# TEACHERS' EFFICACY IN TEACHING PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN THE MOTHEO DISTRICT, FREE STATE PROVINCE OF SOUTH AFRICA


BY

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## DECLARATION

I, Sandra Ijeamaka Muomezie, declare that the Master's dissertation titled: Teachers' efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district, Free State Province of South Africa, is no more than 100, 000 words in length including quotes and exclusive of tables, figures, appendices, and references. This dissertation contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this dissertation is my own work.

Signature: Date: March 2019

## DEDICATION

This dissertation is dedicated to the God Almighty who by His mercy and kindness this dissertation comes to fulfilment.

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## ABSTRACT

Physical Education (PE) is the only school subject that is define through physical activity. Participating in physical activity provides the learners with the opportunity to develop their motor skills and cultivate the habit of living a healthy life style throughout their life. However, PE has been marginalised both globally and in South Africa. The situation of PE in South Africa is complicated, that is, PE during the apartheid regime (before 1994) was a non-examination subject. With the inception of democracy, PE lost its status as an independent subject as it became a module in Life skill learning area.

The objective of this study was to investigate teachers' efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district and to suggest valuable solutions to the problem. Four questions were raised to achieve the objectives of the study. To answer these basic research questions, a descriptive survey research method was employed. Fifty two (52) primary schools and one hundred and four (104) teachers were the participants of the study. The schools were selected by simple random sampling, and the teachers selected through a purposive sampling method. Out of the one hundred and four (104) questionnaires that were distributed in person by the researcher, only eighty six (86) copies were filled in and returned.

After the analysis of the collected data, the following findings were made: the teachers teaching the PE module in Life Skills in the primary schools in the Motheo district were not qualified to teach it; that the teachers are not PE specialists and do not have a PE specialist in their school; that teachers are not meeting the required time for teaching PE which according to the European Commission (EC) (2015:12) is five lessons per week (5 hours); there is a lack of facilities and equipment; that teachers are not provided with In-Service Training (INSET) training; that teachers have very low efficacy in teaching some PE content areas such as athletics, dance, swimming, gymnastics, adapted PE. Other factors affecting teachers in teaching PE in primary schools in the Motheo district are educational background and knowledge factors, class size and time allotment factors, PE situation in Life Skills factors, and physical resources factors.

For further improvement, PE teachers are assigned with the responsibility of conducting different PE activities. They should, therefore, be equipped with the necessary knowledge

as well as skills to teach this module effectively. PE teachers should be provided with in-service training, assistance and the supervision of a PE specialist, conducive and standard PE facilities and equipment, and the time allocation for PE on the school timetable should be improved. The Department of Education (DoE) should make it possible for the teachers to take active part in the curriculum development so that they can provide their input concerning the teaching of PE in school. The DoE should address the problems of teaching PE as a part of Life Skills, but as an integrated whole.

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## LIST OF ACRONYMS AND ABBREVIATIONS

AHASA – American Heart Association and Stroke Association

ADHD- Attention Deficit Hyperactivity Disorder

CAPS – Curriculum and Assessment Policy Statement

CDC – Center for Disease Control and Prevention

CDE – Community Development and Enterprise

DoE – Department of Education

EACEA – European Commission's Eurydice Report

EC – European Commission

GTE – General Teaching Efficacy

HEIs – Higher Education Institutions

ICSSPE – International Council of Sport Science and Physical Education

INSET – In-Service Training

LO – Life Orientation

LS – Life Skills

MVPA – Moderate to Vigorous Physical Activity

NASPE – National Association for Sport and Physical Education

NCLB – No Child Left Behind

NCS – National Curriculum Statement

NCCA – National Council for Curriculum and Assessment

NETF – National Education and Training Forum

OBE – Outcome-Based Education

OECD – Organisation for Economic Co-operation and Development

PDM – Physical Development and Movement

PE – Physical Education

PTE – Personal Teaching Efficacy

RNCS – Revised National Curriculum Statement

SAIRR – South African Institute of Race Relations

SAT – State Standardised Test

SGBs – School Governing Bodies

UKAPE – United Kingdom Association for Physical Education

UNESCO – United Nations Educational, Scientific and Cultural Organisation

WHO – World Health Organisation

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND OF THE STUDY

## 1.1 INTRODUCTION

Early childhood (from birth to less than ten years old) is a very crucial stage in life for the development of healthy behaviours, such as physical activity (Ward, Vaughn, McWilliams, & Hales, 2010:526). Pica (2011:56) affirm that it is during this unique period (from birth to less than ten years old) that children build the basic movement abilities that form the foundation for learning more complex movement skills later in life. During this period, the basic postural, locomotor and manipulation skills are developed and refined (Van Deventer, 2011:825). Stork and Sanders (2008:198) stated that physical activity at this period serves three primary purposes: (a) stimulating physiological development, (b) creating functional motor abilities, and (c) organising the brain for subsequent cognitive processing in all three domains of learning (physical, social-emotional, cognitive). Sawyer (2001:19) supported by Stork and Sanders (2008:199) affirm that physical activity helps learners not only to develop physical skills, but also to enhance their social and emotional development; such as promoting early cooperation and communication skills.

Lack of physical activity may, however, result in incomplete physiological development, as well as being overweight and/or obese (Stork & Sanders, 2008:199). Fundamental motor skills, such as kicking, catching, leaping, dodging, bouncing a ball, to name a few, form the basic blocks upon which subsequent sport and lifetime activity skills are built. Learners who participate regularly in physical activity are, therefore, more likely to increase mastery through practice as well as to become comfortable with the sensations,

such as perspiration, increased heart rate, and strenuous muscle contractions, that accompany physical exertion. Meaningful age-appropriate instruction at an early stage builds a foundation necessary to support future health related physical activity (Stork & Sanders, 2008:201). Moreover, fundamental movement skills do not develop, progress or mature on their own (Pica, 2008:9), unless teachers help the learners to progress toward mature patterns for basic motor skills, develop healthy fitness habits, and continue to enjoy the love of movement with which they were born by including developmentally appropriate Physical Education as a part of the regular daily schedule in the school curriculum (Pica, 2011:56). Physical Education, according to the American Heart Association and American Stroke Association (AHA & ASA) (2015:1), is a vital part of a learner's comprehensive, well-rounded education program and a means of positively affecting life-long health and well-being. The Health Position Paper of the United Kingdom Association for Physical Education (UKAPE) (2015:1) defined Physical Education as an integral aspect of the school curriculum, a progressively planned learning experience that takes place in the school curriculum timetable and which is offered to all learners.

The European Commission (EC) ( 2015:9) remarked that Physical Education transcends physiological, recreational and competitive dimensions, being also responsible for the transmission of several important ethical principles and concepts such as fair play, perseverance, cooperation, equity, social cohesion, peace, respects of other's capacities, and both body and social awareness. A holistic approach to Physical Education is well advocated through multiple sources, usually putting emphasis on combining teaching, learning, and community engagement (Weiss, 2011: 55; Le Masurier & Corbin, 2006: 44).

Bailey (2006:397) states that Physical Education addresses all three domains of learning (cognitive, affective, and psychomotor), indicating that Physical Education can educate the whole child. Van Deventer (2002[a]:103) affirms that learning to move relates to the physical and motor domain (psychomotor), with learning about movement relating to the cognitive domain, and learning through movement relating to the affective and social domains.

Lubans, Morgan, Cliff, Barnett and Okely (2010:1020) uphold that primary school represents the crucial stage for learners to acquire competency in fundamental movement skills. Locomotor skills (such as running and jumping), and object control (such as throwing and catching), as examples, may provide the foundation for a lifetime of physical activity. Schools and teachers play a vital role in ensuring that every learner has the opportunity to fully develop his/her cognitive, social, and physical potential (EC, 2015:3). Stork and Sanders (2008:204-205) assert that a competent Physical Education teacher plans the lessons, organises the environment, and establishes ways to make learning easier by providing child-centered activities. Global and national concerns have, however, been expressed about the qualifications and initial preparation of, as well as ongoing support of, primary school teachers to deliver Physical Education (Green, 2008:21; Hardman & Marshall, 2005:40; Decorby, Halas, Dixon, Wintrup, & Jansen, 2005: 208). In South Africa, before 1994, Cleophas (2015:11) asserts that “physical education was introduced into the South African curriculum as physical training (PT) drill that was borrowed from the British education system. This system comprised of English ball games and military manoeuvres on the one hand and the gymnastic freestanding and apparatus work from continental origin on the other. In the English public or elite schools, ball games

remained popular, while gymnastics and military manoeuvres never enjoyed the same status. The reverse was true for the poorer schools". Physical education was recognised as an approved subject taught to boys and girls separately with different syllabi. The differentiation between the syllabi was that the boys programme focused mainly on sporting activities, and the girls comprised of both sport and independent activities (Pelser (quoted by Leoni, Stroebel, Johnnie, & Hermanus, 2016: 216). Kloppers (1997: 35) supported by Kloppers and Jansen (1996:33 ) affirm that in the former white schools, physical education programme focused on white militarism to prepare white South African boys for the total onslaught waged by Blacks against white South Africa. The South African College (SACS) traces its history to 1829 but there was no account exists of physical training taking place at this institution during the 19th century. When the Rondebosch Public School for Junior Boys was established in 1897, no evidence could be found that suggests physical training was taught from the outset (Babrow (quoted by Cleophas, 2015:8 -10). Cleophas (2015:10) asserts that, "1920s and 1930s were therefore a period that witnessed the introduction of physical education specialist courses at the Stellenbosch University and teacher training colleges in the Cape Province". The Report of the Ministerial Task Team for the Review of the Implementation of the National Curriculum Statement (NCS) recommended that the training of teachers should be specific (Department of Basic Education, 2009:10). However, with the introduction of the Curriculum and Assessment Policy Statement (CAPS), Van Deventer (2011:828) contends that the new CAPS policy does not permit Higher Education Institutions, and other institutions for that matter, to educate teachers specifically for Life Skill in the

Foundation Phase (FP) and the Intermediate Phase (IP) because Life Skill with all its broad topics does not constitute a specific discipline at Higher Education Institutions.

In 1994, democratic regime commenced and with it, the South African education undergo several curriculum transformation. Physical Education in South African primary schools was no longer a separate subject in the school curriculum, but has become a module in a new learning area called Life Skills (Rajput & Van Deventer, 2010:149). According to the adapted Curriculum and Assessment Policy Statement (CAPS, 2013:7-31) Life Skills is designed to develop the learners through three different, but interrelated, study areas, namely: personal and social well-being, Physical Education, and Creative Arts. The Physical Education module in Life Skills aims to develop learners' well-being and knowledge of movement and safety. Hind and Palmer (2007:2-3) argue that teaching Physical Education is an extremely difficult task, both physically and mentally, as there are many different roles and levels of responsibility to adhere to each day. For example; planning and preparation of physical education lesson, use of instructional strategy, assessment and evaluation of the learners, classroom management. These task are done two ways which include both theory and practical sections. The teachers must work very hard with time management as well as considering the safety of the learners during physical activities. Applying selectively their knowledge and understanding of performing appropriate skills, physical competence and confidence might be developed in learners within a range of sporting activities, as an example. Physical Education teachers in South African primary schools are, therefore, presented with the difficult task of educating learners and preparing them to lead an active lifestyle.

## 1.2 BACKGROUND OF THE STUDY

In an era where childhood and adult obesity is on the rise around the world, Physical Education and a healthy eating lifestyle (nutrition) have the combined potential to make a positive lifestyle change for all. Because it is the only subject in the school curriculum that is defined through physical activity. Physical education provides physical activity level that is sufficient to provide the learners with positive health effects; such as preventing overweight, obesity, and chronic diseases (Le Masurier & Corbin, 2006: 44; Strong, Malina, Blimkie, Daniels, & Gutin, 2005: 732; WHO, 2002:1). Starc and Strel (2012:5) affirm that the main goal of Physical Education is the enhancement of cardiovascular, motor and neuro-motor fitness through vigorous physical activity, with the emphasis on the promotion of positive health behaviours. World Health Organization (WHO) (2002:1) asserts that it is an accepted view globally that encouraging a healthy lifestyle characterised by regular physical activity in children is a priority for future health, in order to overcome the challenges (overweight, obesity, cardiac disease, stroke) posed by sedentary lifestyles. De Ridder and Coetzee (2013:242) state that just as in many developing countries, South Africa is facing the same problems posed by a sedentary lifestyle. In a study conducted by Steyn, Labadarios, Mauder, Nel and Lombard (2005:5), 17.1 percent of South African children aged one to nine living in urban areas are overweight or obese. Hendricks (2004:15) confirms this, “Ironically at a time when nations are becoming more and more aware of the importance of healthy living and livelong activity, Physical Education finds itself struggling to exist as a priority subject matter in the educational system of both the developing and developed countries”. Houlihan and Green (2008:60) argue that Physical Education does not hold a very strong position

against other core subjects such as Nature Sciences, Mathematics, or Languages. Furthermore, Hardman (2008:13) reports that the legal and perceived actual status of Physical Education and its teachers in relation to other subjects and their teachers is a continuous issue globally.

Hardman (2008:14) revealed in his study that in Africa only 20 percent of countries indicate an equal legal status of Physical Education to other subjects, while in Europe 91 percent of countries indicate equal legal status, showing a marked contrast between both continents. The data from both continents clearly shows that Physical Education does not enjoy the same equal legal status as other school subjects. This issue is evident in the time allocated to Physical Education in the Curriculum and Assessment Policy Statement (CAPS) document. According to CAPS (2011:6) in the Foundation Phase, ten hours are allocated for languages in Grade R – two and eleven hours in Grade three, while in Life Skills, Physical Education is allocated two hours from Grade R – three. The instructional time in the Intermediate Phase for home language is six hours, while that of Physical Education is one hour (CAPS, 2011:6). Despite the inadequate time allocated to Physical Education in the Curriculum and Assessment Policy Statement (CAPS), Hardman (2008:9) contends that,

> *In some primary schools Physical Education is not presented per time allocation as stated in the Revised National Curriculum Statement (RNCS). Learning areas such as literacy and numeracy are given extra time in these schools as the development of programs are the responsibility of the schools and can be discarded on discretion of school administration.*

Hardman (2008:9) further argued that the situation is being exacerbated by curriculum time allocated to other subjects. Walter (1994: 108), supported by George (1995), and

Van Deventer (1999), remarked that within the South African context history reveals that the low subject status of Physical Education can be attributed to three problems, namely the availability of qualified Physical Education teachers in the former black schools; lack of basic educational facilities; and the non-examination status of Physical Education, which made it much less of a priority when it came to the provision of resources. The current state of affairs is that physical education as a module in Life skill is compulsory for all schools, unfortunately, due to its low priority, no implementation and supervision strategies are in place to ensure its presentation. Therefore, it became more difficult to teach physical education in historically disadvantaged schools, since the lack of qualified teachers and facilities is not being addressed (Van Deventer, 2004:116). Hardman (2010:14 -15) summed up the areas of continuing concern of the world-wide and regional survey in a Central European Physical Education academic statement:

> *Physical Education in (recent years) has gone through intensive development and many changes. In spite of attempts by Physical Education professionals, Physical Education teachers, pupils and parents still struggle, sometimes more, sometimes less successfully with a range of problems. Some of these are presented here: decreasing amount of compulsory Physical Education; often decreasing quality of education; large Physical Education class sizes and increasing pupils' behavioural problems; growing numbers of non-participating and 'excused' pupils from Physical Education lesson; stagnating physical fitness and performance of youth; care of pupils with disability; inadequacies in provision and lack of Physical Education facilities; increase Physical Education teachers' average age and low interest of young graduates to work in the field of Physical Education; inadequate social and financial reward of Physical Education teachers, low work ethics of Physical Education teachers that results from insufficient evaluation of their work; low representation of Physical Education teachers in schools' management positions; absence of monitoring of Physical Education teaching- there is a limited number of inspectors; monitoring by school directors is non-existent; weak organization (professional associations) of Physical Education teachers; shortages in pre-graduate teachers'*

*preparation; unfinished system of lifelong Physical Education teachers' education; lack of financial resources for science (research) in the field of Physical Education and sport.*

Starc and Strel (2012: 2) assert that the quality of Physical Education and its effective teaching depends on five factors, namely the allocated time, availability of facilities, equipment, the contents of the curriculum, the number of learners per teacher, and teachers' efficacy. Among these factors, they identified that the Physical Education curriculum and its quality implementation are the determining factors of the Physical Education outcomes. Decorby, *et al*., (2005: 208) affirm that despite the alarming deterioration of childhood health as documented by research and advertised by the media; society continues to ignore the less than favourable Physical Education programs offered in primary schools. The authors further contend that in most countries, Physical Education is often delivered by a generalist (unqualified) teacher. Hardman and Marshall (2001:15) report that many Physical Education programs in primary schools are of a poor quality.

