficient physical activity during the day. Kemp (1993:37) is of the opinion that free play and movement activities are inseparable and therefore, the teacher in her planning, needs to bring these two separate content activities together by making the apparatus which is used during the physical education period available on the playground throughout the week as well as utilising the existing playground apparatus in the movement activities. In this manner, the teacher also draws the learners' attention to new and different ways of using the apparatus. The apparatus should be organised in various ways to eliminate boredom. Kemp (1993:37) emphasises that consistent observation of the learners during free play is of the utmost importance, as it permits the teacher to determine possible shortcomings in the movement development of certain learners. These activities then subsequently, can be included in the physical education lessons. Although Kemp developed her ideas in 1993, researchers like Pepler (2015:182) still found them valid.

## 2.5 Fundamental movement skills in Physical Education

Krog (2016:295) declares that the gaining of fundamental movement skills is the centre of a developmental physical education programme. Fundamental movement skills are basic movement patterns that form the basis of everyday living as well as for participation in movement activities and more challenging skills used in games, sport and recreation activities (Martin & Hands, quoted in Krog, 2016:295). Kohl and Cook (2013:25) conclude that curriculum models for physical education programmes include movement education, which highlights the significance of fundamental motor skills competence as a precondition for commitment in physical activity over the full life-span. Newel (quoted in Krog, 2016:295) is of the opinion that motor development is established through an interactive process of aspects that are linked to the individual, the task and the environment. Du Toit and Van der Merwe (2014:359) state that each individual develops skills and abilities at his/her own distinctive pace and this development is influenced by environmental and hereditary factors. The teacher facilitating physical education cannot influence the genetic factor of a learner's movement development. However, by facilitating constructive, significant movement activities within the physical education class, the teacher enhances the environmental factor (Du Toit & Van der Merwe, 2014:359). Gallahue and Donnelly (quoted in Du Toit and Van der Merwe, 2014:359) are furthermore of the opinion that an environment of too little physical activity in the early childhood can lead to motor interruptions and movement problems and clumsiness.

In order to develop appropriate and effective movement activities as well as intervention movement activities, it is pivotal that the teacher who presents physical education has a thorough knowledge and understanding of the components (coordination, balance, laterality, spatial awareness, and body awareness) as shown in Table 2.1.

**Table 2.1 Perceptual motor components of motor development**

Component	Definition
<p><b>Coordination</b></p> <ul style="list-style-type: none"> <li>• Gross motor coordination</li> <li>• Eye-hand coordination</li> <li>• Eye-foot coordination</li> <li>• Eye-hand-foot/eye-foot-hand coordination</li> <li>• Fine motor coordination</li> </ul>	<p>Harmonised, voluntary or involuntary collaboration of body parts, muscles, joints and the brain in the execution of a movement.</p> <ul style="list-style-type: none"> <li>• Coordination of the large muscles for total body movement.</li> <li>• Coordination of the small muscle groups.</li> <li>• Eye-hand coordination is the ability to use the eyes and hands together in the execution of a movement</li> <li>• Eye-foot coordination is the ability to use the eyes and feet together in the execution of a movement.</li> <li>• Eye-hand-foot/eye-foot-hand coordination is the ability to use the eyes, hands and feet together in the execution of a movement.</li> <li>• Co-ordination of the small muscle groups.</li> </ul>
<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Static balance</li> <li>• Dynamic balance</li> </ul>	<p>Balance is the ability to gain/maintain equilibrium against gravity. It is the ability to make continuous and accurate adjustments to the body (when moving or stationary).</p> <ul style="list-style-type: none"> <li>• Static balance is the ability to gain/maintain equilibrium in a static position</li> <li>• Dynamic balance is the ability to gain/maintain equilibrium while moving.</li> </ul>
<p><b>Laterality</b></p> <ul style="list-style-type: none"> <li>• Bilateral integration</li> <li>• Unilateral movement</li> <li>• Cross-lateral movement</li> <li>• Midline crossing</li> </ul>	<p>Laterality is the inner awareness of each side of the body (left and right) and the ability to control the two sides of the body together or separately.</p> <ul style="list-style-type: none"> <li>• Bilateral integration is the ability to integrate the two sides of the body in the execution of a movement.</li> <li>• Unilaterality involves movements using one side of the body.</li> <li>• Cross-laterality involves different body parts on the two sides of the body working a cross-pattern.</li> <li>• Midline crossing is the ability to work across the vertical midline of the body.</li> </ul>
<p><b>Spatial orientation</b></p> <ul style="list-style-type: none"> <li>• Position in space</li> <li>• Spatial relationships</li> </ul>	<p>Spatial orientation is the ability to understand the space around the body, or the relationship between the object and another person.</p> <ul style="list-style-type: none"> <li>• Position in space is the ability to use a reference point to place an object/person correctly in relationship to the child's own body in space.</li> <li>• Spatial relationships are the ability to place one or more objects/people in the correct relationship to each other and the child's body in space.</li> </ul>
<p><b>Body awareness</b></p>	<p>A complete awareness of one's own body and body parts with reference to their physical structure, movement and relationship to each other and to objects.</p>

**Compiled from Du Toit and Van der Merwe (2014:360), DBE (2011a:12), and Johnstone and Ramon (2011:19, 85, 227)**

The teacher should also have a thorough knowledge and understanding of the phases (reflective, rudimentary, fundamental and specialised movement phases) of motor



development (Du Toit & Van der Merwe, 2014:359). The reflective movement phase ranges from birth to about one year. During this stage the toddler engages in involuntary reflective movements. Throughout the rudimentary movement phase (up to two years of age), the first voluntary movements develop and includes basic motor skills acquired in infancy: reaching, grasping, creeping, crawling and walking (Du Toit, & Van der Merwe, 2014:360). The fundamental movement phase of movement skill acquisition happens during the preschool years ranging from ages 2 or 3 to ages 6 and 7. Children in this phase first learn skills separate from one another and are then able to combine them with other skills as co-ordinated movements. Gallahue (quoted in Krog, 2016:287) categorises fundamental movement skills into three categories; stability (bending, stretching, twisting, turning, swinging, rolling and landing), locomotion (walking, running, jumping, hopping, skipping, galloping, sliding, leaping) and manipulative skills (throwing, catching, kicking, striking, bouncing, ball rolling, putting).

Du Toit and Van der Merwe (2014:361) affirm that the fundamental movement phase is the best time for the child to master basic stability, movement and manipulative skills. This phase can be divided into three stages: the initial stage (2-3 years), the elementary stage (4-5 years) and the mature stage (6-7 years). The initial stage is characterised by unrefined, un-coordinated movements. Thus, movements are over-exaggerated or hesitant and the performance of movements is not rhythmic and fluent. During the elementary stage there is more control in the child's movement and co-ordination and rhythmic performance improves. It is important that the environment is structured, so that the child is able to explore successfully and achieve his/her maximum ability (Krog, 2016:293).

Du Toit and Van der Merwe (2014:361) emphasise the utmost importance that the developmental physical education programme for pre-schoolers should focus on assisting learners' progress from the elementary stage to the mature stage in a wide variety of fundamental movement skills. Thus, in the mature stage all the movements need to be well-co-ordinated, efficient and mechanically correct. Subsequently, there is a swift improvement in movement performance during this stage. However, some children may experience a gap or failure to reach the mature stage in certain skills. Consequently, if movement development is neglected over a period of years, some skills may never reach the mature stage without significant effort. In order to address this problem, intervention or remedial physical education is of the utmost importance. Krog (2016:286) warns that a failure to develop and improve fundamental movement patterns and motor skills in the Foundation Phase may lead to frustration and failure during adolescence and adulthood.

Though it is important to take cognizance of the fact that there are certain activities which are required for children at certain ages, not all children are able to do the same physical activities at the same age. Krog (2016:294) states that the level of expertise will differ. Loubser (2015:55) points out that although the developmental stages are alike for all children, the ages at which they reach these stages might differ. She states that each child is unique and therefore the developmental timeline can differ from child to child. She further emphasises that there is a “general order and optimal time” (window of opportunity) in which these milestones should be achieved. Grade R teachers need to know and acknowledge the motor skill milestones in order to optimize learning for every child.

During the Grade R year children need to acquire and refine basic fine motor and gross motor skills as well as perpetual motor skills. Gross motor skills necessitate the use of the large muscle groups and include whole body movements, such as walking, running, jumping and rolling. Fine motor skills entail the use of smaller muscle groups such as control of finger movement in writing, clay modelling, buttoning clothing, tying laces, cutting with scissors, grasping small objects and stacking blocks. Perceptual motor development refers to the child’s ability to gather information through his sense, interpret this information and respond correctly and include skills like spatial, directional and body awareness (Loubser, 2015:58).

With each physical change, the child develops new abilities and subsequently, new motor skill milestones are reached. Milestones are a guide to the ages and stages of behaviour but cannot be seen as fixed. Certain physical movement activities are required of learners at certain ages. Table 2.2 compares the viewpoints of Burnett, Loubser and Kids Sense on the gross motor development milestones of learners aged 5 to 6 years.

**Table 2.2 Gross motor developmental milestones**

Age	Burnett	Loubser	Kid Sense
5 years	<p>Walk on heel/toe, balances on either foot for several seconds, stops, starts and turns while running, skips on alternate feet, hops on preferred foot <math>\pm</math> 10 times, jumps with feet together from a standing position,</p> <p>throws a ball towards a big target, "scooped" catch against chest when a ball is thrown accurately, drops ball and hit it in the air,</p> <p>kick at target with one foot, standing on one leg.</p>	<p>Can walk on a thin line, walk on a balance beam, increase running speed, well-developed ball skills,</p> <p>shows mature whole-body throwing and catching patterns, catches a ball from a distance of one meter, are well co-ordinated.</p>	<p>Walk upstairs holding an object, walk backward toe-heel, jump forward 10 times without falling, skip forward,</p> <p>step forward with leg on same side as throwing arm when throwing a ball, catches a small ball using both hands,</p> <p>hang from bars for at least 5 seconds.</p>
6 years	<p>Balances on either foot for several minutes, lifting one up, walks backwards on toe/heel,</p> <p>hops on alternative feet, jumps over low elevated rope, can skip,</p> <p>bounces and catches small ball, drops ball and hits big targets, kicks and stops moving objects.</p>	<p>Basic skills are developed but need refinement, rides a bicycle with or without training wheels,</p> <p>learns to skip with a rope</p>	<p>Runs slightly on toes, walk on a balance beam,</p> <p>demonstrates mature jumping, is able to skip with a skipping rope,</p> <p>demonstrates mature throwing and catching</p>

**Compiled from Burnett (2007:200), Loubser (2015:57) and Kid Sense Child Development (2013)**

Although milestones are categorised according to developmental milestones, each motor skill milestone mastered by a learner has implications for other domains of developing which support the view of holistic development (Loubser 2015:58). Greyling (2015:327) advises that each learner's physical and movement development needs to be nurtured in relation to his/her cognitive, emotional and social well-being.

Therefore, it is the responsibility of Grade R teachers to ensure that there is uniformity between the physical education programme and the learners' skills with the goal of increasing the level of structured motor activities. Shala (2009:969) emphasises that teachers should have appropriate knowledge of preschool learners' gross motor

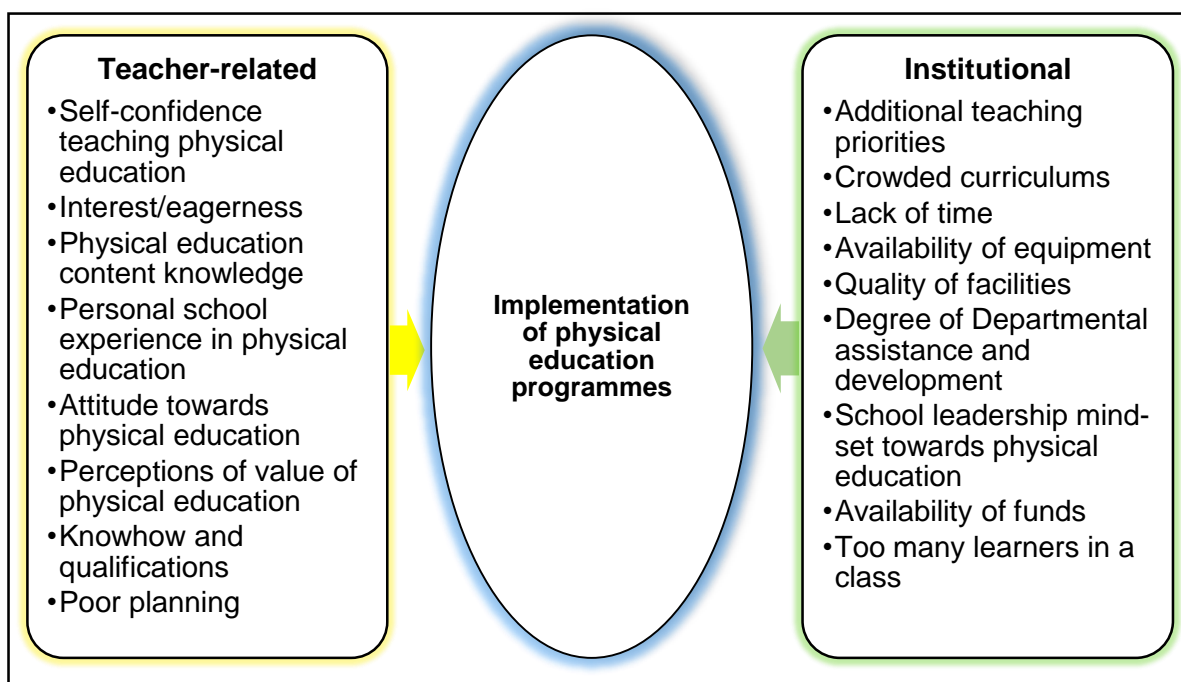
developmental levels in order to contribute to the appropriate acquisition, improvement and further development of their gross motor skills.

Recognising that each child is an individual, with his own particular movement potentials and creative powers, the teacher will wish to create a framework in which each child can develop to the full and be allowed to work at the pace and in the manner most appropriate to his skill and aptitude Houghton (quoted in Kemp, 1993:22).

Physical activity does not only have a positive influence on health but also on the domains of psychological well-being, cognitive development, social competence and emotional maturity. Modern research shows that learners who are introduced to programmes that focus on improving their physical skills, enhance their physical as well as academic and emotional health (Johnstone & Ramon, 2011:iv). “The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social skills they need to lead a physically active life” (UNESCO. 2015a:9).

## **2.6 Perceptions and challenges in the implementation of quality physical education**

Excell, Linington and Shaik (2015:15) point out that how and what a teacher teaches, is often established by their own beliefs, attitudes and value system and although they might not be aware of it, this may have a strong influence on their classroom practice. Globally many children are deprived of the many benefits of physical education due to poor or non-exciting physical education programmes (Gallahue, 1993). Morgan and Hanson (2008:507) describe barriers in the implementation of quality physical education as either institutional (beyond the teacher’s control) or teacher related (teacher’s own behaviour). Teacher related barriers comprise “poor expertise and qualifications, low levels of teaching confidence, poor personal experiences in physical education or low levels of personal interest in physical education”. Some of the institutional barriers include crowded curriculums, lack of time, lack of support from administration or access to professional development, inadequate facilities and large class sizes. Figure 2.3 summarises the teacher-related and institutional factors that impact on the teaching of physical education.



**Figure 2.3 Challenges in the implementation of physical education (Adapted from Morgan & Hansen, 2008:508)**

In addition, Martynink and Tucker, and Burgeson *et al.*, (quoted in Sofo and Asola, 2015:135) are of the opinion that the lack of enthusiasm, self-efficiency, the lack of support from staff members and the use of unsuitable teaching practices are challenges in the delivery of physical education in early childhood environments. Researchers such as Brassoso, *et al.*, and Hamlin and Ross (quoted in Sofo and Asola (2015:135) conclude that general barriers that inhibit the teaching of physical activity in early childhood settings entail the marginalisation of physical education, inadequate financial resources and social-economic status.

Several studies have documented the challenges teachers experience in teaching physical education. A study on perceived barriers to teaching movement and physical activity to Kindergartners in Ghana conducted by Sofo and Asola (2015:136), found that teachers perceived lack of resources, such as teachers' guides or manuals, lack of support from other teachers and inadequate training as major barriers to teaching movement. A major finding of this study is that a professional qualification has no impact on what the teachers see as barriers to teaching movement in their kindergarten classes (Sofo & Asola, 2015:138). However, Kahiga, Gatamu and Rintaugu (2015:4) argue that qualified and trained teachers are fundamental in ensuring effective implementation of the physical education curriculum and attainment of physical education objectives. They further believe that a qualified teacher

is able to interpret the curriculum and select suitable content, activities and teaching methods.

In addition, some of the major obstacles in the teaching and learning of physical education in primary schools, include

the negative attitudes teachers have towards teaching physical education, the lack of commitment towards in-service physical education training, the lack of sufficient facilities that could facilitate the learning process, the absence of national physical education policies, lack of government support, underqualified physical education tutors, and a lack of time (Edward, 2015; Hardman and Marshall (quoted in Edward, 2015:14).

In a study by Hesketh *et al.*, (quoted in Ali, Pigou, Clarke & Mchlachlan, 2017:21) regarding American teachers' beliefs and perceptions about infants' and pre-schoolers' physical activities, it was found that most teachers do not have sufficient knowledge about young children's physical activity needs and that they believe that only short periods of daily physical activity for young learners are needed. However, the teachers also believe that they play an important role in encouraging physical activity of the learners.

Researchers in New Zealand (McLachlan, 2015; Oliver, 2008) and Australia (Coleman & Dymont, 2013) have found that there are numerous obstacles that limit physical activities in early child education centres. These findings show that the prioritisation of academic learning over physical activities, inactivity, centre policies, lack of confidence and support, limited early teacher training and in-service professional learning, shortage of specialised teachers' training and knowledge, safety concerns and teacher-learner ratios are the main challenges to young children's physical activity. Gehris, Gooze and Whitaker (2014:125) indicate that teachers feel that they would have benefitted from more training by movement specialists in children's movement and motor development as well as planned meetings with colleagues to share ideas on movement activities.

Findings from a study conducted by Nkosi (2015:351) on student teachers' experience in teaching physical education as stated in the CAPS in the Pinetown district, showed that there is a lack of support from Life Orientation Subject Advisors vis-à-vis the teaching of the physical education part of Life Orientation. He is of the opinion that the LO Subject Advisors rather concentrate on the other study areas of the Life Orientation curriculum, thus neglecting physical education. Research on the status of physical education in South African schools revealed that Life Orientation teachers as well as subject advisors tasked for the support and presentation of the physical education, are unsatisfactorily or even totally undertrained

regarding the theoretical aspects of physical education (Du Toit & Van der Merwe, 2014:356). According to the policy on the Guidelines on the Roles and Responsibilities of Education Districts (DBE, 2012:47) subject advisors are expected to support teachers, conduct workshops and monitor the work of the teachers as well as the performance of the learners. Du Toit and Van der Merwe (2014:356) are of the opinion that there is a mutual belief among South African administrators and school boards that physical education is a subject to be taught after all other subjects have received sufficient support and attention. In contrast to the latter belief, it is pivotal for Life Orientation teachers implementing physical education successfully, to have a sound background knowledge regarding the theoretical aspects, concepts and principals of physical activities, movement and exercise.

Stroebe *et al.*, (2018:132) state that the practical nature of physical education requires subject content knowledge, pedagogical content knowledge, presentation skills and hands-on programme planning and content ideas. They further elaborate that the lack of knowledge and skills can have a negative impact as the attitudes of unqualified, and inexperienced teachers who have to teach physical education can lead to poor implementation of the subject.

The need for support of specialised content knowledge and assessment of learners regarding their physical abilities is highlighted where UNESCO (2013:8) points out that assessment of physical education is lawfully compulsory in many countries. However, according to them, it may be carried out irregularly, rarely or infrequently as there may be a shortage of suitably qualified and experienced teachers to facilitate the process. A World-wide Physical Education survey conducted in 2013 (UNESCO, 2014) revealed further that there are varied practices in all aspects of monitoring of school physical education programmes.

Results from a HAKSA report on teachers' attitudes to play, found that more than 50% of teachers revealed that their task during play is to make sure that "no one gets hurt and that no fighting takes place" (Discovery Vitality, 2016:9). They normally did not value active play as a tool for learning and significant interaction. According to Burnett (2018:26) results from the National Research on the State and Status of Physical Education in Public Schools of South Africa, revealed that physical education is not implemented in 9.1% of primary and 13.2% of secondary schools. In addition, the physical education lessons are compromised by either "doing homework, catching up on other subjects or theory-only classes". She furthermore elaborates that the challenges South African schools experience in the implementation of physical education vary between: "the lack of recognition and resource

provision from the DBE and government entities at all levels, and curriculum constraints with minimal time allocation to practical participation and the theory-practical divide”.

In order to overcome the challenges and to sustain the teaching of physical education, some of the suggestions of preschool teachers from Nairobi and Nyeri, Kenya, are that the school administrators should make sure that enough time is allocated to physical education, give guidance and school policies to ensure physical education is well taught, provide adequate play resources and hold workshops or sport days to inform parents on the importance of physical education (Kahiga, Gatuma & Nteere, 2015:7). They have also found that administrators who do not support the achievements of the physical education programme objectives do not provide sufficient learning materials and funds. This could negatively affect the sustainability of the implementation of the physical education programme.

To enhance enjoyment of physical activities, Douglas, Lu and Barret (2014:3) and Lorusso, Pavlovich and Lu (2013:24) suggest that early childhood educators should not only be aware of fundamental factors, but also provide developmentally suitable activities, accommodation of individual needs, feelings of success, interaction with peers and creating opportunities for learners to choose activities of interest. Prskalo, Findacl and Neljak (2007:171) point out that modern times expect teachers to load the learners with increased intellectual and emotional activity and insufficient physical activity.

To build a better future for the children of South Africa, physical education and sports participation in schools should be prioritised. Therefore, one of the strategic goals of the White Paper on Sport and Recreation (SRSA, 2012:23, 29) is to maximise the access to sport, recreation and physical education in every school in South Africa. It envisages that physical education needs to be compulsory in school curricula and implemented in all schools as physical education plays a vital role in commitment and motivation for life-long participation. The focus of the Department of Basic Education and Training is to ensure that all Grade R teachers have the requisite qualifications, which include knowledge and skills regarding the implementation of physical education and movement activities effectively.

Thus, the teacher needs to have a sound subject knowledge and must be able to select appropriate content. A lack of quality physical education can result in unfit and overweight children in South Africa and this can cause health problems as well as poor national and international sport results. Therefore, the DBE is taking a deliberate step to ensure that physical education will constitute an integral part of learning in schools, and through the Curriculum Assessment Policy Statement learners have, through the Life Orientation



component, access to physical education. “This contributes to the Integrated School Programme, which is the pillar and bedrock of sport in the country.” (South African Government News Agency, 2015:).

## **2.7 Conclusion**

To summarise, this chapter not only tries to define and explain what is understood by the concepts of physical education and movement activities, but also clarifies the position of physical education in South Africa as a subject area of Life Skills, and more specifically, challenges experienced in the implementation of physical education in Grade R.

It can be concluded that the changes to the physical education curriculum in South African schools since 1998 with the establishment of Curriculum 2005, the Revised National Curriculum Statement of 2002 and the current National Curriculum Statement of 2011, have comprehensive impacts on the status of the subject. The primary reason being the lower status of physical education relative to other academic subjects. Physical education is only one part of the Life Skills curriculum, with instructional time of 2 hours per week or 20 hours per term for Grades R-3 (DBE, 2011a:6). Due to the emphasis on the development of emergent mathematics and emergent literacy skills in the foundation phase, Grade R teachers struggle to adhere to the above-mentioned recommended instructional time when they implement physical education. Subsequently Grade R teachers tend to prioritise academic learning over physical activities. Challenges, such as inadequate training and in-service training in implementing physical education and movement activities effectively in the Grade R environment as well as the lack of resources and administrative support, contribute to the fact that provision of physical education activities is either limited or not at all provided for in the daily programme.

Kahiga, *et al.*, (2015) emphasise that a teacher’s attitude and actions play a pivotal role in ensuring that learners have a positive experience of physical activity in school settings. To ensure adequate development of physical abilities, teachers need to pay attention to the developmental differences between pre-schoolers, Foundation Phase learners and primary school learners (Krog, 2016:302). Kohl and Cook (2013:7) are of the opinion that it is imperative for teachers presenting physical education to kindle motor success and to provide learners with a basic skill set that builds their movement range, to permit them to engage in various forms of physical activity, games and sport.

## CHAPTER THREE

### RESEARCH METHODOLOGY

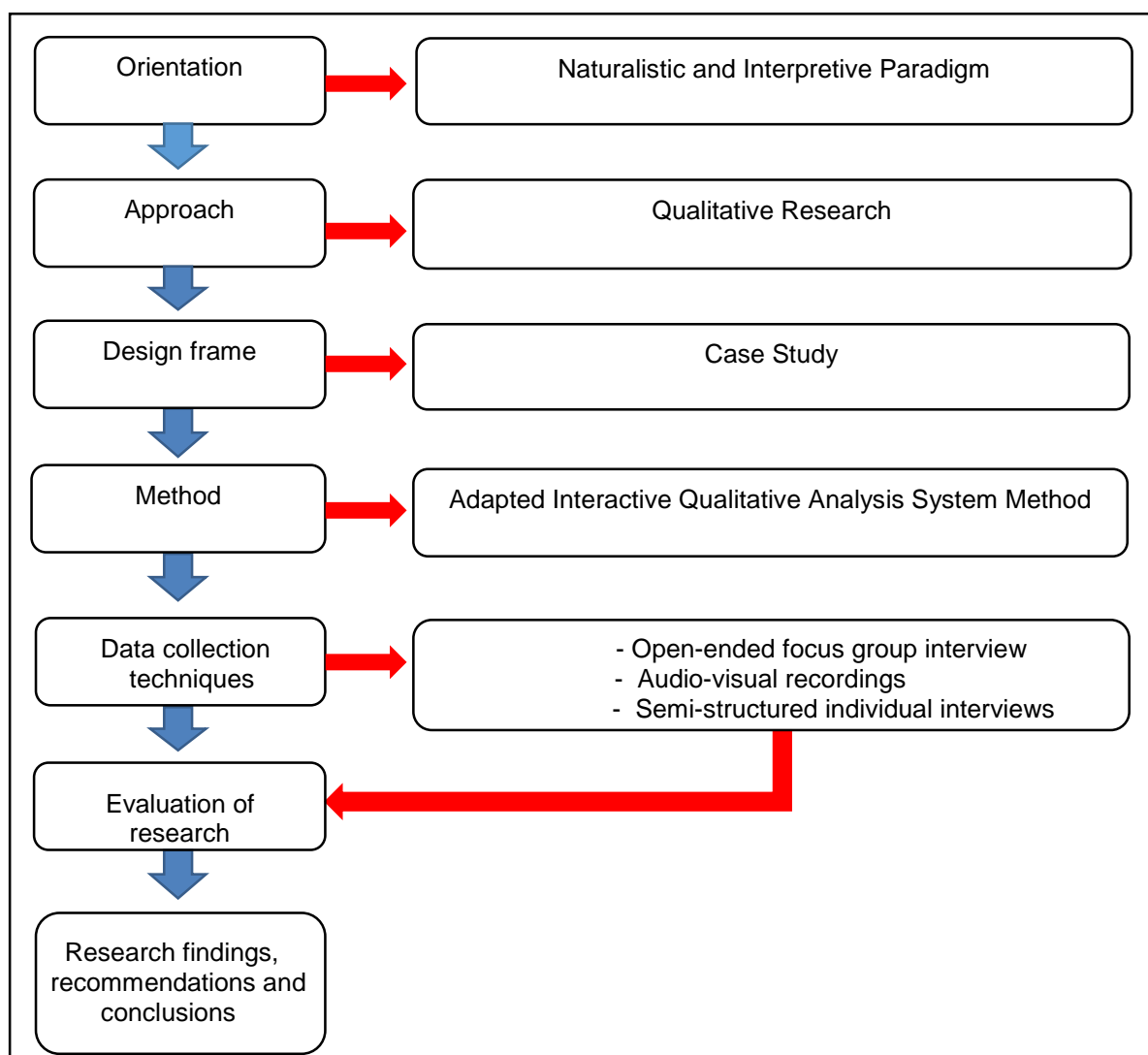
#### 3.1 Introduction

This chapter focuses on the research design, especially the utilisation of an adapted Interactive Qualitative Analysis Systems Methods Framework (IQA) of Northcutt and McCoy (2004:44) in attempting to answer the research question, namely, **What are Grade R teachers' experiences of physical education in Grade R?** as well as the following two sub-questions namely, **What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R?** and **What are Grade R teachers' experience of implementing physical education in Grade R?**

Barnard (2011:182) is of the opinion that Northcutt and McCoy's IQA and more specific, the theoretical coding process, is too technical for a qualitative interpretive case-study. Therefore, the researcher, has abandoned the theoretical coding process of the IQA, as advocated by Northcutt and McCoy (2004:156) and substituted it by including audio-visual recordings of physical education lessons and their transcriptions in the data collection and analysis process. This substituting of theoretical coding with audio-visual recordings was done primarily to ascertain whether the IQA data which have been collected during the unstructured open-ended focus group interview and semi-structured individual interviews are consistent with the data collected during the audio-visual recordings of physical education lessons. The second adaptation entails the assistance of Atlas.ti8, a Scientific Software Program Computer Aided Qualitative Analysis Software (CAQDAS) as a mechanism to supplement, organise, manage and record the occurrence and regularity of the themes as obtained in IQA data from the unstructured open-ended focus group interview. The Atlas.ti8 has also been utilised during the data analysis of the transcriptions of the semi-structured individual interviews, to ensure that there is correspondence between the themes of the focus group and individual interviews. By making use of John Stuart Mill's Analytic Comparison (Neuman, 1997:428) as an analysing tool, the researcher has deviated from Northcutt and McCoy's IQA in endeavoring whether there is a similarity of shared agreement or a discrepancy amongst the data from both the semi-structured individual interviews and the transcriptions of the audio-visual recordings of lessons (Neuman,1997:428). The final adaption entails the ascendancy of the group reality and systems relationship of Northcutt and McCoy as they built their IQA on the "Total Quality Management (TQM) techniques, which were designed to capture knowledge from organisational members to solve problems

and improve industrial process” as well as determining “perceived causal relationships amongst affinities” (Northcutt & McCoy, 2004:81). However, this research design is embedded in an interactive, naturalistic, interpretive qualitative research case-study, where the emphasis is on understanding the perspectives of Grade R teachers when they implement the physical education curriculum, and not on establishing systems relationships.

Hence, a qualitative approach has been employed as it permits the exploration of the knowledge and perceptions of the participants involved in this study. Working within the interpretive paradigm, the information that has been gathered by using this method, provides the researcher with valuable insights on teachers’ perceptions, experiences, knowledge and challenges on implementing physical education in Grade R (Henning, *et al.*, 2004:3). The research design of this study is reflected in Figure 3.1.



**Figure 3.1 Research design of this study**

## **3.2 Research Design**

Babbie and Mouton (2001:74) view a research design as a plan or a blueprint of how the researcher intends to conduct his/her research. In the same light McMillian and Schumacher (2014:28) define it as “the procedure for conducting the study, including when, from whom, and under what conditions the data will be obtained.” Cohen, *et al.*, (2011:115) are of the opinion that the research design hinges on the types of questions being asked and on the researcher’s careful consideration of the purpose of the study and the phenomenon being investigated.

This research study’s methodology encompasses the research orientation, paradigm and modes of inquiry as well as the research questions, aims of the study, data collection and analysis methods. According to Gratton and Jones (2004:234) the research methodology should describe how the research objectives will be attained and it must focus on the area of research methods, including an explanation of the methodology chosen and how data will be gathered.

### **3.2.1 Research paradigm**

This study has been conducted from the perspective of an interpretive naturalistic paradigm which allows the researcher to listen, describe and give meaning to Grade R teachers’ experiences and challenges when implementing physical education (Henning, *et al.*, 2004:3; Cohen *et al.*, 2011:17). Babbie (2010:33) is of the opinion that paradigms are “fundamental models of frames of reference” researchers apply to organise their observations and reasoning.