Morgan and Hansen (2008:506-511) contend that primary school Physical Education teachers face many difficulties in delivering Physical Education lessons. The authors concludes that many teachers could not fit in the required hours across all subjects, and most admitted that Physical Education was the first to suffer. This is due to the fact that Physical Education is not being properly timetabled, and therefore, it became the easiest subject to cut from a busy week. The authors also reported that a lack of funding to support the Physical Education programs, and insufficient provision of the required equipment, made classroom management more difficult. Furthermore, many teachers had virtually no opportunity to attend professional development in Physical Education, which was perceived as a hindrance to improved knowledge and confidence.

Bembenutty (2006:3) remarks that “it is difficult to imagine our society without effective teachers”. Physical Education teachers play a vital role in educating learners to develop the behaviours, attitudes, skills, and knowledge they will need to be physically active for a lifetime (Martin & Kulinna, 2003:221). Lu and De Lisio (2009:174) reveal that teachers are best placed to offer developmentally appropriate Physical Education as they know their learners and have detailed understanding of the developing child as well as how this development influences their engagement and learning in Physical Education. Bailey (2001[a]:13-14) states that part of a Physical Education teachers’ role is to ensure that learners take a lead in planning and conducting their own health and fitness by improving performance through self-evaluation and participation in a variety of physical contexts. These include fundamental movement skills, athletics, gymnastics, swimming, games, and dance. Carreiro (2003:85) remarks that a “Physical Education teacher is a reflective professional, with deep scientific, pedagogical, and technical knowledge, able to perform all the inherent tasks of teaching with autonomy and accountability, and act critically according to an explicit scheme of ethical and moral values”. McKenzie and Lounsbery (2013:420) contend that “effective teaching in Physical Education is ultimately judged by the achievement of learning outcomes, and to date, the effectiveness of Physical Education teachers in helping learners reach public health outcomes has received little attention”. Melby (2001:5) explains that teacher efficacy (confidence) is often considered to be a general predictor of “teaching effectiveness”.

Teachers’ self-efficacy is defined as a person’s belief in his or her capability to successfully perform a particular task (Bandura, 2007:705). He further explains that self-efficacy is one of the most powerful motivational predictors of how well a person will

perform at almost any endeavor. Due to the fact that self-efficacy relates to specific tasks, like teaching, people may develop high self-efficacy for some tasks and low self-efficacy for others. A Physical Education teacher, for example, may have high self-efficacy for certain aspects of his or her role, such as teaching the theoretical aspect of Physical Education, but have low self-efficacy for other aspects, such as teaching the practical part of Physical Education, instructional strategies, and classroom management problems. Starc and Strel (2012:5) contend those teachers' higher competencies in planning and delivering Physical Education lessons positively contributes to a learner's physical fitness and less to their body composition. The authors further suggest that specialist Physical Education teachers deliver more effective Physical Education lessons of seemingly higher intensity and have a consequently stronger positive effect on the motor development of the learners. Morgan and Bourke (2008:2) argue that in Australia, concerns have been expressed over the lack of confidence and qualifications of classroom teachers to teach Physical Education. The authors further contend that it was generally acknowledged that the lack of success of the daily Physical Education program introduced in Australian primary schools over two decades ago, was attributed to a lack of knowledge and confidence of the classroom teachers. Siedentop (2002:369) commenting on the problem of Physical Education teachers education in the USA, states: "We have arrived at a point in our history where we can now prepare teachers who are pedagogically more skillful than ever, but who, in many cases, are so unprepared in the content area that they would be described as 'ignorant' if the content area were a purely cognitive knowledge field".

The Department of Education (2002[b]:6-8) described how from 1948 to the present, South Africa has undergone major political changes and transformation processes, which

include curriculum transformation and development. Hendricks (2004:17) argues that the political changes and the subsequent education transformation processes, coupled with the relevant world trends, are sure to have influenced, amongst many other things, the teaching of Physical Education in South African schools and, more specifically, in its primary schools.

To date, no study has investigated teachers' efficacy in teaching Physical Education in primary schools in South Africa. It was considered important in the aim of this study, therefore, to investigate Physical Education teachers' efficacy in teaching Physical Education in primary schools in the Motheo district, as well as to proffer solutions to the problem.

## 1.3 STATEMENT OF THE PROBLEM

A Standard Physical Education Program provides learning opportunities, appropriate instructions, meaningful and challenging content, and learners and program assessment (NASPE, 2010[a]:1). In the face of a growing obesity pandemic, Physical Education teachers confront a long standing responsibility that has taken on even greater importance, the health and wellness of a diverse, increasingly sedentary population of young people. With this responsibility comes an opportunity to have a powerful and positive effect on hundreds of children each year. By teaching learners the skills and knowledge they need to live physically active lives, the confidence and appreciation to do so, they are also prepared to avoid many major diseases and to live healthier, less stressful, and more productive lives (NASPE, 2010[b]:5). Furthermore, Physical

Education improves mental alertness, academic performance, readiness and enthusiasm in learners. Unfortunately, the new curriculum and assessment policy statement (CAPS) has placed Physical Education as a module in the Life Skills learning area and not as a stand-alone subject, as was the case before 1994. This places many demands on teachers who have to deal with both the theoretical and practical components of Physical Education as well as other modules in the Life Skills learning area.

As observed by some researchers, primary school teachers in South Africa either lack educational training in Physical Education or have received only a small part of Physical Education training in their initial teacher education programs (Van Deventer, 2011:828; Du Toit, Van Der Merwe, & Rossouw, 2007:250; Hardman & Marshall, 2000:208). This has reflected in their (teachers) self-efficacy in teaching Physical Education. In line with the important roles teachers play in the promotion of the health of learners, a great need has been identified to investigate teachers' efficacy in teaching Physical Education in primary schools in the Motheo district in the Free State Province.

## 1.4 PURPOSE OF THE STUDY

Researchers in Physical Education and the exercise and sport sciences have recognised the important role that self-efficacy plays in teaching, the initiation of exercise and in sport performance (Kujala, Kaprio, Sarna, & Koskenvuo, 1998:440; Sallis, McKenzie, Alcaraz, Kolody, Faucette, & Hovell, 1997:1328). There are, however, very few research studies on pre-service and in-service Physical Education teacher's efficacy in teaching Physical Education (Turan, Pepe, & Bahadir, 2015:158). Given the situation of Physical Education

in South Africa and its effect on teacher's efficacy, this study focuses on teacher's efficacy of in-service teachers in Physical Education at primary schools in the Motheo district. It is clear that the quality of the Physical Education programs delivered in primary schools is determined by a teacher's perceived efficacy belief (confidence) to teach Physical Education. The obvious assumption is that high levels of outcome attainment is achieved by learners if they are taught by specialist (competent) teachers who are dedicated to teaching Physical Education.

The major aims of this study were: (1) to investigate if teachers' self-efficacy enables or hinders the teaching of physical education in primary schools in the Motheo district; (2) To determine what educational and subject matter knowledge and skills the teacher has, or should have, to be an effective and successful Physical Education teacher; (3) To recommend solutions that can be put in place to promote teachers' efficacy in teaching Physical Education in primary schools in the Motheo district.

## 1.5 OBJECTIVES OF THE STUDY

### General objective

The main objective of the study is to investigate teachers' efficacy in teaching Physical Education in primary schools in the Motheo district.

### Specific objectives

Specifically, this study is intended to:

1. Investigate the teachers' level of efficacy in planning and preparation of

lessons in Physical Education such as:

1.1 Teachers' knowledge of the content area

1.2 Organisation of practical classes in Physical Education

1.3 Teaching learners with special needs

1.4 Evaluation of learners in Physical Education

1.5 Use of technology in teaching Physical Education

2. Investigate the teachers' level of efficacy in handling instructional strategies in Physical Education.
3. Examine the teachers' level of efficacy in classroom management skills in Physical Education.
4. Determine the major hindrance to teacher efficacy in teaching Physical Education.

## 1.6 RESEARCH QUESTIONS

**Main research question:** What are teachers' efficacy levels in teaching Physical Education as a module in the Life Skills learning area in primary schools in the Motheo district?

To answer the main research question, the following questions were formulated:

- What are the teachers' efficacy levels in planning and preparation of a Physical Education lesson?

- What are the teachers' efficacy levels in handling the instructional strategies in Physical Education?
- What are the teachers' efficacy levels in classroom management skills in Physical Education?
- What are the major hindrances to teacher efficacy in teaching Physical Education?

## 1.7 SIGNIFICANCE OF THE STUDY

The findings from this study may provide the following benefits:

- Help policy makers to formulate policies that will be favourable to the Physical Education curriculum, promote teachers' efficacy and facilitate learning.
- Improve the funding of Physical Education programs, which will help to solve the problem of a lack of resources (teaching materials, equipment and facilities) in schools.
- Give insight to the skills and knowledge possessed by teachers presenting Physical Education modules in Life Skills and a solution to the problem.
- Help the stakeholders to prioritise the existing problems surrounding teachers' efficacy in teaching Physical Education in primary schools in South Africa.
- Encourage other researchers to conduct research in the areas not covered in this study, in order to further add to the available literature.

## 1.8 DELIMITATION OF THE STUDY

The study was limited to primary schools in the Motheo district and focuses on the teachers' efficacy in teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district. The teachers presenting the Physical Education module in the Life Skills learning area from each of the primary schools in the Motheo district were considered.

## 1.9 LIMITATIONS OF THE STUDY

In writing this dissertation, the research suffers some limitations that affects the quality as well as the quantity of this dissertation. Time constraint was the major limitation of the dissertation. The researcher needed more time to expand the area of study to include the tertiary institutions in the Free State province in other to look into how teachers preparations affects their efficacy in teaching physical education; examine in details the effect the teachers primary, secondary and tertiary education experiences has on their teaching; study the type of primary schools used in the study in other to avoid certain problems. Such as the attitude portrayed by some teachers and principals during the distribution of the questionnaires. Some principals and teachers refused to fill in the questionnaire because it was written in English and they are an Afrikaans school. Despite the above mentioned limitations for the study, the researcher made every effort to overcome these difficulties by making affective use of the time provided.

## 1.10 THEORETICAL FRAMEWORK

This research was based on the social-cognitive theory proposed by Albert Bandura in the late 1970s. Bandura views teacher efficacy as a tenet of self-efficacy. He defines self-efficacy as a person's belief in his or her ability to successfully perform a particular task. A person's self-efficacy is a strong determinant of his or her effort, persistence, and strategising, as well as subsequent training and job performance. It is one of the most powerful motivational predictors of how well a person will perform at almost any endeavor. Besides being highly predictive, self-efficacy can also be developed to harness its performance-enhancing benefits (Bandura, 2007:706). Many researchers have highlighted the challenges primary school teachers face in delivering Physical Education lessons (Green, 2008; Morgan & Hansen, 2008; Hind & Palmer, 2007; Hardman & Marshall, 2005). Du Toit, Van Der Merwe and Rossouw (2007:244) confirm that Physical Education in South Africa has been faced with many implementation problems such as inadequate teaching time, large class sizes, a lack of Physical Education facilities and equipment, to name a few. The self-efficacy theory helps to address how these implementation problems enable or inhibit teachers' confidence in presenting the Physical Education module in Life Skills in primary schools in the Motheo district.

Bandura (2007:706) remarked that, "efficacy belief is the foundation of human motivation and action". Unless people believe they can produce the desired effects of their actions, they have little incentive to act or persevere in the face of difficulties. Efficacy beliefs shape the outcomes people expect their efforts to produce. Those who are assured in their efficacy expect favorable outcomes. Those who expect themselves to perform badly, expect poor results. Efficacy beliefs also determine how obstacles and impediments are

viewed. A key component of this study, therefore, was how Physical Education teachers in the Motheo district view the problems they encounter whilst teaching Physical Education. Those of low efficacy are easily convinced of the futility of their effort when facing difficulties, whilst those of high efficacy view impediments as surmountable through perseverance and improvement of self-management skills (Bandura, 2004:709). Bandura (2007:707) believes that the perception of efficacy is influenced by four sources of enhanced development of high teacher self-efficacy:

a) Mastery of experiences: - Gencay (2015:1358) in his findings suggests that teaching efficacy of physical educators varied with teaching experience. Low efficacy may occur if the Physical Education teacher does not have sufficient opportunity for mastery experiences across the various required competency areas, whereas higher teaching efficacy would result from time to master their experiences throughout both their initial teacher education and through interacting with more experienced Physical Education teachers (Woolfolk & Spero, 2005:343; Martin & Kulinna, 2003:219)

b) Vicarious experience: - Observing others similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to succeed. By the same token, observing other's fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. Observing and modelling successful teachers may generate expectations that teachers can learn from the successes of colleagues, which in turn, can result in their own positive self-efficacy (Bandura, 1997:5).

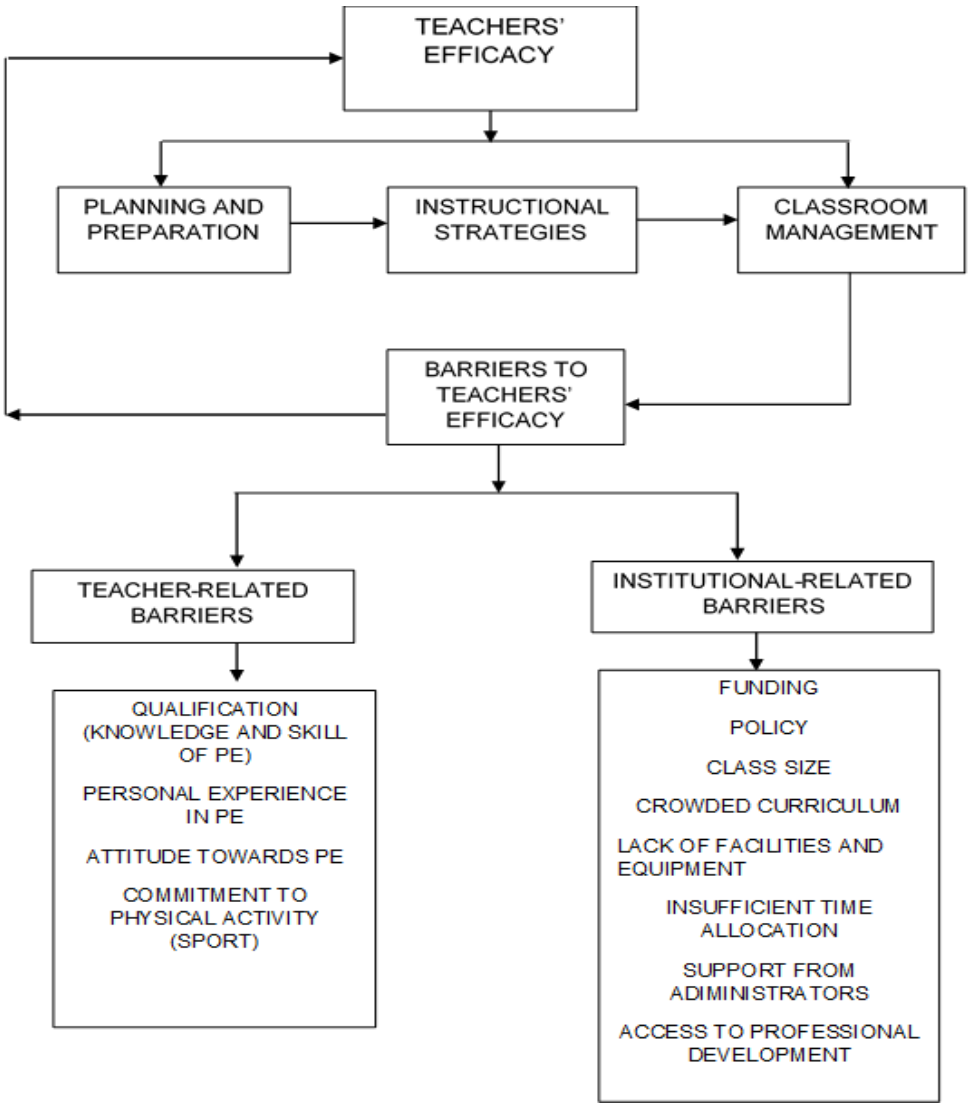
c) Social persuasion: - People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilise greater effort and sustain it than if they harbour self-doubts and dwell on personal deficiencies when problems arise. For example, coaching and giving encouraging feedback are commonly used actions that likely influence teacher self-efficacy positively (Bandura, 1997:5).

d) Physiological and affective states: - The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and negative emotional proclivities and misinterpretations of their physical states. It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. A teacher who is professionally well-qualified may not be a successful teacher if personal negative or inhibiting emotional factors come into play (Gavora, 2010:19).

## 1.11 CONCEPTUAL FRAMEWORK

The diagram below illustrates simplified factors of teachers' efficacy (confidence) and probable hindrances to teacher efficacy in teaching Physical Education in primary schools.

**FIGURE 1: Probable hindrances to teacher efficacy in teaching Physical Education in primary schools**




Sources: Tournaki, Lyublinskaya & Carolan (2009:98); Morgan & Hansen (2008:506)

The diagram above presents the nature of the study under investigation. According to Melby (2001:5) "teacher efficacy is sometimes considered to be a general indicator or predictor of teaching effectiveness". Teachers' effectiveness is comprised of three factors, namely planning and preparation, instruction, and classroom management (Tournaki, Lyublinskaya, & Carolan, 2009:98). McCaughtry, Tischler, and Flory (2008:268) affirm that practically at any point in a Physical Education lesson, there are a

myriad of interactions taking place involving learners, equipment and the teacher. Teachers duties, such as enhancing their learners' motivation, maintaining effective classroom management, grading (evaluation), and preparing lesson plans, requires teachers' task-focus, enactment of goals and efficacy (Bembenutty, 2006:3). Classroom management skills are a prerequisite to effective instruction which also involves effective lesson planning, preparation and lesson evaluation.

The utilisation of effective classroom management techniques allows for increased productivity from both learners and the teacher (Jones, Wilson, Emmet, Rinehart, & Barry, 2013:1). A teachers efficacy can, however, be affected or influenced by internal factors (teacher-related) within the teachers control, such as a teachers knowledge and skills of Physical Education, and external factors (institutional-related) outside the teacher's control, such as funding, provision of professional development, class size, time allocated to Physical Education on school timetable, to name a few. Jenkinson and Benson (2010:4) supported by Morgan and Hansen (2008:506) contend that, "it becomes extremely difficult to provide quality Physical Education and physical activity opportunities in primary schools when constrained or hindered by many institutional and teacher related barriers". Morgan and Bourke (2008:26) affirm that personal school experiences in Physical Education have a powerful influence on teachers' perceptions of their ability to teach Physical Education. Decorby, Halas, Dixon, Wintrup and Jansen (2005:218) further argue that teachers presenting Physical Education in the primary schools do not have the knowledge they require to run the program the way it should be run. They further contend that even for specialist teachers, it is difficult to provide a quality Physical Education program given the problematic nature of teaching apparatus and facilities in schools

## 1.12 DEFINITION OF TERMS

**1.12.1 Physical Education:** In this study is referred to as an instructional module in the Life Skills learning area built around basic motor activities, which helps to achieve the goal of physical, emotional, and mental well-being for every learner (CAPS, 2013:31).

**1.12.2 Life Skills:** is the study of self in relation to others and to society. It addresses skills, knowledge, and value about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers, and career choices (CAPS, 2013: 7).

**1.12.3 Teaching:** is a multifaceted human activity which requires a wide range of planning, strategies, interactions, organisational and material resources that take place in the teaching-learning process (Ganal, Andaya & Guiab, 2016:63).

**1.12.4 Teacher efficacy:** Teacher self-efficacy is the teachers' belief in their ability to learn and use the skills acquired to promote the learners to learn (Woolfolk & Spero, 2005:343).

## 1.13 ORGANISATION OF THE STUDY

This study is organised in five chapters. Chapter One introduced the topic of the study, elaborated on the background of the study and outlines the problems relating to teachers' efficacy in teaching Physical Education in primary schools in the Motheo district. Furthermore, this chapter outlines the aims, objectives and research questions for the study. Finally, the chapter provides a theoretical framework for the study and delineated on the conceptual framework for the study.

Chapter Two reviews the related literature on the concept of teachers' efficacy, teachers' efficacy in Physical Education, and the state of Physical Education globally and in South Africa, as well as factors affecting teachers' efficacy in teaching Physical Education in primary schools both globally and in South Africa.

Chapter Three outlines the research methodology for the study such as the research design, sampling of the population, pilot study, validity, reliability and data analysis.

Chapter Four delineates the presentation and analysis of data gathered through the use of the semi-structured questionnaire and interpretation on important issues.

Finally, Chapter Five presents a summary of the findings of each chapter, and recommendations of the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 INTRODUCTION

This chapter is based on the review and content analysis of relevant literature, both from published and unpublished works, with the purpose of identifying the gaps for the investigation of teachers' efficacy in teaching Physical Education in primary schools in the Motheo district. This study reviews: the need for Physical Education in primary school; the concept of 'teachers' efficacy', teacher efficacy in Physical Education, the state of Physical Education worldwide, the state of Physical Education in South Africa, and the factors affecting teacher's efficacy in teaching Physical Education in primary schools (both globally and in South Africa).

## 2.2 THE NEED FOR PHYSICAL EDUCATION IN PRIMARY SCHOOL

Physical Education is the only school subject in the curriculum that specifically targets physical fitness and motor skills, and provides the only opportunity for learners to engage in health-enhancing physical activities, especially at high-intensity levels (McKenzie & Lounsbery, 2014:289). The European Commission (EC) (2015:3-5) affirm that Physical Education provides a special environment to develop physically, technically, and gain specific skills to ensure the enjoyment of different activities. Furthermore, it is key in promoting lifelong fitness and good health through the recognition of values associated with the activities performed. These include the development of good eye-hand

coordination, balance, communication skills and sportsmanship; social interactions and successful academic experiences; and being physically fit. It is further asserted that the time spent in Physical Education is vital to learner's education and health. Arnold (quoted by Gencay, 2015:1355) defined Physical Education as education about movement, education through movement, and education in movement. Learning in Physical Education is often accomplished by mastering a physical movement through physical training. The European Commission (EC) (2015:10) states that the Physical Education curriculum should cover the topic of a healthy lifestyle from a broad perspective, beyond the practice of physical activity, in close cooperation with other school disciplinary groups. They further assert that Physical Education classes should instill and promote healthy habits and behaviours, such as using stairs instead of elevators, walking and cycling, as well as discouraging excessive television and computer gaming whilst rather promoting 'active' games.

The early life period, from infancy to childhood (infancy to less than ten years old), children assume a fundamental role of acquiring and improving their motor skills, neuromotor capacities and healthy behaviours (Halfon & Hochstein, 2002:79). According to Dolgin (2015:276) supported by Halfon and Hochstein (2002:79), during this period, a lack of appropriate physical and cognitive stimulation through Physical Education may lead to weight gain, obesity, abnormal cholesterol levels, a lack of muscle and skeletal development, and / or becoming myopic (short-sighted). Dolgin (2015:276) states that children need to spend approximately three hours per day under natural light in order to avoid myopia. With the notion of a link between early-life experiences and later health outcomes, Hills, Dengel and Lubans (2014:370) remark that greater attention is being

given to the importance of exposure to physical activity opportunities during infancy and childhood. Hill, et al., (2014:370) further assert that if health behaviours established during early life are more likely to persist from childhood to adulthood, greater efforts should be made to capitalise on key opportunities to develop these, including in the school setting. Fairclough and Stratton (2005:217) state that teachers can learn to increase the level of moderate to vigorous physical activity (MVPA) in primary Physical Education lesson.

European Commission (EC) ( 2015:5) assert that taken part in physical activity very early in childhood promotes the development of neuromotor skills such as coordination, balance, speed and agility; physical skills such as catching and throwing, kicking, jumping, walking, running; psychologically, for example creative thinking; as well as social skills such as co-operation and respect for others. The promotion of Physical Education in primary schools has traditionally been predicated on the notion that physical skills developed during the primary school years and consolidated during high school, provide the foundation for engagement in physical activity in adulthood (Telama, Yang, Leskinen, Kankaanpaa, Hirvensalo & Tammelin, 2014:955).

The European Commission (EC) (2015:13) further states that school Physical Education and physical activity have been recognised to play an important role in the prevention of several epidemic conditions such as being overweight, obesity, diabetes mellitus, and cardiovascular diseases such as high blood pressure, stroke and heart attacks. The health benefits of physical activity as part of Physical Education include improved body composition and posture, the prevention of becoming overweight or obese and improved skeletal muscles (Gunter, Almstedt & Janz, 2012:13), metabolic (Janssen & Leblanc,

2010:40) and cardiovascular health. Fernhall and Agiovalsitis (2008:325), supported by Kriemler, Meyer, Martin, Van Sluijs, Andersen and Martin (2011:923), assert that the benefits of physical activity are not only limited to the biological, but also include numerous psychosocial advantages, such as a reduction in the symptoms of depression, stress, anxiety, and improvements in self-confidence and self-esteem. Participating in physical activity is, furthermore, associated with academic benefits such as improved concentration (Budde, Voelcker-Rehage, Pietrasyk-Kendziona, Ribeiro & Tidow, 2008:23), memory, and classroom behaviour (Barros, Sliver & Stein, 2009:6). Kramer, Stanley, Colcombe, Willie and William (2004:57), supported by Vaynman, Zhe Ying and Gomez-Pinilla (2004:90), affirm that physical activity has been indicated to improve learning and to delay cognitive decline in elderly humans. In a study on pathways towards and away from Alzheimer's disease, Mattson (2004:631) reports that physical activity presents a physiological stress to the brain that, when balanced with recovery, promotes adaptation and growth, preserves brain function, and enables the brain to respond to future challenges. Hillman, Kirk, and Arthur (2008:59) remark that aerobic activity also stimulates the release of molecules that help neurons survive and thrive (neuronal growth factors), promotes synaptic plasticity and long-term potentiation (dynamic modifications of the connections between neurons), and stimulates the growth of new neurons in the hippocampus (a brain region primarily involved in learning and memory). Taras (2005:218) in a review of physical activity and academic outcomes among school-aged children, concluded that "there is evidence to suggest that short term cognitive benefits of physical activity during the school day adequately compensate for time spent away from other academic areas". Hillman, Kirk and Arthur (2008:58) in their own review state

"exercise effects on brain and cognition" reports that the time spent in Physical Education does not hinder academic performance and may even lead to a cognitive improvement. Shepherd (quoted by Sattelmair & Ratey, 2009:368) concurred in his report that a reduction of 240 minutes per week of academic class time, replaced with increased time for Physical Education, led to higher scores on standardised mathematics examinations. The Centers for Disease Control and Prevention (CDC) (2005:49), in a cross-sectional study conducted by the California Department of Education from 1999 to 2002, showed a strong connection between physical fitness and academic performance. The study used the fitness gram, a six-faceted measure of overall fitness, and nearly one million pupils in grade five (5), seven (7), and nine (9) were evaluated on the SAT from nine (9) state standardized tests. The researchers repeatedly found that those pupils with higher levels of fitness scored higher on the SAT. There was a positive linear relationship between the number of fitness standards achieved and standardised test scores. This result held for boys and girls in both math and reading, but it was most pronounced in math. Evidently, the quality of Physical Education is vitally important to cognitive and academic outcomes. The physical activity aspect of Physical Education predicts higher academic performance, however Physical Education with insufficient levels of physical activity does not (Sattelmair & Ratey, 2009:369). This suggests, therefore, that the evidence relating Physical Education to academic outcomes is limited by the quality of the program as well as its implementation.

European Commission (EC) (2015:7) stated that to promote and facilitate the development of motor skills in early childhood, physical activity friendly environments (such as a conducive school environment with standard facilities and equipment), age

appropriate adapted programmes and activities, teachers and educators in primary schools with training in physical activity and teaching are necessary to fulfil the promotion of motor skills in school settings. One determinant factor that may influence physical activity participation in learners is the modelling role of the primary school teacher (Breslin, Hanna, Lowy, McKee, McMullan, Haughey & Moore, 2012:1). A teacher's knowledge of Physical Education content, his/her exercise motivations, and the self-efficacy they have in delivering an effective Physical Education lesson may contribute to a positive or negative learning environment for learners (Breslin, *et al.*, 2012:1). Martin and Kulinna (2003:220) affirm that teachers are critical in determining the activities learners engage in during Physical Education classes. The teacher can decide whether to implement curriculum and teach lessons that focus on social skills, sport skills, or health related fitness. The choices teachers make about day-to-day lesson content clearly have an impact on how much activity the learners gain during class. McKenzie and Lounsbery (2014:289) affirm that Physical Education teachers should be physical activity authorities. They further explain that teachers should not only conduct lessons that provide substantial amounts of physical activity, but should also be promoting physical activity both in and outside of the school. The importance of the Physical Education teachers in school cannot be ignored if the health and well-being of the learners are to be considered (Martin & Kulinna, 2003:221). The Organisation for Economic Co-operation and Development (OECD, 2009:89) affirms that teachers' beliefs (efficacy), practices and attitudes are vital for understanding and improving educational processes.