Cohen *et al.* (2011:17, 18) perceive the interpretive paradigm to be characterised by “a concern for the individual”. Further, they are of the opinion that the interpretive paradigm emphasises action as a crucial element “to ascertain the intentions of actors to share their experience”. Hence, they point out that the interpretive researcher needs to understand the individuals’ interpretations of the world around them. This view is shared by Li, Liping and Khan (2018:5) who are of the opinion that when the interpretive paradigm is used in educational research, it will assist the researcher to understand the teachers’ life experience and the culture of the classrooms and schools they serve. Thomas (2017:111) states that the researcher should be a participant in his/her research situation and understand it as an insider. This view is shared by Babbie and Mouton (2001:309) who explain that the qualitative researcher is seen as the main instrument in his/her research process. Accordingly, Cohen

*et al.* (2011:18) explain that the data generated will include the “meanings and purpose of those people who are their source.”

Cohen *et al.*, (2011:15) guide that a researcher can only understand the behaviour of the participants if the researcher shares “their frame of reference: understanding of individuals’ interpretations of the world around them has to come from the inside, not the outside”. Thus, for the purpose of this study, it is important to include the perceptions of Grade R teachers as it allows the researcher to achieve a comprehensive view and insight of the perceptions, beliefs and experiences of Grade R teachers in implementing physical education in their classrooms.

### **3.2.2 Research approach**

An interpretive qualitative approach has been employed in order to investigate and analyse “people’s individual and collective social actions, beliefs, thoughts and perceptions” (McMillan & Schumacher, 2006:315). Gratten and Jones (2004:22) describe qualitative research as a method to “capture qualities that are not quantifiable, that is reducible to numbers, such as feelings, thoughts and experiences, concepts that is associated with interpretive approaches to knowledge”.

Creswell (2007:37) states that qualitative researchers may employ “an emerging qualitative approach to inquire, the collection of data in a nature setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes.” In this study the nature setting refers to the learning environment (indoors or outdoors) used by the Grade R teacher for physical education.

To address the research question and sub-questions this research was grounded in a naturalistic interpretive qualitative research design with the focus on obtaining rich and thick description[s] of Grade R teachers regarding their knowledge, beliefs, and experiences in implementing physical education (Henning, *et al.*, 2004:16). Lincoln and Guba as well as Hammersley and Atkinson (quoted in Cohen *et al.*, (2011:17, 220) state that social research needs to be explored “in natural, uncontrived, real-world settings with as little intrusiveness as possible by the researcher”. Lincoln and Guba’s (quoted in Cohen *et al.*, (2011:219) description of naturalistic reality as “multiple, constructed and holistic” is relevant to the interpretive paradigm (Cohen *et al.*, 2011:219). The above-mentioned multiple realities refer to various people’s realities as created by their experiences. Thomas (2017:112) describes

a thick description as “understanding a piece of behaviour, a nod, a word, a pause, in context, and using one’s ‘human knowing’ to interpret it when one describes it”.

By utilising a qualitative research approach, the researcher has been able to ascertain the perceptions and views of Grade R teachers, rather than simply measure behaviour. McMillan and Schumacher (2001:15) accentuate the importance of understanding a social situation from the participants’ perspectives. Hence, this research study endeavours for individual voices to be heard, which are the voices of Grade R teachers teaching physical education.

### **3.2.3 Mode of enquiry: Case study**

McMillan and Schumacher (2014:32) define a case study as a “bounded system, employing multiple sources of data found in the setting.” They further explain that being bounded means being distinctive according to “place, time and participant characteristics” (McMillan & Schumacher, 2014:370). The seven Grade R teachers that have participated in this study establish a case, as they all share the same bounded system namely being Grade R teachers who implement physical education (McMillan & Schumacher, 2014:370).

Hitchcock and Hughes (quoted in Cohen *et al.*, 2011:290) list advantages of a case study as a focus on “rich and vivid descriptions of events relative to the case”; as well as being a “chronological narrative of events” which can be described and analysed. Furthermore, they are also of the opinion that a case study focuses on individual actors or group of actors, whereby the researcher is integrally involved.

Yin (quoted in Denscombe, 2010:54) indicates that the case is a naturally occurring phenomenon, which means that the situation which has been studied has existed before the research study was embarked on and will remain to exist once the study has been completed. Furthermore, the choice of a case study is intentional, as it is chosen because of factors that have been explained explicitly and need to be “justified as an important part of the methodology” (Denscombe, 2010:56).

One of the advantages of a case study is that it allows the researcher to make use of multiple data collection methods, such as observations of the events within the case, conducting informal interviews and the use of questionnaires (McMillan & Schumacher, 2001:41; Denscombe, 2010:54).

For the purpose of this interactive, interpretive, naturalistic qualitative research study, the researcher has employed an adapted Interactive Qualitative Analysis: A Systems Method for Qualitative Research or (IQA) (Northcutt & McCoy, 2004:44). McMillan and Schumacher (2001:35) view the interactive qualitative mode of inquiry as an “in-depth study using face-to-face techniques to collect data from people in their natural settings.” The “I” and the “A” in IQA stand for interactive and analysis, respectively whereby both the researcher as facilitator and analyst, and the participants as a source of data and an analyst play a vital role in the collection and analysis of data (Northcutt & McCoy, 2004:199).

The IQA method requires an unstructured focus group interview and semi-structured individual interviews as data collection methods (Northcutt & McCoy, 2004:47-48). In order to compare information through a variety of lenses as suggested by Li *et al.* (2018:51) the researcher utilises Northcutt and McCoy’s IQA with the emphasis on collecting data through an unstructured focus group interview and semi-structured individual interviews as data collection methods. By including audio-visual recordings of lesson presentations, the researcher has further endeavoured to have a look at data from another viewpoint. Due to the different data collection modes, the case study allowed the researcher to compile comprehensive descriptions of the case, for analysing of themes, categories and patterns as well as interpreting the collected data.

### **3.3 Research Methods**

According to Kothari (2004:7) research methods or techniques are those methods used by the researcher to collect data whilst studying the research problem. Thomas (2017:200) shares this view with Kothari as he views a method as a way of doing something with the idea that it is being done systematically. The following discussion regarding research methods, focuses on the role of the researcher as well as the various qualitative research techniques and tools the researcher has utilised as data collection instruments with the objective to give answers to the research questions. The different entities of the qualitative research techniques and tools include participant selection, data collection strategies and data analysis.

#### **3.3.1 The researcher’s position**

McMillan and Schumacher (2014:359) emphasise that the researcher’s social relationship with the participants requires a description of her role and status within the group. Currently, the researcher is a Human Movement lecturer at a university. Conversely, the researcher’s

position might be seen as biased as the researcher has been engaged with training of B.Ed. students in Human Movement for the past 25 years. In her role as a physical education lecturer she is expected to support, guide and evaluate students during their teaching practice at schools. Therefore, the researcher, in an attempt to mitigate bias, has decided to make use of IQA as a method to limit her personal involvement with the study, as data is generated and analysed by the participants in the unstructured open-ended focus group interview (Northcutt & McCoy, 2004:199). Furthermore, the researcher has taken great care that participants have never been students in her class.

The researcher acted as a facilitator and at all times has remained objective and has not allowed personal opinions to influence the results of the research. Thus, the researcher had to guard against her own knowledge and assumptions on the implementation of physical education in Grade R. McMillan and Schumacher (2014:347) state that the goal of qualitative research is to understand participants from their own point of view, in their own voices. Therefore, the researcher has actively engaged with the participants and valued and interpreted the views of the participants in a manner that is not judgmental. In order to limit the problem of reactivity, the researcher has been careful when she videotaped the classroom activities. The researcher used a fixed camera. The themes which have been identified during the focus group's interview framework also focus on the activities that have been recorded. During the audio-visual recordings of the four individual physical education lessons the researcher has acted as a non-participant observer, who stands "aloof from the group activities they are investigating and eschew group membership" (Cohen, *et al.*, 2011:297). The researcher has maintained social distance by abating direct interest and avoiding eye contact with the learners.

The semi-structured interviews were phrased in the participant's language, and not in abstract social science terms (McMillan & Schumacher, 2014:355). The co-operation of the participants has been important and necessary, as it has contributed to the collection of the needed knowledge and information on Grade R teachers' perceptions about the implementation of physical education.

### **3.3.2 Participant selection**

In order to collect rich and in-depth data, the researcher has employed a non-probability convenience criterion case sampling to select participants for the focus group interview (McMillan & Schumacher, 2001:175; Cohen, Manion & Morrison, 2000:102). The aim of this research study is to understand what Grade R teachers experience when they teach physical



education in their classrooms. However, due to the emphasis on individual teachers' perspectives this study is not representative nor generalisable. The aim of a qualitative study is not to generalise, but rather to develop an in-depth understanding of a central phenomenon (Creswell, 2007:213).

In accordance with the envisaged Grade R provisioning as stated in the Education White Paper 5 on Early Childhood Education (DoE, 2001a: 41) the researcher has selected 8 Grade R teachers from two public schools, two township schools, two rural schools and two private schools from the Cape Winelands Education District, South Africa to participate in a focus group interview. Based on convenience due to their geographic location, the schools are all within close proximity to the Cape Peninsula University of Technology, Wellington Campus.

Selecting the original eight participants, the researcher purposefully chose Grade R teachers that were easy to come by and who share a rich and in-depth understanding of what teachers are experiencing when they teach physical education in Grade R.

In accordance with Cohen, *et al.*, (2011:153) the researcher used a simple random sample to choose four participants, where each participant had an equal probability of being chosen (see section 3.4.3), at the unstructured interview. The participants represent a Grade R teacher in a public primary school, township primary school, rural school, and a private school. See table 3.1 for a summary of the selection of the participants in the case study.

Four teachers have been randomly selected at the unstructured interview (see section 3.4.3). The participants represent a Grade R teacher in a public primary school, township primary school, rural school, and a private school. The researcher utilised a simple random sample where each participant has an equal probability of being chosen (Cohen, *et al.*, 2011:153).

### **3.4 Data Collection**

#### **3.4.1 Research design**

According to Northcutt and McCoy (2004: 44), the IQA consists of four noticeable stages, namely the research design, an unstructured focus group interview, semi-structured individual interviews and the reports of the analysed and interpreted findings. As mentioned earlier, the researcher has adapted Northcutt and McCoy's IQA (2004) in terms of data collection and analysis strategies to include audiovisual recordings of physical education lessons. See the four stages of the research flow in Figure 3.2.

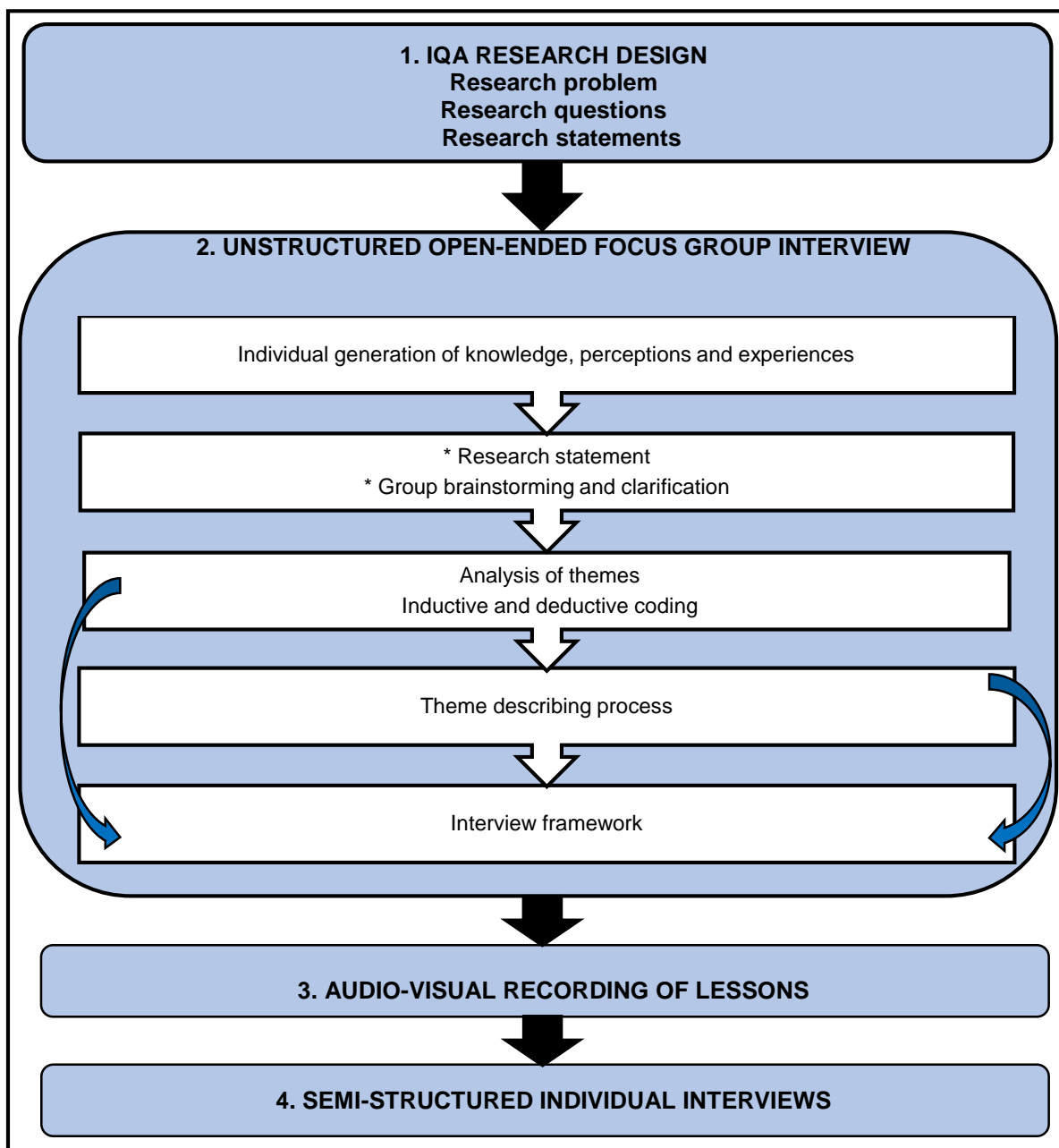


Figure 3.2 IQA research flow adapted from Barnard (2011:193)

### 3.4.2 Data collection

The aim of this study is to collect information to answer the research questions. McMillian and Schumacher (2014:2) define data as “the results obtained by research from which interpretations and conclusions are drawn.” In order to obtain results, the researcher has conducted an unstructured open-ended focus group interview with seven Grade R teachers, has made four audio-visual recordings of physical education lessons and has interviewed four Grade R teachers in four semi-structured open-ended individual interviews. These data collection strategies have helped the researcher to listen to, capture and describe the

research phenomena through the eyes of the participants in their natural state, without any interfering or influencing events (Cohen *et al.*, 2002:21).

The data which has been gathered from the unstructured open-ended focus group interview with all the participants has been utilised to compile an interview framework which has directed the semi-structured individual interviews with the four participants, representing a public school, township school, a rural school and a private school.

### **3.4.3 Unstructured open-ended focus group interview**

The researcher has selected the participants purposefully, as she deems them as providing the best information to address the purpose of the research (McMillian & Schumacher, 2001:175). With the criteria of the Education White Paper 5 on Early Childhood Education's envisaged ECD models (DoE, 2001a:41) in mind, eight Grade R teachers from two public schools, two township schools, two rural schools and two private schools, were originally invited to participate in the focus group interview. However, only seven Grade R teachers accepted the invitation and participated in the focus group interview. The teachers teach at schools that are within a close proximity of the Cape Peninsula University of Technology, Wellington Campus.

According to Northcutt and McCoy (2004: 47), the IQA process usually starts with a focus group which is formed by a group of people who shares a common perspective but also have different opinions and experiences of the theme under study. This view is shared by Thomas (2017:213) who is of the opinion that during a focus group interview, participants who have a "relevant characteristic or feature of their lives in common, will be brought together in an informal setting" to discuss the research topic. Alluding to the above, Bloomberg and Volpe (2016:156) explain that one of the advantages of this socially orientated method, is that it studies participants in a more natural and relaxed atmosphere than in an individual interview.

Cohen *et al.*, (2011:436) are of the opinion that the reliance during a focus group interview is on the interaction within the group who discuss the topic in question, agreeing on a mutual rather than an individual view. They argue that the participants in the focus group interview, follow a process whereby the group members come to a shared opinion and mutual agreement; thus, the participants are not prioritising their individual views in this group activity. The role of the researcher during a focus group interview is to facilitate or moderate the discussion among participants and not between the researcher and the participants (Thomas, 2017:213; Seabi 2012:90).

Likewise, Thomas (2017:213) highlights the point that the facilitator needs to take a marginal rather than a pivotal role in the discussion. During the unstructured open-ended focus group interview the researcher has opted for the role of a facilitator and moderator in facilitating, teaching and guiding the participants during the IQA process and the development of an interview framework.

In order to conduct the unstructured open-ended focus group interview, the researcher has taken on the role of a manager who manages the unstructured open-ended focus group interview by organising the venue, time, video camera and the endorsing of the informed consent forms by the participants.

The unstructured open-ended group interview took place at CPUT Wellington Campus. This venue was chosen by the researcher as it is in close proximity to all the participants' schools. Unfortunately, only seven of the eight participants were present at the unstructured open-ended focus group interview. One of the participants of a rural school telephonically informed me on the day of the group interview that she had to take her child to the hospital and that she would no longer be able to partake in the research study. In collaboration with the other seven participants present at the venue, it was agreed to go ahead with the focus group interview.

The researcher embarked on the unstructured open-ended focus group interview by welcoming and expressing her thankfulness to each participant for their willingness to participate in this research. Subsequently, the researcher explained to the participants the purpose of the research, namely to gain insight in Grade R teachers' perspectives of implementing physical education.

The researcher emphasised that the participants were free to withdraw and leave the room at any stage if they feel uncomfortable with the procedures, that all contributions will be kept confidential and that the anonymity of the participants and schools will be protected, thus the real identities will not be revealed in any form of writing or report related to this research. Permission has also been obtained from the participants to audio-visual tape the proceedings. Once again, it was clarified with the participants that access to the recordings are restricted to the researcher and her supervisor. The audio-visual recording will be held in a secure place for at least five years for reference. Before the data collection started the researcher collected the informed consent forms and ensured that all the participants had signed the form.

Following the gathering of the consent forms, the researcher handed out a pack of white index cards, a black colour pen and Prestik to each participant. According to Northcutt and McCoy (2004:47) silent brainstorming is the first step to be engaged with in an IQA unstructured open-ended focus group interview. They are of the opinion that the silent brainstorming activity has the following advantages:

- it “minimizes group pressure to respond in an influenced, rather than an authentic, manner”;
- it provides “introverts with private time to think and generate ideas”;
- and it “generates large amounts of data” (Northcutt & McCoy, 2004:92).

Thus, in the second step the researcher invited the participants to participate in a silent brainstorming activity regarding their perceptions, experiences and challenges of teaching physical education in Grade R. The researcher made it clear to the participants that no one is allowed to speak. The researcher read each statement to the participants and requested them to write their perceptions, feelings, experiences or ideas that came to mind, on cards. The participants were also instructed to write one idea per card.

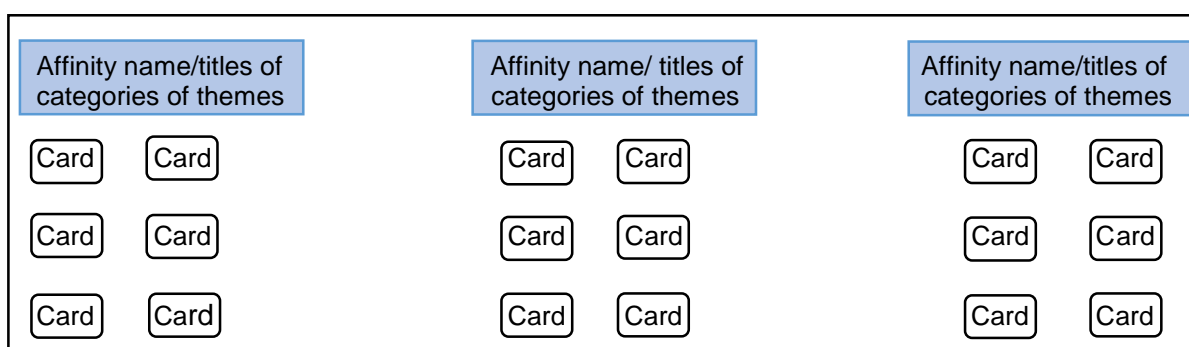
Based on the research question and sub-questions, the following statements were read and displayed on a wall during the silent brainstorming activity of the unstructured open-ended focus group interview.

1. Tell me what you think or feel or call to mind when I use the term physical education;
2. Tell me about your experience of teaching physical education in your school;
3. Tell me about the challenges you experience when teaching physical education.

The third step in facilitating the IQA unstructured open-ended focus group interview, commenced when no further cards were produced by the participants. The researcher then proceeded by asking the participants to use the distributed Prestik which has been handed out to them during step one of the IQA interview process and to place the completed cards of the first statement on the wall. Steps 2 and 3 were repeated with the second and third statements. Inductive coding started when all the participants had been asked by the researcher to “cluster and group” their cards as well as their co-participants’ cards silently into whatsoever categories they believe they belong to (Northcutt & McCoy, 2004:98), who explain that inductive coding seeks to identify affinities, thus, grouping of cards with a shared meaning.

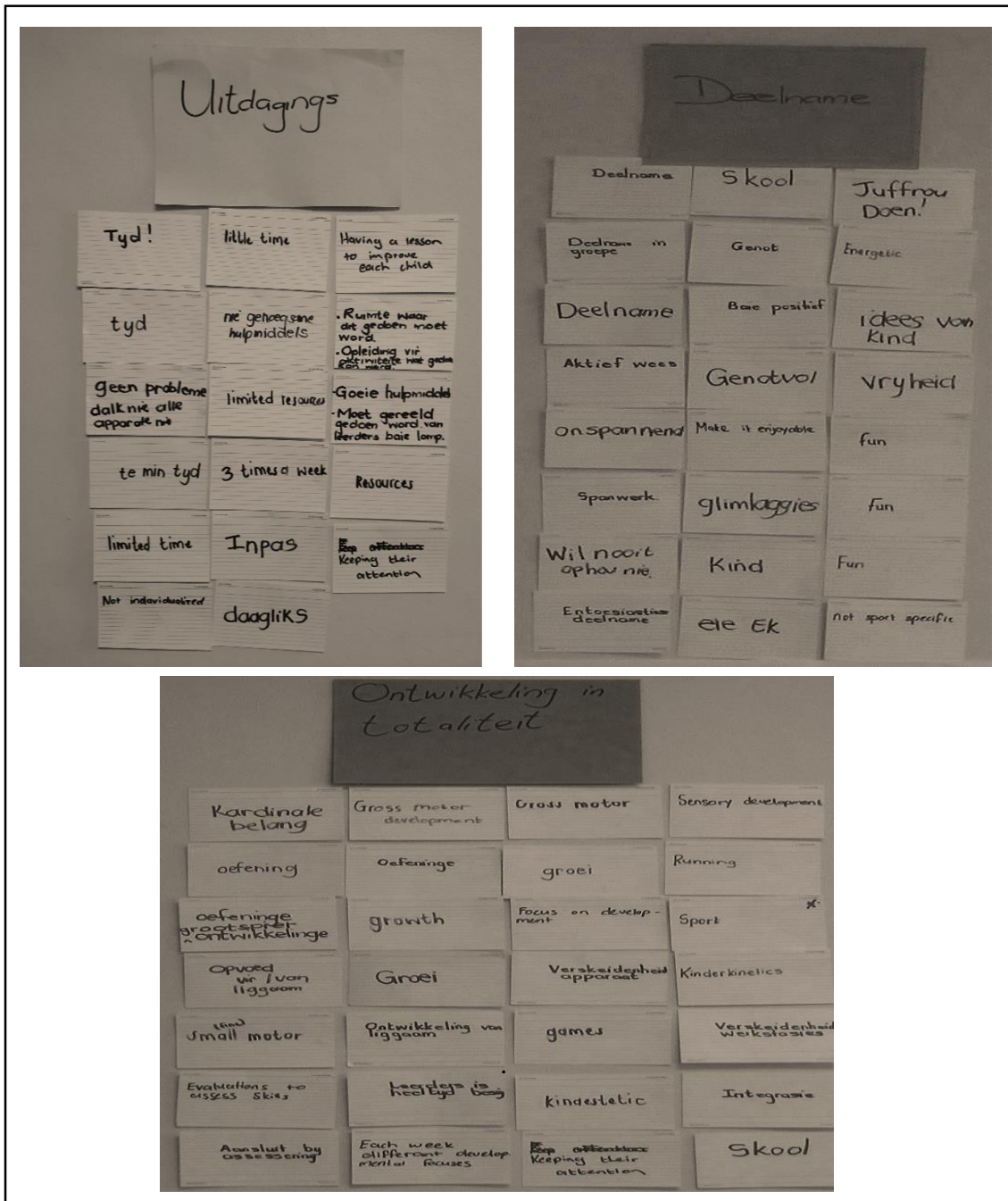
The fourth step of the IQA unstructured open-ended focus group interview entailed participants to read through all the cards displayed on the walls and then to move, sort and shift the cards into vertical columns or groups until all the participants were satisfied with the subsequent cluster of cards that the participants have sorted. During this reading, moving, and sorting activity, participants were urged not to defend their categorisation of the cards and they were allowed to move the cards numerous times. As a result, the cards were sorted into categories consisting of various themes.

The fifth step of the IQA unstructured open-ended focus group interview commenced when the researcher requested the participants to name, label or give headings or titles to the groups they have generated. This process was accomplished through a group discussion and an agreement by the participants. “The intent of this process is to categorise data into thematically organised groupings, referred to as affinities” (Northcutt & McCoy, 2004:98). They (2004:99) explain that the title accurately reflects the meaning of the affinity. The researcher wrote the titles/headings of the categories of themes on different coloured header cards and placed it at the top of each vertical column. See Figure 3.3.



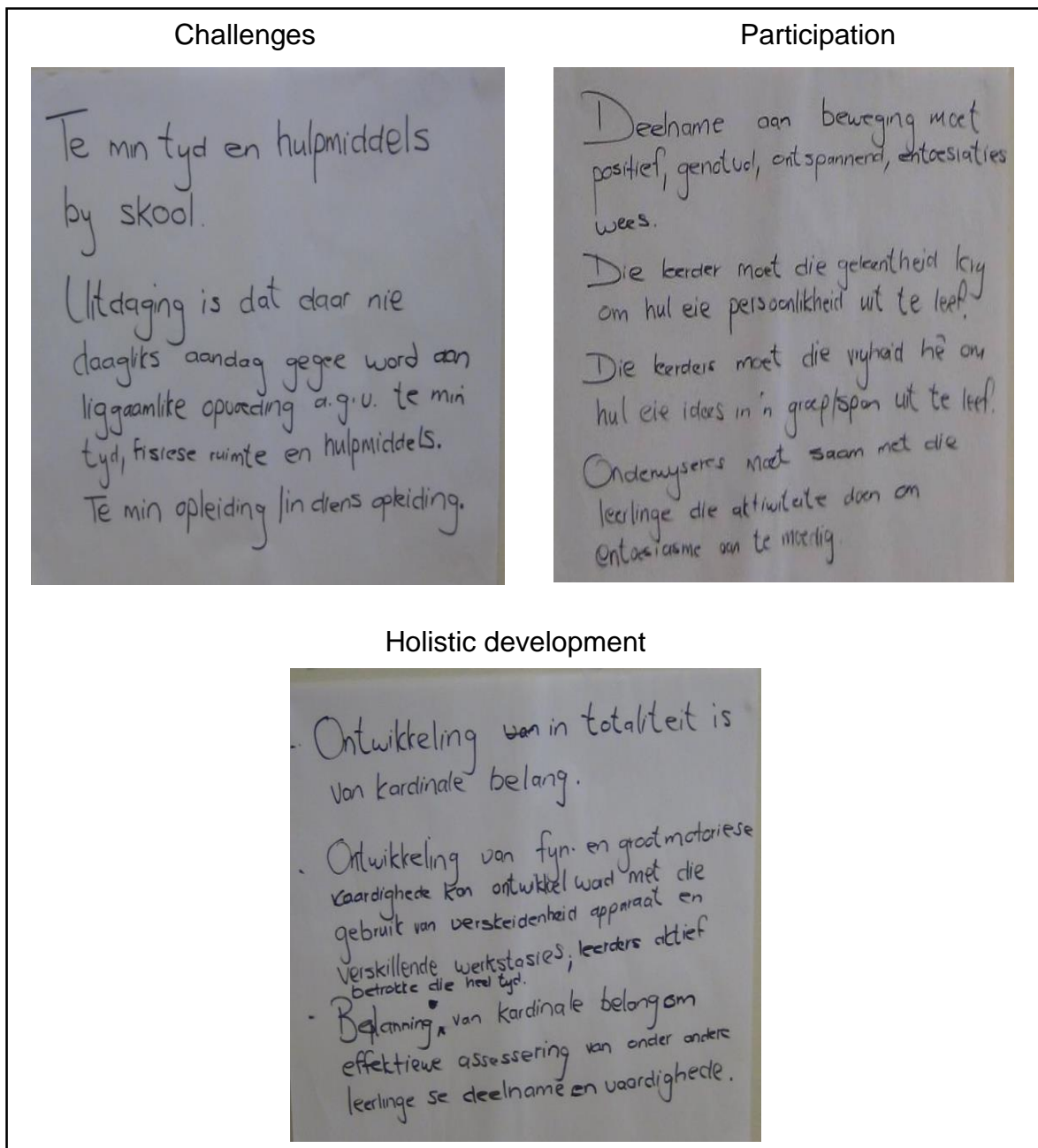
**Figure 3.3 Affinities (Northcutt & McCoy, 2004:99)**

As a result of the sorting, the categorising and naming activity described above, three categories of themes emerged namely challenges, participation and holistic development. See Figure 3.4.



**Figure 3.4 Cluster groups and categories of themes generated by the participants of the unstructured open-ended focus group interview**

After the participants had given a title or heading to each group they were invited to give a descriptive paragraph to explain each heading or title regarding the category consisting of a theme as the sixth step of this IQA interview process (Northcutt & McCoy, 2004:100). Gathered from the “cards and affinities”, or as applicable in this research study, the themes on the cards with the titled headings of categories, the researcher encouraged the participants to write a descriptive paragraph representing the general content of the affinities (Northcutt & McCoy, 2004:100). See Figure 3.5.



**Figure 3.5 Descriptive paragraphs to explain each category consisting of themes generated by the participants of the unstructured open-ended focus group.**

The following activities of step 7 of the IQA unstructured open-ended focus group marked the conclusion of this process of collecting data. Once the participants had given their final approval of the categories consisting of themes and together with the descriptive paragraphs, the researcher circulated a bag with two ping-pong balls in it. The aim of this activity is to randomly select four teachers, where each participant has an equal probability of being chosen (Cohen, *et al.*, 2011:153). The teachers from the two public schools were invited to each draw a ball from the bag. The teacher who draws the number 1 ball will be representing the public school. This action was repeated with the teachers from the township school, and those from the private school. This process removed bias from the selection process and



resulted in a representative sample. Due to the fact that only one participant from the rural schools were present at the focus group interview, the simple random process was not conducted for participant selection of the rural schools. The participant present made herself available to continue in this research study.

The researcher expressed her gratitude to all the participants for their participation in the process and arranged tentative dates with the four participants who will be involved in the audio-visual recording of physical education lessons and the semi-structured open-ended individual interviews.

To summarise, the above-mentioned steps of the unstructured open-ended focus group interview in the IQA process, inductive and deductive data analysis took place simultaneously with the data collection process when the participants generated themes, categories and descriptions. The final step of the IQA process was done away from the venue of the unstructured open-ended focus group interview when the researcher wrote up the data collected during the unstructured open-ended focus group interview and compiled an interview framework, based on the generated themes, being sorted into categories and reflecting the descriptive paragraph of each category. This interview framework was used to guide the audio-visual recordings of lesson plans and the discussions during the semi-structured open-ended individual interviews. See Table 3.2 for the transcription of the unstructured open-ended focus group interview in order to form the interview framework.