## 2.3 THE CONCEPT OF TEACHERS' EFFICACY

Selamat, Samsu and Mostafa (2013:71) found that the process and purpose of education cannot be accomplished without teachers playing a pivotal role in ensuring achievement in an educational institution. One important factor that may have an impact on how teachers perform, or in classroom management, is teacher efficacy (Melby, 2001:62). The concept of self-efficacy was originally developed by Albert Bandura (1994-2007) to constitute a part of his social cognitive theory. Bandura (2007:705) defined self-efficacy as a belief in one's own ability to organise and perform a certain task. Breslin, *et al.* (2012:2) define self-efficacy as the amount of perceived competence a person may have to achieve certain goals. Self-efficacy beliefs reflect one's capabilities to exercise control over events and estimations of competence to execute given tasks (Humphries, Hebert, Daigle & Martin, 2012:284). Hand and Stuart (2013:2) assert that teacher efficacy from an individual perspective is an individual teacher's level of confidence in his/her ability to be successful in individual teaching tasks such as classroom management, planning and preparations of lesson and instructional techniques. According to Gavora (2010:18) teachers' self-efficacy should be distinguished from teacher "competence", which is usually interpreted to refer to the teacher's professional knowledge and skills. Teacher self-efficacy is a broader concept which encompasses the teacher's effective use of professional knowledge and skills. Dellinger, Bobbet, Oliver and Ellet (2008:751) affirm that self-efficacy implies an individual's convictions that he/she has the ability to do what is required in preparing and completing assignments in an excellent way. Gavora (2011:80) explains self-efficacy as a "significant teacher characteristic within the area of beliefs and assumptions". A self-system that controls most personal activity, including

appropriate use of professional knowledge and skills, the use of time, and questioning techniques. Wheatley (2005:748) defines teacher efficacy as "teachers' beliefs in their ability to actualize the desired outcomes". Teachers' efficacy beliefs relate to their behaviour in the classroom. It affects the effort they invest in teaching, the goals they set, and their level of aspiration (Tschannen-Moran & Woolfolk, 2001:783). Lewitt (2002:2-3) states that teachers' beliefs regarding teaching and learning are what lead them to developing a certain attitude toward the profession itself. Oral (2004:18) contends that teachers' professional efficacy beliefs, professional attitudes and having the required knowledge and skills, plays a significant role in their (teachers) competency in teaching. Goddard, Hoy and Hoy, (2000:479), supported by Wheatley, (2005:748), have reported that teachers with high efficacy are more likely to get involved in teaching, have satisfaction with the profession, take a greater effort and possess a greater motivation for teaching and take on extra roles in their school. Tournaki and Podell's (2005:299) report indicated that teachers with high efficacy made less negative predictions about learners, and seemed to adjust their predictions when learners' characteristics changed. Low efficacy teachers, however, seemed to pay attention to a single characteristic when making their predictions. Gavora (2010:18) opines that high self-efficacy underlies and enables the successful use of professional knowledge and skills, whilst low self-efficacy inhibits effective use of professional knowledge and skills. He then concludes that teacher self-efficacy is therefore a strong self-regulatory characteristic that enables teachers to use their potential to enhance pupils' learning.

Some researchers have found that teacher self-efficacy tends to increase during one's teacher education (colleges, university) programs (Wenner, 2001:181; Woolfolk, Rosoff,

& Hoy, 1990:137), but decrease after graduation, continuing to decline to the end of the first year of teaching (Moseley, Reinke & Bookour, 2003:1). Mulholland and Wallace (2001:260) affirm that some of the most powerful influences on the development of a teacher's sense of efficacy are the experiences during student teaching and the induction year. They further contend that teachers' cognitive and behavioral control and their efficacy beliefs are expected to be the foundation of their ability to guide their professional development during and after completion of their initial teaching education. Bembenutty (2006:3) states that enacting self-regulation and enhancing ones' self-efficacy beliefs during an advanced professional training are essential for attaining goals such as successfully achieving professional development and completion of initial teaching certification.

Teacher's efficacy is sometimes divided into general and personal teacher efficacy (Bandura, 2007:707). General teaching efficacy (GTE) is the teacher's conviction that every teacher possesses the capabilities to effect external factors, which also corresponds to the concept of outcome expectancy (Cheung, 2008:105). Outcome expectancies are teachers' beliefs about the effects that specific teaching actions have on learners (Wheatley, 2002:6). Bandura (2007:707) assert that personal teaching efficacy (PTE) is an individual's accountability of how a teacher acknowledges pupils learning, and is consistent with the concept of efficacy expectation. Efficacy expectancies are teachers' beliefs about their own ability to execute specific teaching actions (Wheatley, 2002:6). To be successful, a teacher must have both high efficacy expectations and high outcome expectancy. If the teacher has the former and not the

latter, it may be as the result of the nature of the teacher training received by the teacher, both in-service and pre-service (GAO, Xiang, Chen & McBride, 2013:3).

Self-efficacy is a concept that has been studied for a long period of time within different disciplines; varying from medicine (James, Campbell, De Vellis, Reedy, Carr, & Sandler, 2006:720) to economy (Latham & Brown,2006:606), and from military (Britt, Davison, Bliese, & Castro, 2004:54) to education (Tschannen-Moran & Woolfolk, 2001:783). One of the fields where teacher self-efficacy has been studied is Physical Education (Block, Hutzler, Barak, & Klavina, 2013:184; Mirzeoglu, Aktag, & Bosnak, 2007:109). However, there are very few research studies on pre-service and in-service Physical Education teacher's efficacy in teaching Physical Education (Turan, Pepe, & Bahadir, 2015:158).

## 2.4 TEACHER EFFICACY IN PHYSICAL EDUCATION

Self-efficacy is a factor that affects performance and decisions concerning one's duty, and is therefore important in setting motivation (Humphries, *et al.*, 2012:284). Bandura (2007:705) affirm that a person is not able to carry out a certain task for which he/she has the ability unless they have the self-efficacy (confidence) to do so. Teachers' sense of efficacy appears to affect basic beliefs about learners as well as instructions and choices of instructional methods. Furthermore, it influences the learners' beliefs on their abilities and learning (Humphries, *et al.,* 2012:285). It is further argued that efficacy beliefs affect performance, influence the selection of tasks, and are a key factor in self-regulation of motivation. Hand (2013:1) believes that teacher efficacy may underlie critical instructional decisions such as the use of time, questioning techniques, and classroom management strategies. Hsieh (quoted by Pan, 2014: 69) established evaluation indicators and a

weight system for school effectiveness. The evaluation results showed that the educational input comprised four second-order indicators: goal development and planning (20 percent), expenditure and equipment (17 percent), teachers' competence (43 percent), and environmental quality (20 percent). Teachers' competence was the most important indicator because its weight (43 percent) was the highest among all the indicators. This suggests that teachers' self-efficacy, the belief held by teachers regarding their own professional competence, may be able to influence their professional behaviour and students' performance in Physical Education classes. Pan, Chou, Hsu, Li, and Hu (2013:241) also found that teachers' self-efficacy could have a direct influence on their commitment to teach health and Physical Education curricula in elementary schools in Taiwan.

Tschannen-Moran, Woolfolk and Hoy (1998:202) argue that teacher efficacy amongst Physical Education teachers is reported to be weaker when compared to other subjects due to the low status attributed to Physical Education, lack of recognition of the subject in the core curriculum, the excessive role demand on Physical Education teachers, professional isolation, and alienation within a school facility.

Martin, McCaughtry, Kulinna and Cothran (2008:171), supported by Martin, McCaughtry, Kulinna, Cothran and Faust (2008:68), reported that in Physical Education research, teacher self-efficacy has been linked to professional development as well as teacher and student behaviour. Morgan and Bourke (2008:3-5) contend that personal school Physical Education experiences, or the personal backgrounds of teachers, are essential components affecting the teaching and learning process. Using Bandura's social learning theory, Morgan and Bourke (2008:5) explained that through life experiences,

individuals develop a general expectancy about action-outcome contingencies and a belief about their own coping abilities and self-efficacy. Morgan and Bourke (2008:3-5) further contend that a person's ability to cope with a specific situation is a result of his/her experiences which develop images about a specific situation. Which has been referred to as 'sources of information'. Ultimately, classroom teachers may have minimal or no 'source(s) of information' concerning their ability to teach Physical Education and may have to cognitively process and rely on images formed about Physical Education teaching through their personal school experiences. The positive and negative experiences teachers had in their own school Physical Education may affect their development of beliefs through primary school, high school, university, and early teaching life. Morgan and Bourke (2008:16-21) further revealed in their study that personal school experiences (past experiences) in Physical Education have a great influence on individual's involvement in physical activities and therefore on the perceived confidence to teach Physical Education. Morgan and Bourke's (2008:16) findings showed that approximately 73 percent of in-service and 79 percent of pre-service teachers were anxious in some way about teaching activities in Physical Education. The respondents were asked to list the specific Physical Education content area(s) they preferred not to teach. Among all responses to this question, 56.1 percent showed that gymnastics was the Physical Education subject they would least prefer to teach. Other Physical Education subjects noted were aquatics (26.6 percent), major games (7.4 percent), dance (4.6 percent), outdoor education (2.7 percent) and athletics (2.5 percent). The study concluded that teachers who had more negative experiences in their own school Physical Education were less likely to be involved in physical activity and showed lower levels of confidence

in teaching Physical Education than those who had had more favourable experiences. Woolfolk and Spero (2005:346), supported by Martin and Kulinna (2003:219), uphold that "low efficacy may very well begin in the pre-service experiences in which the young teacher does not have sufficient opportunity for mastery experiences across the various required competency areas". They further state that low teaching efficacy is predicted to result from a lack of mastery teaching experiences during this time, whereas higher teaching efficacy results from mastery experiences throughout both their program and pre-service teaching opportunities.

In studies examining self-efficacy in teaching Physical Education, a set of factors, including both environmental (external) factors and the active engagement of learners in the learning process, are generally observed to affect self-efficacy levels of Physical Education teachers (Martin & Kulinna, 2003:219; Martin, Kulinna, Eklund, & Reed, 2001:129). Martin, *et al*. (2008:171-173) emphasised that the levels of self-efficacy of Physical Education teachers' decreases when students do not fulfil their educational duties, or do not like the physical activities offered during the lesson. Likewise, both Physical Education teachers' insufficient knowledge and underdeveloped teaching skills are reported to affect their willingness to teach (Martin, *et al*., 2008:172; Siedentop, 2002:368; Tsangaridou, 2002:21). Several studies have shown the lack of competence primary school teachers perceived they have in teaching Physical Education (Morgan & Hansen, 2008: 506; Morgan & Bourke, 2005:7; Morgan, Bourke, & Thompson, 2002:16; Xiang, Lowy & McBride, 2002:145; Faulkner & Reeves, 2000:311). Breslin, *et al.* (2012:2) affirm that a teacher's experience of physical activity and perceived competence in delivering Physical Education may influence the learning of children in that teacher's

class. The latter further contend that another factor that may influence the physical activity participation in younger learners is the modelling role of the primary school teacher. Children learn by viewing the behaviour of others and emulating these behaviours and as teachers are role models to children, it would seem obvious that a child's learning in Physical Education will vary depending upon whether the teacher is a "generalist" (with limited training) Physical Education teacher or a "specialist" (specially trained) Physical Education teacher. Talbot (2008:6-8) reveals that the generalist primary school teacher, a qualified teacher but with limited training in Physical Education, has insufficient expertise and finds Physical Education with its distinctive content difficult to develop competence in. Decorby, Halas, Dixon, Wintrup, and Jansen (2005:208), supported by Morgan and Bourke (2005:8), contend that a significant majority of non-specialist teachers are critical of their Physical Education teacher training.

Furthermore, Morgan and Bourke (2005:10) report that classroom teachers believe they require more extensive teacher training in Physical Education delivered through longer courses with greater exposure to Physical Education teaching. They also found a strong relationship between teachers' training in Physical Education and their perceived confidence to teach Physical Education. Teachers felt significantly less confident to teach those Physical Education content areas for which they perceived they had received poorer quality training. Xiang, Lowy & McBride (2002:145) affirm, after observing a number of Physical Education lessons that many classroom teachers believe they do not possess the knowledge or ability to teach Physical Education.

Many researchers have constructed multi-dimensional instruments, such as knowing the course content, adapting instruction to learners needs, motivating the learners, assessing

learners, managing behaviour, and overcoming barriers to learner engagement, to examine teachers' efficacy beliefs specific to certain aspects of the teaching process (Duncan & Ricketts, 2008:38; Skaalvik & Skaalvik, 2007:611; Baker, 2005:51; Woolfolk & Spero, 2005:343; Martin & Kulinna, 2003:219; Brouwers & Tomic, 2000:239). In this study, teacher efficacy in Physical Education was measured by factors associated with teachers' effectiveness. These include planning and preparation of a lesson, presentation of instruction, classroom management, and hindrances to teaching Physical Education. Dembo (2001:24), supported by Randi (2004:1826), confirms that teacher efficacy has been linked to "teacher effectiveness" and appears to influence learners in their achievement, attitude and affective growth. Darling-Hammond (2006: 23) reports that teacher preparation or knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness. Tournaki, Lyublinskaya, and Carolan (2009:97) stated that teacher effectiveness is comprised of three factors, as discussed below.

### 2.4.1 Planning and preparation

Bailey (2001[b]:40-41) defined planning and preparation of lessons in Physical Education as a record of a teacher's intentions, which gives a clear indication of the organisation, structure, purpose and intended learning outcomes in a teaching episode. Tournaki, Lyublinskaya and Carolan (2009:97) stated that teachers who are effective in doing their work plan and prepare their lessons. These teachers also possess the knowledge of their teaching materials, the skills required and a clearly defined pedagogy. The teachers are able to choose their instructional objectives, to create consistent instruction, as well as to evaluate learners as they teach. In planning a Physical Education lesson, however,

teachers should be mindful of safety issues related to the lesson and the action to be taken should an injury occur (Hind & Palmer, 2007:5). Capel (2002:115) explains that, "high quality organisation, planning and management skills are required to ensure a purposeful, yet safe environment for children to practice new skills". Hind and Palmer (2007:5) confirm that Physical Education teachers should examine and assess the equipment and the environment they intend to use before any lesson begins. Zahidi and Akbar (2013:16) agree that to present a successful lesson in Physical Education, it is crucial for the teacher to set time aside for planning and organising the flow of the lesson before the school year begins. Because when a teacher developed a lesson well in advance they became familiar and comfortable with the content, making it easier to deliver.

### 2.4.2 Instruction

Dibapile (2012:81) states that effective teachers give instructions that support learners in achieving the lesson objectives, and act as mediators as they interact with learners. Appropriate instruction in Physical Education should conform to the standard of the Physical Education programme. Richards and Wilson (2012:36) report that a standard Physical Education programme should provide the learners with:

#### 2.4.2.1 Opportunity to learn

Learners should have the time and resources necessary for learning in Physical Education. The NASPE (2010[a]:1) indicates that 150 minutes per week at the primary

level is a required prerequisite for learning. There should be appropriate equipment and facilities and the lesson should be conveyed by a certified Physical Education specialist.

#### 2.4.2.2 Meaningful content

The Physical Education curriculum should be structured to provide learners with a variety of meaningful learning experiences including: motor skill development, fitness education and assessment, development of cognitive concepts related to motor skills and fitness, social and emotional development, and the promotion of regular participation in physical activity outside of the school setting (NASPE, 2010[a]:1).

#### 2.4.2.3 Appropriate instruction

Physical Education instruction should create an inclusive environment, maximise practice opportunities, and promote learners learning. Out-of-school assignments should be used to supplement in-class lessons and physical activity should not be used as a form of punishment (NASPE, 2010[a]:1).

#### 2.4.2.4 Learner and program assessment

Quality Physical Education programming includes ongoing assessment of both learners learning and program effectiveness. Learners' assessment should be formative as well as summative, while program evaluation should be ongoing and conducted by a variety of stakeholders to ensure that it meets participants' needs (NASPE, 2010[a]:1).

### 2.4.3 Classroom management

Jones, Wilson, Emmet, Rinehart and Barry (2013:1) defined classroom management as the efficient movement and organisation of learner activity along with the efficient transition from one activity to another. It also includes the ongoing interactions between learners and their teacher, and the rules, procedures, and protocols that facilitate an orderly and structured environment in which learners can be productive and safe. Using Doyle's ecological theory, Supaporn, Dodds and Griffin (2003:329) has provided sophisticated understandings of classroom management in Physical Education. The ecological theory frames class life as a set of three related systems, namely managerial, instructional and 'learner social'. Hastie and Siedentop (2006:215) state that the model foregrounds the notion of a 'program of action,' a concept used to denote the meeting point of subject content and management. Within this model, primary vectors are used to refer to the teacher's agenda. Learners have secondary vectors which "serve to test the robustness of the primary vector" (Hastie & Siedentop, 2006:215). The key in the model is that teacher behaviour is in a dialectical manner influenced by learner behaviour. In a study on managing Physical Education lessons, conducted by Barker and Annerstedt (2014:18), it was concluded that classroom management has typically been related to learners' misbehaviour. These misbehaviours pose a challenge to the intentions of the teacher. The authors assert that the teacher produces authority and order in the classroom, and shown how learners help to co-produce this order. In supporting these points, the authors further propose that the teacher's production of authority contains attempts to negotiate competing educational ideals: one related to control and discipline and another related to democracy and learner choice. Classroom management include

"non-instructional personal interactions" that happens within the classroom environment (Tournaki, *et al.*, 2009:98). Jenkins, Jenkins, Collums and Werhonig (2006:210) remarked that becoming familiar with the school, community and classroom were essential to having success with classroom management in physical education. The authors further explain that classroom space can have a significant effect on classroom management. Facilities for dance, for example, vary from a specific studio space, to multi-use auditoriums, to trailers. The nature and size of the space will affect lesson planning and classroom management (Owens, 2006:29).

## 2.5 THE STATE OF PHYSICAL EDUCATION WORLD-WIDE

In many developed and developing countries worldwide, Physical Education is a generally practiced, often compulsory element of primary and secondary school curricula (Hardman & Marshall, 2005:39-40). Since the early 1970s, globally, Physical Education has been in a state of decline and marginalisation when compared with other subjects in terms of the curriculum content, time allocation, number and quality of facilities and equipment, and quality of teachers in the field of Physical Education (Green, 2008:45).

In the latter part of the 20$^{th}$ century, overpowering medical and other scientific evidence has provided a base for the inclusion of Physical Education as a necessary part of the school curriculum, which lays down the foundations for the physically trained person and disposition to maintain an active lifestyle. It is upon this base that Article 1 of the UNESCO charter for physical education and sport (1978) grants physical education the status of a 'fundamental right', guaranteed within education systems through the provision of

opportunities for practice (Hardman & Marshall, 2000:202). The Article 2 of the charter calls upon national agencies such as the European Union Physical Education Association and the All-African Association for Health, Physical Education, Recreation, Sport and Dance to promote and foster physical education 'in order to establish a balance and strengthen links between physical activities and other components of education (Hardman & Marshall, 2000:203).

The European Union (EU) (2008:4-5), supported by the World Health Organisation (WHO) (2008:1-4) reported that, "after the turn of the millennium, the challenges posed by non-communicable diseases related to being overweight and obesity has drawn the attention of international policy to the potential contribution to public health of physical activity in general and the physical education of school age children in particular". Against the background of the pandemic of non-communicable diseases and the perceived threat to physical education, a worldwide survey of the state and status of Physical Education in schools, funded by the International Olympic Committee, was carried from 1998 to 1999. The main areas covered by the survey were the legal status of Physical Education, curriculum time allocation, and curriculum content, perceptions on actual implementation, subject status, material, financial and personal resources, Physical Education teacher education and future prospects of Physical Education in schools (Hardman & Marshall, 2000:202). The survey findings, based on data collected from a globally administered semi-structured questionnaire and an extensive literature survey, showed that school Physical Education is declining in all continental regions of the world (Hardman & Marshall, 2000:203). The authors concludes that the manifestations of the apparent decline in the position of Physical Education in schools was evident in countries such as

Africa, Asia, Central and Latin America, as well as Europe in the late 1980s. The deteriorating situation in school Physical Education has been addressed in a number of conference themes, journal articles, and ongoing national and international analyses, as reported by Hardman (1993-1999). The extent of the concern generated by the deteriorating state in which school Physical Education finds itself is such that international agencies such as the World Health Organisation, Sport for All Movement, Regional Organisations, the European Union Physical Education Association and the All African Association for Health, Physical Education, Recreation, Sport and Dance, have all issued position, policy and advocacy as well as agreed declaration statements in support of Physical Education in schools (Hardman & Marshall, 2000:204).

UNESCO (2012:1) asserts that; participation in Physical Education is a fundamental right of all pupils all over the world. Despite this declaration, the situation of Physical Education as a school subject seems to be marked by diversity in many countries. There are differences across regions and countries with respect to the meaning of "quality Physical Education", the content of the curriculum, time allocated to Physical Education per week in various types of schools, phases and ages, and the level of qualification required for teaching at different levels within the school system (UNESCO, 2013:24; EC, 2013[a]:11). The supposed downturn in the status of Physical Education is said to have occurred not only in English-speaking countries such as Australia, the United States of America (Dollman, Boshoff & Dodd, 2006:152) and the United Kingdom (Department of Culture, Media and Sport (DCMS), 2000), but in many other countries worldwide as well (Doll-Tepper, 2005:41; Hardman & Marshall, 2005:39; 2000:203).

### 2.5.1 Physical Education curriculum requirement and implementation

Hardman and Marshall (2000:205) report shows that in over 92 percent of countries/states for which information was collected, there are statutory requirements for Physical Education in schools. The actual implementation, however, does not meet with the statutory expectations. Globally, in 71 percent of countries, Physical Education appears to be implemented in accordance with the guideline expectations but in the remaining 29 percent, it is believed that Physical Education is often ignored in order to create room for other subjects. In most of developing regions, there is marked shortfalls in policy implementation, as can be seen by the statistics: Africa (75 percent), Asia (67 percent), Central and Latin America (50 percent), and Southern (including Mediterranean) Europe (50 percent) (Hardman & Marshall, 2000:205). The economically developed regions and countries show less marked but nevertheless still substantial gaps (Hardman & Marshall, 2005:39). Hardman's (2010:3) report shows that in 21 percent of the countries studied, Physical Education is not actually being implemented in accordance with legal obligation. Evidently, the report shows a significant rise in Central and Latin America and the Middle East (33%), to 40 percent in Africa, and 67 percent in Asia and North America, whereas in Europe only 11 percent of countries alleged a shortfall in implementation. The comparison of data from Hardman (2010) and Marshall and Hardman's (2000) report, shows that the situation, especially in economically under-developed and developing regions, has changed little since the world-wide survey on state and status of Physical Education summit held in Berlin in 1999 (Hardman, 2010:1-3; Hardman & Marshall, 2000:205-206). The gaps between statutory policy and actual implementation are seen in the devolvement of responsibilities for curriculum

implementation, statement on the lower status accorded to school Physical Education in general, lack of official assessment, loss of time allocation, financial constraints, division of resources, inadequate material resources, deficiencies in numbers of properly qualified personnel and, in some instances, attitudes of significant individuals such as head teachers (Hardman & Marshall, 2000:208; Hardman, 2010:3). In South Africa, Kloppers (1996:6) argued that the former South African government introduced the policy that each racial group had to administer their own education. As a result, there were obvious inequalities between the four (White, Black, Indian, Coloured) former ethnic departments of education in South Africa. The South African Institute of Race Relations (SAIRR) (1992/1993) affirm that the policy affected teachers' qualifications, teacher-pupil ratios, per capita funding, equipment, facilities, buildings and books. Since the inception of democracy in the country, the policy makers have been engaged in ensuring that all who live in South Africa are exposed to the fullness of the country's resources and are given equal opportunities to achieve to the best of their abilities. However, not enough attention, has been given to school sport and physical education and its delivery in schools. (Prinsloo, 2007:155; Botha, 2002:361; Jansen, 1999:42).

### 2.5.2 Physical Education curriculum aims

Penney (2006:565) stated that; "the past decade and a half has been a time of unprecedented externally driven curriculum change in education and Physical Education specifically". European Commission (EC) (2013[a]: 11) supported by UNESCO (2013: 28) stated that the main aims of Physical Education include the physical and social development of learners. The growing attention to promote a physically active and healthy lifestyle in schools is most typically emphasised in the aims of physical education,

yet physical education is limited to training in physically related skills. Despite the fact that physical education curricula have widened, it continues to be dominated by sport and, in particular, team sports. Hardman (2010:10) argues that "the physical focus has shifted overtime from a health-related fitness rationale to performance-related rationale considerations". The European Commission's Eurydice Report (EC) (2013[b]:21) shows that among the mandatory physical education activities in schools, games are most common, after games is gymnastics, and then athletics. Due to the fact that schools continue to place emphasis within physical education upon conventional sports, especially through links with extra-mural sports competitions, physical education may not reach the majority of pupils (Green, 2008:60).

### 2.5.3 Physical Education Curriculum Time Allocation

The problem of time allocation is generally complicated not only by localised control of curricula, but also by electives which provide opportunities for additional engagement in Physical Education. Different surveys over the years (Sollerhed, 1999; Speednet, 1999; Stretch, 1999) have revealed variations in the amount of prescribed time allocated to Physical Education: (a) Sollerhed (1999) argued that the time allocated to Physical Education in Sweden has been reduced from three hours a week to one hour a week during the last decade' in the compulsory school years; (b) Speednet (1999) contends that more than half a million hours of Physical Education have been lost in primary schools, to make time for literacy and numeracy. One third of primary schools have lost 30 minutes of Physical Education each week, representing an approximate 33 percent reduction, whilst a further 20 percent of schools have lost 60 percent of the minutes

assigned; (c) Stretch (1999) reports that Physical Education takes place once a week for 25 minutes.

Hardman and Marshall (2000:209) and Hardman (2010:5) summarised that the aspects to be noted were:

- The situation of time allocation is worsened by instructional time allocated to the so called 'academic subjects' as seen in the study conducted by Trost and Van der Mars (2009:60). This report revealed that the introduction of the No Child Left Behind (NCLB) Policy in the USA in 2007, has created an environment where instructional time allocated to Physical Education, music, and art are decreased to make up for increases in the time allocated to reading and mathematics. Keim and Zinn (1998:7) affirm that Physical Education time is being used in many South African schools for more important subjects or for examinations. As a result, some schools resort to excluding Physical Education from their curriculum, for example 85 percent of primary schools in the Western Cape Province have no Physical Education. This is due to the rationalisation of subjects, the low status attributed to Physical Education as well as the inadequate time allocated to Physical Education in the school curriculum. In other schools, Physical Education is taught for only one period per week, namely 35 minutes, instead of the 45 minutes and compulsory two periods allocated.
- Furthermore, in countries such as Taiwan and South Africa where there are recent educational reforms, Physical Education teaching time has been reduced. In Taiwan, the merging of Physical Education with health education has led to the reduction in the teaching time for Physical Education due to the increase in the

teaching time of English, computer, and dialects, which have been introduced into the curriculum. Physical Education in South Africa has been merged with other subjects like personal and social well-being, and creative arts, the time allocated to Life skills is shared between the three subjects in life skill. Thereby reducing the teaching time assigned to Physical Education in the Life Skills learning area.

- Decreasing curriculum time allocated to Physical Education occurs around the lower to upper middle phase of schooling when children are aged 9 to 14 years, especially in the final years of schooling when it either becomes an optional subject or is removed from the timetable altogether.

### 2.5.4 Physical Education subject and teacher status

The issues of the legal and perceived actual status of Physical Education and its teachers is by no means a recent phenomenon. A subject such as Physical Education is likely to be viewed by government and schools as expendable in favour of more academic and examinable subjects. The increasing competition for space in the school curriculum timetable with less time and expertise in many schools for implementing structured physical activity programmes is symptomatic of the pressures physical educators are experiencing in countries such as England, Wales, Africa and Australia (Green, 2008:60). Globally it appears that the low status of Physical Education has also been detrimental to its position at times of adverse conditions, when in over half (61 percent) of all countries or states studied, Physical Education lessons are often cancelled during examination periods when lessons are abandoned to provide time for revision of the academic subjects (Hardman & Marshall, 2000:210). This occurs approximately 93 percent of the time in Africa, 83 percent in Central and Latin America and 75 percent in Canada.

Hardman (2010:6) listed other reasons for the cancellations as; government financial cuts; insufficient numbers of qualified Physical Education teachers; adverse weather conditions; the use of the dedicated Physical Education lesson space for examinations; concerts; ceremonial occasions such as prize giving's; and spiritual exercises during Easter time, as examples.

### 2.5.5 Physical Education resources

Hardman and Marshall (2000:215) contend that in a world where resources are limited and there are increasing demands for a portion of the limited funding allocated to education, government policies are more often than not economically driven within a context of public accountability. Unavoidably, prioritisation grounded in expediency occurs and Physical Education is not usually high on the political agenda. UNESCO (2013:9) argues that "Whilst there is a greater propensity of inadequate physical resource provision in low income countries and regions, the differences between these and some schools in middle and high income regions and countries is not always clear-cut. The level of such provision together with challenges presented by inadequate maintenance can detrimentally impact on the nature, scope and quality of Physical Education programmes". UNESCO (2013:9) further contend that in the majority of the countries studied (60 percent), funding cuts are anticipated during periods of financial constraints, which leads to future reductions in physical education programmes. This is shown in the following figures: Canada - 86 percent; central and Latin America - 80 percent; Southern Europe - 71 percent; and Asia - 66 percent. Hardman and Marshall's (2000:216) report shows that the provision of facilities and equipment for Physical Education in schools, especially in developing countries in regions in Latin America, Africa, Asia and Central

and Eastern Europe, are practically non-existent or grossly inadequate. Article 4 of the UNESCO Charter for Physical Education and Sport (UNESCO, 1978:7), advocates that professionals responsible for delivering Physical Education lessons should be appropriately qualified, with adequate levels of specialisation. However, in a study conducted by the National Association for Sport and Physical Education (NASPE) (2001) on the 'Shape of the Nation Report' it is indicated that many Physical Education programmes are not taught by qualified teachers. Furthermore, Hardman and Marshall's (2000:217) reports reveals that many countries, states and provinces do in fact have specialist Physical Education teachers in elementary schools, but the degree of difference is vast, ranging from 81 percent in the United States, to 69 percent in Central and Eastern Europe, to 14 percent in Asia and 9 percent in Africa. They further contend that in many countries, the non-specialist teacher in primary schools is often inadequately prepared to teach Physical Education. In South Africa, Van Deventer and Van Niekerk (2009:147) in their study on Physical Education in schools conclude that a large number of schools do not have qualified Physical Education teachers in their service which affects the status and practice of Life Skills negatively.

## 2.6 THE STATE OF PHYSICAL EDUCATION IN SOUTH AFRICA

The present state of Physical Education in South Africa can be credited to the inequalities of the past legislation, as well as the effects of educational reforms and the spiral of curriculum changes in the South African education system ( Department of Education, 2002[b]:4). The apartheid era began when the National Party won control of parliament in 1948 and ended with a negotiated settlement more than four decades later. The

provision of education during the apartheid era was encumbered with racial discrimination (Fiske & Ladd, 2005:1). During that period, there were nineteen different education departments (Department of Education, 2002[b]:4-5) and according to Kloppers (1996:9) only four of the education departments existed for the four major ethnic groups (White, Black, Indian, and Coloured). The South African government practiced unequal resources allocation based on racial lines Department of Education (, 2002[b]:4). Resources were provided in full to schools serving white students whilst schools serving the black majority were deprived of qualified teachers, physical resources and teaching materials such as textbooks and stationary (Kloppers, 1996:10). Students of colour were denied a good education and seen as simply ensuring a steady supply of cheap labour, especially in areas such as mining, agriculture and domestic service sectors (Fiske & Ladd, 2005:1).