**Table 3.2 Interview framework based on the transcription of data collected during the an unstructured open- ended focus group interview**

Categories	Brainstorming teachers' perspectives, feelings and experiences resulting into themes	Descriptive paragraph
Challenges	<ul style="list-style-type: none"> <li>➤ Lack of time</li> <li>➤ Lesson every day</li> <li>➤ Lessons three times a week</li> <li>➤ Lack of resources</li> <li>➤ Physical space to do physical education</li> <li>➤ In-service training for physical education</li> <li>➤ Lessons not individualised</li> <li>➤ Having a lesson to improve every child</li> <li>➤ Must be done on a regular basis, otherwise learners are clumsy</li> </ul>	<p>Limited time and resources at school. Challenge is that it is not possible to teach a physical education lesson every day due to the fact that there is not enough time, physical space and resources. Too little training/in-service training.</p>
Holistic development	<ul style="list-style-type: none"> <li>➤ Crucial/essential</li> <li>➤ Focus on development</li> <li>➤ Gross motor development</li> <li>➤ Fine motor development</li> <li>➤ Child kinetics</li> <li>➤ Kinaesthetic</li> <li>➤ Educate the body</li> <li>➤ Exercise</li> <li>➤ Growth</li> <li>➤ Running</li> <li>➤ Sport</li> <li>➤ Games</li> <li>➤ Variety of apparatus</li> <li>➤ Integration</li> <li>➤ Different workstations</li> <li>➤ Evaluation to assess skills</li> <li>➤ Each week different developmental focuses</li> <li>➤ Keeping their attention</li> <li>➤ In support of assessment</li> <li>➤ School</li> </ul>	<p>Holistic development is crucial/essential. Development of gross and fine motor skills can be achieved with the use of a variety of apparatus and workstations – learners need to be active all the time. Planning is essential for effective evaluation of learners' participation and skills.</p>
Participation	<ul style="list-style-type: none"> <li>➤ Participate</li> <li>➤ Teacher do</li> <li>➤ Fun</li> <li>➤ Energetic</li> <li>➤ Active</li> <li>➤ Participation in groups</li> <li>➤ Positive</li> <li>➤ Ideas of learners</li> <li>➤ Freedom</li> <li>➤ Relaxing</li> <li>➤ Make it enjoyable</li> <li>➤ Teamwork</li> <li>➤ Smiles</li> <li>➤ Do not want to stop</li> <li>➤ Enthusiasm</li> <li>➤ Self-centred</li> <li>➤ Not sport specific</li> <li>➤ School</li> </ul>	<p>Participation must be positive, fun, relaxing and enthusiastic. Learners must be given the opportunity to live out their own personalities. Learners must have the freedom to give their ideas in a team or group. Teachers must participate in the activities in order to encourage enthusiasm.</p>

### 3.4.4 Audio-visual recordings of Grade R physical education lessons

Following the data collection through the unstructured open-ended focus group, audio-visual recordings of four Grade R teachers' physical education lessons were recorded, representing a public school, a township school, a rural school and a private school. By making use of various data collection instruments, the audio-visual recordings were used to supplement the researcher's other data collection methods and to gain a deeper understanding of the Grade R teachers' practice when they implement physical education. Denzin (quoted in Thomas, 2017:153), refers to the use of more than one data collection method as "methodological triangulation". Bloomberg and Volpe (2016:254) state that the use of multiple data collection methods to achieve triangulation is important to obtain an in-depth understanding of the phenomenon being studied. Cohen *et al.*, (2011:470) explain that "a comprehensive audio-visual recording can overcome the partialness of the observer's view of a single event and the tendency towards only recording the frequently occurring events."

The audio-visual recordings of the four participants' physical education lessons have been recorded by the researcher from 11 to 25 September 2018. Prior to the audio-visual recordings and semi-structured interviews, appointments with each of the participants were made. The purpose of these appointments was to explain the audio-visual recording process and to make it clear that they are in no way obliged to participate and that they can withdraw their participation at any stage. They have also been assured of anonymity of their responses. The researcher gave each of the four teachers informed consent letters addressed to the parents of the learners, whereby the parents were asked for permission for his/her child to participate in an audio-visual recording of a physical education lesson presented by his/her class teacher. The letter also states that the anonymity of their child will be protected. The principal of each school was also informed of the scheduled visit and audio-visual recording of the physical education lessons.

On the day of the audio-visual recording, the researcher brought two video cameras along. To limit the researcher's intrusion, the cameras were set up before the learners entered the space where the lesson would be presented. The researcher requested the teacher not to focus on the camera during the lesson, but rather to focus on the learners and the activities. Cohen *et al.* (2011:470) explain that the researcher has to be cautious when installing a video camera in a classroom, as it might create the problem of reactivity. In addition, Babbie (2010:300) explains that if the participants know that they are "being studied, they might modify their behaviour in a variety of ways." Furthermore, a fixed camera might be as

“selective as a participant observer”, because if it is movable, it could still be highly selective (Cohen *et al.*, 2011:470).

Participant 1 presented her lesson in a school hall, whilst participant 2 utilised the playground. As it was raining on the day of the audio-visual recordings of Participants 3 and 4, they presented their lessons in their classrooms. While audio-visually recording the physical education lessons, the researcher did not only focus on the themes that have emerged from the open-ended focus group interview but also took on the role of a non-participant observer. At home, the researcher transcribed the sequential order of the recordings.

### **3.4.5 Semi-structured individual interviews**

Northcutt and McCoy (2004:48) state that the IQA interview can include semi-structured interviews as a data collection strategy. Cohen, *et al.*, (2011: 411) explain that the purpose of an interview is not only to act as the principal means of gathering information, but that it can also be used in conjunction with other methods.

Tuckman (quoted in Cohen, *et al.*, 2011:411) describes individual interviews as “providing access to what is inside a person’s head, [it] ... what a person knows, what a person likes or dislikes and what a person thinks.” Seabi (2012:89) claims that this style of interview is not entirely fixed nor fully free but is usually viewed as flexible.

Northcutt and McCoy (2004:48,197) advise that the focus or content of the interview should be determined by the affinities developed from the focus group. An interview framework has been compiled based on the clusters of themes, sorted into three categories with explanatory descriptive paragraphs as data collected from the unstructured focus group interview. This interview framework was subsequently used to guide the discussions during the semi-structured individual interviews. Thomas (2017:206) advises that the interview schedule should be drawn up prior to the interview as it is acting as a “framework of issues, leading to possible questions, follow-up questions and probes”.

Being a novice researcher, the researcher compiled a list of possible questions based on the interview framework as a structure to help conduct the interview (Appendix H). By making use of the interview framework and the list of questions regarding the framework, the researcher endeavoured to ensure that all the themes were discussed in-depth but that there was still room for the interviewee to add any other information she deemed necessary. The

semi-structured individual interviews took place on the same day as the audio-visual recordings. All the interviews were conducted in the respective classrooms of the participants after the learners had departed at the end of the school day. The duration of each interview was between 25 and 35 minutes.

The interviewees who participated in the semi-structured individual interviews, represented a Grade R teacher from a primary public school, a Grade R teacher from a primary rural school, a Grade R teacher from a primary township school and lastly a Grade R teacher from a private school.

The researcher, in facilitating and guiding the semi-structured open-ended interviews, ensured that she treated every participant with respect, sensitivity, friendliness and has formed a cooperative relationship with each participant during the interview. The researcher commenced each interview by thanking the participant for availing herself. The researcher then proceeded to explain the aims of this research study and the pivotal role the participants play in this data collecting process. The researcher further pointed out that each of the participant's involvement with this research process was voluntary and no participant was obligated to participate in the study. The researcher pointed out to each participant that if she is feeling uncomfortable or does not want to participate any more, she could withdraw from the study and leave the interview room.

Before the interview commenced, the researcher tested the audio equipment. Consent for the interview to be recorded was sought from each participant. It had been made clear to each participant that the recording will only be used to assist with transcription and that it would only be available to the researcher and her supervisor. The confidentiality of the participant's responses was explained (Northcutt & McCoy, 2004:207). It was emphasised that there would be no personal reference to her or her school in the data collection analysis and that she would be referred to as Participant 1, 2, 3 or 4 as the case may be. According to McMillian and Schumacher (2014:134) confidentiality can be obtained in numerous ways, which include the use of aliases or numbers.

As the interview commenced the researcher handed an interview framework to the participant containing the descriptions of each category and its themes (Northcutt & McCoy, 2004:202). The first set of questions were used to collect some general information (Northcutt & McCoy, 2004: 204) to set the interviewee at ease and to establish a rapport between the researcher and the interviewee. The researcher requested the participant to reflect on her personal experience regarding the affinity by saying, "Tell me more about your experience

with...” (Northcutt & McCoy, 2004:203). Follow-up questions and probes were used to set a scene of respect and trust in order for the participant to share her knowledge, experience and beliefs about the meaning of the affinities or categories with the accompanied themes and descriptive paragraphs. Thomas (2017:206) clarifies that probes in the form of a nod, tilt of the head or “Go on ...” are encouragements for the participant to proceed with aspects of their answers.

Northcutt and McCoy (2004:205) advise that it is important to wait for the participant to finish speaking before probing or asking the next question. It was thus necessary for the researcher to be patient and listen to what the participant was saying, without interrupting or trying to control the interview. Before the researcher continued to the next theme, the interviewee was asked if she had anything else to add to the current theme (Northcutt & McCoy, 2004:205). Subsequently, the participant was familiarised with the next theme. Once all the themes of the interview framework had been addressed and discussed, the participant was asked whether she had any final thoughts or additions to be made regarding the content of the interview framework (Northcutt & McCoy, 2004:208). At the conclusion of the interview the participant was thanked for her participation in this research study. At home the researcher transcribed the interviews, word for word (Northcutt & McCoy, 2004: 209). Once the transcriptions of all four semi-structured interviews were completed, the researcher embarked on the data analysis.

### **3.5 Reflection**

In section 3.2 the researcher gave an explanation of the research design, and more specifically, the research methodology which is used in attempting to answer the research questions and achieve the research objectives. Therefore, it is important for the researcher to reflect on the suitability of the research methodology which was utilised for collecting data and the subsequent analysis of data, by both the researcher and the participants (Gratton & Jones, 2004:234).

As a researcher I am aware of the fact that my experience and perceptions may impact on the findings of the study. For this reason, the decision to utilise an amended IQA research strategy, is deemed to be fitting as it limits the researcher’s influence on the data collection and data analysis. To ensure that the findings of this study are trustworthy, the following aspects have been taken into consideration: credibility, dependability, transferability and confirmability (Maree, 2016:373; Fabio & Maree; 2012:140). According to Shenton,

(2004:63) credibility, dependability and confirmability are sought to guarantee that the qualitative research process is reliable and dependent.

### **3.5.1 Trustworthiness**

McMillian and Schumacher (2014:354) explain that the validity or trustworthiness of a qualitative design is the degree to “which the interpretations and concepts have mutual meanings between the participants and the researcher”. Coonin (quoted in Du Plooy-Cilliers, Davis & Bezuidenhout, 2014:253-254) argues that “Qualitative researchers ... prefer to use the concept *trustworthiness* to measure reliability and validity within qualitative studies”. Mouton (2013:100) clarifies validity in terms of data collection as a measuring instrument. In this research study, the interview framework can be seen as a measuring instrument, validating the shared meanings of the participants. Lincoln and Guba (quoted in Billiups, 2014:10) emphasise that trustworthiness is considered the “quintessential framework” for evaluating qualitative research. In an attempt to ensure that both the researcher and the participants share the same understandings of the participants’ knowledge, skills, perspectives and experiences of implementing physical education in Grade R classrooms, an interview framework, based on the contributions of the participants in the unstructured open-ended group interview, was compiled. Trustworthiness of each component of the interview framework was further strengthened when the participants in the semi-structured open-ended individual interviews were asked to add, amend, agree or disagree with the content of the interview protocol (Northcutt & McCoy, 2004:208).

### **3.5.2 Credibility**

Credibility was strengthened in this research study when the researcher requested the individual interview participants to participate in a member-checking process. According to Fabio and Maree (2012:140) member checks are conducted after the preliminary analysis or the first draft of the research project. Billiups, (2014:10) adds that member checking takes place when the participants are asked to review the findings or preliminary analysis to assess whether the findings reflect what they conveyed to the researcher. McMillian and Schumacher, (2001:410) state that member checking can also be done during an interview as topics are rephrased and probed in order to attain more complete and subtle meaning. To ensure that the researcher’s own bias did not influence how participants’ perspectives are portrayed (Bloomberg & Volpe, 2016:176) member checks in this study occurred during the individual interviews when the researcher asked each participant whether she agreed with the themes, categories and descriptive definitions of the interview framework as generated

in the open-ended focus group interview and, whether she wanted to add anything else. All four individual interview participants shared the same understanding and meaning regarding each component of the interview framework. The credibility was further intensified when a transcription of each of the participants' individual interview and a transcription of the individual audio-visual recordings of her physical education lesson were forwarded to each participant. Thus, an opportunity was granted to every individual participant to confirm and acknowledge that the transcriptions of the individual interviews as well as the transcriptions of the lesson plans, were true and reflected a just account of her perspectives, views, knowledge, skills and experiences (Creswell, 2007:266).

Triangulation plays a pivotal role in ensuring credibility. Shenton (2004:65) states that triangulation include the use of various data collection strategies, especially observation, focus groups and individual interviews. Billups (2014:10) agrees with Shenton and states that triangulation forms a more holistic picture of research as it includes the use of multiple data sources to produce greater "depth and breadth of understanding". This view is shared by McMillian and Schumacher (2001:43), who state that qualitative researches make use of a variety of additional techniques to provide credible findings. They define supplementary techniques as "approaches selected to help interpret, elaborate, or corroborate data obtained from participant observations and in-depth interviews." McMillian and Schumacher, (2001:410) are of the opinion that the use of mechanically recorded data, such as audio recorders and videotapes may enhance the validity by providing an accurate and relatively complete record. The three data collection strategies which have been implemented in this qualitative research, have assisted in obtaining different perceptions regarding the phenomenon under study and thus they reinforce the credibility of this study.

### **3.5.3 Dependability**

Cohen *et al.*, (2011:202) explain that dependability raises the issue of respondent validation. They advise that the researcher must take their findings back to the participants. Therefore, all transcriptions were sent back to the participants to confirm that the researcher has correctly interpreted their responses. The participants were given the opportunity to read, provide extra information and verify the transcriptions. See (Appendix I) for verification of the transcriptions.



### **3.5.4 Transferability**

Nieuwenhuis (2016:124) claims that transferability does not contain generalised claims; they rather invite the readers to “make connections between elements of the study and their own experience.” He further states that the focus of qualitative researchers should be on “how typical the participants are to the context being studied and the context to which findings apply.” The focus of this research study is on Grade R teachers’ perceptions about the implementation of physical education. Thus, the 7 Grade R teachers that have participated in this study are typical of the phenomenon being studied. Due to the emphasis on individual teachers’ perspectives this study is not representative nor generalisable. The aim of a qualitative study is not to generalise, but rather to develop an in-depth understanding of a central phenomenon (Creswell, 2007:213). To enhance the transferability of the study, thick descriptions of the accounts of the context, participants and research design are required to permit the readers of the research findings to make their own decisions about transferability (Nieuwenhuis, 2016:215).

### **3.5.5 Confirmability**

Lincoln and Guba (quoted in Nieuwenhuis, 2016:125) see confirmability as “the degree of neutrality or extent to which the findings of the study are shaped by the participants and not by researcher bias, motivation, or interest”. In an attempt to limit bias, the researcher used the IQA approach as a method to limit personal involvement in the study. The IQA approach provides participants with opportunities to give their own thoughts, perspectives, views and answers to the research question, without being influenced by the researcher in any way (Northcutt & McCoy, 2004:199). Triangulation, as mentioned earlier, is included in this study, thus reducing the effect of bias (Nieuwenhuis, 2016:125). The neutrality of this study can also be provided by an “audit trail” which allows any viewer to “trace the course of the research step by step via the decisions made and procedures described” (Nieuwenhuis, 2016:125; Denscombe, 2010:300).

### **3.6 Research Ethics**

Bloomberg and Volpe (2016: 175) explain that the ethical issues related to the protection of the participants in any research study are of vital concern. Thus, before conducting this research, it was necessary for the researcher to take into consideration the ethics of the research. The researcher has obtained permission from the Education Faculty Ethics Committee (EFEC) at the Cape Peninsula University of Technology to conduct the research

(Appendix A). The researcher has been granted an Ethics number (EFEC 5-2/2018) by the Cape Peninsula University of Technology. This Ethics number is granted in accordance with the criteria set out by the EFEC of the Cape Peninsula University of Technology.

Permission to conduct research in public schools within the Western Cape has to be sought from the Western Cape Education Department (WCED). A letter (Appendix B) as well as an application form (Appendix C) to conduct research within public schools in the Western Cape was sent to the directorate of research in which the researcher explained the purpose of the research and the reason why the specific schools were selected for the study.

Permission has been granted by the WCED (Appendix F), subjected to the following conditions:

- Schools and participants may not be identifiable in any way from the results of the investigation;
- Educators' programs may not be interrupted;
- The study is to be conducted from 2 April 2018 till September 2020;
- No research can be conducted during the fourth term as schools are preparing and finalising syllabi for examinations.

A letter was sent to the school principals, asking for permission to conduct research in their schools (Appendix E). Each of the school principals was visited prior to the research to invite a Grade R teacher from their school to participate in this research study. At these visits to the schools, the purpose and research method were explained to the principals and the prospective participants. The participants were also informed that they have the choice whether or not they agree to participate in this research study and that they may withdraw from the study at any point. All prospective participants were provided with an Informed Consent Letter (Appendix F) which explains the purpose and data collection methods of this research study. All the participants have signed the Informed Consent Letter in which they agree to their involvement and role in the data collection process. They have also confirmed that all ethical issues have been discussed. In addition, the contact details of the researcher have been provided. This allows the participants to contact the researcher if they have any queries. To protect the privacy of the participants, the anonymity of the participants was kept confidential. All participants have been given a pseudonym and is referred to as Participant 1, 2, 3 or 4.

Informed Consent Letters (Appendix G), requesting permission to audio-visually tape their

children in a physical education lesson, have been given to the parents. The signed Informed Consent Letters were collected by the teachers and on the day of the audio-visual recording were handed to the researcher.

### **3.7 Conclusion**

The third chapter is guided and directed by the research question and aims. The research framework positions this research study in a naturalistic, interpretive and interactive qualitative research case study. Subsequently, a motivation for adapting the research method of Northcutt and McCoy's IQA (2004:44) was given. For the purpose of this study four adaptations were made to the IQA. The theoretical coding process was abandoned as it was too technical (Barnard, 2011: 207) and the researcher substituted it by introducing audio-visual recordings of physical education lessons (Barnard, 2011:182). Additions also include the utilising of a computer software program to assist with analysis as well as a deviation from Northcutt and McCoy's data analysis to include John Stuart Mill's Analytic Comparison (Neuman, 1997:428) as an analysing instrument. Justification of the sampling strategies and selection of participants were followed by an in-depth discussion on the data collection and analysis strategies which entailed explaining the conducting of an unstructured open-ended focus group interview, four semi-structured individual interviews as well as audio-visually recording lessons. Finally, trustworthiness, credibility with the inclusion of triangulation, dependability and confirmability of this research study were discussed. This chapter was concluded with an explanation regarding the ethical considerations. Chapter four will focus on the data analysis and findings.

## CHAPTER FOUR

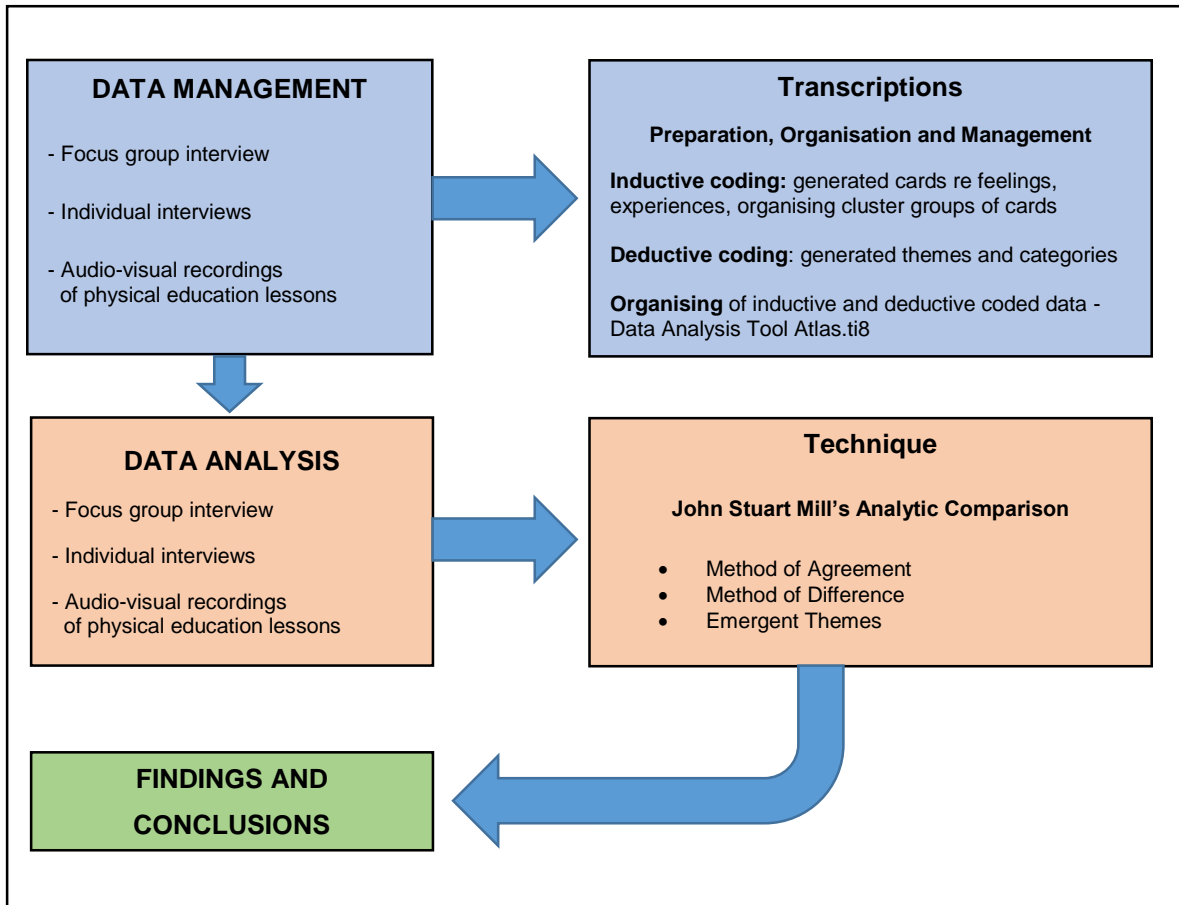
### DATA ANALYSIS AND FINDINGS

#### 4. 1 Introduction

The previous chapters discussed the background to the study, literature study and methodology used during this research study. This chapter presents the procedures of data analysis as well as the findings from the analysis of data collected from the open-ended unstructured focus group-interview, semi-structured individual interviews and audio-visual recordings. The data was analysed taking into account the main purpose of the study and endeavouring to obtain answers to the research question and two sub-questions: What are Grade R teachers' experiences of physical education in Grade R? What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R? What are Grade R teachers' experience of implementing physical education in Grade R?

According to McMillan and Schumacher (2001:461) most qualitative researchers "employ an interpretive/subjectivist style rather than a technical/objective style." Due to the fact that this qualitative study was guided from an interpretive paradigm perspective (see section 3.2.1), it is appropriate to utilise an inductive approach to analyse the collected data. McMillian and Schumacher (2014:3) declare that inductive reasoning is an analysis in which "categories and patterns emerge from the data rather than being imposed on them prior to data collection". Inductive data analysis of the open-ended unstructured focus group interview took place concurrently with the data collection process when the participants organised their cards into significant groups (Northcutt & McCoy, 2004:47).

The flow of the Qualitative Data Analysis process is organised into three consecutive stages, such as data management, data analysis and findings and conclusions as reflected in the Qualitative Data Analysis Flow Diagram (see Figure 4.1).



**Figure 4.1 Qualitative Data Analysis Flow**

## 4.2 Data Management

### 4.2.1 Data preparation

Preparation of the collected data is the first action that needs to be conducted before the said data can be managed and analysed. Bezuidenhout and Cronje (2014:236) recommend that all the records, and in this research study more specifically the written records of the unstructured open-ended focus group interview, as well as the audio-taped soundtracks of the semi-structured individual interviews and footages of the audio-visual recordings of the physical education lessons, be transcribed. Basit (2010:114) further guides that all interviews should be audio-recorded and transcribed verbatim. The researcher used line numbers to allow her to “refer back to any particular quote from any interview transcript with ease and accuracy” (Northcutt & McCoy, 2004:211). Reading and re-reading the transcripts assist in detecting phrases or comments that are not very clear. The process of transliterating the audio-taped recordings of the individual interviews was rounded up when the transcriptions

were sent to the respective participants, thereby granting them an opportunity to read through their own transcriptions in order to confirm the correctness of the transcribed data as well as to provide additional input, if necessary (Appendix I). In preparing the data of the audio-visual footages of the presented lessons, the researcher followed the same numbering of lines approach as she had done during the audio-taped interviews.

Subsequently, the researcher embarked on a process of reading and re-reading all the transcribed data a few times. The researcher started by reading and re-reading the transcriptions of the focus group interview, attempting to have an overview of what had been said, thought, felt and experienced by the participants in general as a group (DeCarlo, 2018). However, the researcher also needed to investigate whether the data of the individual interviews, acknowledged and confirmed the views expressed by the focus group interview participants, as reflected on the interview framework. Hence, the researcher read and re-read not only the transcribed notes she had made during each individual interview but also read and re-read the transcriptions of the semi-structured individual interviews attempting to gain an in-depth insight of the perceptions of the participants, which cannot be obtained by only reading the transcribed notes. The careful reading and re-reading of the transcriptions of all that have been said by the individual participants, provided the researcher with a clear and objective grasping of each participant's lived experiences in implementing physical education in their classrooms. Finally, in determining whether the participants' practice and implementation of physical education were consistent with what have been said during the interview, the researcher read and re-read the transcriptions of the audio-visual recordings.

#### **4.2.2 Data organisation and management**

As discussed in sections 3.2.1, 3.2.2 and 3.2.3 this study was conducted through the lens of an interactive, qualitative interpretive approach and comprised a case study. The intention of this study was to gain insight into the experiences and perceptions of the participants in terms of how they encounter the implementation of physical education in their educational settings. The data reflects the lived experiences as conveyed by the participants in their own words and granted the researcher an opportunity to acquire an understanding of the teachers' perceptions, experiences and challenges when implementing physical education in Grade R. Basit (2010:183, 160) explains that the purpose of qualitative data analysis is to "determine the categories, relationships and assumptions" that tell us more about the participants' view in general and of the topic specifically and to make sense of the information conveyed to the researcher. Fabio and Maree (2012:139) affirm that qualitative data is

managed by grouping the collected data into themes or categories which is given a name whilst Creswell (2009:185) asserts that qualitative data aims to make sense of the text.

Northcutt and McCoy, (2004:98) explain that although inductive and deductive data analysis of the open-ended focus group interview take place concurrently with the data collection process when the participants generate themes and descriptions of the themes, it also operates as an organising and managerial step. Inductive coding commenced when the participants of the focus group wrote their perceptions, feelings, experiences or ideas that had come to their minds, on cards and thereafter, organised their cards as well as the other participants' cards into cluster groups. Deductive coding began when the participants were invited to give a theme or title to the groups they had generated (Northcutt & McCoy, 2004:99).

Data analysis of the semi-structured individual interviews took place when the researcher and interviewee deliberated each theme and its descriptive paragraph. The participant then endorsed or augmented what the focus-group had said.

In order to systematically analyse the data, the researcher further deviated from Northcutt and McCoy's IQA (2004:44) by making use of Atlas.ti8, a Scientific Software Program Computer Aided, Qualitative Analysis Software (CAQDAS), in order to organise and manage the data collected from both the unstructured open-ended focus group interview and the semi-structured individual interviews. The Atlas.ti8 has also been very useful in organising and managing the data of the transcriptions of the audio-visual recordings of the lessons presented (Friese, 2014:1). Therefore, the organising components entailed firstly, that the title was displayed, namely Grade R teachers' perspectives about implementing physical education. Secondly, the transcriptions of the focus-group interview, individual interviews and audio-visual recordings of the individual lessons became the primary documents (Smit, 2002:71) which the researcher had organised into the deducted coded themes and categories. See section 3.4.2 and Table 4.1: Categories, themes and segments as reflected on brainstorming cards which were generated by an open-ended focus group interview and sanctioned by semi-structured individual interviews.

**Table 4.1 Categories, themes and segments as reflected on brainstorming cards which were generated by an unstructured open-ended focus group interview and sanctioned by semi-structured individual interviews**

<p><b>Categories</b> (Descriptions of themes based on brainstorming of teachers' perspectives, feelings and experiences)</p>		<p><b>Themes</b></p>		<p><b>Segments generated by a brainstorming activity of teachers' thoughts, perceptions, knowledge and experiences</b></p>
<p><b>CHALLENGES</b> Limited time and resources at school. Challenge is that it is not possible to present a physical education lesson every day due to the fact that there is not enough time, physical space and resources. Too little training/in-service training.</p>	←	Lack of time	←	<ul style="list-style-type: none"> <li>- Lesson every day</li> <li>- Lessons three times a week</li> <li>- Must be done on a regular basis, otherwise learners are clumsy</li> </ul>
		Lack of resources		<ul style="list-style-type: none"> <li>- Physical space to do physical education</li> </ul>
		In-service training		<ul style="list-style-type: none"> <li>- In-service training for physical education</li> <li>- Lessons not individualised</li> <li>- Having a lesson to improve every child</li> </ul>
<p><b>Holistic development</b> Holistic development is crucial/essential. Development of gross and fine motor skills can be achieved with the use of a variety of apparatus and workstations – learners need to be active all the time. Planning is essential for effective evaluation of learner participation and skills.</p>	←	Integration	←	<ul style="list-style-type: none"> <li>- Crucial/essential</li> <li>- Focus on development of gross motor development</li> <li>- Fine motor</li> <li>- Child kinetics</li> <li>- Kinaesthetic</li> <li>- Educate the body</li> <li>- Exercise</li> <li>- Growth</li> </ul>
		Planning		<ul style="list-style-type: none"> <li>- Variety of apparatus</li> <li>- Different workstations</li> <li>- Keeping their attention</li> <li>- Each week different developmental focusses</li> <li>- Running</li> <li>- Games</li> </ul>
		Assessment		<ul style="list-style-type: none"> <li>- Evaluation to assess skills</li> <li>- In support of assessment</li> </ul>
<p><b>Participation</b> Participation must be positive, fun, relaxing and enthusiastic. Learners must be given the opportunity to live out their own personalities. Learners must have the freedom to give their ideas in a team or group. Teachers must participate in the activities in order to encourage enthusiasm.</p>	←	Learner and teacher participation	←	<ul style="list-style-type: none"> <li>- Participate</li> <li>- Teacher co-participation</li> <li>- Fun</li> <li>- Energetic</li> <li>- Active</li> <li>- Participation in groups</li> <li>- Positive</li> <li>- Ideas of learners</li> <li>- Freedom</li> <li>- Relaxing</li> <li>- Make it enjoyable</li> <li>- Teamwork</li> <li>- Smiles</li> <li>- Do not want to stop</li> <li>- Enthusiasm</li> <li>- Self-centred</li> </ul>
		Sport		<ul style="list-style-type: none"> <li>- Not school sport specific</li> <li>- Sport</li> </ul>



Thirdly, the organising components required further that the data segments which had been selected from the text of the transcriptions were to be highlighted and subsequently organised into the relevant deducted coded themes and/or categories. In utilising Atlas.ti8 the deducted coded themes and categories were formatted into a MS Word Report bank. This Report Bank allowed the researcher to compare and analyse the frequency and occurrences of the categories and themes as depicted in the lived experiences by the participants. See Figure 4.2 for an example of a Report Bank (Challenges: Lack of time).