Physical Education during the apartheid era (1948 to 1993) was a non-examinable subject, primarily concerned with education in movement. The approach applied movement as the medium and the body as the instrument for guiding the learners as a complete being (Van Deventer, 2007:134; Van Deventer, 2002[a]:103). The education system in South Africa prepared the learners in different ways for the positions they were expected to occupy in social, economic and political life and unfortunately, the school curriculum at that time played a vital role in reinforcing inequality. Physical Education as a school subject in particular was used as an instrument to further the ideological agenda of the apartheid government (Kloppers, 1996:6-61). Kloppers (1996:6) explains that the former South African government introduced the policy that each racial group had to administer their own education. As a result, there were obvious inequalities between the four former ethnic departments of education in South Africa. As mentioned, these four

departments each served their own particular racial group, white, black, Indian, and coloured. The South African Institute of Race Relations (SAIRR) (1992/1993) affirm that the policy affected teachers' qualifications, teacher-pupil ratios, per capita funding, equipment, facilities, buildings and books. The SAIRR (1992/1993) further contend that the racial inequalities caused widespread malnutrition in disadvantaged communities and as a result learners were unable to carry out the vigorous Physical Education programmes in their schools. As a result, the effect of the apartheid policy on disadvantaged groups in South Africa was a high failure rate and learner drop-outs. Moreover, the reason why Physical Education and other non-examination subjects were abandoned at the majority of these schools was in favour of "making up" for lost time (Kloppers, 1996:9). Rajput and Van Deventer (2010:155) affirm that the education policy during the apartheid regime was a racist, oppressive, and repressive system set up to empower the whites at the expense of the rest of the civil population. Physical Education and school sport were not spared in the process. The authors contend that Physical Education was assigned a relatively high political status in terms of the ideological goals of the apartheid state in that it was a compulsory programme for boys and girls at all white schools, used for physical and military preparedness, and was assigned one hour per week.

The White Paper on sport and recreation (SA, 1995:17-18) contend that although Physical Education was included in the curriculum of non-white schools, the principals rarely saw it as an important part of the curriculum. There was, therefore, a considerable shortage of teachers to teach Physical Education and the provision of facilities and equipment in non-white schools were non-existent or of a very poor quality. This was due to the lack of legislation and consequently a significant imbalance in the training of black

teachers. This policy of segregation and inequality gave rise to poor funding in these schools (Walter, 1994:110-114). Spamer (2001:1) affirms that the advantaged education departments ensured that provision was made for Physical Education at their schools, while the disadvantaged education departments could not make real provision for the implementation of Physical Education in their schools. As a result, Physical Education became either a neglected or forgotten entity at the affected schools.

The problems that were experienced in the delivery of Physical Education escalated, such as a declining time allocation as a result of placing too much emphasis on other academic subjects, the view that extra-curricular sport could replace Physical Education, deviation from specialist training for elementary school teachers in the subject and the academic discipline (theory) and profession (practice) moving further apart. As a result, Physical Education, school sport, facilities and equipment became practically non-existent in most schools that previously had programmes (Van Deventer, 2007:136; Hardman & Marshall, 2001:20). Physical Education was often neglected, abandoned and seen as an optional extra. There was little or no cooperation between the departments and ministries responsible for Physical Education and school sport at national and provincial levels (Amusa & Toriola, 2006:220-222).

The government that won South Africa's first democratic election in 1994 took office with the aim of introducing policies and mechanisms that would transform education and reverse overt racial inequality in the education system inherited from the apartheid government (Fiske & Ladd, 2005:1; Cross, Mungadi & Rouhani, 2002:171). Education reform in South Africa was a necessity undertaken in an attempt to correct the effect of the apartheid era. According to the Department of Education (1996:1-35), the National

Education and Training Forum introduced a process of subject rationalisation and syllabus revision known as the “right-sizing” or “down-sizing” process. This process led to the introduction of the single learner-teacher ratio. The ratio relevant in primary schools was 40:1 (40 pupils per teacher). Many teachers therefore became redundant and consequently were laid off from their current school, either to be redeployed to an understaffed school, or offered a voluntary severance package, which afforded them the opportunity to exit the education system (Department of Education, 1996:1-35).

This transformation process put schools under immense pressure and the rationalisation of subjects compelled School Governing Bodies (SGBs) to re-evaluate and seriously reconsider non-examination subjects like Physical Education (Van Deventer, 2007:136; Hendricks, 2004:3-4). The process determines what is worthwhile in Physical Education, how it should be taught, who should be involved other than teachers and schools and the way it should be evaluated (Hendricks, 2004:17-18; Fisher, 2003:137-139). It also initiated the birth of a new post-apartheid curriculum change launched in 1997, which is an outcome-based education (OBE) system. Outcome-based education (competency-based curriculum) focuses on an integrated knowledge system and learner-centered pedagogy that educates the learners to enable them to achieve their full potential (Department of Education, 2002[b]:1; Jansen, 1998:322-323). Cross, Mungadi and Rouhani (2002:179) assert that in order to ensure integration within and across the different disciplines in the school curriculum and to develop a core curriculum, the new curriculum identifies only eight learning areas. These include Arts and Culture; Language, Literacy and Communication; Economic and Management Sciences; Human and Social

Sciences; Life Orientation; Mathematical Literacy, Mathematics and Mathematical Sciences; Physical and Natural Sciences; and Technology.

This new curriculum has been regarded as a way of breaking away from the strict boundaries between traditional school subjects (Cross, Mungadi & Rouhani, 2002). Toriola, Amusa, Patriksson and Kougioumtzis (2010:328) contend that the introduction of the new curriculum in 1996 had a political rather than educational undercurrent. It reduced Physical Education from a stand-alone subject to a module in a new learning outcome called Life Orientation (LO) (Van Deventer, 2005:145; Van Deventer, 2002[a]:101). Due to some controversy over the new curriculum, it was reviewed in 2000, and finally changed to the National Curriculum Statement (NCS) in 2002 (Department of Basic Education, 2009:10). In the NCS, Physical Education is referred to as physical development and movement (PDM) which is one of the four learning outcomes in the Foundation Phase (Grades R to three), and Intermediate Phase (Grades four to six) (DoE, 2002[a]:7). In the recent Curriculum and Assessment Policy Statement (CAPS) documents introduced in 2012, the subject Life Skills (LS) replaces Life Orientation in the Foundation and Intermediate Phase. Life Skills is referred to as a broad subject consisting of diverse topics like (personal and social well-being and creative arts) and of which Physical Education is one (Van Deventer, 2004:115).

Du Toit, Van Der Merwe and Rossouw (2007:250) argued that although the problems of implementing Physical Education in South Africa in general seem very similar to those of both developed and developing countries worldwide, the challenges facing Physical Education teachers in South Africa is, however, very unique. The unique five-fold composition of the learning area Life Orientation and three-fold composition of Life Skills

brings forth even more challenges for the training of Physical Education teachers. Du Toit, et al., (2007: 250) further contend that student teachers now have to learn more courses in the time allotted to one subject and often tend to commit themselves more to one subject area than the other. Van Deventer (2011:828) argues that the new CAPS policy does not permit Higher Education Institutions (HEIs), and other institutions such as colleges, to train teachers especially for Life Skills, as Life Skills with all its broad topics does not constitute a specific discipline at HEIs. Christiaans (2006:8) reveals that although some specialist teachers have obtained training in some aspect of Life Orientation, the majority have not been trained in this field. Furthermore, the specialist teachers have found it hard to find links between their area of specialisation and the outcomes of the new curriculum of Life Orientation. And also many teachers are not ready or sufficiently prepared to implement Life Orientation.

Nel (1999:7-8) affirm that educational transformation gave rise to larger classes which resulted in teachers having less time to spend on learner's motor development or on designing movement programmes. Chetty (2001:175) reveals that only 28 percent of Physical Education specialists were teaching Physical Education in the primary schools studied in KwaZulu-Natal and about 36 percent of the teachers did not teach the subject during the allocated lesson. Jenne's (1997:20) survey on experiences at a township school indicates that large class sizes (60-70 pupils per class), no sports field and hardly any equipment, teacher's lack of interest in Physical Education, and financial constraints are some of the problems teachers encounter in teaching Physical Education. Keim and Zinn (1998:7) argued that Physical Education is suffering from a very low status and Physical Education time is being used in many schools for more important subjects or for

examinations. The authors further contend that there are some schools which have excluded Physical Education from their curriculum, for example 85 percent of primary schools in the Western Cape Province have no Physical Education. This is due to the rationalisation of subjects, the low status attributed to Physical Education as well as the inadequate time allocated to Physical Education in the school curriculum. In other schools, Physical Education is taught for only one period per week, namely 35 minutes, instead of the 45 minutes and compulsory two periods allocated.

Chappel (2001:89) reported that financial restraints posed a serious problem in South African schools especially in developing communities, where poverty often limits school income and hinders participation in Physical Education, because learners are unable to pay school fees. Rajput and Van Deventer (2010:158) reveal that there is a lack of policy governing Physical Education and school sport in South Africa. The policy makers for sport since the inception of democracy in the country have been engaged in ensuring that all who live in South Africa are exposed to the fullness of the country's resources and are given equal opportunities to achieve to the best of their abilities. Not enough attention, however, has been given to school sport and physical education and its delivery in schools. The main factor affecting policy implementation in South African schools is the inadequacy in the provision of resources and lack of management capacity (Prinsloo, 2007:155; Botha, 2002:361; Jansen, 1999:42).

## 2.7 FACTORS AFFECTING TEACHERS' EFFICACY IN TEACHING OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS

### 2.7.1 Globally

Physical Education has been marginalised worldwide, as has been shown. Despite the now increasing attention paid to Physical Education in schools, certain issues related to it pose serious challenges to its successful implementation (UNESCO, 2013:9). The quality of primary school Physical Education has been seriously criticised worldwide (Hardman & Marshall, 2001:15), and Physical Education teachers, especially in primary schools, have to overcome severe obstacles in order to deliver quality Physical Education that promotes a physically active lifestyle. These obstacles can assist or hinder the delivery and participation in Physical Education. It has been noted in many studies that physical educators are not providing learners with enough health-related physical activity (Kirui Kipng'Etich, Langat & Rop 2014:67; Morgan & Hansen, 2008: 506; Decorby, Halas, Dixon, Wintrup & Jansen, 2005:215). Barroso, McCullum-Gomez, Hoelscher, Kelder and Murray (2005:315) reveal in their study that Physical Education teachers encounter significant barriers, such as a lack of funding, large class sizes, inadequate and/or lack of equipment and facilities, in providing quality Physical Education programmes. This is further confirmed in the study conducted by Morgan and Hansen (2008:507-509) where 189 classroom teachers' perceptions of the impact of barriers to teaching Physical Education were evaluated using a 9-item questionnaire. This study classified the barriers as institutional and teacher related. Institutional barriers such as a lack of time and money; lack of departmental assistance; inadequate facilities and equipment and large class sizes were ranked more strongly as barriers to quality Physical Education than

teacher related barriers such as poor expertise and low teaching confidence. They further contend that specialist Physical Education teachers recognise different barriers to teaching Physical Education, and these barriers tend to be more institutional than teacher related.

Over the past two decades, government financial cutbacks have provided many challenges for Physical Education programs such as minimal teacher planning time and Physical Education class time, and large class sizes. Physical Education resources, equipment and facilities have not been replaced or maintained and in-service opportunities have been reduced (Stroot, 1994:334; Locke, 1992: 362). Mandigo, Thompson, Spence, Melnychuk, Schwartz and Causgrove Dunn (2004:98) report that teachers believed that lack of funding and inadequate time are the two biggest factors influencing Physical Education program delivery. Hardman and Marshall (2001:33-37) summarised the key issues affecting primary school Physical Education as poor financial support, reduced time allocation and material support, and increasing marginalisation of Physical Education in schools.

Morgan and Hansen (2007:101) argue that effective teaching of Physical Education in primary schools is often inhibited by the inadequate training of educators, insufficient facilities and equipment, low levels of teaching knowledge, expertise and confidence. Morgan and Hansen (2008:506) confirm that barriers most amenable to change are directly related to the classroom teacher, such as their attitudinal disposition to and confidence in teaching Physical Education. Morgan and Hansen, (2008:507) supported by Morgan and Bourke (2005:11) report that many teachers value Physical Education but lack the confidence, knowledge, and expertise in teaching it. Xiang, Lowy and McBride

(2002:145) indicate in their study that many pre-service classroom teachers are unwilling to teach Physical Education but believe in its importance in the school curriculum. Morgan (2008:46) affirms that teachers believe in the benefits of Physical Education but would rather teach other subjects. Decorby, et al., (2005:215) in an investigation at one elementary school of the problems classroom teachers face when teaching Physical Education reported two important obstacles: (a) lack of training or knowledge of developmentally appropriate lessons, and (b) lack of planning and informed leadership for the overall program. They concluded that teachers' belief in the importance of Physical Education was an asset, but they were ultimately inhibited by a number of interrelated factors, including large class sizes, a lack of inadequate facilities and equipment, an overfull curriculum, to name a few that adversely affects children's capacity to achieve key Physical Education outcomes.

Mudekunye and Sithole (2012:714) contend that Physical Education is often not taught by experienced teachers, but rather by pre-service teachers at some schools as colleges and university requirements stipulated so, despite the official position that all subjects should be taught by qualified teachers. They further contend that it may be due to the administrators who either do not supervise their teachers or ignore the subject because they, like their teachers, are personally convinced that Physical Education is not a valuable component of the curriculum. Nhamo (2012:71) in a study on the factors affecting the teaching of Physical Education in Chinhoyi urban primary schools in Zimbabwe concluded that the teachers were not qualified to teach Physical Education due to their initial college training. This training has been found to be inadequate. Adam (2012) affirmed that the Physical Education training programmes in colleges are not

comprehensive or standardised. This has resulted in the teachers failing to interpret the syllabus and provide meaningful Physical Education activities. The Community Development and Enterprise (CDE) (2015: 1) confirms that one of the greatest challenges facing the South African education system is the production of sufficient qualified, competent teachers, who can provide quality teaching for all school subjects and phases. Van Deventer (2002[b]:1-2) in his research states that a major shortcoming in the infrastructure in South Africa is the absence of an experienced and efficient learning area advisory service for Physical Education in schools.

In a study of non-specialist pre-service teachers conducted by Faulkner, Reeves and Chedzoy (2004:212) it was revealed that both a lack of time and space or equipment are the largest barriers. The National Council for Curriculum and Assessment of Primary School Curriculum Review (NCCA) (2008:17) stated that teachers have insufficient time to fully implement curriculum subjects or address all of the objectives within each of the subjects. This further revealed that teachers find it difficult to plan for so much in so short a time scale as well as that they have insufficient time to meet the needs of all learners in such large classes. Barroso, *et al*. (2005:315) affirm that the Physical Education program is often hindered by a large class size. They further contend that the low priority of Physical Education when compared with other academic subjects, inadequate financial resources, and inadequate indoor or outdoor facilities are major obstacles in teaching Physical Education in schools. Kirui Kipng'Etich et al., (2014:70-72) confirm that Physical Education is commonly faced with the challenges of inadequate facilities and poor maintenance of teaching sites. Awosika (2009:55) in a study on the phenomenology of spectatorship in Nigeria soccer administration affirmed that the scarcity of physical

education facilities and equipment constitute a significant barrier in the successful administration, organisation and management of Physical Education and sports in Nigeria.