<b>Project: Masters</b>	
Report created by DEBEERZ on 04/Aug/19	
<b>Code Report</b>	
Selected codes (1)	
<ul style="list-style-type: none"> <li>● <b>Lack of time</b></li> </ul>	<p><b>8 Quotations:</b></p> <p><b>1:13 Ek sou 84 sê die grootste uitdaging is tyd. (5403:5446) - D 1: Transcription Participant 1</b>            Ek sou 84 sê die grootste uitdaging is tyd.</p> <p><b>1:34 Die tyd is, omdat ons pas dit in, maar dit is nogal (uhm, uhm) 'n vol..... (14614:14901) - D 1: Transcription Participant 1</b>            Die tyd is, omdat ons pas dit in, maar dit is nogal (uhm, uhm) 'n vol 217 dagprogram, maar ja, dit is en so nou en dan, sê byvoorbeeld as dit 218 eksamentyd is, dan kan ons daardie 2 weke bv. nie in die saal wees nie. Dan speel dit 'n rol of as daar nou een of ander iets gehou word.</p> <p><b>2:6 Vir my is tyd juffrou is nie eintlik vir my 'n probleem nie want jy, j..... (4113:4262) - D 2: Transcription Participant 2</b>            Vir my is tyd juffrou is nie eintlik vir my 'n probleem nie want jy, jy 71 daaglikse of weeklikse program. So tyd is nou nie vir my so 'n probleem nie.</p>

**Figure 4.2 Example of a Report Bank**

Thus, in order to prepare, organise and manage the interactive data which has been collected by means of the unstructured open-ended focus group interview, the semi-structured individual interviews and the audio-visual recordings of physical education lessons, the researcher has incorporated inductive and deductive data analysis (Northcutt & McCoy, 2004:98). However, a deviation from the original inductive and deductive data analysis as recommended by Northcutt and McCoy (2004:98) occurred when the researcher employed Atlas.ti8 as a tool to enhance John Stuart Mill's Analytic Comparison as a second data analysis technique (Neuman, 1997:428). The reason why the researcher included Atlas.ti8 was to ensure that an objective management and organisation of data segments of the text into the relevant deducted coded themes and/or categories had been achieved.

After all the data had been prepared, organised and managed, the researcher was able to proceed with the next stage of data analysis.

### **4.3 Data Analysis**

In endeavouring to provide outcomes and clarity to the main research question and sub-questions, the researcher applied two data analysis techniques. The first technique, the inductive and deductive data analysis as described in section 4.2 (Northcutt & McCoy, 2004:98) was employed during the open-ended focus group interview. In analysing the data of the participants' inputs from their individual interviews as well as their presented physical education lessons, the researcher applied John Stuart Mill's Analytic Comparison as a second data technique (Neuman, 1997:428). However, Atlas.ti8, as a tool, further assisted the researcher to identify the frequency and occurrences of categories and themes, as they came to the fore in the semi-structured individual interviews and lesson presentations. The Analytic Comparison of John Stuart Mills comprises a "Method of Agreement" and a "Method of Difference" (Neuman, 1997:428). The Method of Agreement allows the researcher to identify themes that are mutual and occur regularly across the interviews. The Method of Difference indicates themes that have not been identified in all of the individual interviews. Therefore, the researcher focused on "finding patterns, analysing events" in order to capture "what is found in the data" as well as "things that are *not* in [all] the data" (Neuman, 1997:435). Although the absence of certain data can be viewed as negative, in this research study it proved to be positive: "...can reveal a great deal and provide valuable insights" (Neuman, 1997:435). The researcher refers to data which appeared from the individual interviews as emergent themes. McMillan and Schumacher (2001:15) explain that an emergent theme "emerges as data [is] collected".

The following data analyses are presented with the data derived from the unstructured focus group interview, followed by the semi-structured individual interviews and lastly, the data analysis of the audio-visual recordings of the physical education lessons.

#### **4.3.1 Data analysis of the unstructured open-ended focus group interview**

The participants in the unstructured open-ended focus group interview comprised seven teachers who implement physical education for Grade R learners at their respective schools. All the participants are teachers in the Cape Winelands Education District, South Africa. All the participants bar one is Afrikaans speaking. The duration of the focus group interview took an hour and a half.

The aim of the focus group interview was to generate perceptions, knowledge and experience of Grade R teachers regarding the implementation of physical education. Data

analysis of the unstructured open-ended focus group interview started when the participants generated ideas, perceptions, knowledge and experiences on brain-storming cards. Thereafter, these brainstorming cards were sorted into groups of themes and eventually the themes were clustered into categories. The participants coded the categories (challenges, participation and holistic development), and then provided each category with a descriptive paragraph reflecting the various themes in the specific category (See Table 4.1). An analysis of the unstructured open-ended focus group interview indicated that all the participants had reached consensus on the identified coded categories, reflecting the themes as well as the descriptive paragraph. The deductive coded categories and themes (Northcutt & McCoy, 2004:98) were used to compile an interview framework which was used during the individual interviews.

Once the data analysis of the focus group interview had been completed, the next step was to analyse the data of the semi-structured individual interviews, based on the themes identified in the interview framework.

#### **4.3.2 Data analysis of the semi-structured individual interviews**

In analysing the data of the semi-structured individual interviews, the researcher employed both the IQA deducted analysis (Northcutt & McCoy, 2004), as well as John Stuart Mill's Analytic Comparison (Neuman, 1997:428) as data analysis techniques (see section 4.3). Also, verbatim quotes from the participants, created in the various MS Word Report banks in Atlas.ti8 were copied to validate the data (see Figure 4.2 for an example of a Report Bank).

In line with Northcutt & McCoy (2004:204), the researcher asked each semi-structured individual interview participant five questions that acted as an ice-breaker as well as a source for background information about the participants' qualification and experience as a Grade R teacher teaching physical education (see Table 4.2 Qualifications and Experience).

**Table 4.2 Qualifications and Experience**

Questions	Participant 1	Participant 2	Participant 3	Participant 4
Tell me about your qualifications.	Junior Primary Diploma in Education	Level 5 Early Childhood Education Grassroots	Level 5 Early Childhood Education Enrolled for B.Ed. Foundation Phase at UNISA	Level 5 Early Childhood Education
How long have you been a Grade R teacher?	24 years 21 years Pre Grade R 3 years Grade R	18 years	7 years	9 years
Tell me about your training in Grade R. Did you have any formal training in Grade R during your years of study?	No Previous Grade R colleague gave her training.	Yes	Yes	Yes
How long have you been involved in the teaching of physical education?	24 years	18 years	7 years	9 years
Tell me about your training of physical education. Did you have any formal training in physical education during your study years?	Yes	"Only a small part of the Grade R training"	"Not certain, can't remember"	"Only a small part – one module".

As the above-mentioned background individual information regarding qualifications and experiences, was not reflected on the interview framework, the researcher employed only John Stuart Mill's Analytic Comparison (Neuman, 1997:428) as a data analysis technique regarding this specific data. After the researcher had carefully read all the transcriptions regarding the background information, the researcher asked what was the same, (Method of Agreement), what was different (Method of Difference) and what was not said (Emergent theme). Hence, the qualifications and experiences of teaching physical education in Grade R revealed that all the participants have experience, which vary from nine to twenty-four years (Method of Agreement). With reference to the qualifications, the Method of Difference indicated that only one of the participants had obtained a Junior Primary Diploma in Education (Grade R Training had not been included in this course) and one participant is enrolled for her B.Ed. degree (Method of Difference). The Method of Agreement revealed that three participants have a Level 5 Early Childhood Education Diploma. This finding coincides with the Teaching and Learning International Survey (TALIS) of 2018, which indicates that one out of five teachers in South Africa do not have a Bachelor's degree, whilst one out of four teachers have not completed any tertiary education (DBE, 2019:6). However, the Method of Agreement further pointed out that one participant had definitely been trained for physical education during her Junior Primary Diploma (Participant 1) whilst two participants (Participants 2 and 4) acknowledged that they had also received some physical education training during their Level 5 Early Childhood Education Diploma study. The Method of Difference, indicated that one participant (Participant 3) could not remember

whether any training had been received during her Level 5 Early Childhood Education Diploma study.

The rest of the data analysis of the transcribed data of the semi-structured individual interviews started when the researcher employed both data analysis techniques. IQA deducted analysis (Northcutt & McCoy, 2004:99) was already utilised during the individual interviews, when the researcher and each participant discussed the categories, themes and descriptive paragraph on the interview framework. Thereafter, the researcher asked the participant whether she agreed with what is stated on the interview framework and whether she would like to add or make any additions to the interview framework (Northcutt & McCoy 2004:208). The Method of Agreement, as part of the second data analysis technique, came to the fore when the transcriptions of all the participants reflected that they were in accordance with the information as reflected on the interview framework.

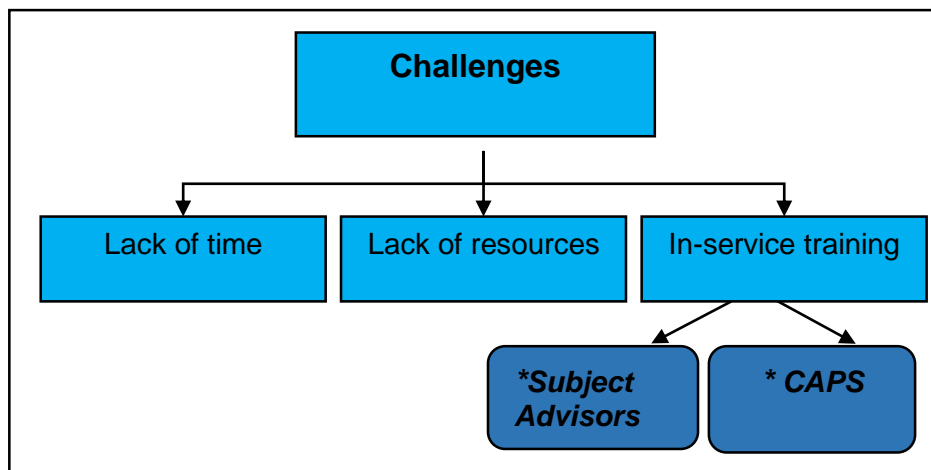
Next, in her study at home, the researcher read and re-read each individual interview's transcribed data, which had already been coded deductively in line with the categories and themes of the interview framework (Northcutt & McCoy, 2004:99). The IQA deducted analysis (Northcutt & McCoy, (2004:99) was further enhanced when the researcher, after obtaining an overview of what was being voiced by the participants, went through each category of the interview framework and the transcriptions of the individual interviews, and asked what was the same, (Method of Agreement), what was different (Method of Difference) and what was not said (Emergent theme). Consequently, the Method of Difference pointed out discrepancies amongst the individual participants' experiences of categories and themes, when each category and theme was analysed. See in this regard Table 4.3 Discrepancies amongst individual interview participants' experiences of categories and themes.

**Table 4.3 Discrepancies amongst individual interview participants' experiences of categories and themes**

CATEGORIES	THEMES	Participant 1	Participant 2	Participant 3	Participant 4	Emergent Theme	
<b>CHALLENGES</b>	<b>Lack of time</b>		X				
	Three participants agree that lack of time is a challenge. One participant does not experience lack of time as a challenge.						
	<b>Lack of resources:</b>						
	<i>Physical space</i>	X					
	<i>Apparatus</i>						
	Three participants indicate that the lack of proper facilities to successfully implement physical education, is a challenge. One participant does not perceive lack of facilities as a challenge in the successful implementation of physical education. Although participant 2 contradicts her own statement, all participants indicate that a lack of apparatus is not a challenge that influences the successful implementation of physical education.						
	<b>In-service training</b>						
<i>Support of Subject Advisors</i>						* Support of Subject Advisors	
<i>Interpretation of CAPS</i>			X			* Interpretation of CAPS	
All participants confirm a lack of in- service training. Everyone agree there is a need of in-service training. All participants confirm that PE is not a priority amongst subject advisors and all have expressed a need for the support of subject advisors regarding the implementation of physical education in Grade R. Three participants experience challenges in the interpretation of CAPS.							
<b>HOLISTIC DEVELOPMENT</b>	<b>Integration</b>						
	All participants confirm that integration is important in the holistic development of the learner.						
	<b>Planning</b>						
				X			* Use of CAPS in planning
			X	X	X		* Motor developmental milestones
			X	X			<b>Teaching styles:</b> * Stations/whole Class
						* Open-ended questions	
All participants confirm that planning is essential. Three participants confirm that they implement the CAPS document in their planning. One participant indicates that she does not make use of CAPS in the planning of her lessons. One participant is of the opinion that CAPS is indeed adequately effective, but one sometimes needs to be innovative. Two participants confirm that they prefer the whole class or command style. Two confirm that they prefer the teaching style where the activities are divided into different stations. All participants confirm that they do not make use of open-ended questions in the presentation of their lessons. Only one participant confirms that she takes motor developmental milestones into consideration in her lesson planning.							
<b>Assessment</b>							
All participants assess learners' movement skills on a regular basis and all agree that the learners first need to practice the skill before it is being assessed.							
<b>PARTICIPATION</b>	<b>Learner and teacher participation</b>						
	All participants agree that the teacher needs to be actively involved in the movements and that the learners must enjoy the lessons. One participant makes use of learners in the demonstration of activities and one uses learners in the setting up of apparatus.						
	<b>Sport</b>		X				
Three participants confirm that they do not play sport during the PE lessons but include sport specific activities in their lessons. One participant confirms that they play sport during their PE lessons.							

### 4.3.2.1 Category 1: Challenges

The researcher made use of John Stuart Mill's Analytic Comparison (Neuman, 1997:428) to analyse the category challenges with its themes and emergent themes (which are indicated with an \*) (see Figure 4.3).



**Figure 4.3: Challenges**

#### **Theme 1.1: Lack of time**

In section 1.3 the instruction times for the different subjects in the Foundation Phase Grades R-3 as stipulated by The National Curriculum Statement (NCR) is explained. More specifically, 2 hours per week are assigned to teach physical education, 10 hours are allocated for the teaching of Languages and 7 hours are set aside for teaching Mathematics (DBE, 2011a:6). In analysing the data transcriptions, three of the participants agreed that the lack of time to implement physical education is a challenge. According to these three participants the packed Grade R daily programme as well as the prioritising of Mathematics and Languages over physical education, are the culprits causing them to have a lack of time to implement physical education as required by the NCR (DBE, 2011a:6). They have expressed their views by saying:

- Ek sou sê die grootste uitdaging is tyd, want gewoonlik word 'n LO periode gebruik vir iets anderste. Die tyd is, omdat ons pas dit in, maar dit is nogal (uhm, uhm) 'n vol dagprogram (Participant 1)  
*I would say that the biggest challenge is time, because a PE period is normally used for something else. The time is, because we want to fit in, but it is rather (uhm, uhm) a full day program (Participant 1).*
- ...ons doen dit nie daagliks nie, want ons deel dit op. Een dag is dit musiek en die ander dag is dit (uhm) beweging (Participant 2)

*...we do not do it daily, because we split it. One day it is music and the other day, it is (uhm) movement (Participant 3).*

- *...en dan is dit die tyd is baie min, want (uhm) ek gee baie aandag aan Wiskunde en Huistaal en dan kom mens nie nou eintlik by daai spesifieke goed soos beweging en musiek en sulke goeters uit nie. (Participant 4).  
...and then the time is limited, because (uhm) I spend more time on teaching Mathematics and Home Language and then one is not able to attend to those specific things such as movement and music (Participant 4).*

One participant, however, does not experience lack of time as a challenge in the implementation of physical education as she follows a daily or weekly planning:

*Vir my is tyd juffrou is nie eintlik vir my 'n probleem nie, want jy, jy het 'n daaglikse of weeklikse program. Soos hierdie week het ek nou 'n beplanning gehad en dan (uhm) gaan ek probeer om te hou by my 3 keer ten minste 'n week. (Participant 2)  
To me time, teacher, is not really a problem, because you, you have a daily or weekly program. Like this week, I had planning and then (uhm) I try to stick to it at least 3 times a week. (Participant 2)*

The effect that the lack of time in the daily programme has on the implementation of physical education is obvious, since it was repeatedly rendered as a reason that restricts teachers from scheduling and implementing physical education lessons. However, a study by Stroebel, Hay and Bloemhof (2017:169) on the needs and challenges of Foundation Phase teachers regarding the effective implementation of physical education in the Free State, reveals that only 5.5% of the teachers perceive lack of time as a major problem in the implementation of physical education.

To conclude, the main reasons given by the majority of participants for the lack of time, are that the physical education period is used for other things and the prioritising of academic learning over physical activities. A global survey which has been conducted by UNESCO (Hardman, Murphy, Routen, & Tones, 2014) on the situation of physical education found that in 54% of the countries physical education has a seemingly lower status than other subjects.

Using the Method of Difference to identify patterns, three participants have indicated that they perceive the lack of time as a challenge in the implementation of physical education. One participant differed from the rest and does not experience lack of time as a challenge in the implementation of physical education as she follows daily or weekly planning.

## **Theme 1.2: Lack of resources**

The theme, lack of resources, comprises two parts. The first part refers to the limited physical



space available, whilst the second part focusses on the availability or not of physical education equipment.

Analysis of this data revealed that the lack of appropriate physical space facilities, such as a designated room or hall, is a pressing need for the successful implementation of physical education. Three of the four participants' schools do not have a hall where they can present physical education during the winter, resulting in physical education lessons not being presented on a regular basis. Three of the participants have indicated that they often use their classrooms to present their physical education lessons. The limited space is therefore, not conducive to learning as it inhibits the movement of the learners. Participant 2 pointed out that although she does not have access to a hall, she sometimes uses the corridor and steps. However, this creates a problem for other learners due to the noise level. Hence, it is difficult for teachers to conduct physical education due to a lack of essential facilities. Three of the participants communicated their views by saying:

- Of dit nou nat is en dit reën en ek wil uitgegaan het, dan gaan ons nou binne, dan beweeg ons net so bietjie die, die (uhm) tafels en goete terug om dit wel te kan doen. So, ons doen binne as ons nou nie buite. Ek het beplan om as dit sou gereën het, dan net vir die opwarming, jy warm mos op, dan sou ek nou buite by die trappe gegaan het...en dan net vra hulle gevra het, maar onthou die ander klasse is aan die gang, jy mag nie te hard raas nie. (Participant 2)  
*Whether it is wet and rainy and I want to go outside, then we go inside and we just move a little bit (uhm) the tables and stuff back so that we can do it. So, we do it inside if can't outside. I planned if it would have rained, then just for the warm-up, you warm up, then I would have gone outside on the stairs... and I would have asked, just remember there are other classes in the corridor, you may not be too noisy... (Participant 2)*
- Ja, maar nie baie nie. Ons het 'n mediakamer wat ek ook gebruik, maar, maar die groot, die senior fase skryf mos nou die toetse, so, nou kan ek nie daai gebruik nie, so dan gebruik ek maar my klas. (Participant 3)  
*Yes, but not much. We have a big media room that I use too, but, but the big, the senior phase is writing tests now, so, now I can't use it, so then I just use my classroom. (Participant 3)*
- Die spasie is so bietjie min, veral wanneer dit reën, want ons het nie 'n saal nie. As dit reën, as ek dit nou die dag moet doen, dan sal ons maar buite, die tafeltjies, dan doen ons nou maar kruip onderdeur, rol, soos eendjiewaggel, 'n mens kan nou kan nou nie letterlik alles doen binne in die klas nie, so dan doen ons net dit wat ons kan doen binne in die klas in. (Participant 4)  
*The space is so little, especially when it rains, because we do not have a hall. If it rains, if I have to do it that day, then we will just outside, the tables, then we just crawl under, roll, wobble like a duck, you can't literally do everything in the class, so we only do what we can in the class. (Participant 4)*

Using the Method of Difference to detect patterns, three participants specified that a lack of proper facilities to successfully implement physical education, is a challenge. One participant does not perceive a lack of facilities as a challenge in the successful implementation of physical education.

In trying to equate the transcription of the focus-group interview regarding the theme, a lack of resources, it was found that the participants perceived a lack of apparatus and/or equipment, as a factor that influences the implementation of physical education. However, some of the findings of the transcripts of the individual participants about this theme, is in contrast with the beliefs and perceptions of the focus group interview participants. Three participants differed from the focus group interview and are of the opinion that the lack of apparatus is not a debilitating factor that influences the implementation of physical education.

- Nee, juffrou ons graad R is nogal, ons het baie hoepels. Soos ons vra vir elke kind om sy hoepel te bring en sy tou te bring. (Participant 4)  
*No, teacher we Grade R is rather, we have many hoops. Like we ask each child to bring his own hoop and to bring a rope. (Participant 4)*
- Ja, ons het genoeg aparate. Ons het (uhm) genoeg hoepels, balle vir die kinders en die trap-en-vang goedjies het ons. (Participant 3)  
*Yes, we have enough apparatus. We have (uhm) enough hoops, balls for the children and the step and catch stuff we have. (Participant 3)*

One of the participants explained that they have enough apparatus and that they are well-heeled to have their own budget to buy equipment:

Dit is vir my, ons is gelukkig om, om baie apparaat te hê. Ons Graad R'e het ook ons eie fondse, sodat ek ook as daar sekere hulpmiddels nie is nie, dat ek dit gaan kan aankoop. So dit, dit is baie ten gunste van ons en (uhm) so die, (uhm, uhm) die gebrek aan te min apparaat beïnvloed nie ons s'n nie. (Participant 1)  
*It is for me, we are fortunate, to have a lot of equipment. Our Grade R's also have our own funds, so even if there aren't certain equipment, I can buy them. So this, it is very much in our favour and (uhm) so the (uhm, uhm) lack of equipment does not affect us. (Participant 1)*

Participant 2 conveyed that they have adequate apparatus and, if needs be, borrow some from other colleagues. They may also compile a wish list of apparatus that they feel is needed for the attention of the principal:

Nee, op die oomblik het ek nou 'n bal wat nou myne is, wat ek nou van die huis af gebring het. So, ek sal maar so doen as ek iets nodig het en dan kyk, kan ek leen...Dit is wat ons doen, so ons skryf op vir volgende jaar, sodat dit aangekoop kan word vir ons. So, ons moet gereeld onse lysie maak en so vir die hoof of sekretaresse gee, sodat hulle ook kan kennis dra wat ons nodig het. (Participant 2)

*No, right now I have a ball that is my own, which I have brought from home. So, I'll do just that if I need something and then, I can borrow...This is what we do, so we write up for next year so that it can be purchased for us. So we often have to make our list and give to the principal or secretary, so that they can also know what we need. (Participant 2)*

As a result, using the Method of Difference, three participants brought to light that a lack of apparatus, is not a challenge that influences the successful implementation of physical education. As a result, one participant admitted that she is obliged to bring her own ball from home for the physical education lesson and sometimes has to borrow other apparatus from colleagues.

### **Theme 1.3: In-service training**

All the individual participants were in accordance regarding the lack of in-service training for physical education as spelt out by the Method of Agreement when the individual participants' transcriptions were scrutinised. Their responses ranged from no training at all to a maximum of two sessions. Although some workshops have been conducted by occupational therapists, no physical education workshops have been presented by any physical movement specialist. One respondent mentioned that none of the workshops had given guidance in how to present and structure a physical education lesson for Grade R learners. They voiced their views as follows:

Nee, daar was geen spesifieke werksinkels vir LO nie. Die enigste (uhm, uhm) werksinkel wat ons wel gehad het en waarvoor baie aandag gegee is, is wel oor, is (uhm) spesifiek vir, deur 'n arbeidsterapeutsprogram (uhm) waar daar ook groot motoriese aktiwiteite was, maar ja (uhm) dit is vir my persoonlik, dit is nie genoeg nie, veral vir onervare juffrouens, en juffrouens wat byvoorbeeld nie 'n saal het nie. Dit is amper 'n arbeidsterapeutsprogram om spesifieke leerprobleme uit te skakel. So ons het nie spesifieke werksinkels oor LO in Graad R nie, hoe bied ek 'n LO les aan nie, hoe behoort my stasie te lyk nie. Ons kry die arbeidsterapieprogramme, maar (uhm) ja, ek dink daardie, daardie gedeelte het definitief 'n leemte, so ons het nie spesifieke werksinkels oor LO in Graad R nie, hoe bied ek 'n LO les aan nie, hoe behoort my stasies te lyk nie... ja, dit is my persoonlik mening, dit is nie genoeg nie, veral vir onervare juffrouens. (Participant 1)

*No, there were no specific workshops for Physical Education. The only (uhm, uhm) workshop we had and which received much attention, was, is specific, by an occupational therapist programme (uhm) where there also were gross motor activities, but yes (uhm) for me personally, it is not enough, especially for inexperienced...teachers and teacher who do not have a hall. It is more an occupational therapist programme to eliminate specific learning difficulties. So, we do not have workshops specifically for physical education in Grade R, how do I present*

*a physical education lesson, how are the stations supposed to look. We get the occupational therapy programmes, but (uhm) yes, I think that that section definitely has a gap, so we don't have specific workshops in physical education for Grade R, how do I present a physical education lesson, how should the stations not look..., yes, it is my personal opinion, it is not enough, especially for inexperienced teachers. (Participant 1)*

- Nie regtig nie juffrou. Nee. (uhm) al wat die Departement gedoen het, 'n paar kere waar die terapeut gekom het en die daai paar oefeninge met die kinders wat ons mos nou soggens doen, wat ons ook in ons (uhm) lesplan insit vir so 10 minute en dan werk ons nou daaraan. Ons makeer nog opleiding vir liggaamlike opvoeding. (Participant 2)

*Not really, teacher. No (uhm) all that the Department did, a few times, where the therapist came and the, those few exercises we have to do with the children in the mornings, what we also (uhm) put in our lesson plan for about 10 minutes and then we work on it. We still need training for physical education. (Participant 2)*

- Ja, ons het twee gehad by juffrou, ek weet nou nie haar naam nie, maar ons het gehad. Ons het ook in die Paarl bymekaar gekom. Ons was van verskillende skole en sy het vir ons oefeninge gewys en ons het lesse uitgewerk. Sy was ja, sy is 'n arbeidsterapeut. Dit was van die, van die WKOD juffrou, maar sy sê sy spesialiseer net in Graad R'e. Ja juffrou, ek dink 'n mens leer mos maar elke dag 'n bietjie meer. Ons kan verbeter. (Participant 3)

*Yes, we had two by teacher, I can't remember her name, but we had. We also gathered in Paarl. We were from different schools and she demonstrated exercises and we worked out lessons. She was, yes, she is an occupational therapist. It was from the, from the WCED teacher, but she said that she specialises just in Grade R's. Yes, teacher, I think you learn a little more every day. We can improve. (Participant 3)*

- Ja ons het een keer, hier was 'n dame gewees wat vir ons, (uhm) ek weet nie wat dit is, is dit liggaamsbou? So iets was die program se naam. Sy ingekom en toe het sy vir ons gewys en vir ons (uhm) boekies gegee wat ons kan doen met die kinders en sulke goed en vir ons gewys wat ons kan doen. (Participant 4)

*Yes, we had once, here was a lady who, (uhm), I don't know what it is, is it body building? Such was the name of the programme. She came in and she showed us and gave us (uhm) booklets which show what we can do with the children and she demonstrated what we can do. (Participant 4)*

One of the participants recalled that in her nine years of teaching experience, no in-service training workshop had been conducted specifically for physical education.

Daar was nog nie spesifiek vir liggaamlike opvoeding nie. Nie in die 9 jaar nie. Ja, ek dink ons, ons makeer dit, want die juffrou kan ook meer leer om die kinders meer meer aktief besig te kry. Dit is hoekom ek gesê het aan die begin dat as 'n mens soos in (uhm) (uhm) 'n liggaamlik opvoedingskursus kan bywoon dan, dan dan skerp dit jou bietjie meer duidelik, jy't 'n bietjie meer 'n breër spektrum van wat jy kan doen met die kinders. Ek dink, soos ek gesê het (uhm) ons het net 'n ekstra iemand nodig wat vir ons onderwysers aan die hand kan vat, en veral met die LO... (Participant 4)

*There was no specific for physical education yet. Not in the 9 years. Yes, I think we need it, because the teacher can also learn more about getting the kids more active. That is why I said at the beginning that if you can attend as in (uhm, uhm) a physical education course, then it sharpens you clearly a little more, you have a broader spectrum of what you can do with the children. I think, as I said (uhm) we just need*

*an extra person to take us teachers by the hand, especially with the physical education. (Participant 4)*

Thus, the data analysis of the individual interviews uncovered a dire need for training in how to present physical education lessons. All the participants voiced their frustration with the lack of in-service training for physical education and consented that they would benefit from more in-service training by a movement specialist. They further concluded that in-service training may provide professional growth opportunities and would render guidance when they implement physical education in the Grade R daily programme.

The Method of Agreement made it clear that that all four participants have experienced a lack of in-service training and shared the outlook that they may benefit from more in-service trainings. Findings by Krishna (2013:67) also reveal that Life Skills teachers are of the opinion that more workshops and courses on how to implement the curriculum, will aid them in their planning and preparation of lesson. Unfortunately, with the prioritising of Languages and Mathematics, most of the in-service training focuses on those subjects with the resultant lack of in-service training for physical education (Nkosi, 2015:258).

### **Emergent Theme 1.3.1: Support of Subject Advisors**

A theme that emerged from the individual interviews, is experiencing a lack of support from the subject advisors. This theme has not been pinpointed by the unstructured focus group interview participants as a challenge, but has emerged during the individual interviews. Thus, as a technique, the Method of Difference steers to a new development in the analysis of the individual interview transcription. In analysing the data, it has become certain that there is a perception amongst the participants, that the support of the subject advisors is inadequate and physical education is not subjected to be a priority.

The transcriptions of their responses to the request to share their experiences regarding the statement: *“Tell me about the support from the subject advisors for Life Skills, especially for physical education?”* the individual interview participants, inter alia, stated that they do not get support from the Life Skills subject advisors pertaining to the study area physical education; that the focus of the subject advisors is more on Mathematics and Languages and that they tend to neglect the importance of physical education.

- Nee, ons kry nie. (Participant 1)  
*No, we do not get. (Participant 1)*
- Nee. Ek dink dit is omdat dit mos nou maar nou deel is van Graad R, dit word

sommer nou (uhm) daar deel van dit gemaak. So, hulle gaan nie net spesifiek fokus op liggaamlike opvoeding nie, want dit is deel van Graad R. (Participant 2)

*No. I think because it's now part of Grade R, it is just (uhm) made part of it. So, they're not just going to focus specifically on physical education, because it is part of Grade R. (Participant 2)*

- Ons het nog net een keer juffrou, net daai een kere les, toe het hulle gesê ons gaan weer, maar ons het nog nie. (Participant 3)

*We've only had one teacher, just that one time, then they said we were going again, but we still haven't. (Participant 3)*

- Nee. Dit was meer vir (uhm) Wiskunde en Tale en so, maar niks Liggaamlike Opvoeding. Ek dink hulle is meer gefokus op, op die Wiskunde en Tale, dat daai opgeskerp is, maar dan vergeet hulle dat die Liggaamlike Opvoeding dit is ook belangrik, want daar is waar die kind ook in totaal ontwikkel. So, ek dink hulle vergeet (uhm) hierdie Liggaamlik Opvoeding moet ook bietjie opgeskerp word. (Participant 4)  
*No. It was more for (uhm) Mathematics and Languages and such, but nothing for Physical Education. I think it is more, more on Mathematics and Languages, that those are enriched, but then they forget (uhm) that physical education is important too, because it is where the child also develops in total. So, I think that they forget (uhm) this physical education also needs to be enriched a bit. (Participant 4)*

One participant drew attention to the fact that there is support from subject advisors in general, but the focus is not on physical education:

Liggaamlike oefening sal die Departement of die vakadviseurs mos maar in ons, soos ek sê in ons (uhm) Kurrikulum inplaas. So daar is ondersteuning, want ons weet wat om te doen, daar is, maar dit gaan nie, dit gaan nie afsonderlik wees net liggaamlik nie. Liggaamlik gaan deel, gaan deel van dit wees. (Participant 2)

*Physical Education will simply be put by the Department or the subject advisors as I say in our (uhm) Curriculum. So there is support, because we know what to do, there is, but it's not going to be, not going to be separately just physical. Physical is going to be part, going to be part of it. (Participant 2)*

According to The Policy about the Organisational Rules and Responsibilities of Education Districts (DBE, 2012:47) the subject advisors' role "is to be supporting educators through the implementation of the curriculum which includes conducting workshops, providing educators with the relevant teaching and learning materials, support teachers in strengthening their content knowledge and class visits."