### 2.7.2 South Africa

Solomons (2001:52), supported by Talbot (2001:40) assert that the quality of Physical Education depends very much on "what, how, why, who, when and where". Importantly, what is being taught, how, why, when, and by whom, will contribute more to the quality than where. The quality of Physical Education, however, depends mostly on the qualified Physical Education teacher (specialists) rather than on equipment and facilities. The International Council of Sport Science and Physical Education (ICSSPE) (2008:7) states that to provide quality Physical Education in schools, there is a need for:

- Well trained and qualified specialists;
- Sufficient time in the curriculum - the minimum Physical Education taught time recommended during compulsory education period should be increased to at least 5 lessons per week (5 hours), approximately 50-80 hours a year;
- Equipment and space;
- Support for schools and teachers to deliver quality Physical Education;
- Support for extra-curricular sport and dance;
- Well-structured programmes aimed at learning to move, learning about movement, and learning through movement.

The situation of Physical Education in South African primary schools is currently very unhealthy. The Department of Education (1996:1-35) remarked that after the inception

of the democratic government in South Africa, education transformation brought about the process of subject rationalisation and syllabus revision and the notion of a single learner-teacher ratio, to develop a unitary national curriculum. In primary schools, the ratio is 40:1 (that is, 40 learners to one teacher). With schools now limited to one teacher for every 40 learners at primary schools, the workload for teachers has increased, resulting in class teachers shifting their main focus to that of placing emphasis on completing the classroom-based and academic-based syllabi, instead of activity-based subjects like Physical Education. Through this 'down-sizing' process, most schools have lost their Physical Education teachers rather than teachers who teach academic subjects. Physical Education no longer finds itself as a subject with its own identity. It has now been reduced to a module in the Life Skills learning area of the South African primary school education system (Department of Education, 2002[b]:4-6). Fisher (2003:138) contends that the changes in the education system in South Africa are a reality, and that the prevailing political agenda detects what is done in Physical Education, the way it should be taught and evaluated, and who should be involved other than teachers and schools. Van Deventer (2002[a]:106) affirms that the South Africa political and economic context makes it difficult for the Department of Education to have the financial means to address the challenges of Physical Education and sports in schools.

On the issue of well trained and qualified specialists, Rajput and Van Deventer (2010:150) in their fifth controversy contend that the transition from Physical Education being taught by specialist (well trained) Physical Education teachers to being taught by generalist (limited training) teachers has created a serious implementation problem. The Community Development and Enterprise (CDE) (2015: 1) states that one of the greatest

challenges facing the South African education system is the production of sufficient qualified, competent teachers, who can provide quality teaching for all school subjects and phases. A Bachelor in Education is offered in six Higher Education Institutions (HELs) to Physical Education teachers, but only as a module within the Life Skills learning area (Steyn, Schuld & Hartell, 2012:158). Du Toit et al., (2007:246) argue further that teachers there are not enough teachers presenting Physical Education in schools and those who are generally are unqualified to teach Physical Education, and are mainly from developing communities. Van Deventer and Van Niekerk (2009:147) in their study on Physical Education in schools conclude that the fact that a large number of schools do not have qualified Physical Education teachers in their service affects the status and practice of Life Skills negatively. Furthermore, Van Deventer (2002[b]:1-2) contends that a major shortcoming in the infrastructure in South Africa is the absence of an experienced and efficient learning area advisory service for Physical Education in schools.

Van Deventer (2011: 836) stated that the Life Skills learning area in the Curriculum and Assessment Policy Statement (CAPS), both in Foundation Phase (Grades R to three) and Intermediate Phase (Grades four to six), is referred to as a broad subject consisting of completely different modules of which Physical Education is just one. Van Deventer further contends that the Life Skills learning area does not have a discipline base, although each of the modules do. In some instances, the modules are compatible, but not in other instances. The Arts and crafts module is an example of this where dance and physical education do not fit into the subject area. Rajput and Van Deventer (2010: 150) argue that the teaching methodology in the Life Skills learning area differs from physical development and movement. Physical development and movement is skill

driven, while the other two modules in Life Skills are content driven. They further contend that the variations in methodology make it extremely difficult for teachers to be an expert in the Life Skills learning area. The graduate programmes at Higher Education Institutions (HEIs) do not make provision for such a conglomerate of unrelated study fields.

The problems of sufficient time in the curriculum, equipment and space as well as support for extra-curricular sport and dance do not allow this module to be effectively taught. The American Heart Association and American Stroke Association (AHA & ASA) (2015:4) advised that physical education should be a cornerstone for a total of 60 minutes of physical activity before, during and after the school day. The National Association for Sport and Physical Education (NASPE) (2004) affirms that the volume of physical education recommended in elementary schools is be 150 minutes per week. The time allocated, however, for Physical Education in the Foundation Phase (Grades R to three) is two hours per week, and the Intermediate Phase (Grades four to six) is one hour per week (CAPS, 2011:6), which is insufficient according to the time allocated in the above statement. The Department of Education (2000: 26) contends that in most rural areas, approximately half of all schools have no sports facilities. Du Toit, et al., (2007: 246) affirm that there is a shortage of Physical Education facilities and equipment especially from the developing communities. Burnett (2000:135), supported by Coetzee, Spamer, and Mentz (2000:143), argue that most learners from Western Cape township schools have never experienced Physical Education and participation in extra-mural sport activities is minimal because of transportation and financial problems.

Another problem hindering the teaching efficacy of Physical Education teachers in primary schools in South Africa is the issue of large class sizes. Puhse and Gerber (2005:

33) contend that large classes and inadequate time are global problems, but the situation in South Africa is unique due to the cultural diversity of the learners. They further explain that the eleven official languages of the country represent a wide variety of different cultures and communities and as a result a diversity in the backgrounds and customs of learners, which requires specific approaches from teachers. Burnett (2000:135), supported by Coetzee, *et al*. (2000:143), affirms that in the Western Cape Province there are 60 to 70 learners per class in the so-called 'township' schools.

There are only a few studies which focus on the marginalisation or low status of Physical Education in South African primary schools. Most of the studies are on the teaching of life orientation or skills in schools. There are, however, no studies found which research the efficacy of teachers in teaching Physical Education in primary schools in South Africa. Given the importance of Physical Education to learners in primary schools, as well as the whole of South African society in general, it is imperative to address the issues of the Physical Education curriculum and its implementation. There is therefore a need to investigate teachers' efficacy in teaching Physical Education in primary schools in the Motheo district in the Free State Province of South Africa.

## 2.8 SUMMARY OF LITERATURE REVIEW

The efficacy of teachers has been linked to the enthusiasm of teacher's for teaching, their high confidence level and positive attitudes, their willingness to experiment with new methods, the amount of effort they put in, and their commitment to teaching. This, therefore, makes teachers' efficacy a necessary factor in teaching Physical Education. Physical Education across the globe has undergone significant development over the

past century, even though there has unfortunately for many years been much international concern about the status and future of Physical Education. The teaching of Physical Education in South Africa, just as in other countries, is faced with many problems which affects the teaching of the module as well as the learners' participation in Physical Education. Issues as highlighted include inadequate time allocation, poor curriculum implementation, a lack of and poor maintenance of facilities and equipment and unqualified teachers managing the Physical Education module in Life Skills. These gaps indicated in both the state of Physical Education worldwide and in South African primary schools are similar to the factors classified by many researchers as hindering the teaching of Physical Education in primary schools. Teachers presenting Physical Education in schools should be qualified according to the standard set by the National Association of Sport and Physical Education (2008), and the Physical Education curriculum should be consistent with the National Association of Sport and Physical Education (NASPE) national content standards (1995) and articulated sequentially within the grades. Furthermore, Physical Education programs should be designed effectively to make teaching easier for the teachers, and to provide learners with the opportunity to engage in interesting activities in a positive and stimulating school environment. When teachers, administrators and policy makers adopt and facilitate these outcomes, Physical Education will become a positive, rewarding experience.

# CHAPTER THREE

# METHODOLOGY

## 3.1 INTRODUCTION

This chapter outlines the systematic procedures of the study. It explains in detail the various steps (techniques) that is relevant to the study.

## 3.2 RESEARCH DESIGN

According to Kerlinger (quoted in Panday & Panday, 2015: 18) “research design is the plan, strategy of investigation conceived to obtain answers to research questions and to control variance”. This study adopted a descriptive design. The major purpose of descriptive research design is the description of the situation as it exists at present (Panday & Panday, 2015:84). The study, therefore, attempts to describe teachers’ efficacy (confidence) in teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district in the Free State Province of South Africa. A descriptive survey method was chosen as it enabled the researcher to obtain and describe complete and accurate information concerning teachers’ efficacy in effective teaching of Physical Education. The data was collected by using a self-administered structured quantitative questionnaire.

## 3.3 RESEARCH METHODOLOGY AND SPECIFIC DATA COLLECTION METHODS

According to Kaplan (quoted by Cohen, Manion & Morrison, 2007:47) research methodology involved all the step taken by a researcher in studying a research problem with the aim of understanding it in the broadest possible terms and systematically solve it. The research methodology adopted in this study was a descriptive survey. Descriptive survey is used to solve a problem by understanding 'how', 'what is' or 'what exists', which has influenced or affected a present condition (Cohen, et al., 2007:205). It is an important tool used to gather evidences relating to certain social problems. The term social problems refer to the study of social phenomena through a survey of a small sampled population and also to broad segments of a population (Pandey & Pandey, 2015:84). In this case, the social problem is the efficacy of teachers teaching the Physical Education module in primary schools in the Motheo district. The survey research method was used to quantitatively investigate, examine, describe and collect the data required for the study from a selected portion of the population. The findings were later generalised back to the whole population. Data was gathered using a self-administered structured quantitative questionnaire. The quantitative survey paradigm makes use of scientific methods in order to determine the relationship between two or more variables. It involves the process of collecting, analysing, interpreting, and writing the results of a study (Creswell, 2014: 10). This enabled the researcher to gather in-depth information on teachers' efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district in the Free State Province.

## 3.4 DESCRIPTION OF THE STUDY AREA

The study area is the Motheo district, which is a region in the Free State Province of South Africa. Motheo (Sesotho, meaning “foundation “or” corner-stone”) was consciously chosen to represent the heartbeat of the province as it is regarded as an area of entrepreneurial and investment opportunities and the centre of the economic and industrial development of the Free State. The Motheo district municipality head office is based in Bloemfontein, the capital of the Free State Province as well as the judicial capital of South Africa. The district is divided into three local municipalities: Mangaung; Mantsopa; and Naledi. Of these districts the Mangaung local municipality, now called Mangaung Metropolitan, is the most densely populated. It features the greatest concentration of well-developed infrastructure and services in the Bloemfontein area, which offers a wide range of amenities to the surrounding rural communities. Motheo incorporates the highlands of the Mahuti Route, which winds through Naledi and the township of Botshabelo, 55 kilometers from Bloemfontein, the largest township in the Province and the second largest in the country after Soweto (Dlodlo, 2011:1).

## 3.5 TARGET POPULATION

The population for the study was made up of all the teachers teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district and its three local municipalities of Mangaung, Mantsopa and Naledi. There are two hundred and fifteen (215) primary schools in the Motheo district (Free State Province, 2018). Among the three municipalities, Mangaung metropolitan is the most densely

populated because it hosts the largest concentration of well-developed infrastructure and services in the Bloemfontein area (Dlodlo, 2011:1). It is for this reason that the majority of the schools selected using the simple random sampling technique is in and around Mangaung.

### 3.6 SAMPLING TECHNIQUE(S) AND SAMPLE SIZE

Pandey and Pandey (2015:40) observe that to select a sample for a study, a small group is selected as representative of the whole population. Which is done with the aim of obtaining accurate and reliable information about the population with minimum cost, time and energy. With respect to this study, in the selection of the samples, the researcher considered a number of factors such as the information required, the purpose of the study, the cost, as well as the time frame for the study. The study therefore employed two types of sampling techniques: simple random sampling and purposive sampling.

Pandey and Pandey (2015: 47) defined simple random sampling as the type of sampling technique in which each unit of the population has an equal and independent chance of being included in the sample. Each unit in the population is identified, and has an equal chance of being included in the sample. Selection of an individual unit does not affect the chances of any other unit being selected. They refer to statisticians like Tippett, Yates, and Fisher who have tables of random numbers prepared which can be used for selecting a random sample. Tippett has provided 10400 four figure numbers by selecting 41600 digits from the census reports and combining them into fours to provide random numbers which may be used to obtain a random sample. Examples of Tippett's numbers are 2952;

6641; 3992; 9792; 7979; 5911 (Pandey & Pandey, 2015:61). The total number of primary schools in the Motheo district is two hundred and fifteen (215) (Free State Province, 2018). A small sample of fifty two (52) schools was selected from the population of two hundred and fifteen (215) schools, bearing numbers from 3001 to 8000. The researcher made a list of all two hundred and fifteen (215) primary schools and assigned each school a unique number according to Tippett's examples from the above random numbers which are not less than 3001 and not greater than 8000. Starting from the first row itself, the researcher obtains the following numbers: 6641; 3992; 7979; 5911, and continues drawing until 52 primary schools were drawn. The units bearing the above serial numbers would then constitute the required random sample. As such, fifty two (52) primary schools were randomly selected to represent the whole population (Beintema & Casper, 2017:9-10).

The teachers were then selected using a purposive sampling method. Purposive sampling is known to be representative of the total population, or that it will produce well matched groups. It is appropriate when the study places special emphasis on the control of certain specific variables. Purposive sampling is perfect for this study because the actual selection of the units to be included in the sample in each group is done purposively rather than by random method (Pandey & Pandey, 2015: 54-56). From the inquiry made by the researcher to obtain the number of Life Skills teachers per school in the Motheo district, it became apparent that the number varied from the minimum of three (3) teachers to the maximum of twelve (12) teachers. The researcher therefore purposively selected two (2) Life Skills teachers per school, providing a total of one hundred and four (104) teachers as a representative of the whole population.

## 3.7 INSTRUMENT(S) FOR DATA COLLECTION

The data required for this study was obtained using a self-administered, structured quantitative questionnaire. Barr, Davis and Johnson (quoted in Pandey & Pandey, 2015: 57) defined a questionnaire as a systematic compilation and coordination of questions that are submitted to a sampled population from which information is collected for a specific study. The questionnaire contained Likert scale, open-ended and closed-ended questions. Boone and Boone (2012:1) explain that Likert scales are a non-comparative scaling technique which are one-dimensional (only measure a single trait) in nature. It was developed as a procedure for measuring character, personality traits and attitudinal scales. Open-ended questions enable the respondents to answer in their own words. This allowed the researcher to explore ideas that would not otherwise be aired by the respondents.