In order to determine what the participants put forward as reasons for the lack of support from the subject advisors, the participants were asked to elaborate more on this point. The prioritising of academic subjects was once again raised and one of the participants explained that it may be due to the fact that there is a high turnover in subject advisors. Steyn, Schuld and Hartell (2012:162) affirm that the subject Life Skills does make provision for a non-academic subject within the South African schools' curriculum. Statements regarding the lack of support from subject advisors included the following:

- Ek dink, (uhm) ek is nie seker of, of daar, miskien kan ek dit so antwoord. Daar was maar ook oor die laaste jare 'n redelike verandering onder die vakadviseurs en of dit nou nog gaan gebeur weet ek nie, maar toe het hulle regtig gefokus op Afrikaans Huistaal en dit is toe afgehandel. *(Participant 1)*  
*I think, (uhm) I am not sure if, or there, maybe I can answer it as follows. There has also been a fair change among the subject advisors over the last few years and whether this still happens, I don't know, but then they really focused on Afrikaans Home Language and then it was dealt with. (Participant 1)*
- Ek weet nie of dit miskien nie so, ek weet nie of dit nou nie belangrik is of so nie, want dit is tog belangrik, maar hulle, hulle fokus nou meestal op (uhm) Huistaal en Wiskunde nou verstaan. Ek dink dit is miskien die rede hoekom hulle nie.  
*(Participant 3)*  
*I don't know if it might not, I don't know if it's important or not, because it is important, but, but they now mostly focus on (uhm) Home Language and Mathematics understand. I think this might be the reason why they don't. (Participant 3)*
- Ek dink hulle is meer gefokus op, op die Wiskunde en Tale dat daai opgeskerp is, maar dan vergeet hulle dat die liggaamlike opvoeding dit is ook belangrik...  
*(Participant 4)*  
*I think they are more focused on, on Mathematics and Language that that is enriched, but then they forget that physical education is also important. (Participant 4)*

The Method of Agreement signified that there is a perception amongst all four participants, that physical education is not a priority for subject advisors and all have expressed a need for the support of subject advisors regarding the implementation of physical education in Grade R. Research by Krishna (2013:78, 79, 80) highlights the lack of support from subject advisors as well as the challenges Grade 1 teachers experience with the content, planning and assessment of Life Skills. Accordingly, Du Toit, *et al.*, (2014:388) recommend collaboration between the teacher and the subject advisor, as the main role players for the successful implementation of physical education.

### **Emergent Theme 1.3.2: CAPS interpretation and explanation**

Another new development that has come to the fore, according to The Method of Difference during the analysis of the individual interview transcriptions, is the interpretation of physical education in CAPS. Three of the participants have experienced challenges in the interpretation of physical education in the CAPS for Life Skills Grade R-3 and argued that it is not explanatory. When the individual participants were requested to share their experiences regarding the following question: *In terms of physical education, do you think that CAPS is explanatory and adequately effective? Why do you think so?* they responded as follows:

Nee juffrou nie eintlik nie, daar is bietjie, vir my is dit ook partykeer bietjie, (uhm) verstaan nou nie lekker wat hulle sê daar nie, maar ek dink, ja dit is so bietjie moeilik, ja. (Participant 3)  
*No, teacher, actually not, there is a bit, sometimes for me it is a bit (uhm) I do not understand what they say there, but I think, yes, it is a little bit difficult, yes. (Participant 3)*

One participant justified, that although CAPS provides guidelines, the terminology is not descriptive enough in order to use it effectively and the content is not sufficient to support a teacher for a whole term:

Ek, ek gaan nie sê, ek weet nie of dit heeltemal omvattend genoeg is nie, dit gee vir jou riglyne, maar ek dink nie jy kan die hele kwartaal nou net dit doen nie, So, ek dink 'n mens het ietsie meer nodig. Die begrippe en terme is dus nie heeltemal verstaanbaar nie, want dit word nie beskryf sodat dit maklik verstaanbaar is nie. (Participant 1)  
*I, I am not going to say, I don't know if it is comprehensive enough, it gives you guidelines, but I don't think you can just do that the whole term. So, I think you need something more. The concepts and terms are therefore not completely understandable, because it is not described that it is easily understood. (Participant 1)*

One participant regarded CAPS as effective, but that one sometimes needed to be innovative.

Wat die CAPS doen is, is genoegsaam, maar jy kan breër, jy kan verder dink as dit. Ek, ek doen maar wat ek doen, gebruik my eie inisiatief, of as ek nou sien ok, ek kan miskien nog dit bysit of so, so. (Participant 2)  
*What CAPS does is, is enough, but you can go broader, you can think beyond that. I, I do whatever I do, use my own initiative, or if I see, ok, I can perhaps add something or so, so. (Participant 2)*

In an attempt to gather more in-depth data, the researcher took the cue from the response from an individual participant and deliberated further by asking the participant whether teachers without any formal physical education training, would be able to understand the terminology and effectively apply CAPS in the planning of physical education lessons, the participant responded as follows:

...jy het daardie opleiding nodig en om en om (uhm) 'n geskrewe gedeelte te kry, en jy het dit nie met iemand bespreek nie of jy het nie 'n gesprek en 'n werkswinkel daarvoor gehad nie, dan is dit nie so maklik omdat uit te voer nie. So ja, so dit is (uhm, uhm) soos om 'n boek vir 'n 6 jarige te gee, maar hy weet nie wat om daarmee te maak nie. So ek dink dit is belangrik. (Participant 1)  
*...you need that training, and to and to (um) get a written section and you did not discuss it with someone or you did not have a discussion or workshop on it, then it is not so easy to implement it. So yes, so it is (uhm, uhm) like giving a book to a 6-year-old and he doesn't know what to do with it. So I think it is important. (Participant 1)*



The other three individual interview participants shared the above-mentioned point and were in agreement that it will be difficult for a teacher without experience in physical education to understand the terminology and effectively apply CAPS in the planning of physical education lessons.

- Ek dink nie so nie, ek dink nie so nie. Ek dink dit is baie moeilik as jy byvoorbeeld sê nou maar, (uhm) jy het geen (uhm) onderwys ervaring nie en jy stap nou in 'n Graad R klas in. (Participant 1)  
*I don't think so; I don't think so. I think it is very difficult If you say for example but, (uhm) you have no (uhm) teaching experience and you are starting in a Grade R class. (Participant 1)*
- Nee, ek dink nie sy kan nie juffrou? Ek dink nie. (Participant 2)  
*No, I don't think she would be able, teacher. I don't think. (Participant 2)*
- Nou spesifiek 'n juffrou wat nie die opleiding gehad het nie vir LO nie. Nee. (Participant 4)  
*Now specifically a teacher who had no training in PE. No. (Participant 4)*

The Method of Agreement was distinct in affirming the individual participants' belief that it will be difficult for a teacher without formal physical education training, to successfully make use of CAPS in the implementation of physical education.

#### **4.3.2.2 Conclusions regarding Category 1 – individual semi-structured interviews**

Upon reflecting on the data analysis of the four transcriptions concerning the category, challenges, it is herewith concluded that the individual participants share the following challenges, when they implement physical education:

- the lack of in-service training for physical education by the Department of Education;
- envisaged benefits to be gained from more in-service training by a movement specialist;
- perceiving that physical education is not a main concern amongst subject advisors and that the focus is rather on academic subjects;
- a dire need for the support of subject advisors regarding the implementation of physical education in Grade R;
- believing that it will be difficult for a teacher without formal physical education to successfully make use of the CAPS in the implementation of physical education.

In contrast, the Method of Difference pointed towards the various discrepancies between the transcript of the focus group interview and more specifically the interview framework and the

transcriptions of the semi-structured individual interviews, regarding challenges which are experienced in the Grade R classroom during physical education lessons:

- Although three of the participants agreed that, due to time constraints and the prioritising of Mathematics and Languages over physical education, physical education is not offered on a regular basis; one participant differed in this regard.
- One participant experiences the lack of apparatus to be a debilitating factor that impacts on the successful implementation of physical education whilst her other three colleagues differed from this view and rather shared the opinion that the lack of proper facilities (such as a designated room or hall) to offer physical education during winter, is a challenge.
- Three of the participants have come across challenges in the interpretation of the CAPS in the subject area physical education in Life Skills Grade R-3 whereas one participant did not encounter challenges when interpreting the Caps.

#### 4.3.2.3 Category 2: Holistic development

Following the above-mentioned utilisation of the Method of Agreement and the Method of Difference as depicted in John Stuart Mill's Analytic Comparison (Neuman, 1997:428) the researcher attempted to analyse the data relating to the category, holistic development, with its themes and emergent themes\* (see Figure 4.4).

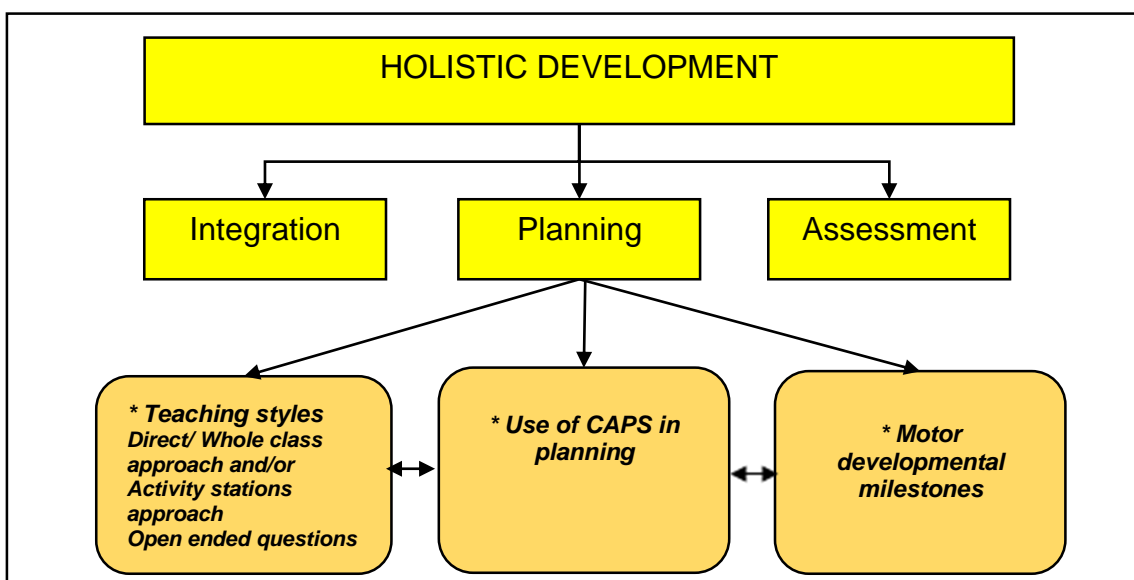


Figure 4.4 Holistic development

## Theme 2.1: Integration

Physical and motor development is integral to the holistic development of learners and have a significant impact to their social, personal and emotional development (DBE, 2011a:9; Stroebel, *et al.*, 2018:165). The Method of Agreement confirmed the importance of physical education in the holistic development of learners as it considers the interrelationship between various aspects of a child's development. One participant accentuated the importance of physical education in the holistic development of the learner by stating that it prepares the Grade R learners for school:

- Ja, die, die ontwikkeling in totaliteit is baie belangrik, (uhm) want (uhm, uhm) LO dink jy sommer dit is oefening, maar veral vir 'n jong kind, dit is so belangrik vir hierdie kind se postuur en sy totale lyflike ontwikkeling. So (uhm) so dit is baie belangrik, want dit het 'n invloed op die kind, op die kind se ontwikkeling, op die kind se vordering op skool. (Uhm) dit is veral in die kind se vormingsjare in Graad 1 en 2. So, (uhm) dit is, is definitief vir my (uhm) van kardinale belang. Jy kan dit nie losmaak van mekaar nie, want dit is in totaliteit. Ja, en dit is regtig baie belangrik ook, maar vir die kind se skool ontwikkeling, want iewers speel dit 'n rol en ek dink dit het baie, dit het baie te doen met hulle gereedheid vir Graad 1. (Participant 1)  
*Yes, the, the holistic development is very important, (uhm) because (uhm, uhm) PE you think it is just exercise, but especially for a young child it is very important for the child's posture and total body development. So (uhm) so it is very important, because it has an impact on the child, on the child's development, on the child's progress in school. (Uhm) it is especially in the child's formative years in Grade 1 and 2. So, (uhm) it is definitely for me (uhm), crucial. You can't separate it from each other, because it is in totality. Yes, and it is really important too, but for the child's development, because somewhere it plays a role and I think it has a lot, a lot to do with their readiness for Grade 1. (Participant 1)*

Participant 2 echoed Participant 1 about the importance of physical education in the holistic development of a child:

- Al speel hulle nie krieket nie, maar hulle leer 'n bal gooi, hulle leer 'n (uhm, uhm) apparaat hanteer, 'n sportinstrument, so dit is mos nou ook deel van die kind se totaliteit en dit speel 'n rol in alles, want dit, dit ondersteun sy postuur, dit maak hom sterk. Hy het tog sy skouertjies nodig vir skryf en alles so. (Participant 1)  
*Although they do not play cricket, but they learn to throw a ball, they learn (uhm, uhm) to handle an apparatus, a sport apparatus, so this is now also part of the child's totality and it plays a role in everything, because it, it supports his posture, it makes him strong. He still needs his shoulders for writing and everything. (Participant 1)*
- Die kind moet in totaliteit ontwikkel. ...Die opvoeding van die liggaam, oefening moet die kind kry, hy moet hardloop, (uhm) dit help ook vir sy sport. (Participant 2)  
*The child needs to develop in total. ... the education of the body, the child needs to get exercise, het must run (uhm) it also helps for his sport. (Participant 2)*

Participants 2 and 3 confirmed that they integrate Mathematics with physical education:

- Die kind moet in totaliteit ontwikkel. So alles wat holisties, alles wat die kind moet alles kan doen, hy moet blootgestel word aan dit, want dit gaan nie als vanself, alles gaan nie vanself kom nie. Ek integreer altyd Wiskunde, Taal sal altyd deel wees. Om Wiskunde in te bring is baie belangrik, soos my kegels waar ek die (uhm) syfertjies opgesit het, die syfernaam is op die kegel. So wanneer hulle dit doen dan word daar Wiskunde, veral as jy so bietjie sukkel, word dit net weer geïmplementeer. (Participant 2)  
*The learner has to develop in totality. So everything that is holistic, everything the child has to do everything, he has to be exposed to it, everything is not going to come from itself. I always integrate with Mathematics; Language will always be part of it. Bringing Mathematics in is very important, like the cones where I (uhm) put on the numbers, the name of the number is on the cone. So when they do it, then there is Mathematics, especially if you struggle a bit, it once again gets implemented. (Participant 2)*
- ...want jy kan verskillende, jy kan jou Wiskunde inbring, jy kan klomp goed daarmee doen en die kind kan lekker in totaal ontwikkel, so ek dink LO is, is nogal baie belangrik vir ons maatjies. (Participant 3)  
*...because you can do different things, you can incorporate Mathematics, you can do a lot of things with it and the child can develop well in total, so I think PE is, is quite important for our friends. (Participant 3)*

To summarise, the Method of Agreement showed that all four individual interview participants had endorsed the importance of the integration of physical education in the holistic development of learners.

## **Theme 2.2: Planning**

In analysing the transcripts of the four individual interview participants regarding this theme, it was clear that all the participants perceive lesson planning as imperative in the implementation of physical education. All the participants acknowledged that lessons should be planned adequately and that the teacher has to ensure that she knows exactly what the outcomes of the lesson are and what she wants to assess during the lesson. They have expressed their views by saying:

- Dit is van kardinale belang en as jy ek kan nie (uhm) kwart voor 11 besluit, maar ek gaan nou vandag saal toe en wat gaan ek nou doen, ag ek vat sommer net gou 'n paar balle nie. Ek kan nie dit doen nie. Ek het dit al aangespreek maar, ons doen dit by ons skool dat ons regtig dit beplan. Die juffrou kan nie nou daar kom en skarrel "oh jinne", ek het nou nie dit nie of maar "oh jinne" ons kan nie nou dit doen nie, want juffrou het nie dit nie. (Participant 1)  
*It is of the utmost importance and you can't (uhm) decide quarter to 11, but I am going to the hall today and what am I going to do now, I think I will just take a few balls. I can't do that. I've already addressed it, but we do it at our school, that we really plan. The teacher can't come and scuttle "oh jinne", I don't have it now or "oh jinne", we can't do it now, because the teacher does not have it. (Participant 1)*

One participant elaborated further that lesson planning is important for order and safety reasons.

- Definitief en ek dink ook vir orde. Want ek dink in LO, 'n les het ook die potensiaal (uhm, uhm) om in chaos te verander né. En ek dink ook veiligheid van die kinders, beserings, beheer oor jou klas. Dit is alles goed wat maak dat jou, jou les gaan suksesvol wees. (Participant 1)  
*Definitely and I think for order too. Because I think a PE lesson has the potential to (uhm, uhm) turn into chaos, right. And I also think the safety of the children, injuries, control over your class. It's all stuff that your, your lesson will be successful. (Participant 1)*
- Ja juffrou. Want, jy moet weet wat jy doen. Jy kan nie net uitgaan en sê, "ok, kom ons gaan hardloop nou die hele veld vol" nie. Jy moet eintlik weet wat jy doen, jy moet weet wat is jou outcomes vir die dag of vir die week. Wat wil ek bereik, wat wil ek assesseer? Wat moet die kind doen aan die einde van die week. Sodat jy heel jaar al die werk gedek kan kry. Jy moet dit beplan of dit buite of binne is. Jy moet in jou daaglike lesplan beplan (Participant 2)  
*Yes, teacher. Because you need to know what you do. You can't just go out and say "ok: lets run around the whole field". You actually need to know what you are doing; you need know what your outcomes are for the day or the week. What do I want to achieve, what do I want to assess? What should the child do at the end of the week. So that you can get the work covered for the whole year. You must plan whether it is outside or inside. You need to plan in your daily lesson plan. (Participant 2)*
- As 'n mens, ek dink as jy nou net dit gaan doen, omdat jy dit moet doen, dan gaan jy net enige iets doen, "ok, ek gaan maar sommer net dit doen". Maar as jy letterlik gaan sit en jy dink 'n bietjie oor wat, wat is daar nog wat ek, ek kan doen, so. (Participant 3)  
*As a person, I think if you are just going to do it because you have to do it, then you are just going to do anything, ok, I will just do it. But if you literally sit down and you think a little bit about it, what else is there that I can do, so. (Participant 3)*
- En ook nou die kinders, wat jy alles wil doen en so, 'n mens moet daai alles in ag neem as jy gaan beplan, en so, ...so ek sal positief wees as ek beplan, juffrou. (Participant 4)  
*And even now, the kids, everything you want to do, so, you have to take that all into consideration if you plan, and so, so I will be positive if I plan, teacher. (Participant 4)*

The importance of planning physical education lessons was illustrated by the following statements of Participants 1 and 2.

- Ja, beplanning is regtig belangrik. Ja, en ek dink ook dit is, dit is 'n spanpoging. Ek en juffrou D werk lekker saam en ons beplan gewoonlik op 'n Dinsdag en 'n Woensdag en dan besluit ons goed. (Participant 1)  
*Yes, planning is very important. Yes, and I also think it is, it's a team effort. Miss D and I work together well and we usually plan on a Tuesday and Wednesday and then we decide our stuff. (Participant 1)*
- Ek kan juffrou ek het, (uhm) ongelukkig nou, seker by die ander skole ook, doen ons nie beplanning self nie. Ons doen, ons doen dit self, maar ek kry 'n beurt hierdie week doen ek, volgende week doen die ander juffrou nou weer, so elkeen van ons se beplanning verskil. (Participant 2)  
*I can teacher, I have (uhm) unfortunately now, certainly at the other schools to, we do not do planning ourselves. We do, we do it self, but I get a turn this week, I do,*

*next week the other teacher is doing it, so each of our planning differs.  
(Participant 2)*

In an attempt to elicit more in-depth data regarding planning, the implementation of the CAPS document emerged as a new theme when the researcher asked the participants in the semi-structured individual interviews whether they implement the CAPS document as it is prescribed in the planning of physical education lessons. All participants, bar one, confirmed that their lesson plans are based on the CAPS document. Three of the individual interview participants, admitted further that they sometimes need to be more creative and innovative in choosing activities and the use of an occupational therapist programme. Thus, they are able to adapt their lesson plans in order to suit the particular teaching content and abilities of the learners. Statements in this regard included:

- Dan beplan ons en ons kyk, wat wil ons alles assesseer, wat wil ons doen, ons gaan kyk na ons KABV dokument, ons gaan kyk na ons arbeidsterapieprogram wat ons het en dan gaan kyk ons wat wil ons vandag doen. (Participant 1)  
*Then we plan and look, what do we want to assess, what do we want to do, we look at the CAPS document, we look at the occupational therapy programme we have and then we look at what we want to do today. (Participant 1)*
- So ons werk daar uit. Ek, ek doen maar wat ek moet doen. Ek gebruik my eie insiasitief, of as ek nou sien ok, ek kan miskien nog dit bysit of bybring of so. (Participant 4)  
*So we work out of it, I, I do what I need to do. I use my own initiative, or if I see, ok, I can add something or add or so. (Participant 4)*
- Soms doen ek my eie ding. (uhm, uhm) As ek sien daars aktiwiteite wat, wat anders is, want jy kan nie net hou op wat (uhm) die Departement vir jou gee om te doen nie of die CAPS vir jou gee om te doen nie so jy, as jy iets anders kan. (Participant 2)  
*Sometimes, I do my own thing (uhm, uhm). If I see that there are activities that, that are different, because you can't just stay with what (uhm) the Department gives you to do or CAPS gives you to do, so you if you can't do something else. (Participant 2)*

One interviewee owned up that she does not make use of CAPS in the planning of physical education lessons:

Juffrou ek gebruik nie (uhm) eintlik daai boek so baie nie. Ek is skuldig dat ek dit nie gebruik nie, maar mens, ja juffrou, 'n mens moet dit eintlik gebruik, dit help nogal. (Participant 3)  
*Teacher, I don't use that book so much. I am guilty of not using it, but one, yes, teacher, you actually must use it, it helps quite a bit. (Participant 3)*

In response to whether the participants acknowledge the motor developmental milestones (emergent theme) in their lesson planning, the majority of the participants stated that they do

not accommodate it in their lesson plans. However, participants had varied views regarding motor development milestones. One participant replied that she only uses the CAPS document:

Nee. Ons, ek volg net volgens die, die CAPS. (Participant 4)  
*No. We, I just follow the, the CAPS. (Participant 4)*

One participant, however, confessed that she takes the motor developmental milestones into consideration in her planning. She also believes that the CAPS document gives some guidance as to what can be expected from learners' performance in a specific term:

Ons neem dit in ag en ek dink ook die KABV gee ook vir ons daar redelik riglyne, want daarin staan spesifiek wat die kind moet kan doen elke kwartaal, so dit help baie. En (uhm) daardie arbeidsterapieprogram help ons ook baie. (Participant 1)  
*We take it into account, and I think the CAPS gives us some reasonable guidelines, because it specifically states what the child should be able to do each term, so it helps a lot. And (uhm) that specific occupational therapy programme also helps us a lot. (Participant 1)*

According to Pepler (2015:218) and Kemp (1993:37), the teacher needs to consider the inclusion of the existing outdoor play apparatus in the planning of a physical education lesson for Grade R learners. One participant explained that, in order to ensure that free play and the structured movement activities forms a unit, she incorporates outdoor play apparatus in her physical education lessons. The apparatus which is used during the physical education lesson, like hoops, stilts and balance beams are accessible on the playground throughout the week. She explained:

Ja. Ons hou, ons hou sekere goed buite, want ons kinders moet byvoorbeeld armtravelling kan doen. So dan kom doen ons dit buite. Ja, ons gaan pak dit elke week uit. So ons het ons groot klimapparate, maar ons het byvoorbeeld sandspelapparaat, dit is nou meer fyn spiere en waterapparaat, maar ons sit hoepels uit waar hulle moet spring. Ons het ook balanseerbankies waarop hulle moet balanseer of ons laat hulle op die muurtjie stap daar by die lysie. Of ons het byvoorbeeld stelte waarop ons hulle laat loop. Ons sit vir hulle skopfietsies uit. (Participant 1)  
*Yes, we do certain stuff outside, because our children, for example need to do arm travelling. So, then we go and do it outside. Yes, we unpack it every week. So, we have our big climbing equipment, but we have for example sand game equipment, they are now more fine muscle and water equipment, but we put out hoops where they must jump. We also have balance beams on which they must balance or we let them walk on the wall at the narrow ledge. Or we have for an example stilts on which they walk. We put out kick bikes (scooters). (Participant 1)*

Two participants admitted that they do not incorporate the outdoor play apparatus on a regular basis in their physical education lessons and stated, inter alia, that they only use the apparatus outside when they need to assess the learners' arm travelling abilities or when they want to do an obstacle course. They explained as follows:

- Nee juffrou ek doen dit maar hierso, ja. Net as ek nou assesseer en hulle moet dit mos nou doen, as daar in die assessering nou iets is wat hulle nou soos die klimrame en die armtravelling, dan sal ek nou, net as ons daai moet assesseer maar, verder as daai is vir my vryspel, ek doen nie daai. (Participant 3)  
*No, teacher, I do it here, yes. Only when I assess and they need to do it, if there is something in the assessment what they, such as the climbing frame and the arm travelling, then only if we have to assess that, but further, that is free play for me, I do not do that. (Participant 3)*
- Soos as ek nou beplan, dan gaan ek mos nou partykeers die (uhm, uhm) soos as ons die hindernisbane doen, dan gaan ons die klim-en-kloueter gebruik. So as ek nou net by die beweging gaan doen dan gaan ons mos nou net die goed wat ek vandag, die stasies wat ek wil gebruik, en dan hou ons dit gewoonlik nie by die parkie nie, ons hou dit (uhm) hier voor by (uhm) onse (uhm) blad. (Participant 4)  
*Like if I plan now, then I sometimes go (uhm, uhm) when we do the obstacle course, then we will use the jungle gym. So if I am just going to do the movement then we are just going to go with the things I do today, the stations I want to use, and then we usually do not do it in the park, we do it (uhm) here in front (uhm) on our (uhm) slab. (Participant 4)*

To summarise, the Method of Agreement suggested that all the participants perceived lesson planning as imperative in the implementation of physical education whilst the Method of Difference pointed out that:

- Only one participant admitted that she does not make use of the CAPS in lesson planning.
- Only one participant takes the motor developmental milestones into consideration in her planning.
- Only one participant revealed that she incorporates outdoor play apparatus in her physical education lessons.

### **Theme 2.3: Assessment**

The National Protocol for Assessment Grades R-12 (DBE, 2011c:3) defines assessment as: “a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of the learners”

Greyling (2015:332) advocates that assessment in Life Skills happens mainly through regular and systematic observation of learners participating in planned and unplanned activities. The participants’ responses regarding assessment were analysed in order to determine whether assessment of the learners’ movement abilities is done on a regular basis. It is clear that assessment is conducted on a regular basis and that all the participants have a common understanding that assessment can only be done after the learners have had multiple opportunities to practise the movement skills before being assessed. One participant testified that one needs to study the CAPS document in order to know beforehand exactly what needs to be assessed. All four participants voiced their views in the following statements:



- As jy jou CAPS dokumente studeer en jy gaan kyk presies wat jou kinders kan doen, wat moet jy assesseer, dan gee dit mos vir jou 'n baie goeie aanduiding wat behoort die kinders te kan doen. En (uhm) alles moet geassesseer word, so jy moet 'n fyn lyn hê en jy moet kan sien (uhm) waaraan moet ek aandag gee. (Participant 1)  
*If you study your CAPS document and you are going to look exactly what your children can do, what you need to assess, then that will give you a very good indication of what the children should be able to do. And (uhm) everything has to be assessed, so you have to have a fine line and you must be able to see (uhm) what I need to pay attention to. (Participant 1)*
- ...wat ek dink regtig belangrik is dat jy nie 'n kind kan assesseer as jy nie die kind eers daaraan blootgestel het nie. Ek stel hulle bloot en dan probeer ek fokus op een aktiwiteit wat ek daardie week wil doen of so twee aktiwiteite. (Participant 1)  
*...what I think is really important is that you cannot assess a child unless you have exposed the child to it first. I expose them and then try to focus on one activity I want to do that week or two activities. (Participant 1)*
- Wat wil ek bereik, wat wil ek assesseer? Wat moet die kind doen aan die einde van die week. (Participant 2)  
*What I want to achieve, what I want to assess. What should the child be able to do at the end of the week. (Participant 2)*
- Ek (uhm) assesseer elke Vrydag né. So, ons oefen nou heel week en dan Vrydag assesseer ek nou. (Participant 3)  
*I (uhm) assess every Friday. So, we practice the whole week and then on a Friday I assess. (Participant 3)*
- Ek doen dit seker so. Ons oefen eerste almal saam, want 'n mens kan nie mos net die kind gaan assesseer nie. So ons oefen hom in en na n tyd dan (uhm) dan assesseer ons hom daarop. So. Twee keer doen ons dit, ja. Kyk ons, ons, ons doen, doen hom eerste en dan kyk jy mos later (uhm) het die kind nou 'n bietjie gevorder. (Participant 4)  
*I sure do it, so. We first all practice together, because you can't just assess the child. So, we practice it and after a while then (uhm) then we assess him on that. So, twice we do it, yes. Look we, we do, do it first and then later (uhm) see if the child has progressed a little. (Participant 4)*

Thus, the Method of Agreement, specified that all four individual interview participants assess learners' movement skills on a regular basis and that assessment can only be done after the learners have had time to practice the movement skills before the assessment.

#### **Emergent Theme 2.4: Teaching styles**

Teaching styles as an emergent theme came to the fore when the researcher invited each participant to "Tell me more about the teaching styles you use during the presentation of the physical education lessons". Metzler (2017:9) cautions that teachers need to consider a variety of teaching styles in planning and instructing a physical education lesson, in order to ensure appropriate learning experiences for all the learners. The Method of Difference indicated the different responses of the participants in connection with this emergent theme. Two participants prefer an approach in which the movement presentation is divided into

different activity stations. They are of the opinion that this allows them to move freely around the movement area and identify movement problems. One participant feels that she has more control over the learners with this approach. Reasons given by the two participants include:

- So ons doen baie kere ook net sulke klassikale, klassikale lesse. Ek verkies die stasies. Ek verkies die stasies, want, omdat ek (uhm) dink jy sien ook spesifieke goedjies dan amper meer raak en ek dink (uhm, uhm) dat as dit klassikaal is, dink ek dat dit is moeilik om sekere goedjies raak te sien. So, ek verkies die stasies. (Participant 1)  
*So we often do just such whole, whole class lessons. I prefer the stations. I prefer the stations, because, because I (uhm) think that you see specific stuff almost more and I think (uhm. uhm) when it is the whole class, I think it is difficult to see certain things. So, I prefer the stations. (Participant 1)*
- Ek sal sê as 'n mens die stasies doen dan, dan het jy meer beheer, want dan kan jy tussendeur hulle beweeg as wat hulle nou almal gelyktydig dieselfde ding moet doen, soos 'n hindernisbaan. Dan moet jy nou heeltyd fokus net op een kind wat nou die hindernisbaan moet klaarmaak. Ek sal verkies die stasies, want ek kan lekker deur hulle beweeg deur die stasies. (Participant 4)  
*I would say that if you do the stations, you have more control, because then you can move between them as when they all have to do the same thing at the same time, like an obstacle course. Then you have to focus all the time on one child who have to finish the obstacle course. I would prefer the stations, because then I can move easily between the stations. (Participant 4)*

In contrast to the above-mentioned contributions, the other two participants feel more confident when using a direct and instructional teaching style in a whole-class approach. Their motivation for utilising this direct instructional teaching style is that they feel more comfortable in such a controlled environment. They explained:

- Klassikaal vir my persoonlik (uhm) werk baie beter, want dan het jy almal se aandag by jou en dan weet jy jy kan vir almal kyk, en jou oog is op almal. Waar ek nou vandag byvoorbeeld nou by die kegels was en ek baie graag wou gesien het wat hulle doen en dan is julle hier klaar en dan wil hulle dit nie meer doen nie en dan hardloop hulle bietjie rond, wat dit bietjie deurmekaar gemaak het. So vir my klassikaal sal ek verkies. Dan het ek beter beheer, ja. (Participant 2)  
*Whole class for me personally (uhm) works better, because then you have everyone's attention and then you know you can watch everyone and keep an eye on all. For example, where I was at the cones today and I really wanted to see what they do and then they are done here and then they do not want to do it anymore and then they run around a bit, which made it a bit disorderly. So, I will prefer the whole class. Then I have more control, yes. (Participant 2)*
- Ek verkies die klassikale een juffrou, want dan het jy meer (uhm), meer orde en meer beheer oor die kinders, maar as jy nou so groepies dan is. (Participant 3)  
*I prefer the whole class approach, teacher, because then you have more (uhm) order and more control over the children, than when you have groups. (Participant 3)*

As part of the informal approach in Grade R, open-ended questions in a physical education lesson is aimed at leading the learner to explore, think for himself, solve a movement problem

and to encourage creative thoughts (Meier, 2016:21, Kemp,1993:23). In response to whether the individual interview participants use open-ended questions during the presentation of physical education lessons, it was noted that none of the participants make use of it to enhance the learners' ability to solve specific movement problems themselves or to discover new movement skills. Rather than guiding them with a set of questions to gradually lead them to discover or solve the movement problem, they tell or guide them exactly how to perform the movement. The followings views were expressed:

- Ek moet nou vir jou eerlik sê ek doen dit minimaal, want dit voel vir my, ek doen dit eintlik genoeg in my klas. As ek nog alles eers vir die kinders moet gaan vra en dit voel vir my ek gee regtig baie individuele aandag, maar ek gaan fokus eerder en sê maar waar is jou armpies as jy nou moet rol. So op 'n manier maar, maar (uhm) ek fokus baie minder daar op vraagstelling (Participant 1)  
*I have to tell you honestly, I do it minimally, because it feels to me that I actually do it enough in my class. If I still have to ask the children everything and it feels to me I really pay a lot of individual attention, but I would rather focus and say where are your arms if you have to roll. So, in a way but, but (uhm) I focus much less on questioning there. (Participant 1)*
- Nee, ek sal vir hulle (uhm) byvoorbeeld, ek sal vir hulle sê juffrou, kom ons probeer om die sakkie binne in die emmer te gooi. So, dan sal ek altyd vir hulle motiveer en so, en so en ek sal ook altyd vir hulle aanspoor om dit te kan doen, juffrou. Ek gaan nie vra kan jy dit ingooi nie, want dan gaan die kind nou dink, "Kan ek?" Miskien kan ek nie. Ek gaan nie vra kan jy dit, ek gaan sê: "Kom ons probeer die boontjiesakkie binne in die boks of binne in die emmer gooi. Dan gaan ek sê staan nader, en nou gooi jy dit in. So, kom ons gooi dit in totdat ons dit regkry. (Participant 2)  
*No, I will tell them (uhm), for example I will tell them, teacher, let's try to throw the bag into the bucket. So, then I will always motivate them and so and so, I will always encourage them to do it, teacher. I am not going to ask if you can throw it in, because then the kid is going to think: Can I? Maybe I can't. I am not going to ask, if he can. I am going to say, "Let's try to throw the bag into the box or into the bucket." Then I am going to say, "stand closer, and now you throw it in". So, we throw it until we get it right. (Participant 2)*
- Ek, juffrou ek sal eerder vir hulle wys of sê. Ek sal nie sommer vra nie. (Participant 3)  
*I, teacher will rather show them or tell them. I will not simply ask. (Participant 3)*
- Ek sê los dit altyd by baie van hulle, laat hulle ook die probleempie kan oplos en dan as mens nou sien, nee (uhm) maar dit gaan nou heelyd so, dan sal 'n mens nou maar sê. (Participant 4)  
*I always say leave it to most of them, let them also solve the problem and then when one sees now, no (uhm) but this now the case all the time, then one will say. (Participant 4)*

In conclusion, the emergent theme, teaching styles, has a direct impact on the theme, lesson planning. This emergent theme was further accentuated as the Method of Agreement revealed that none of the participants use open-ended questions to stimulate learners to enhance their ability to solve specific movement problems themselves. However, the Method

of Difference further detected that two participants preferred a station-based approach whilst two participants rather employ a direct or whole class teaching style.

#### **4.3.2.4 Conclusions regarding Category 2 – individual semi-structured interviews**

In reflecting on the category, Holistic development, the Method of Agreement portrayed the following directives of the four participants partaking in the semi-structured individual interviews:

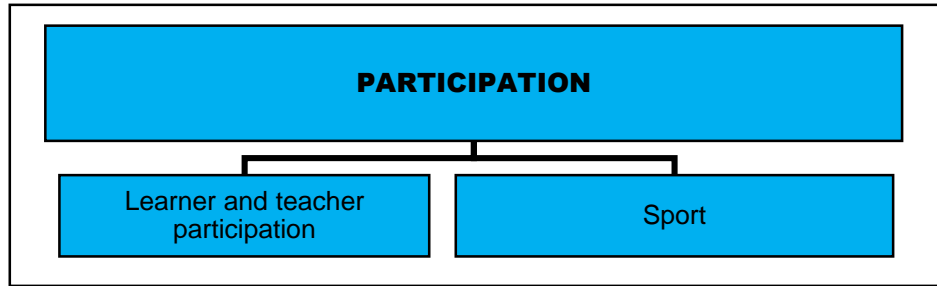
- Physical education is integral to the total development of learners.
- Lesson planning is imperative in the implementation of physical education.
- Assessment of learners' movement skills is conducted on a regular basis by all the participants.
- None use open-ended questions to stimulate learners to enhance the ability to solve specific movement problems themselves or to discover new movement skills.

The Method of Difference suggested that not all the participants share the same view on the following:

- One participant confessed that she does not make use of CAPS in the planning of physical education lessons.
- Only one participant redeemed motor developmental milestones as important in her lesson planning.
- Only one participant indicated that she incorporates outdoor play apparatus on a regular basis in her physical education lessons.
- Two participants prefer an approach in which movement presentation is divided into different activity stations, whilst the preference of the other two participants is a command or whole class teaching style.

#### **4.3.2.5 Category 3: Participation**

This section of the analysis focusses on analysing the data regarding the participation of the Grade R teachers and learners during the implementation of physical education by means of above-mentioned Analytic Comparison.



**Figure 4.5 Participation**

### **Theme 3.1: Learner and teacher participation**

The participants' responses with respect to learner and teacher participation in lesson presentations were analysed in order to determine their level of participation and enthusiasm in the presentation of physical education lessons.

Participants underlined the importance of active learner involvement whilst having fun. They expounded as follows:

- Goed. My mening is of ek, ja ek stem saam dat deelname regtig belangrik is en dit is vir my ook belangrik dat die kinders, (uhm) dat jou aktiwiteite so beplan word dat die kinders nooit moet stilstaan nie en dat jou vloei so moet wees dat die kind nie lank vir sy beurt hoef te wag nie, maar ja, dat hulle (uhm, uhm) dat die kind dit moet geniet, dit is die belangrikste ding. (Participant 1)

*Good. My opinion is if I, yes, I agree that participation is really important and it is also important to me that the children (uhm) that your activities are planned in such a way that the children should never be standing still and that your flow must be such that the child does not have to wait long for a turn, but yes, that they (uhm) that the child should enjoy it, that is the most important thing. (Participant 1)*
- Ja, 'n mens moet dit mos maar meer (uhm), fun maak vir die kind... So, die groepwerk is ook belangrik vir hulle om te leer. (Participant 2)

*Yes, you have to make it (uhm) more fun for the child...So, the group work is also important for them to learn. (Participant 2)*
- Ons moedig hulle aan om deel te neem aan al die goedjies. (Participant 3)

*We encourage them to take part in all the stuff. (Participant 3)*
- Ek dink die deelname is, net die kinders moet dit geniet. Hulle moet kan glimlag, as hulle moet lag hulle net, jy moet net sien daai kindersgesiggies helder op. (Participant 4)

*I think the participation is, only the children need to enjoy it. They have to be able to smile, if they must, they just laugh, you have to see those children's faces brighten up. (Participant 4)*

One participant clarified that she uses different learners to demonstrate movement activities and mentioned that the learners need to work independently from her in their respective groups:

Maar ek dink (uhm) ek hou daarvan om my kindertjies te gebruik dat hulle kan demonstreer en ek gebruik elke keer iemand anders wat hulle by 'n groepie moet doen en wat hulle moet wys, sodat daardie groepie lekker selfstandig en onafhanklik van my sal kan werk. (Participant 1)

*But I think (uhm) I like to use my kids so that they can demonstrate and every time I use someone else what they have to do in the group and what they have to show, so that that group can work independenlyt and free from me. (Participant 1)*

Another participant believed that different learners should actively be involved in the setting up and storing of the apparatus afterwards:

So pak vir ons daai weg, haal vir ons daai uit, soos met die kegels self, ek het nie die kegels self gaan uitpak nie, ek het vir hulle gevra. Maar ek sal elke keer vir iemand anders vra. Hulle wil self 'n ding doen, ek sal maar net observeer en kyk. (Participant 2)

*So, put that away for us, take out that for us, as with the cones, I did not unpack the cones myself, I asked them. But, I will ask someone else every time. They want to do a thing themselves, I will just observe and watch. (Participant 2)*

With respect to the teacher's participation and enthusiasm during a physical education lesson, participants were asked to reflect on how the teacher's participation and enthusiasm have a direct bearing on the learners' participation. One participant stressed that the teacher should enjoy herself and be actively involved in order for the learners to enjoy themselves and for the lesson to be successful:

Dit is belangrik en dis ook baie lekker vir die kinders om te sien ek doen die aktiwiteite saam met hulle. Ja juffrou, jy moet gedurig betrokke wees, jy moet gedurig dit self geniet, sodat die kind dit kan geniet. Anderste gaan dit nie werk nie. (Participant 2)

*It's important and great fun for the kids to see me do the activities with them. Yes, teacher, you must constantly be involved, you must always enjoy it yourself, so that the child can enjoy it. Otherwise it is not going to work. (Participant 2)*

She elaborated that if the teacher lacks enthusiasm, the learners will be the ones to miss out:

Ja, juffrou, want as die onderwyser nie (uhm) voel om te doen nie, dan gaan die kinders die enes wees wat kort trek aan die einde van die dag. (Participant 2)

*Yes, teacher, because if the teacher (uhm) does not feel to do, then the children will be the ones who fall short at the end of the day. (Participant 2)*

Where teachers become partners with the learners, learners' participation increases (Kruger *et al.*, 2015:132). Two participants were of the opinion that when teachers participate in the activity, it enhances the learners' experience and encourages them to partake. This subsequently promotes self-confidence to become actively involved:

- Ja juffrou, so en ek dink as die juffrou nou ook wys, dink ek dis meer fun vir die kindertjies om te sien jou juffrou dit doen en so ja, 'n mens sien darem hoe hulle kan. Ek sou sê hulle persoonlikhede kom meer uit en juffrou het nou gewys en "oh", ek kan ook daai doen as juffrou dit kan doen, dan kan ek dit ook doen en ja. So as hulle sien die juffrou is entoesiasies dan gaan hulle dit ook saam doen. (Participant 3)  
*Yes, teacher, so and I think if the teacher also shows, I think it is more fun for the children to see that the teacher does it and so, yes, see how they can. I would say their personalities come out more and your teacher just showed now and "oh" I can do that too if the teacher can do it, then I can do it, yes. So, if they see that the teacher is enthusiastic, then they are going to do it as well. (Participant 3)*
- Die deelname dit is belangrik as, soos juffrou doen, dan sien hulle, ok juffrou doen ook saam. So, dan gee dit vir daai dogtertjie of daai seuntjie wat (uhm) bietjie skamerig is, dit gee vir hulle ook selfvertroue. Juffrou het dit dan ook gedoen so ek gaan dit ook nou probeer. (Participant 4)  
*The participation, it is important if, as the teacher does, then they see, ok, the teacher also take part. So, it gives to that little girl or that little boy who (uhm) is a bit shy, it also gives them self-confidence. Teacher did it too, so I'm going to try it now too. (Participant 4)*

One participant, however, felt that it isn't necessary to participate throughout, but only to be actively involved in the warming up exercises, by skipping, hopping, standing on one leg and jumping on the trampoline with the learners. She regarded it as not imperative to participate in activities but that the learners are excited when the teacher does participate in some of the activities:

Ek dink, ek dink nie die juffrou hoef heeltyd te doen nie, ek dink vir opwarming kan die juffrou ook. Ek dink dit hang af, vir my hang dit af watter tyd van die jaar. So, ek dink nie die juffrou hoef alles te doen nie, maar ek dink dit is belangrik dat die juffrou darem aktief moet wees. Ek hoef regtig nie vir hulle vreeslike moeilike goed te doen, maar daai basiese aktief wees. Dit is vir hulle so lekker as jy net die bal vat en net so bietjie gooi net vir hom. (Participant 1)  
*I think, I don't think the teacher has to do all the time, I think for the warming up the teacher can also do. I think it depends, it depends on the time of the year. So, I don't think the teacher has to do everything, but I think it is important for the teacher to be active. I really don't have to do very difficult thing for them, but that basic, being active. It's so much fun for them if you just grab a ball and just throw to him. (Participant 1)*

All the participants agreed that individual attention needs to be given to learners who face difficulty in the execution of the movements:

- Ons moedig hulle aan en dan stap ek saam met hulle. “Kom ons klim ‘n bietjie, juffrou gaan vir jou vashou”, vir die wat miskien nou bang is, hy gaan val. (Participant 4)  
*We encourage them and then I walk with them. ‘Come let’s climb a bit, teacher will hold on to you”, for those who might be afraid now, that he is going to fall. (Participant 4)*
- ...dan (uhm) daar is mos nou kindertjies wat nou ‘n bietjie skaam is en dan moet ...mens maar bietjie help. (Participant 3)  
...then (uhm) there are the children that are a little bit shy, and then you need to help ...a little. (Participant 3)
- ... sukkel so bietjie om die hula-hoop te beweeg, dan weet ek waarmee om met haar te werk. So as ek dan volgende keer die hoela’s gaan gebruik, gaan ek vir ... daar sit. (Participant 2)  
... struggles a little bit to move the hula hoop, then I know how to work with her. So, if I use the hula’s next time I am going to put ... there. (Participant 2)
- Ja en dan, (uhm) ons het ook maar leerdertjies wat lomp is en wat ons partykeer by die hand moet vat, maar ons help hulle individueel. (Participant 1)  
*Yes, and then, (uhm) we also have clumsy learners that we sometimes have to take by the hand, but we help them individually. (Participant 1)*

Using the Method of Agreement to identify patterns, all four participants subscribed that the teachers’ participation and enthusiasm in movement activities enhances learner participation and fun. All of them confirmed that individual attention needs to be given to learners who are unable to perform certain movements.

Consequently, the Method of Difference showed no disparities between the participants’ views regarding learner and teacher participation.

### **Theme 3.2: Sport**

According to the CAPS for Life Skills Grade R-3, the focus in the Foundation Phase is on games and some activities that will form the foundation for participating in sports later on (DBE, 2011a:9). The participants’ responses with respect to sport were analysed in order to determine whether they incorporate sport into their physical education lessons. When two participants were prompted, they specified that sport specific skills that prepare learners for participation in different sport codes, are indeed included in their physical education lessons:

- Voorbereiding vir netbal en sekere en dan (uhm) moet hulle ‘n tennisbal kan vang. Die vorige kwartaal was dit groot balle, die boontjiesakkie moet onderdeur gegooi word. Ek weet ook soos volgende kwartaal moet jy (uhm) ‘n bal byvoorbeeld binne in ‘n boks slaan. So, dit is amper soos hokkie. So daar, maar ons doen nie sport as sulks in ons LO nie, maar ons doen wel voorbereiding, ons doen voorbereiding dat jy die bal moet raak kan slaan, kom ons speel vandag net met tennisballe, ons gooi en vang die boontjiesakkie. So ek sal amper sê ons doen voorbereiding vir sport. (Participant 1)  
*Preparing for netball and some and then (uhm) they should be able to catch a ball. The previous term it was big balls; the bean bags has to be thrown under arm. I also know like next term you (uhm) must hit a ball into a box. So, it’s almost like hockey. So*



*there, but we don't do sports as such in our PE, we do preparation, we do preparation so that you can hit a ball, come let's just play with tennis balls today, we throw and catch the beanbags. So, I will say we are almost preparing for sport. (Participant 1)*

- Ons doen nou glad nie eintlik sport of so nie. Ons speel speletjies, ja, soos bal wat nou oor die maatjie se kop moet gegooi word, maar dit is nie sport nie. Nee, maar soos skop en so sal seker maar soos sokker wees. Maar ek sal nou nie sê kom ons gaan nou oefen, nou netbal oefen of en ons gaan nou kyk hoe vang jy en gaan ons sokker speel nie, juffrou. (Participant 3)  
*We don't actually do sport or so. We play games, yes, like a ball which must be thrown over a buddy's head, but it's not sports. No, but like kicking and so, will probably be like soccer. But I won't say let's go now practice netball or and now we will see how you catch and we are going to play soccer, teacher. (Participant 3)*

Two participants confirmed that learners play sport like rugby, soccer, cricket and netball during physical education lessons:

- Gooi, vang, 'n bal, daai gaan deel wees van, van sport, so ek sal sê ja, veral as dit warm is, dan wil die seuntjies op die veld wees en juffrou ons wil rugby doen of ons wil sokker speel. Dan sal ek hulle toelaat om dit te doen. Veral met die dogters wat vroeg al begin met netbal. Net vang en gooi en gooi vir jou maatjies, so oor en weer, so dis basies maar die begin van (uhm) sport. Hulle leer dit aan. (Participant 2)  
*Throw, catch a ball, that will be part of, of sport, so, I will say yes, especially when it's hot, then the boys want to be on the field and teacher we want to play rugby or we want to play soccer. Then I will allow them to do it. Especially with the girls who start early with netball. Just, catch and throw for a buddy, to and fro, so it's basically the start of (uhm) sport. They learn it. (Participant 2)*
- By die buitospel, ja. Ons doen krieket (uhm) kolf met die balle, dan by die seuntjies, die rugby en die meisies kan netbal speel of hulle kan sokker speel. (Participant 4)  
*At the outside play, yes. We do cricket (uhm) batting with the balls, then with the boys rugby and the girls can play netball or they can play soccer. (Participant 4)*

Using the Method of Difference to identify patterns, two participants indicated that they include sport skills that form the basis of sport (i.e. hockey, netball, soccer, and tennis) in their physical education lessons, whilst two other participants acknowledged that they are already incorporating sport such as netball, soccer, cricket and rugby during their physical education lessons. Thus, for the latter two participants there is no difference between sport and the development of sport skills during the physical education lesson.

#### **4.3.2.6 Conclusions regarding Category 3 – individual semi-structured interviews**

In pondering on the category, participation, the following shared directives are portrayed:

- Learners should have fun whilst taking part in physical education.
- Teachers' enthusiasm and participation in movement activities enhance learner participation and enjoyment.

The Method of Difference depicted the following disparities:

- One participant employs different learners to demonstrate the movement activities.
- One participant involves learners in the setting up and storing of apparatus afterwards.
- Two participants include sport specific skills in their physical education lesson, whilst two other participants confirm that they play sport during their physical education lesson.

#### **4.4 Data Analysis of the audio-visual recordings of physical education lessons**

As described in section 3.4.3, the researcher has included four audio-visual recordings of physical education lessons to supplement the other data collection methods and to gain a deeper perspective of the Grade R teachers' practice when they implement physical education (Cohen, *et al.*, 2011:470). After transcribing the four audio-visual recordings, the researcher used John Stuart Mill's Analytic Comparison (Neuman, 1997:428) as a technique to compare the data transcriptions of the individual interviews with the data transcriptions of the physical education lessons. As the researcher compared the data transcriptions of the individual interviews with the data transcriptions of the audio-visual recordings of the physical education lessons, the researcher discovered "things that are not in the data" of the individual interviews (Neuman, 1997:435). He refers to this as "negative evidence".

##### **4.4.1 Category 1: Challenges**

The transcripts of the audio-visual recordings disclosed that the theme, lack of resources, is the only challenge which was demonstrated by some of the participants. No audio-visual data was captured to reflect the themes, lack of time, in-service training, support of subject advisors or CAPS interpretation and explanation, due to the abstractness of these components.

##### **Theme 1: Lack of resources**

In analysing the audio-visual transcripts, the Method of Agreement pointed to the fact that that Participants 2, 3 and 4 experience a lack of physical space to offer physical education. However, Participant 4 does not experience this challenge as she was able to utilise the school hall for physical education activities.

Although Participant 2 declared in her interview that she has adequate apparatus to successfully implement physical education, the audio-visual transcript contradicts this statement as can be seen in Figures 4.6, 4.7 and 4.8:

At station 1 there is one set of hoops set up in a hopscotch pattern, 4 ropes at station 2 and only one bucket and 4 beanbags at station 3. At station 4 there is one set of 1 skittles (bottles) with the numbers 1-10 on them. There is only one ball. The learners start scrambling for ropes. There are only four ropes between 11 learners. There is only one ball between 9 learners at the skittle throw station.



**Figure 4.6 Learners scrambling for ropes**



**Figure 4.7 Learners at the rope jumping station**



**Figure 4.8 Learners at the skittle throw station**

In contrast with the lack of apparatus that Participant 2 experiences, the Method of Agreement endorsed that Participants, 1, 3 and 4 have sufficient apparatus to present physical education lessons effectively and successfully.

#### **4.4.2. Conclusions regarding Category 1- Audio-visual transcripts**

In thinking about the category, Challenges, the Method of Agreement drew attention to the fact that:

- A lack of physical space is experienced by participants 2, 3 and 4.
- Participants, 1, 3 and 4 possess sufficient apparatus to present physical education lessons.

In addition, the Method of Difference pinpointed, in terms of Neuman (1997:425) a statement which can be regarded as “negative evidence”:

Participant 2 confessed in her interview that she has adequate apparatus to successfully implement physical education, but the audio-visual transcript opposes this statement.

#### **4.4.3 Category 2: Holistic development**

The transcripts of the audio-visual recordings brought to light data which was collected on the themes, integration, planning and assessment.

##### **Theme 1: Integration**

Although the Method of Agreement indicated that Participants 1 and 2 are the only participants where evidence of integration with mathematics, is explicit, the Method of Difference pointed out that Participant 2 is the only participant that has integrated her lesson with the theme of the week, namely Reptiles.

Whilst jumping on the trampoline, the learner has to count to ten and then move on to the next activity.



**Figure 4.9 Learner jumping on a trampoline, whilst counting to 10.**

At the skittle throw, the teacher instructs one of the learners to arrange the bottles in numeric order from 1-10. (Participant 2)



**Figure 4.10 Learner arranging skittles in numeric order from 1-10**

The teacher orders the learners to stand behind the line. She instructs them to walk like crocodiles and tortoises. (Participant 2)



**Figure 4.11 Learners walking like crocodiles and tortoises**

## Theme 2: Planning

The Method of Agreement showed that Participants 1, 3 and 4 plan their physical education activities. This is evident in their setting up of the apparatus beforehand as well as them explaining the pre-determined sequence of rotation between stations.

**Participant 1:** The lesson is presented in a school hall. The apparatus is set up in five activity stations.

Station 1: Obstacle course

Station 2: Target throw – throw ball into a bucket

Station 3: Walk over a beam and tyres

Station 4: Hopscotch

Station 5: Throw/catch a ball



**Figure 4.12 Station set-up of Participant 1**

**Participant 3:** The lesson is presented under a veranda.

Station 1: Target throw

Station 2: Jumps in hoops

Station 3: Balance activity on a beam

Station 4: Duck waddle



**Figure 4.13: Station set-up of Participant 3 under a veranda**

**Participant 4:** The lesson is presented in the classroom. Four activity stations are set up.

Station 1: Target throw – throw beanbag in box

Station 2: Walk on a rope balancing a beanbag on the head

Station 3: Hopscotch

Station 4: Kick a ball through a partner's legs



**Figure 4.14 Set-up of apparatus in the classroom of Participant 4**

The teacher starts the warm-up activity with the “Hokey Pokey” song. Prior to this the teacher asked the learners to show their left arm, right arm, right foot and left foot. While the learners and teacher sing, they imitate the movements.



**Figure 4.15 Learners imitating the movements of the teacher**

However, the Method of Difference exposed that chaos reigns in the lesson of Participant 2, who has been ill-prepared and therefore, no lesson outcomes are evident. The lesson is presented outside on a cement slab. No apparatus were set up beforehand:

It takes the teacher  $\pm 5$  minutes to set up the apparatus at the four stations. Whilst she is setting up the activities the learners stand in a row, waiting. This causes disciplinary problems as the learners are left to their own devices. This leads to some loitering around and some boys pushing and shoving one another.



**Figure 4.16 Participant 2 busy setting up the apparatus**

### **Theme 3: Assessment**

Another “negative evidence” came to the fore namely, during the individual interviews, all participants indicated that assessment of individual learners’ performance in the lesson is important. However, in the analysis of the audio-visual transcripts it is evident that Participants 2, 3 and 4 are not diligent enough to note the incorrect execution of the movements:

The teacher instructs 5 learners to roll the hoop over a short distance. Only three learners execute the activity correctly. The teacher demonstrates the activity again, but only two of the five learners pay attention. The five learners get another opportunity to perform the activity. Not one learner performs the activity correctly. There is no attempt from the teacher to correct the faulty movements. Another five learners are given a further chance and again no attention to or assessment of the learners’ movements are made. (Participant 2)

Many learners struggle with the target throw activity, with only one learner succeeding after six attempts. The teacher, however, does not intervene to address the problem. (Participant 3)

Some of the learners perform the warming-up movements incorrectly by moving the wrong leg or arm. The teacher is not aware of this. The teacher does not ensure that her own actions are correct. While standing in front of the learners facing them, she lifts her right arm, instead of her left arm. The teacher moves between the stations without a concerted effort to address incorrect movements. Some learners perform the laterality movements incorrectly without the teacher intervening to address it. (Participant 4)

However, Participant 1 does notice faulty movements and assists the learners to perform the activity correctly:

A learner at station 5 struggles to perform a roll along the vertical axis. The teacher notices this, kneels down and assists the learner. She praises the learner when he executes the movement correctly. She notices a learner who performs



the gallop movement wrongly and assists him by taking his hand and performing the activity with him.



**Figure 4.17 Teacher assisting a learner with a movement.**

Thus, the Method of Agreement revealed that Participants 2, 3 and 4 are not diligent enough to assess and correct individual learners' faulty movements, whilst the Method of Difference exposed that Participant 1 does intervene when movements are not correctly executed.

### **Emergent Theme: Teaching styles**

Whilst the researcher transcribed the audio-visual tapes, the researcher became aware of an emergent theme, namely teaching styles (McMillan & Schumacher, 2001:15). This emergent theme, had not been identified by the participants of the open-ended focus group interview. However, this theme emerged during the individual interviews, when the researcher requested each participant to elaborate on the teaching styles they use in the lessons they present. From the transcriptions of the audio-visual tapes, it became clear that the participants prefer activity stations to whole class teaching, which is in line with the thinking of Krog (2016:301), whereby opportunities to have all the learners actively involved simultaneously, is provided. Thus, teaching styles as an emergent theme came to the fore. The Method of Agreement disclosed that participants 1, 3 and 4 explain and demonstrate the activities to the learners, whilst they are in a big group (see Figure 4.18):

While the learners sit in the middle of the hall the teacher explains each activity. She tasks different learners to demonstrate the activities at each station. At station 5 she explains that they have to link up with a partner. The teacher instructs them to move to their respective stations. (Participant 1)



**Figure 4.18 Participants 1, 3 and 4 demonstrate activities to the learners**

The teaching styles of Participants 1, 3 and 4 include an explanation of the pre-determined sequence of rotation between stations:

The teacher explains the rotation between the activities. They may start the activity on the blow of the whistle. On the command “stop” they must form a row at their respective stations and proceed to the next station on the instruction of the teacher. The learners at the hoops must move to the target throw, target throw to the duck waddle activity and duck waddle to the balance activity.  
(Participant 3)

The Method of Difference uncovered that Participant 2 explains the expected activities to be performed at only two stations. At the other two stations, no guidance, support and/or instructions are given which results in disruptive behaviour by the learners:

No explanation or demonstration to the whole class of how to execute the activities are given. The teacher rotates from activity to activity and tries to explain the activity to the learners. The learners are very ill-disciplined. Nobody pays attention.

Thus, the primarily teaching style for Participants 1, 3 and 4 are direct instructions to a whole group, whilst participant 2 haphazardly gives instructions for only two stations. After transcribing all the audio-visual tapes, it is clear that none of the participants utilises open-ended questions to stimulate learners to explore and to enhance their problem solving skills (Method of Agreement). In the transcription the lack of open-ended problem solving questions are evident:

The teacher notices a learner that does not perform the hopscotch activity correctly. She demonstrates the correct movement. The participant has not utilised this activity to integrate with Mathematics and thus has neglected to invite the learner to think of different jumping patterns in which the hopscotch activity can be done.  
(Participant 3)

#### **4.4.3.1 Conclusions regarding Category 2 – Audio-visual transcripts**

In reflecting on the category, Holistic Development, the following directives are portrayed and the Method of Agreement disclosed that:

- The lessons of Participants 1, 3 and 4 are well planned.
- Participants 2, 3 and 4 are not attentive enough to assess and correct individual learners' faulty movements.
- Movement activities are explained and demonstrated to the learners by Participants 1, 3 and 4.
- All participants present their lessons using activity stations.
- None of the participants make use of open-ended questions to stimulate learners' problem-solving skills.

The Method of Difference bared that:

- Integration with Mathematics is clear in only the lessons of Participants 1 and 2.

To summarise, feedback and the invitation to participants to contribute their ideas for physical education activities were highlighted by the focus group. However, none of the participants in the individual interviews embroidered on these inputs and feedback to and by learners. The Method of Difference, as indicated in the above-mentioned examples of transcripts of the participants, revealed that teacher-centredness is prevalent in all four lessons without any input by the learners whatsoever, thus in direct contrast to what the focus group had highlighted.

#### **4.4.4 Category 3: Participation**

The transcriptions of the audio-visual recordings revealed data collected on the theme, learner and teacher participation. An emerging theme, discipline, was also identified by means of the transcripts.

##### **Theme 1: Learner and teacher participation**

Using the Method of Agreement in terms of the category, participation, the focus group as well as the participants of the individual interviews were unanimous in their agreement that

learners should **actively** be involved in the activities all the time whilst they also need to experience the activities as fun.

However, in the analysis of the audio-visual recordings, the Method of Difference exposed that learners of Participants 2, 3 and 4 are passive onlookers during some of the activities.

The learners at the skittle throw activity are loitering around. No attention is paid by the teacher. After five minutes the teacher moves to them, instructing one of the learners to arrange the bottles in numeric order from 1-10. She moves away, not aware of the fact that there is no ball. The learners are still passive at this station. (Participant 2)

After the teacher moves away to the balance activity the learners at the target throw activity do not make any further attempts. The teacher is totally unaware of these learners standing idly around. (Participant 3)

At the rope walking activity, only one learner is active, whilst five learners are passive onlookers. This activity takes a while for a learner to perform. If the beanbag falls from his/her head, the learner has to start over again. (Participant 4)

The Method of Difference further pointed out that the learners from Participants 2 and 4 do not have the opportunity to take part in all the activities. In the transcriptions this is evident:

The teacher instructs 5 learners to roll the hoop over a short distance. Another five learners are given a chance. Only 10 out of the 25 learners get the opportunity to execute the movement. (Participant 2)

Some stay at the same station for the duration of the lesson whilst others run from activity to activity doing very much as they like. There is no smooth transition from one phase of the lesson to the next, thus the momentum of the lesson is destroyed and it leads to disruptive behaviour. (Participant 2)

In the course of the lesson only one rotation between stations takes place. The learners are only given the opportunity to do two instead of four activities. The learners should have been given the opportunity to take part at all four stations. (Participant 4)

The Method of Agreement uncovered that all the participants have been actively involved in the lessons:

The teacher notices that there is an uneven number of learners at station 5. She joins in, bouncing the ball for one of the girls. Throughout the lesson she praises and motivates the learners. There is a relaxed atmosphere and it is clear that the learners are enjoying themselves. (Participant 1)



**Figure 4.19 Participant 1 taking part in a ball throw activity.**



**Figure 4.20 Participants 2, 3 and 4 taking part in movement activities with the learners.**

Using the Method of Agreement in terms of the category participation, the researcher concluded that the findings from the individual interviews correspond with those of the physical education lessons regarding teachers' active and enthusiastic involvement in lessons whilst the learners are experiencing the activities as fun. See Figures 4.19 and 4.20 above in this regard. The focus group, as well as the participants in the individual interviews were unanimous in their agreement that learners should be involved actively in the activities at all times.

### **Emergent theme: Discipline**

In the transcription of the audio-visual recordings, another emergent theme was identified, namely discipline, which does not appear on the original interview framework (see Table 3.2). The Method of Difference exposed that Participants 2 and 4 experience discipline problems during their lesson presentations. Participant 2 experiences disciplinary problems due to the fact that there has been, prior to the lesson presentation, no organisation of apparatus, as well as disciplinary guidelines given before, during and after the lesson presentation:

The teacher is not in control of the class. All the learners with the exception of seven learners run to the hopscotch activity. Chaos erupts, as the learners pick up the hoops and start running around. The learners are running all over the place. There are no learners at station 3. There are a few learners playing on the jungle gym on the grass next to the cement slab. One boy is hanging upside down. The teacher is unaware of this. When she moves to the skittle throw activity, she notices the learners on the jungle gym. She moves toward them and instructs them to get down and to go to the skittle throw. However, when she moves away the learners just carry on playing on the jungle gym.

As a result of limited space, Participant 4 experiences disciplinary problems:

The learners at station 4 cannot control the balls. They are kicking the balls all over the place, running and disrupting the other learners in order to retrieve the balls. At the rotation of the activities the learners do not heed the teacher's instructions for a smooth and orderly transition between stations.

#### **4.4.4.1 Conclusions regarding Category 3 - Audio-visual transcripts**

The Method of Agreement portrayed that:

- all the participants are actively involved in lessons whilst the learners experience the activities as fun;
- movement activities are explained and demonstrated to the learners by Participants 1, 3 and 4;
- all participants present their lessons using activity stations.

It was evident, through the Method of Difference that:

- the learners of Participants 2, 3 and 4 are passive onlookers during some of the activities;
- the learners of participants 2 and 4 do not have the opportunity to take part in all the activities;
- none of the participants make use of open-ended questions to stimulate learners' problem-solving skills; Teacher-centeredness is prevalent in all four lessons;
- Participants 2 and 4 face discipline problems during their lesson presentations.

#### **4.5 Data interpretation**

The data interpretation is based on an attempt to provide answers to both the main research question, namely: **What are Grade R teachers' experiences of physical education in Grade R ?** as well as the sub-questions: **What are Grade R teachers' knowledge, beliefs**

**and perspectives of physical education in Grade R? and What are Grade R teachers' experience of implementing physical education in Grade R?**

In order to reflect on the Grade R teachers' knowledge, it is important to understand their qualifications, as it has an impact on their implementation of physical education in their classrooms. The qualifications and experiences of teaching physical education in Grade R reveal that all the participants have substantial experience, which divert from nine to twenty-four years. However, all the Grade R teachers have expressed their frustration with a limited exposure to physical education training during their years of study. The lack of physical education training is an aspect that influences the quality of physical education delivered by teachers. Krishna (2013:66) states that the type and form of training given to teachers "determines the quality of teaching and learning" in the classroom. The data interpretation is based on data obtained from the open-ended focus group interview, semi-structured individual interviews and audio-visual recordings.

**Table 4.4 Themes and emergent themes identified during semi-structured individual interviews and audio-visual transcripts**

<b>Categories</b> (Descriptions of themes based on brainstorming of teachers' perspectives, feelings and experiences)		<b>Themes</b>	<b>Segments generated by a brainstorming activity of teachers' thoughts, perceptions, knowledge and experiences</b>
<p style="text-align: center;"><b>CHALLENGES</b></p> <p>Limited time and resources at school. Challenge is that it is not possible to attend to a physical education lesson everyday due to the fact that there is not enough time, physical space and resources. Too little training/in-service training.</p>		Lack of time	<ul style="list-style-type: none"> <li>- Lesson every day</li> <li>- Lessons three times a week</li> <li>- Must be done on a regular basis, otherwise learners are clumsy</li> </ul>
		Lack of resources	<ul style="list-style-type: none"> <li>- Physical space to do physical education</li> </ul>
	←	In-service training	<ul style="list-style-type: none"> <li>- In-service training for physical education</li> <li>- Lessons not individualised</li> <li>- Having a lesson to improve every child</li> </ul>
		Support of Subject Advisors	<i>Emergent theme</i>
		CAPS interpretation and explanation	<i>Emergent theme</i>
<p style="text-align: center;"><b>Holistic development</b></p> <p>Holistic development is crucial/essential. Development of gross and fine motor skills can be achieved with the use of a variety of apparatus and workstations – learners need to be active all the time. Planning is essential for effective evaluation of learner participation and skills.</p>	←	Integration	<ul style="list-style-type: none"> <li>- Crucial/essential</li> <li>- Focus on gross motor development</li> <li>- Fine motor</li> <li>- Child kinetics</li> <li>- Kinaesthetic</li> <li>- Educate the body</li> <li>- Exercise</li> <li>- Growth</li> </ul>
	←	Planning	<ul style="list-style-type: none"> <li>- Variety of apparatus</li> <li>- Different workstations</li> <li>- Keeping their attention</li> <li>- Each week different developmental focusses</li> <li>- Running</li> <li>- Games</li> </ul>
		Teaching styles	<i>Emergent theme</i>
		Use of CAPS in planning	<i>Emergent theme</i>
	Developmental milestones	<i>Emergent theme</i>	
<p style="text-align: center;"><b>Participation</b></p> <p>Participation must be positive, fun, relaxing and enthusiastic. Learners must be given the opportunity to live out their own personalities. Learners must have the freedom to give their ideas in a team or group. Teachers must participate in the activities in order to encourage enthusiasm.</p>	←	Learner and teacher participation	<ul style="list-style-type: none"> <li>- Participate</li> <li>- Teacher co-participation</li> <li>- Fun</li> <li>- Energetic</li> <li>- Active</li> <li>- Participation in groups</li> <li>- Positive</li> <li>- Ideas of learners</li> <li>- Freedom</li> <li>- Relaxing</li> <li>- Make it enjoyable</li> <li>- Teamwork</li> <li>- Smiles</li> <li>- Do not want to stop</li> <li>- Enthusiasm</li> <li>- Self-centred</li> </ul>
		Sport	<ul style="list-style-type: none"> <li>- Not school sport specific</li> <li>- Sport</li> </ul>



The researcher interpreted the analysed data focussing on the categories, holistic development and participation in order to answer research sub-question 1, namely: **What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R?**

As per Figure 4.4 above, the category holistic development consists of the themes Integration, Planning and Assessment as well as emergent themes namely: teaching styles, use of CAPS in planning and developmental milestones.

In reflecting on the category, Holistic development, the Method of Agreement portrayed that all participants are of the opinion that physical education is integral to the holistic development of learners. They further perceive lesson planning as imperative in the implementation of physical education and believe that assessment of learners' movement skills needs to be conducted on a regular basis. In addition, the participants share the opinion that the learners first need to practise the skill before being assessed.

The interpretation of the theme, planning, depicts that the participants differ in their opinions about whether physical education needs to take place indoors or utilising the outdoor play apparatus in their planned movement lessons. According to Kemp (1993:37) teachers need to utilise the existing outdoor play space and apparatus in the movement activities, so that it can draw the learners' attention to new ways of using the apparatus. However, only one participant incorporates outdoor play apparatus on a regular basis in her physical education lessons:

*Yes, we do certain stuff outside. We also have balance beams on which the they must balance or we let them walk on the wall at the narrow ledge. Or we have for an example, stilts on which they walk. We put out kick bikes (scooters). (Participant 1)*

In analysing the verbal responses of Participants 2, 3 and 4 to the question asked by the researcher why they do not include the existing outdoor space and equipment, the participants confuse the time-table activity of outdoor free play with physical education that may take place outside as well:

- *Physical education is the development of muscles and then outdoor play is jungle gyms, water play, small containers, balls, buckets, sandpit. That is the difference. (Participant 2)*
- *But further, that is free play for me. I do not do that. (Participant 3).*
- *So, if I am just going to do the movement, ... we usually do not do it in the park. (Participant 4)*

In the light of the above-mentioned discrepancies, the conclusion can be drawn that the participants need more clarity on two different Grade R daily programme activities and more specifically why and when should free play outside and physical education should take place in the Grade R daily programme.

Analysis of the theme, teaching styles of the participants, revealed initially, that there are discrepancies. Two participants acknowledge in their individual interviews that they prefer a direct or whole class teaching style in which the lesson is divided into different activity stations, whilst the preference of the two remaining participants, is a more learner-centred activity station approach. The participants who prefer the whole class approach, are of the opinion that they have more control over the learners and believe they are more confident when using a direct and instructional teaching style.

*I prefer the whole class one, teacher, because then you have more (uhm) order and more control over. (Participant 3).*

However, the analysis of audio-visual recordings depicts that all the participants demonstrate an activity stations approach, with a direct and instructional teaching style. The difference in implementing this activity stations approach lies in the way the participants interact with the learners. It is noted that none of the participants utilise open-ended questions to stimulate learners to enhance their abilities to solve specific movement problems themselves or to discover new movement skills. Thus, although smaller groups of learners participate in a station activity, the activity is guided by instructions from the teacher. Open-ended questions in a physical education lesson encourage learners to think for themselves, solve movement problems and promote creative thoughts (Farrell, 22 May 2016). Studies (Ussher & Gibbs, 2002:79; Verenikina, 2004:7,13; McLeod, 2012:) have shown that Vygotsky's concept of the zone of proximal development and the related concepts of scaffolding are effective teaching methods. Supporting learners in their learning and assisting them to become self-regulated, active learners, is at the heart of Vygotsky's theory (Verenikina, 2004:7). Metzler (2017:9) emphasises that it is essential that teachers should not instruct in the same way all the time, and learners should not participate in only a few kinds of learning activities. Therefore, it can be concluded that although the participants perceive their actions to be learner-centred, it is in fact teacher-centred. Thus, it is in direct contrast to what the focus group emphasised.

In interpreting the theme, planning, further, the participants acknowledge that they might have

made use of a variety of resources in guiding their physical education lesson planning, such as the CAPS document and a guide from the occupational therapist focusing on developmental milestones. Thus, the use of the CAPS document in the planning of physical education lessons emerges as a new theme due to the fact that it has never been identified during the focus group interview. However, in an attempt to elicit more in-depth information of the participants in the semi-structured individual interviews, the researcher asked the participants to share their beliefs regarding the use of the CAPS document in the planning of physical education lessons. One participant has admitted that she does not often make use of CAPS in the planning of physical education lesson:

*Miss, I don't use that book so much. (Participant 3)*

Only one participant makes use of the occupational therapist programme:

*And (uhm) that specific occupational therapy programme also helps us a lot. (Participant 1).*

Subsequently, another theme, namely motor developmental milestones, came to the fore when the researcher, tried to elicit more in-depth data regarding the choice of specific movement actions to be executed by young learners as well as the resources being used when a physical education lesson is planned. De Witt (2016:233) points out that teachers should make use of “developmentally appropriate practices” by knowing the developmental level of the learners and what can be expected from them. Although teachers must both know and acknowledge motor developmental milestones when planning a physical education lesson (Loubser, 2015:55), only one participant has confessed that she incorporates motor developmental milestones in her planning:

*We take it into account. (Participant 1)*

The fact that some of the participants do not regularly make use of the CAPS document and/or motor developmental milestones in their planning, may indicate a lack of knowledge regarding the availability and content of these documents.

The third theme under the category, holistic development focusses on assessment. The transcripts of the individual interviews echo that all the participants consider assessment of individual learners' performance in the lesson important. However, there are inconsistencies between the perceptions of the participants regarding their assessment practices and the actions of the participants as they have demonstrated on the transcripts of audio-visual recordings.

According to this analysis, three participants are not able to assess their learners' correct executions of movements that would have enhanced the learners' laterality, mirror image, accuracy and eye-hand coordination skills (see section 4.4.3.3). The question can be asked, why are three participants not intervening when learners execute incorrect movements, despite their affirmation that this crucial action needs to be conducted? The researcher is of the view, that when she analysed the training and qualifications of the participants, participant 1 is the only participant who has been sensitised to the importance of a correct intervention, through her studies towards her formal junior primary diploma in education.

Participant 1 is the only teacher who corrects incorrect execution of movements:

*She notices a learner who performs the gallop movement wrongly and assists him by taking his hand and performing the activity with him.*

This action of Participant 1, as portrayed on the audio-visual tape, is in line with her belief that:

*If you study your CAPS document and you are looking exactly what you want your children to do, what you need to assess, that will give you a very good indication what the children should be able to do ...and what I need to pay attention to.*

The negative evidence which was depicted in the analysis of the audio-visual transcripts regarding the theme, assessment, is however, not negative but an indicator of a training gap amongst the participants. Neuman (1997:435) explains that the "nonappearance of something can reveal a great deal and provide valuable insight."

Looking back to the category, participation, the Method of Agreement portrayed that all participants are of the opinion that the teachers' enthusiasm and participation will enhance learner participation and enjoyment. The Method of Agreement further portrayed that the participants have emphasised the importance of active learner involvement whilst having fun. However, in the analysis of the audio-visual transcripts the Method of Difference depicted that the learners of Participants 2, 3 and 4 are passive onlookers during some of the activities, whilst the learners from Participants 2 and 4 do not have the opportunity to take part in all the activities:

- *The learners at the skittle throw activity loiter around. No attention is paid by the teacher. (Participant 2)*
- *In the course of the lesson, only one rotation between stations takes place. The learners only have the opportunity to do two instead of four activities. (Participant 4)*

The CAPS Life Skills (DBE, 2011a:9) makes it very clear that games and activities need to be accommodated within the Physical Education Grade R lesson plans as it will form the basis of participating in sport later on. Thus, the Method of Difference made known that two participants include sport like netball, soccer and rugby during their physical education lessons:

- ... we want to play rugby or we want to play soccer. Then I will allow them to do it. (Participant 2)
- ...the boy's rugby and the girls can play netball. (Participant 4)

The following question arises: Why have two participants played formal sport, for example, netball, soccer and rugby instead of developing the skills that are needed for these formal sports? Hence, it can also be asked whether the participants are knowledgeable regarding the difference between the development of sport-like skills during a physical education lesson and playing formal sport during the physical education lessons.

An emergent theme, Discipline, was identified by means of the audio-visual transcripts. The Method of Difference uncovered that two participants experience discipline problems during their lesson presentations, for example, Participant 2 experiences disciplinary problems due to being ill-prepared, as well as over dwelling on the activities without giving clear and direct instructions. Participant 2's discipline problems are further enhanced by the fact that she does not set up the apparatus and scene for the physical education activities. The discipline problems Participant 4 experiences, can be attributed to the lack of space in her classroom.

The following data interpretation of the unstructured open-ended focus group interview is based on sub-question two: **What are Grade R teachers' experiences of implementing physical education in Grade R?** Again, the themes of lack of time, lack of resources and in-service training and the emergent themes, support of subject advisors and the interpretation of CAPS, will be discussed under the first category, namely Challenges.

In reflecting on the theme, lack of time, the Method of Agreement interpreted that Participants 1, 3 and 4 are confronted with educational intrusions which have an impact on the time available for their physical education lessons:

*I would say that the biggest challenge is time, because a PE period is normally used for something else. Participant 1).*

*... we do not do it daily. (Participant 3)*

On the other hand, in contrast with the above-mentioned, Participant 2 states that she is not experiencing any problem in implementing physical education:

*...you have a daily or weekly program.*

The question thus arises: Why are some participants experiencing a lack of time to implement physical education? The CAPS GR R Life Skills (DBE, 2011a:6) and Mathematics (DBE, 2011b:15) declare clearly that physical education forms part of Life Skills and a minimum time of 2 hours per week should be spent on implementing physical education.

The Method of Agreement described a lack of physical space (like a designated room or school hall), as a challenge to three of the participants. Participant 1 does not experience a lack of physical space as a challenge, due to the fact that she has access to a school hall. In the light of the alleged lack of physical space, it can be asked, why are participants not utilising their classrooms for physical education lessons?

In the semi-structured open-ended individual interviews, all the participants accede that they do not experience a lack of apparatus. Yet, when the transcripts of the audio-visual recordings were analysed, a discrepancy occurs as the transcripts of the audio-visual recording of Participant 2 stresses that discipline problems (learners waiting turns and fighting over apparatus) occur in her presentation as there is a very limited availability of apparatus.

During the unstructured open-ended focus group interview, the participants indorsed the lack of in-service training. The analysis of the semi-structured open-ended individual interviews accentuates the dire need for in-service training and support from the Foundation Phase Life Skills subject advisors as it is reflected in the emergent themes. Participants 3 and 4 voiced their frustration regarding the prioritisation of academic learning (Mathematics and Languages) by subject advisors and thus, minimising the importance of physical education:

- *They now mostly focus on (uhm) Home Language and Mathematics understand. (Participant 3)*
- *I think they are more focused on, on Mathematicsc and Language that that is enriched. (Participant 4)*

The Method of Agreement of the semi-structured open-ended individual interviews, showed that three participants confront challenges in the interpretation of CAPS in the subject area physical education in Life Skills Grade R-3.

- *No, Miss, actually not, there is a bit, sometimes for me it is a bit (uhm) I do not understand what they say there. (Participant 3)*
- *The concepts and terms are therefore not completely understandable, because it is not described that it is easily understood. (Participant 1)*

Thus, it can be argued that the specialised knowledge required to teach physical education is not clearly explained in the CAPS curriculum for a generalist Grade R teacher. Cleophas (2014) is of the opinion that CAPS for physical education “is a weak attempt at curriculum delivery.”

Hapunda, *et al.*, (2017:13) agrees with Bronfenbrenner’s bio-ecological systems theory “that human development is a transactional process in which an individual’s development is influenced by his or her interactions with various aspects and spheres of their environment”. In line with the above-mentioned view, subject advisors form part of the “various aspects and spheres” in the teacher’s individual development. The report on the State and Status of physical education in Public Schools of South Africa (Burnett, 2018:45), reveals that a lack of supervising and assessment by subject advisors, who often show a lack of understanding physical education and content realities, is experienced by schools. Furthermore, the report emphasises the reviewing of CAPS for physical education as well as the clarification of the physical education content.

#### **4.6 Conclusion**

An analysis and interpretation of the data from this qualitative research design, based on the research and sub-research questions, were presented in Chapter Four. The aim of the chapter is to pose the research findings as directed by the categories and themes, as illustrated and analysed in the interview protocol of the unstructured focus group. Furthermore, these categories and themes are broadened to include the emergent themes as they have been portrayed in the data analysis from the semi-structured open-ended individual interviews and audio-visual recordings of physical education lessons.

Concerning the sub-question: **What are Grade R teachers’ knowledge, beliefs and perspectives of physical education in Grade R?**, it can be concluded that physical education is of paramount importance in the young learners’ total development. Therefore, lesson planning needs to be based on the CAPS Life Skills Physical Education component (DBE, 2011a:9) as a priority. A serious concern is that the participants display limited knowledge regarding motor developmental milestones and therefore, do not consider it when they plan their physical education activities. Inclusion thereof, is of the utmost

importance as this promotes motor development and help to develop activities to meet the motor learning needs of individual learners. Although all the participants believe that their teaching styles are imbedded in learner-centeredness, the analysis of the transcripts of the audio-visual recordings, gives a picture of teacher-centeredness, direct instruction and the lack of open-ended questions which again result in a primarily teacher-centred teaching style. Also, the participants consider assessment of learners' performance during a lesson important. Nevertheless, the transcripts of the audio-visual recordings paint a picture that the participants are not skilled in identifying and modifying incorrect executions of movements. This is not conducive to learning, as wrong movement patterns which are formed, might have a negative impact on the gaining of the necessary correct execution of movement skills.

Despite the debilitating influences of a teacher-centred learning approach with its limited open-ended questioning and problem-solving by learners, ignorance of developmental milestones and incorrect execution of movement skills, there has been a genuine experience of fun and enjoyment (even if some of the activities have been chaotic) of the physical education activities by both the learners and the participants. Nonetheless, a knowledge gap exists regarding when and how to empower learners, with sport-like skills in games and activities in preparation for participation in sport in later grades.

About the sub-question: **What are Grade R teachers' experiences of implementing physical education in Grade R?**, the participants face several challenges when implementing physical education in Grade R. A lack of time to implement physical education is a challenge due to a full day programme as well as the prioritising of Mathematics and Languages in the daily programme. In especially winter time, the lack of suitable facilities, like a school hall to teach physical education, is obvious. These challenges are intensified by a lack of regular in-service training workshops and overall support from Life Skills Subject Advisors. Consequently, the inability to interpret and implement CAPS may be a result of insufficient training for physical education.

In the following chapter, recommendations will be made to ensure that physical education lessons can effectively and successfully be implemented in Grade R-classrooms.



## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This research study was conducted in order to determine what the perceptions, knowledge and experiences of Grade R teachers are of implementing physical education. Conversely, in line with Northcutt and McCoy's Interactive Qualitative Analysis (IQA) (2004:44), the researcher embarked on a qualitative interpretive case study to answer the research question and the two sub-questions in the research.

Chapters One to Four provide a detailed description of the background of the study, discussion of the relevant literature and chosen methodology, as well as an analysis and findings of the study. The researcher purposefully employed IQA as a method to collect data from the open-ended focus group interview participants on the one hand, but also, involving them in the inductive and deductive data analysis of the said generated data (Northcutt & McCoy, 2004:98). By employing the IQA method, the researcher has curbed any possible bias of the researcher in her interaction with the participants, as the researcher is a well-known lecturer in the Western Cape Winelands District. In order to obtain rich and in-depth information about the phenomenon, physical education in Grade R, the research diverges from a pure IQA as developed by Northcutt and McCoy (2004:), to include audio-visual recordings as well as using Atlas.ti8 as an electronic organisational tool to manage the data collected within the themes and categories, as identified by the open-ended focus group interview. A further adaptation of the data analysis of the pure IQA (Northcutt & McCoy, 2004:44) occurred, when the data of the semi-structured individual interviews and the transcriptions of the audio-visual recordings were analysed in terms of John Stuart Mill's Analytic Comparison which concentrates on the Method of Agreement and Method of Difference (Neuman, 1997:428) in an attempt to obtain answers to the sub-questions. Whilst using Stuart Mills' meticulous analytic comparison, a new phenomenon came to the fore, namely emergent themes. These emergent themes add rich and valuable depth to the interpretation of the analysed data collected. Thus, this final chapter converges on the conclusion and implications for theory and practice, strengths and limitations of the study and recommendations for further research.

## 5.2 Implications and recommendations for theory and practice

A thorough literature review guided the emphasis of the research question and sub-questions, as well as the research methodology of this research. The emphasis was further deepened with the unpacking of theoretical concepts for this study, namely physical education as a subject area within the Life Skills Curriculum of South African Schools, physical education in the Foundation Phase (Grades R-3), fundamental movement skills and perceptions and challenges in the implementation of quality physical education.

Grounded in the focus of the literature review, it can be concluded, based on scrupulous data analysis from the results of the findings of the focus-group, individual interviews and the audio-visual recordings of physical education lessons, that Grade R teachers are in general knowledgeable at implementing physical education, hence answering the main research question, namely, **What are Grade R teachers' experiences of physical education in Grade R?** However, this research study uncovered that there are several challenges that impact negatively on the implementation of quality physical education. Discrepancies between what teachers say and believe and what they practise, are revealed when the two sub-research questions are analysed.

Vis-à-vis sub-question 1: **What are Grade R teachers' knowledge, beliefs and perspectives of physical education in Grade R?**, it was concluded that physical education is of the utmost importance for a young learner to develop holistically, with the focus on gaining and refining of fine and gross motor skills. Rutgers (2015:38, 40) recommends that the Early Childhood Education Curriculum should provide guidelines for the development of fine and gross motor skills and co-ordination as it is significant in attaining readiness skills for formal literacy and mathematic competency. Additionally, it increases the preschoolers' experiences, their awareness of their bodies and the competences thereof, and it deepens their knowledge of the world around them. She explains further that overlapping of activities of different domains is a distinctive feature of the integrated Grade R curriculum. Nevertheless, there is a severe contradiction between what teachers know and believe and what they implement in their lesson plans.

### 5.2.1 Recommendations for planning of physical education

Although the participants place a high emphasis on lesson planning, the physical education lesson presentations in their classrooms revealed a very limited comprehension of their

individual teaching styles, or the significance of the fact that all fine and gross motor activities should be grounded in the CAPS and motor developmental milestones. The interpretation of the data analysis alludes that the participants tend to portray a teacher-centred teaching style with a focus on direct instruction and the lack of open-ended questions. Kruger, *et al.*, (2015:132) explain that when a teacher takes too much control, the participation of the learners is limited. When teachers become partners with the learners, their participation levels increase and they become active and responsible partners in their own learning (Kruger *et al.*, 2015:132). Siedentop, Herkowitz and Rink (1984:117) advise that teachers, in accordance with Mosston's guided discovery teaching style must utilise a set of questions or cues to gradually lead the learners to the learning outcomes. They further elaborate that the teacher never "tells an answer, always waits for the learner to respond and always finds a way to reinforce gradual approximations to success" (Siedentop, *et al.*, 1984:117). Allowing students to make choices during a lesson, is one of the most important aspects of a student-centered lesson (Giles, Pitre & Womack, 2010:85). Alluded to these views, Vygotsky's theory, the theoretical framework that underpins this study, supports the principal of student-centred learning (Grosser, 2014:58; Ussher & Gibbs, 2002:77) and sees collaboration with peers and teachers who scaffold or mediate learning (demonstrate a skill, offering hints, adjusting an activity) as an effective way of developing skills (Grosser, 2014:58; Ussher & Gibbs, 2002:77; McLeod, 2012:).

The interpretation of the data analysis further indicates that some of the participants do not regularly make use of the CAPS document in their planning of physical education and they have acknowledged that they prefer using an occupational therapy guide which is distributed by the Cape Winelands Education District Office.

- *I don't use that book so much. (Participant 3)*
- *And (uhm) that specific occupational therapy programme also helps us a lot. (Participant 1)*

In contrast with some of the participants' lack of interpreting and implementing the prescribed CAPS Life Skills Grades R-3 document (DBE, 2011a:9), Kruger *et al.*, (2015:149) accentuate that teachers are guided in purposeful planning by the curriculum, which specifies what, why and how to teach, as well as how to assess. They further elaborate by stating that the teacher's view of a specific curriculum, the level to which it meets his or her own ideas about teaching and learning and his or her approach towards the curriculum materials, will influence the way he or she uses the curriculum. The Minister of Basic Education emphasises that The *National Curriculum Statement for Grades R-12* specifies clearly "what is to be taught and learnt on a term-by-term basis" (DBE, 2011c:4).

Importantly, it needs to be acknowledged that there is a gap in the above-mentioned prescribed curriculum as the CAPS Life Skills (2011a) does not specify the milestones in which the physical education learning outcomes should be grounded. Excell, Linington and Sethusha (2015:8), recommend that teachers should be able to “align developmental milestones with professional practice that is age and stage appropriate” and does not favour or limit learners. In support of this view, Davin (2013:80) affirms that a list of important developmental milestones, will aid the teacher to focus on specific skills in the learners’ development. The fact that some of the participants do not make regular use of the CAPS document and/or motor developmental milestones in their planning may indicate a lack of knowledge regarding the availability and content of these documents. It is recommended that during pre- and in-service training, emphasis should be placed on how lesson planning can be guided by the requirements of the Life Skills Grades R-3 CAPS document as well as motor developmental milestones.

The analysis of the participants’ semi-structured open-ended individual interviews points to a disparity regarding the place of physical education activities in the daily Grade R programme. Kemp (1993:37) advises teachers to utilise the existing outdoor play space and apparatus in the movement activities, so that it can draw the learners’ attention to new ways of using the apparatus. However, it seems as if the participants confuse the time-table activity of outdoor free play with physical education that may take place outside as well. Some participants are of the opinion that physical education outdoors is the same as outdoor free play. Nevertheless, when a participant utilises the outdoor play apparatus, the focus is not to develop and refine a young learner’s gross motor abilities, but rather on assessing gross motor skills. It is thus recommended that teachers need more clarity on what the aims and outcomes of these two activities consist of, and more specifically, why and when should free play outside and physical education outdoors, take place in the Grade R daily program.

### **5.2.2 Recommendations regarding assessment in physical education**

According to Kruger and Greyling (2015:173), assessment forms a vital part of lesson planning, as the development of “gross motor and fine motor co-ordination ... is necessary for learning” (Krog: 2013:106, 165). They further emphasise that effective teachers will observe the learners’ progress in appropriate ways to assist them in making informed decisions about teaching and learning. Therefore, it is critical that incorrect executions of gross and fine motor activities need to be immediately corrected. Yet again, an inconsistency has occurred between the analysis and interpretation of the participants’ semi-structured individual interviews of what they believe and know what assessment entails versus the analysis and interpretation of the

audio-visual recordings of how they assess learners' gross and fine motor activities. Thus, why do some participants not remedy learners' incorrect demonstrations of movements, despite their belief that assessment of learners' movements is important? This is not conducive to learning, as wrong movement patterns which are formed, might have a negative impact on the gaining of the necessary correct execution of movement skills. It is therefore, recommended that Grade R teachers need to be skilled during their pre- and in-service training, on how to identify and remediate incorrect executions of movements.

### **5.2.3 Recommendations for participation in physical education**

Once again, Grade R teachers' knowledge, beliefs and perceptions of participation in Grade R physical education deviate from the analysis of the audio-visual transcripts. On the one hand, all the participants place a high value on active learner participation and enjoyment; but on the other hand, the analysis of the audio-visual transcripts clearly indicates that some learners are not actively taking part in the activities and are merely passive onlookers. The CAPS document (Grade R Mathematics, 2011:16) accentuates the importance of young learners being actively involved in kinaesthetic activities whilst they are also employing concrete three-dimensional apparatus in order for optimal learning to occur. "Participatory learning should be an integral part of Grade R practice" (Kruger, *et al.*, 2015:134). They warn against learning situations where learners are uninterested in the activities and therefore, not involved in the learning experiences. Kruger, *et.al.* (2015:131) explain and advise that the learning experience should be a two-way process, whereby the teacher, on the one hand, is responsible for creating interesting, challenging active physical education activities, and learners, on the other hand, are actively contributing to the learning experiences through their problem-solving decisions and sharing. It is recommended that teachers should select activities that are both stimulating and age appropriate in order to motivate learners to be actively involved during physical education lessons.

### **5.2.4 Recommendations regarding discipline in a physical education lesson**

In the light of the above-mentioned limited participation, discipline problems have emerged. However, discipline problems can also be contributed to the fact that classroom spaces are limited, a lack of apparatus, not sufficient planning and setting of physical education stations, as well as a lack of clear and direct instructions. Siedentop, Herkowitz and Rink (1984:142) explain that over-dwelling on the behaviour of the learners, explanation procedures and setting up of apparatus around an activity space, produces waiting amongst learners. They stress

that waiting is “the arch-enemy of momentum and the chief ally of disruptive behaviour.” Kemp (1993:35) recommends that in order to ensure good discipline in the physical education class, thorough planning and apparatus put out in advance to eliminate unnecessary waiting periods, are of the utmost importance. Consequently, the researcher recommends that more emphasis should be placed on how to ensure discipline and organise movement activities in limited space, during pre- and in-service training.

### **5.2.5 Recommendations for the inclusion of sport-like skills in a physical education lesson**

A difference of opinion and understanding regarding what is meant with playing formal sport and the development of sport-like skills during a physical education lesson became evident when the participants’ semi-structured open-ended individual interviews were analysed and interpreted. The CAPS (DBE, 2011a:10) distinguishes clearly between sport and physical activities (which can include games). The emphasis is thus on the mastering of fine and gross motor skills in order to be able to participate successfully in sport in the later years. Henceforward, in pre- and in-service training, it is recommended that this differentiation between skills which are needed for later sport participation, should be refined through physical education activities and games.

## **5.3 Challenges**

In answering sub-question 2, **What are Grade R teachers’ experiences of implementing physical education in Grade R?** it is apparent that teachers experience various hindrances and challenges which have a negative impact on the successful and effective implementation in their classrooms, such as a lack of time, a lack of resources, limited in-service training and support from subject advisors. Some of the above-mentioned hindrances and challenges were already identified and discussed in section 5.2. However, when the researcher attempts to answer sub-question 2, more in-depth and rich data analysis and interpretation come to the fore. Once again, in line with John Stuart Mill’s Analytic Comparison, discrepancies amongst the participants’ experiences of implementing physical education, cannot be ignored.

### **5.3.1 Lack of time**

In line with section 5.2, Planning, teachers need guidance on how to ensure that they have

enough time in the daily programme for physical education activities. However, in-depth data analysis depicts that it is not merely about complying with the recommended time as depicted in CAPS GR R Life Skills (DBE, 2011a:6) and Mathematics (DBE, 2011b:15) but more importantly, that the lack of time can also be contributed to the prioritising of Mathematics and Languages over physical education.

*... and then the time is limited, because I spend more time on teaching Mathematics and Home Language. (Participant 4)*

Although the UNESCO South African Quality Physical Education (QPE) National Situation Analysis document acknowledges the time allocation for the Physical Education component as it is reflected in the CAPS Life Skills (DBE 2011a:6), they recommend that the time allocated for the Life Orientation physical education component is not the same as other core subjects (Languages and Mathematics) (Mphaka, 2018:26). They further express that it is below the recommended international benchmarks (Mphaka, 2018:26). Movement activities are unquestionably part of the holistic development of the Grade R learner and should therefore form part of a school's structured teaching programme and be implemented on a daily basis (Krog, 2013:103).

### **5.3.2 Lack of resources**

Lack of resources leads to challenges experienced regarding physical space and a lack of apparatus. In section 5.2, Planning, confusion has been experienced whether physical education activities should be presented as outdoor free play or physical education outdoors. Some participants believe that the only outdoor activity that should take place is outdoor free play. Therefore, the majority of participants argue that they do not present physical education activities during winter time due to a lack of physical space inside the school.

*The space is so little, especially when it rains, because we do not have a hall. (Participant 4)*

Likewise, as in section 5.2.5, Discipline, it is recommended that pre- and in-service training is needed to ensure that emphasis should be placed on how to organise movement activities in indoor spaces like a classroom. However, the training should also empower teachers to present physical education activities outdoors, when the weather permits. The lack of apparatus is also discussed in section 5.2.5, Discipline, as the lack of apparatus contributes to disciplinary problems. Mthethwa (2019) argues that the lack of apparatus should not be

regarded as a barrier which obstructs learners from being actively involved. He further explains that physical activities do not necessarily require fancy equipment. According to the UNESCO QPE South Africa National Situation Analysis document (Mphaka, 2018:42) “resources for quality Life Orientation physical education component include teaching materials and equipment as well as facilities”. The CAPS Life Skills – Physical Education component explicitly state a list of resources that can be used during free play and structured activities, e.g. “bean bags, ropes, balls of different sizes, balancing beams and outdoor play equipment” (DBE, 2011a:12). However, a considerable number of schools do not have the suggested teaching materials. Subsequently Mphaka (2018:42) asks: “What is the role of the Government in providing schools with sufficient apparatus to implement physical education successfully?” It is recommended that the the Department of Basic Education need to prioritise the provision of adequate basic equipment and materials, e.g. bean bags, balls, hoops and ropes, to successfully implement quality physical education.

### 5.3.3 CAPS interpretation

Although the implementation of the CAPS Life Skills, physical education in terms of the specified knowledge, skills and attitudes that are expected to be taught during a quarter, is of paramount importance (Kruger, *et al.*, 2015:148) it is clear that the participants struggle to interpret what is expected of them:

*“I do not understand what they say there.” (Participant 3)*

Dixon *et al.* (2018:17) maintain that in the CAPS physical education (DBE, 2011a:9) there is no descriptions nor explanations of concepts. Jacobs (2011:222) confirms that the theory and the practice of the CAPS are detached from each other, which results in incompetence and negative attitudes by both teachers and learners. Subsequently, Hebron (2015:136) has found that teachers face challenges in teaching the CAPS Life Skills physical education component, because they lack the content knowledge for physical education.

The UNESCO QPE South Africa report 2018 recommends that

it would be highly favourable for the sector, if the Department of Higher Education and Training (DHET), Umalusi, South African Qualifications Authority (SAQA), the Council on Higher Education (CHE) and Quality Council for Trades and Occupations (QCTO), were to assist the Department of Basic Education (DBE) to attend to the prevalent content gap and disconnect between teacher qualifications and school based curriculum



implementation of the Life Orientation, physical education component (Mphaka, 2018:27).

Research which has been conducted by the South African University Physical Education Association (SAUPEA), 2018, on the State and Status of physical education in Public Schools of South Africa, reveals that teachers recommend that the CAPS for physical education need to be revised and “adapt[ed] to clarify the content” (Burnett, 2018:49). Alluded to the above, the researcher is of the opinion that the teachers are not appropriately supported and equipped to meet the demands of successfully implementing the physical education curriculum for Grade R. Subsequently the researcher recommends that during pre- and in-service training, more attention should be given to the interpretation and implementation of the CAPS for physical education.

### **5.3.4 Pre- and in-service training and support of subject advisors**

Throughout the data analysis and interpretation in Chapter Four, as well as the above findings and recommendations, the pivotal roles of Life Skills subject advisors and training organisations are paramount. Excell and Linington (2015:8) make it clear that there is a need to offer effective and non-stop support for teachers to develop a “career pathway and to gain qualifications that ensure quality teaching.” Dixon *et al.*, (2018:20) underline the need for Foundation Phase teachers to be trained by discipline specialists so that they “might become generalists with expert knowledge”. They need to teach basic knowledge across all domains.

Sweeny (2010:3) warns, “if teachers’ needs are not addressed at the stage they are at or at the level they are experiencing difficulty, they become stuck at a lower level and will use or adopt knowledge”. The South African UNESCO QPA report (Mphaka, 2018:14) recommends that “attention should be given to the continuing development of teachers and promotion of professional standards”. Therefore, it is emphasised that teachers must have a good knowledge of the subjects they teach.

*There was no specific for physical education yet. Not in the 9 years. Yes, I think we need it, because the teacher can also learn more about getting the kids more active.  
(Participant 4)*

Lambert and Perry *et al.* (quoted in Stroebel, *et al.*, 2017:173) argue that in order to promote physical activity for learners, the Government needs to prioritise the implementation of physical education in schools, which necessitates the training and support of teachers and in-

service training in the form of workshops and conferences. Additionally, The South African UNESCO QPA report 2018 (Mphaka, 2018:14) indorses the idea that: “Teaching in schools can be improved through targeted support by district offices. District offices should also ensure communication and information sharing between the education authorities and schools, and also between schools”.

Hence, it is clear that the main above-mentioned challenges that prevent the participants from implementing quality physical education are mainly institutional related (beyond the teachers’ control) with only a few that is teacher related (arising from teacher actions) (Morgan & Hansen, 2008:508).

To summarise, it is recommended that subject advisors should be empowered by the DBE and their Provincial Educational Offices to offer appropriate support and guidance to strengthen teachers’ content knowledge and skills regarding the implementation of physical education in Grade R. It is envisaged that all role players (DBE, Provincial Education Offices, subject advisors, higher education institutions, non-governmental organisations and other training organisations, for example, TVET colleges) need to have a common goal of empowering and supporting Grade R teachers to implement physical education successfully and effectively. Only then can Grade R teachers be knowledgeable and skilled when they present physical education activities. Consequently, the emphasis on practical strategies on how to implement physical education in Grade R should not be ignored.

With reference to the above-mentioned finding, the following recommendations will be made to the Department of Basic Education, WCED, Department of Higher Education and Training (DHET), teacher training organisations and Foundation Phase teachers:

- Early Childhood Education Curriculums should provide strategies for the development of fine and gross motor skills and coordination.
- A clear understanding and interpretation of the CAPS Life Skills Foundation Phase Grade R-3 with the focus on the physical education component should be emphasised during pre- and in-service training.
- Provision of adequate basic equipment and materials, e.g. bean bags, balls, hoops and ropes, by the DBE and their Provincial Education Offices.
- The difference between the two different Grade R daily programmes must be clarified during pre- and in-service training by explicitly explaining why and when free play outside and physical education should take place in the Grade R daily programme.

- During pre- and in-service training, emphasis should be placed on how lesson planning can be guided by the requirements of the Life Skills Grades R-3 CAPS document as well as motor developmental milestones.
- Teachers must be able to bring into line developmental milestones with professional practice that is age and developmental stage appropriate and does not benefit or limit learners.
- Teachers are in need of training and guidance in how to make provision for enough time in the daily programme to implement physical education activities.
- During pre- and in-service training, the differentiation between sport and sport skills that will form the basis for sport participation, should be refined.
- Pre- and in-service training is needed to empower teachers on how to organise movement activities in a classroom and how to utilise the outdoor play area and apparatus during a physical education lesson.
- Subject advisors should be skilled by the DBE and their Provincial Education Offices to offer appropriate support and guidance regarding the successful implementation of quality physical education in Grade R.

#### **5.4 Strengths and limitations of the study**

The strength of this research lies in the use of multiple data collection strategies (open-ended focus group interview, four semi-structured open-ended interviews and audio-visual recordings of physical education lessons). The use of multiple data collecting methods enhances the credibility of this research study (Strydom, *et al.*, 2002:352). The credibility of this study is further strengthened by the use of the same methodological data collection method for all four individual interviews. Additionally, the interview framework that was compiled by the open-ended focus group interview participants about their perceptions, experiences and challenges of teaching physical education in Grade R has prohibited the researcher to interfere by influencing their understanding of the phenomena.

The researcher is aware of certain limitations in this research study. This research has been undertaken in only one geographic region in one province in South Africa, namely the Cape Winelands Education District, and more specifically the Paarl-Wellington region. Thus, the findings can for this reason not be representative nor generalisable to Grade R teachers implementing physical education, yet similarities may be found with Grade R teachers in other provinces in South Africa.

Being a full-time lecturer at a university, it has been difficult to get suitable times for conducting the individual interviews and audio-visual recordings of physical education lessons with the four participants. The researcher had to accommodate participants' availability by rescheduling the interviews a few times, which led to delays in the analysis and interpretation of the findings.

### **5.5 Contribution of this study**

The researcher believes that this study can contribute to the pre- and in-service training of Grade R teachers with regard to the enhancement of the implementation of quality physical education. Furthermore, this study may be of significance to the Department of Education and the WCED, to inspire them to supply support training to subject advisors on how to support Grade R teachers in the implementation of physical education.

### **5.6 Recommendations for further studies**

An investigation could be conducted regarding the training of physical education for Foundation Phase students by Higher Education Institutions and TVET colleges. Another possible focus for further research is an investigation into the knowledge and skills of subject advisors in the Western Cape Education District regarding the implementation of physical education in the Foundation Phase. The importance of physical education in the holistic development of the learner cannot be ignored, thus further research can be conducted on how teachers integrate physical education in the other domains (Language and Mathematics and free play) of the daily Grade R programme.

### **5.7 Conclusion**

The reasons for embarking on this study, were not merely to find answers to why physical education is often overlooked, demoted and the potential of the subject not realised, but also to try and understand what Grade R teachers experience when they implement physical education. As a result, the aim of this study was to gain an understanding of the implementation of physical education from the perspective of Grade R teachers. The empirical research presented evidence indicating that Grade R teachers portray a positive attitude towards physical education and that they are generally knowledgeable about implementing physical education. However, Bronfenbrenner's bio-ecological systems illustrate the interrelated effect of subject advisors and curriculum policies (exosystem) not being sensitive

for Grade R teachers' (mesosystem) need for more focussed support and in-service training workshops and thus resulting in institutional and teacher-related challenges. Conversely, this research study has revealed that it was mostly institutional related challenges that constrain the successful implementation of quality physical education. Collaboration with various stakeholders in the school environment (e.g. subject advisors, Foundation Phase Head of Departments, principals and knowledgeable colleagues) can assist the Grade R teachers to ease some of the challenges they experience when implementing physical education.

Additionally, this research study revealed insufficient physical education training during pre-service teacher training. As the delivery of quality physical education depends on well-qualified teachers (UNESCO, 2015:50), Higher Education Institutions and TVET colleges should place more emphasis on the physical education training of undergraduate Foundation Phase teachers. Insufficient physical education training can have a detrimental influence on the implementation of quality physical education (Stroebe et al., 2017).

The current Covid-19 pandemic is of great concern to the researcher as it could have a devastating effect on the already precarious status of physical education in schools. In physical education lessons cooperative and group activities are essential, therefore, the restriction in respect of social distancing could further hamper the need and implementation of physical education. The DBE (2020:25) explicitly states that "where sport equipment must be used during Life Orientation lessons, these must be sanitised and social distancing must be maintained at all times". Furthermore, with the restriction on sport and physical activities, children are spending more time in front of screens. This can result in an even more inactive, unhealthy lifestyle with far reaching implications on the learner's current and future health. It is recommended that teachers should compile a list for the parents of physical activities, which include games that incorporate fundamental movement skills, to encourage learners to engage in physical activities while staying at home.

This research study has been an inspiring experience which broadened the researcher's skills as well as understanding the contexts in which Grade R teachers are experiencing and implementing physical education in their classrooms.

Note. Older primary references are included in this research study, as researchers still find it relevant and appropriate and publications still refer to these studies.

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## APPENDICES

### Appendix A: CPUT research ethics clearance certificate



<b>***For office use only</b>	
<b>Date submitted</b>	<b>29 Sept 2018</b>
<b>Meeting date</b>	<b>3 Oct 2018</b>
<b>Approval</b>	<b>P/Y✓/N</b>
<b>Ethical Clearance number</b>	<b>EFEC 5-</b>

### FACULTY OF EDUCATION

## RESEARCH ETHICS CLEARANCE CERTIFICATE


This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

- 1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)**

<b>Name(s) of applicant(s):</b>	<b>Zelda de Beer</b>	
<b>Project/study Title:</b>	<b>Grade R teachers' experiences of implementing Physical Education in Grade R.</b>	
<b>Is this a staff research project, i.e. not for degree purposes?</b>	Yes / <b>No</b>	
<b>If for degree purposes the degree is indicated:</b>	Degree: M.Ed Supervisor(s): Dr Elna Barnard	
<b>If for degree purposes, the proposal has been approved by the FRC</b>		

<b>Funding sources:</b>	None	
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**2. Remarks by Education Faculty Ethics Committee:**

This Master's research is granted ethical clearance valid until 27 February 2020.		
<b>Approved: ✓</b>	<b>Referred back:</b>	<b>Approved subject to adaptations:</b>
<b>Chairperson Name: Chiwimbiso Kwenda</b>		<b>Date: 28 February 2018</b>
<b>Chairperson Signature:</b>		
<b>Approval Certificate/Reference: EFEC 5-2/2018</b>		

## **Appendix B: Letter to WCED**

Audrey Wyngaard  
Western Cape Education Department  
Directorate: Education Research  
P.O. Box 9144  
CAPE TOWN  
8000

23 March 2018

Dear Madam,

### **Permission to do research at schools in the Western Cape**

I am currently a registered M.Ed. student at the Cape Peninsula University of Technology. As part of the fulfilment of my degree, I need to do research in schools from the Western Cape Winelands within a close proximity to the Wellington Campus.

The title of my research is Grade R teachers' experiences of implementing Physical Education.

The research will entail interviews with grade R teachers and observations and video taping of physical education lessons during the assigned physical education period of the school's Grade R day programme. The intended period of the research will be in the second and third term of 2018.

Participation will be voluntary. The participants will be informed in writing of the aim of the research project, namely to gain insight into the manner in which physical education in South Africa is implemented in Grade R and not to critique their teaching practice. The privacy of the research participants will be protected. The anonymity of the respondents and schools will be protected; thus the actual identities will not be revealed in any form of writing or report related to this research. The video tapes will only be available to the researcher.

I hereby request permission to enter eight schools for the purpose of the study. Attached is a copy of the consent form to participate in a research study that will be sent to each participant as well as the ethic clearance from CPUT. Approved Certificate/Reference: EFEC 5-2/2018.

If you need any further information kindly contact my supervisor, Dr Elna Barnard (021 864 5214) or myself in this regard.

Thank you.

A handwritten signature in black ink that reads "ZdeBeer". The signature is written in a cursive style with a large, looping 'Z' and 'B'.

Zelda De Beer  
debeerz@cput.ac.za

021 864 5233

## Appendix C: WCED application form to conduct research in schools

Directorate: Research



[Audrey.wynngaard@westerncape.gov.za](mailto:Audrey.wynngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

[wced.wcape.gov.za](http://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

#### 1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	<b>Mrs</b>
1.1.2	Surname	<b>De Beer</b>
1.1.3	Name (s)	<b>Zelda</b>
1.1.4	Student Number (If applicable)	<b>217305245</b>

1.2 Contact Details	
1.2.1	Postal Address

1.2.2	Telephone number	
1.2.3	Cell number	
1.2.4	Fax number	
1.2.5	E-mail Address	<b>debeerz@cput.ac.za</b>
1.2.6	Year of registration	<b>2017</b>
1.2.7	Year of completion	<b>2019</b>

## 2 DETAILS OF THE STUDY

<b>2.1 Details of the degree or project</b>		
2.1.1	Name of the institution	Cape Peninsula University of Technology
2.1.2	Degree / Qualification registered for	M.Ed.
2.1.3	Faculty and Discipline / Area of study	Education
2.1.4	Name of Supervisor / Promoter / Project leader	Dr. Elna Barnard
2.1.5	Telephone number of Supervisor / Promoter	021 864 5214
2.1.6	E-mail address of Supervisor / Promoter	barnarde@cput.ac.za

<b>2.1.7</b>	<b>Title of the study</b>
Grade R teachers' experiences of implementing Physical Education in Grade R.	

<b>2.1.8</b>	<b>What is the research question, aim and objectives of the study?</b>
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**What are Grade R teachers' knowledge, beliefs, perspectives and experiences of implementing physical education in Grade R?**

The aim of the study is to investigate Grade R teachers' knowledge, perspectives, experience and challenges of implementing the physical education curriculum.

The sub-objectives which evolve from the main aim are as follows:

- To establish what is the knowledge of teachers regarding the implementation of the prescribed physical education curriculum of Grade R.
- To establish what is the experience of teachers regarding the implementation of physical education of Grade R.
- To empower Grade R teachers in accepting the responsibility of implementing physical education successfully in Grade R (SRSA, 2012, 23, 29).

2.1.9	<b>Name (s) of education institutions (schools)</b>
	Hugo Rust Primary School Hill Crest Primary School WA Joubert Primary School Drakenstein Primary School Wellington Primary School St. Albans Primary School Wagenmakersvallei Primay School Nieuwe Drift Primary School Courtray Primary School Wellington Preparatory School

2.1.10	<b>Research period in education institutions (Schools)</b>	
2.1.11	Start date	March 2018
2.1.12	End date	June 2018

## Appendix D: WCED approval (Ref.no. 20180403-910)



[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

**REFERENCE:** 20180403-910

**ENQUIRIES:** Dr A T Wyngaard

Mrs Zelda De Beer

17 Dukes Estate

Hoogenhout Street

Wellington

7655

**Dear Mrs Zelda De Beer**

### **RESEARCH PROPOSAL: GRADE R TEACHERS' EXPERIENCES OF IMPLEMENTING PHYSICAL EDUCATION**

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 **02 April 2018 till 28 September 2020**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:  
**The Director: Research Services**

**Western Cape Education Department**

**Private Bag X9114**

**CAPE TOWN**

**8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

**Directorate: Research**

**DATE: 06 April 2018**

**Appendix E: Letter to principal**

17 Dukes Estate  
Hoogenhout Street  
WELLINGTON  
7655

Tel: 021 864 5233

E-mail: [debeerz@cput.ac.za](mailto:debeerz@cput.ac.za)

The principal  
School  
Address

**Re: Request to do research in a Grade R classroom**

Dear Sir

I am currently registered for my M.Ed. at the Cape Peninsula University of Technology. As part of the fulfilment of my degree, I need to do research in a Grade R classroom.

The title of my research is: Grade R teachers' experiences of implementing physical education.

The research will entail an interview with a grade R teacher and an observation and video-taping of a physical education lesson during the assigned physical education period of the school's Grade R day programme. The intended period of the research will be in the second and third term of 2018. The participants will be informed in writing of the aim of the research project, namely to gain insight into the manner in which physical education in South Africa is implemented in Grade R and not to critique their teaching practice.

The anonymity of the respondents and schools will be protected. The actual identities will not be revealed whatsoever in any form of writing or report related to this research.

I hereby request permission to enter your school for the purpose of my study. It will be appreciated if you can identify a Grade R teacher and convey this message to the teacher who will participate in this research.

Attached please find the consent from the WCED to do research in your school as well as the form to participate in a research study.

Thank you very much.

A handwritten signature in black ink, reading "Zelda de Beer". The signature is written in a cursive style with a large initial 'Z'.

Zelda de Beer

**Appendix F: Faculty of Education Ethics informed consent: Participants**



**Faculty of Education  
Ethics informed consent form**

**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Category of Participants (tick as appropriate):**

<i>Principals</i>		<i>Teachers</i>	<input checked="" type="checkbox"/>	<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	
<i>Other (specify)</i>	Grade R learners								

You are kindly invited to participate in a research study being conducted by Zelda De Beer from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate): Grade R teachers'

<i>An undergraduate project</i>		<i>A conference paper</i>	
<i>An Honours project</i>		<i>A published journal article</i>	
<i>A Masters/doctoral thesis</i>	<input checked="" type="checkbox"/>	<i>A published report</i>	

**Selection criteria**

You were selected as a possible participant in this study because you are an attained knowledgeable Grade R teacher. It is envisaged that your participation in this research will shed rich information on Grade R teachers' perspectives and experiences of implementing physical education in Grade R.

The information below gives details about the study to help you decide whether you would want to participate.

**Title of the research:**

Grade R teachers' experiences of implementing physical education.

**A brief explanation of what the research involves:**

A research project on Grade R Teachers' perspectives and experiences of implementing physical education will be conducted by Zelda de Beer, lecturer at Cape Peninsula University of Technology, Wellington. The purpose of the research project is to gain insight into the manner in which physical education in South Africa is implemented in Grade R. There is limited research with regard to Grade R learners' physical activity in South Africa. For the purpose of this research, the Life Skills study

area, physical education, is the main focus. The declining status of physical education in South African schools is mounting. The National Curriculum Statement makes provision for 2 hours per week for Grades R-3 to teach physical education, 10 hours per week are allocated for the teaching of Languages and 7 hours per week are spent on teaching Mathematics (DBE, 2011:6). The lack of implementing physical education in the Grade R classroom is complicated by limited time available during the daily programme as well as the prioritising of reading, writing and arithmetic. The Grade R year needs to ensure that young learners are exposed to a variety of developmentally appropriate activities to master important developmental skills that are pivotal for a Grade 1 learner to be successful in his/her formal learning (DBE), 2011:10).

### **Procedures**

If you volunteer to participate in this study you will be asked to do the following things:

- Each participant will be interviewed by the researcher, Zelda de Beer. The participants will be invited to participate in an unstructured open-ended focus group interview that will be conducted after school hours at the Cape Peninsula University of Technology, Wellington Campus during the month of July 2018.
- All semi-structured open-ended interviews with four Grade R teachers will be conducted after school hours at each respective school during the months of July-August 2018. The duration of each interview will be between 30 and 45 minutes.
- The audio-visual taping of five physical education lessons will take place during the assigned physical education period of the school's Grade R day programme during the months of July-August 2018. The timeslot is  $\pm$  30 minutes.

### **Potential risks, discomforts or inconveniences**

No risks are foreseeable; however, this study presents a valuable opportunity for the teachers to reflect on their teaching practices.

You are invited to contact the researcher should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Statement	Tick the appropriate column	
	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

### Researchers

	Name:	Surname:	Contact details:
1.	Zelda	De Beer	021 864 5233 072 2954 557
2.			
3.			

Contact person: Zelda de Beer	
Contact number: 021 864 5233	Email: debeerz@cput.ac.za



**Appendix G: Faculty of Education Ethics informed consent: Parents**



**Faculty of Education  
Ethics informed consent form**

**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Category of Participants**

<i>Principals</i>		<i>Teachers</i>		<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	
<i>Grade learners</i>	R	X							

**INFORMED CONSENT  
PARENT PERMISSION LETTER**

August 2018

Dear Parent or Guardian

I am enrolled for an M.Ed. at the Cape Peninsula University of Technology. The title of my research is: “Grade R teachers’ experiences of implementing physical education”.

As part of my research, I need to observe the class teacher presenting a physical education lesson of approximately 30 minutes. The necessary protocol to conduct the research has been followed and permission sought and granted by both the Cape Peninsula University of Technology and the Western Cape Education Department. I hereby request you to allow your child to participate in an audio-visual recording of a physical education lesson presented by his/her class teacher. As my focus will be on the teacher, your child will not be a direct participant in the research.

You can withdraw permission at any time. There are no foreseeable risks to your child in participating in this research. The anonymity of your child will be protected. The actual identities will not be revealed whatsoever, in any form.

Please give your permission by signing the enclosed consent form and ensure your child return it to his or her class teacher, as soon as possible. Please keep this letter for your records.

Should you have any questions please contact Mrs Z. de Beer at 021 5464 53 or e-mail: [debeerz@cput.ac.za](mailto:debeerz@cput.ac.za)

Yours sincerely,

Zelda de Beer



Ethical Clearance Protocol Number EFEC 5-2/2018

**Parents' permission: Audio-visual recording**

Consent to participate

(Mark the appropriate option)

I have read the attached informed consent letter and

agree

do not agree

to have my youngster participate in the audio-visual taping of a physical education lesson presented by the class teacher.

.....

Learner's name

.....

Parent or Guardian's name and surname (please print)

.....

Parent or Guardian's signature

Date

.....

.....

## Appendix H: Individual interview questions

1

### Interview Protocol

**Interviewer:** Thank you for having this interview with me. Thank you for your time and sharing your perceptions, knowledge, feelings and expertise with me today. As you already know the research is about Grade R teachers' perception of implementing physical education in Grade R. I want to point out that at any stage during the interview, if you feel uncomfortable or do not want to participate anymore, you have the right to leave. The interview will be recorded to assist with transcription. All transcriptions will be rendered anonymous prior to analysis. Nowhere will you be identified. When I transcribe this conversation, I will not use your name, but will refer to you as participant 1, 2, 3 or 4. This recording will only be available between myself and my supervisor. Is it okay if I record this interview with you today?

Participant responds:

If the participant agrees then:

**Interviewer:** "Thank you for allowing me to record our discussion today."

If the participant does not agree then:

Interviewer: "As per request, I will not record this interview, but shall make written notes of our conversation."

### **Interviewer:**

First, I would like some background information about you.

**Question 1:** Tell me about your qualifications.

**Question 2:** How long have you been a teacher?

*(Interviewer's note: If the participant is not a teacher, then ask question 3.)*

**Question 3:** Tell me about your involvement of teaching physical education for Grade R.

**Question 4:** Tell me about your training in Grade R. Did you have any formal training for Grade R during your **study** years.

*(Interviewer's note: If the participant responds with "no" to the question, then ask question 5.)*

**Question 5:** Have you ever, during your years of **teaching**, officially been trained for Grade R specific?

**Question 6:** How long have you been involved in the teaching of physical education?

**Question 7:** Tell me about your training of physical education. Did you have any formal training in physical education during your study years.

**Question 8:** During the unstructured focus group interview at CPUT, the following themes or topics were generated by the participants, namely

- challenges,
- holistic development and participation.

A descriptive paragraph or definition was also given to each topic. I now want you to add or give me your own feelings about the challenges you experience when teaching physical education.

*(Interviewer's note: The interviewer will tell the participant what was said during the focus group interview.)*

Challenges that were identified are:

- lack of time,
- lessons every day or three times a week,
- lack of resources,

- in-service training,
- physical space,
- lessons not individualised,
- lessons to improve every child,
- fear of certain learners and the school.

The descriptive paragraph was:

Limited time and resources at school. The challenge is that it is not possible to attend to a physical education lesson every day due to the fact that there is not enough time, physical space and resources. Too little training/in-service training.

***(Interviewer's note: Further questions will be generated from the answers by the participant.)***

**Question 9:** Tell me of your experiences of in-service training workshops in physical education that have been presented by the Department of Education during the last few (5) years.

**Question 10:** Do you feel there is a need for in-service training workshops in physical education?

**Question 11:** Tell me about the support from the subject advisors for Life Skills, especially for physical education.

***(Interviewer's note: If the participant responds with "there is no support" to the question, then ask question 12.)***

**Question 12:** What do you think, is the reason for this?

**Question 13:** ***(Interviewer's note: Ask questions, especially, about the physical education lesson that was observed by the researcher earlier the day.)***

**Question 14:** Tell me about any other challenges you experience when implementing physical education.

***(Interviewer's note: If the participant does not have any comment on the involvement of the school, ask question 15.)***

**Question 15:** Tell me about the support from the school (principal, other teachers) in teaching physical education.

**Question 16:** The next theme or topic is the holistic development. I now want you to add or give me your own feelings and perceptions about the importance of the holistic development.

***(Interviewer's note: The interviewer will tell the participant what was said during the focus group interview.)***

The following was said about the holistic development:

- Crucial/essential, focus on development,
- gross motor development,
- fine motor,
- child kinetics “kinder kinetics”,
- kinaesthetic,
- educate the body,
- exercise,
- growth,
- running,
- sport,
- games,
- variety of apparatus,
- integration,
- different workstations,
- evaluation to assess skills,
- each week different developmental focusses,
- keeping their attention,
- it should be in support of assessment,
- school.

The descriptive paragraph was: Holistic development is crucial/essential. Development of gross and fine motor skills can be achieved with the use of a variety of apparatus and workstations – learners need to be active all the time. Planning is essential for effective evaluation of learners' participation and skills.

***(Interviewer's note: Further questions will be generated from the answers by the participant.)***

**Question 17:** Do you make use of different teaching styles during your physical education lessons?

***(Interviewer's note: If the participant responds with "yes" to the question, then ask question 18.)***

**Question 18:** Tell me more about the teaching styles you use during the presentation of the physical education lessons.

**Question 19:** Tell me how do you go about in assessing learners' motor skills.

**Question 20:** How many times during a term do you assess the learners' motor skills?

**Question 21:** ***(Interviewer's note: Ask questions, especially, about the physical education lesson that was observed by the researcher earlier the day.)***

**Question 22:** The next theme or topic is participation. I now want you to add or give me your own feelings and perceptions about the importance of participation.

***(Interviewer's note: The interviewer will tell the participant what was said during the focus group interview.)***

The following was said about participation:

- Participate,
- teacher do,
- fun,
- energetic,
- active,
- participation in groups,
- positive,
- ideas of learners,
- freedom,

- relaxing,
- make it enjoyable,
- teamwork,
- smiles,
- do not want to stop,
- enthusiasm,
- self-centred,
- not sport specific,
- school.

The descriptive paragraph was: Participation must be positive, fun, relaxing and enthusiastic. Learners must be given the opportunity to live out their own personalities. Learners must have the freedom to give their ideas in a team or group. Teachers must participate in the activities in order to encourage enthusiasm.

***(Interviewer's note: If the participant does not have any comment on the participation and enthusiasm of the teacher, ask question 23.)***

**Question 23:** Tell me how does the teachers' enthusiasm and attitude have any influence on the learners' participation?

**Question 24:** What are your thoughts about how the attitude of the teacher influence their planning and preparation of physical education lessons.

**Question 25:** ***(Interviewers note: Ask questions, especially, about the physical education lesson that was observed by the researcher earlier the day.)***

**Question 26:** Tell me how do you make use of CAPS when you plan your physical education lesson.

**Question 27:** In terms of physical education, do you think that CAPS is explanatory and adequately effective? Why do you think so?

**Question 28:** In your experience, what is your viewpoint regarding-a teacher with no physical education training; will she be able to understand and effectively make use of CAPS in the planning of physical education lessons?



**Question 29:** Tell me about your understanding of certain motor developmental milestones for each phase.

**Question 30:** Tell me how you take the motor developmental milestones in consideration when you plan your lessons and assessment.

**Question 31:** Tell me what is your view on the difference between free play and physical education.

**Question 32:** Tell me what is your feeling/perspective regarding learners' physical activity. What are your thoughts about whether learners get enough/adequate physical activity during free play?

**Question 33:** Tell me how do you incorporate the outdoor play area in your formal education lessons?

***(Interviewer's note: If the participant responds with "I do not use the outdoor play area" then ask question 34.)***

**Question 34:** What is the reason for not using the outdoor play area?

**Question 35:** Tell me your viewpoints regarding the difference between sport and physical education.

**Question 36:** Do you teach sport specific activities during your physical education lessons?

**Question 37:** Is there anything else you would like to add to this discussion?

Closing comment: Thank you again for your time and for providing your insight into the implementation of physical education in your school. Do you have any questions for me? Thank you again. This concludes the interview.

**Appendix I: Approval of transcriptions of individual interviews**



Research study: Grade R teachers' experiences of implementing physical education.

Approval of transcription of individual interview

Dear participant

Kindly complete the following:

(Mark the appropriate option)

I have read the transcription of the individual interview and

agree

do not agree

with the content of the transcription.

If you wish to add anything that was not mentioned in the individual interview, please feel free to do so.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

.....  
Signature of participant

.....  
Date