### 3.7.1 Questionnaire

A self-administered structured questionnaire was used to gather data for the study. To gather the appropriate information about teachers' efficacy in teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district, one hundred and four (104) questionnaires were printed and distributed in person by the researcher to the one hundred and four (104) teachers teaching the Physical Education module in the Life Skills learning area. The questions in the questionnaire were written in English and each questionnaire contained a cover letter which provided information on the nature of the research and importance of the respondents' roles in the study. As delineated in Table 1, the questionnaire were comprised of seven sections (A-G). Section A contains both ratio and nominal data. Sections B - F were comprised of ordinal level of

measurement questions (5 point Likert scale), and section G elicits nominal level of measurement questions. A Likert scale is a psychometric response scale primarily used in questionnaires to obtain a participant's degree of agreement with a statement or set of statements. Participants are asked to indicate their level of agreement with a given statement by way of an ordinal scale (Bertram, 2007:1). The response options for sections B, C and D were strongly agree, agree, not sure, disagree and strongly disagree. The response options for section E were greater extent, great extent, some extent, not sure and not at all, and section F were very high efficacy, high efficacy, moderate efficacy, low efficacy and very low efficacy. In section G, the respondents were asked to mention and explain any other factors affecting their efficacy (confidence) in teaching Physical Education. The questionnaire also contains both open and close-ended questions. Accordingly, three (3) open ended questions, six (6) Yes or No questions, and thirty seven (37) Likert scale questions, totaling forty six (46) questions were prepared for the respondents. Open-ended questions were used to generate in-depth, clear responses from the respondents concerning their efficacy in teaching Physical Education in the primary schools selected. After three weeks, out of the one hundred and four (104) questionnaires distributed only eighty six (86) questionnaires were returned filled out.

### 3.1 Table 1. Questionnaire

| SECTIONS | NUMBER OF ITEMS | LEVEL OF MEASUREMENT | AREA COVERED |
|---|---|---|---|
| A | 15 | Nominal (item 1-15)<br>Ratio (6 & 10) | Biographical information. |
| B | 8 | Ordinal | Efficacy in planning and preparation of Physical Education lesson. |
| C | 8 | Ordinal | Efficacy in using instructional strategies in delivering Physical Education lesson. |
| D | 8 | Ordinal | Efficacy in classroom management skill. |
| E | 5 | Ordinal | Extent to which the mentioned factors affect teacher efficacy in teaching Physical Education. |
| F | 8 | Ordinal | Grading their level of efficacy in teaching each content area of Physical Education. |
| G | 1 | Nominal | Other factors that affect their efficacy in teaching Physical Education. |

## 3.8 RELIABILITY OF THE RESEARCH INSTRUMENT

Before the administration of the research instrument, it was important to establish the reliability (internal consistency) of the test instrument. According to Twycross and Shields (2004:36) reliability refers to the consistency, stability and repeatability of results. That is, the result of the research instrument is considered reliable if consistent results were obtained in identical situations but in different circumstances. The reliability of the instrument was estimated by using a test-retest method to test the reliability of the content of the questionnaire.

### 3.8.1 Pilot Study

To determine the reliability of the research instruments, the researcher chose four schools not included in the sample group to pilot the research instruments. Two teachers presenting the Physical Education module in the Life Skills learning area were then selected per school, totaling eight (8) teachers. The research instruments were administered to them twice, with a week interval between the first and second tests. The collected data was then coded and the internal consistency of a Likert-type scale was calculated using Cronbach's alpha coefficient. Goforth (2015:1) defined Cronbach's alpha as a measure used to assess the reliability, or internal consistency of a set of test items. The alpha coefficient is expressed as a number between 0 and 1. The significance of the obtained Cronbach's alphas were judged against the value of alpha =0.70 or exceeded it before the items were considered inter-consistent. The total number of questions in the questionnaire is fifty two (52) including thirty seven (37) Likert scale variables and fifteen (15) questions related to demographic information. Cronbach's alpha is computed by correlating the scores for each Likert scale (SA=5; A=4; NS=3; D=2;

SD=1) item with the total score for each individual survey respondent, and then compared to the variance for all individual item scores. Table 2 illustrates the Cronbach's coefficient alpha scores of the various sections of the instrument. Test-retest correlation coefficients of the instrument varied between 0.78 and 1.07 showing that the significance of the Cronbach's alpha of the items are considered inter-consistent. No items in the questionnaire had to be removed based on the reliability scores for individual items.

### 3.2 Table 2. Cronbach's Coefficients Alpha

| SECTIONS | CRONBACH'S COEFFICIENT ALPHA | NUMBER OF ITEMS |
|---|---|---|
| B | 0.78 | 8 |
| C | 0.85 | 8 |
| D | 1.07 | 8 |
| E | - 0.75 | 5 |
| F | 0.79 | 8 |

### 3.9 VALIDITY OF THE RESEARCH INSTRUMENT

Thatcher (2010:125) defines validity as the extent to which any measuring instrument measures what it is intended to measure. Panday and Panday (2015:21) affirm that any measuring device is said to be valid if it measures what it is expected to measure. In this study, the content and construct validity approach were used to validate the content of the questionnaire. This was carried out by sending a version of the instrument to my supervisor and co-supervisor for vetting. They evaluated each item relative to the clarity

and relevance of each statement, and the extent to which each item reflected the aims of the study. Changes were made based on their feedback and final copies of the questionnaire were then developed.

### 3.10 DATA ANALYSIS

Creswell (2014:11) define data analysis as a number of closely related operations which involves the establishing of categories, the applications of these categories to raw data through coding, tabulation and then the drawing statistical inferences from there. It is the studying of the organised material in order to discover new facts from many possible angles, both quantitatively and qualitatively. The data collected through the use of the self-administered questionnaire was tallied, coded, tabulated, and converted using the latest Statistical Package for the Social Sciences (SPSS) dataset and descriptive statistics to analyse and interpret the data. The Likert scale, close-ended and open-ended questions were analysed quantitatively. This determines the relationship of the differences agreeing or disagreeing with the research questions posed at the beginning of the study. Finally, the major findings of the study were reported and feasible recommendations forwarded.

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

## 4.1 INTRODUCTION

This chapter provides the presentation of data table by table, followed by the analysis and interpretations of those data outlined on the table which were collected through a self-administered structured questionnaire.

## 4.2 BACKGROUND AND CHARACTERISTICS OF THE PARTICIPANTS

### 4.2.1 Section A

This section presents, analyses, and interprets the collected data showing the background and characteristics of the respondents, the items related to their gender, educational qualification, and years of teaching experience.

**4.1 Table: Sample characteristics according to study variables**

| VARIABLE | NO | PERCENTAGE % |
|---|---|---|
| **Gender** | | |
| Male | 28 | 32.6% |
| Female | 58 | 67.4% |
| Total | 86 | 100% |
| **Educational Qualification** | | |
| Diploma | 22 | 25.6% |
| Degree | 61 | 70.9% |
| Master | 3 | 3.5% |
| Doctorate | - | |

| | | |
|---|---|---|
| Total | 86 | 100% |
| **Years of Teaching (Experience)** | | |
| 1-2 yrs. | 19 | 22.1% |
| 3-4 yrs. | 10 | 11.6% |
| 5-6 yrs. | 17 | 19.8% |
| 7-9 yrs. | 11 | 12.8% |
| 10-15 yrs. | 7 | 8.1% |
| More than 15 yrs. | 22 | 25.6% |
| Total | 86 | 100% |

Table 4.1 refers to the characteristics of the teachers under investigation. The table under gender shows that 67.4 percent of the teachers in the study were female and only 32.6 percent of them was male. The educational qualification section of the above table shows that the majority (70.9 percent) of the teachers have degree certificates, but it does not reveal whether it is in Physical Education or not. Of the teachers who participated in the study, 25.6 percent have diploma certificates, and 3.5 percent have Masters Degrees. Although, it does not show if the qualifications are in Physical Education, given their responses in Table 4.2 below, it became obvious that the majority of their qualifications are not in Physical Education.

The teaching experience of the teachers was one of the crucial issues believed to be impairing teachers' efficacy (confidence) in teaching the subject (Morgan & Bourke, 2008:4). As can be concluded from the section on years of teaching (experience), based on the responses depicted, 25.6 percent were found to have more than 15 years of teaching experience in Physical Education as part of Life Skills, 12.8 percent of the

teachers have taught Physical Education for 7 to 9 years, 8.1 percent have taught Physical Education for 10 to 15 years, 19.8 percent for the duration of 5 to 6 years, whereas 11.6 percent have 3 to 4 years of teaching experience and 22.1 percent of the teachers have taught Physical Education for only 1 to 2 years. Considering, however, that the majority of the teacher's qualifications are not in Physical Education, teaching experience is not a significant factor without proper quality education in the specific subject area. For the teachers to achieve the objective of Physical Education or for their teaching to truly make an impact on the life of the learners, teachers teaching the Physical Education module in Life Skills in primary schools in the Motheo district should have at least a degree certificate in Physical Education. According to the United State Department of Education (2004:2) the No Child Left behind (NCLB) Act of 2001 defines highly qualified teachers as those with a bachelors' degree certificate, licensure, and are knowledgeable about each subject they teach.

**4.2 Table: Are you a Physical Education specialist?**

| Items (Alternatives) | Responses | Percentage % |
|---|---|---|
| Yes | 3 | 3.5% |
| No | 83 | 96.5% |
| Total | 86 | 100% |

As can be concluded from Table 4.2 concerning whether the teacher is a Physical Education specialist, the following analysis can be drawn. Of all the teachers who participated in this study, which were 86, 96.5 percent of these teachers admitted to not

being a Physical Education specialist, while only 3.5 percent of the teachers agreed that they are Physical Education specialists. Table 4.2 clearly shows that most teachers teaching Physical Education as part of Life Skills are not qualified to teach Physical Education in primary schools in the Motheo district. This finding is supported by Talbot (2008:7) who found that children's learning in Physical Education will be effective depending on whether the teacher is a Physical Education specialist or a generalist teacher (a qualified teacher but with limited training in Physical Education). Generalist Physical Education teachers tend to have insufficient expertise, efficacy or motivation, and may find Physical Education with its distinctive content difficult to develop competence in.

**4.3 Table: Do you have a Physical Education specialist in your school?**

| Items (Alternatives) | Responses | Percentage % |
|---|---|---|
| Yes | 6 | 7.0% |
| No | 80 | 93.0% |
| Total | 86 | 100% |

As observed from Table 4.3, 80 (93.0 percent) of the teachers responded that they don't have a Physical Education specialist in their school and 6 (7.0 percent) of the respondents answered that they do have a Physical Education specialist in their school. Table 4.3 revealed that the teachers were clearly not qualified to teach Physical Education, also lack the mentorship, support and guidance of a Physical Education specialist at their schools. According to McKenzie, Sallis, Kolodt, and Faucette (quoted by Breslin, Hanna,

Lowry, McKee, McMullan, Haughey, & Moore, 2012:2), the lack of specialist Physical Education teachers in primary schools is perceived to compromise the quality of Physical Education offered to the learners. They further suggest that the learners may be more active if they had a Physical Education specialist primary school teacher who can affect their learning in a positive way.

**4.4 Table: How many hours are assigned to Physical Education in the school timetable per week?**

| Items (Alternatives) | Responses | Percentage % |
|---|---|---|
| <1 hrs. | 32 | 37.2% |
| 1 hrs. | 43 | 50% |
| 2 to 3 hrs. | 8 | 9.3% |
| 4 to 5 hrs. | 2 | 2.3% |
| More than 5 hrs. | 1 | 1.2% |
| Total | 86 | 100% |

Table 4.4 shows the hours assigned to Physical Education in the school timetable per week. As shown on the table, 32 (37.2 percent) of the respondents answered less than one (<1) hour, 8 (9.3 percent) answered 2 to 3 hours, 2 (2.3 percent) of the respondents answered 4 to 5 hours, while 1 (1.2 percent) answered more than 5 hours. The majority of the respondents, however, 43 (50 percent) answered 1 hour. Which according to the European Commission (EC) (2015:12), is not enough time to teach Physical Education in school. They explain that the minimum Physical Education taught time recommended during the compulsory education period should be at least five (5) lessons per week (5

hours). This reveals that only 3 (3.5 percent) out of 83 (96.5 percent) respondents are actually meeting the required time.

**4.5 Table:** What Physical Education facilities are available in your school?

| PE Facilities | Available | Percentage % | Not Available | Percentage % |
|---|---|---|---|---|
| Play Ground | 79 | 69.9% | 7 | 1.8% |
| Shower and dressing room | 4 | 3.5% | 82 | 20.3% |
| Locker | 8 | 7.1% | 78 | 19.4% |
| Stores | 20 | 17.7% | 66 | 16.4% |
| Gymnasium | 2 | 1.8% | 84 | 20.8% |
| Swimming pool | - | - | 86 | 21.3% |
| Total | 113 | 100% | 403 | 100% |

Physical Education is a complex subject which involves both the theory and practical aspect. To properly address all aspects of Physical Education, the teacher needs to teach both the theory and practical part of the subject. In order for that to happen, schools need to be equipped with standard Physical Education facilities. As Table 4.5 shows, at the majority of the primary schools in the Motheo district, there are no swimming pool facilities. Out of 86 (100 percent) of the respondents, only 2 (1.8 percent) of the teachers reported having a gymnasium at their school, 20 (17.7 percent) said they have available stores, 8 (7.1 percent) stated they have available lockers, and 4 (3.5 percent) answered available for having showers and a dressing room. With regards to having a playground, 79 (69.9 percent) of the respondents answered that their school has a playground available at their school. From the responses provided by the respondents, it became obvious that the majority of the respondent's supported the idea that schools lack the

necessary facilities to implement or adequately address every area of the Physical Education program.

**4.6 Table: What Physical Education equipment is available in your school?**

| PE Equipment | Available | Percentage % | Not Available | Percentage % |
|---|---|---|---|---|
| Balls for different sports | 49 | 29.7% | 37 | 14.0% |
| Nets | 27 | 16.4% | 59 | 22.3% |
| Gymnastics apparatus and mats | 2 | 1.2% | 84 | 31.7% |
| Athletics materials | 13 | 7.9% | 73 | 27.5% |
| First aid kit | 74 | 44.8% | 12 | 4.5% |
| Total | 165 | 100% | 265 | 100% |

The results in Table 4.6 illustrate that 49 (29.7 percent) of the respondents replied that they have balls for different sporting codes, while 37 (14.0 percent) respondents reported that they don't have balls for different sporting codes at their school. The majority of respondents 74 (44.8 percent) reported having a first aid kit at their school. Most of the schools, according to the responses, reported not having the following equipment: 59 (22.3 percent) reported not having Nets, 73 (27.5 percent) do not have athletic materials, and 84 (31.7 percent) reported not having gymnastics apparatus and mats. This report shows that at the majority of primary schools in the Motheo district, there is not enough Physical Education equipment to teach the subject effectively. Although there is little available Physical Education equipment such as balls, nets, and first aid kits available at some of the primary schools, the majority of the primary schools still completely lack the needed equipment at their school. This emphasises that the abovementioned problem

hinders the implementation of the Physical Education program in primary schools in the Motheo district.

**4.7 Table: If your answer for question 11 and 12 are 'available', are the equipment and facilities properly maintained?**

| Items (Alternatives) | Responses | Percentage % |
|---|---|---|
| Yes | 28 | 32.6% |
| No | 58 | 67.4% |
| Total | 86 | 100% |

Table 4.7 reveals that out of 86 (100 percent) responses, 28 (32.6 percent) of the respondents indicated that the available facilities and equipment in their schools are properly maintained. However, 58 (67.4 percent) of the respondents answered no. This means that given the few available facilities and equipment in some schools, there is still no proper maintenance for those equipment and facilities to be kept in good working order.

**4.8 Table: Have you attended in-service training (INSET) courses in Physical Education?**

| Items (Alternatives) | Responses | Percentage % |
|---|---|---|
| Yes | 4 | 4.7% |
| No | 82 | 95.3% |
| Total | 86 | 100% |

Based on the results in Table 4.8, it is clear that only 4 (4.7 percent) of the teachers who participated in this study have attended some form of INSET (in-service training) since they started teaching Physical Education. When asked which area of Physical Education was covered in the INSET program offered, they did not give a precise answer to the question, which makes it obvious that even if they attended in-service training since they started teaching, the training was not enough to make them effective Physical Education teachers. Eighty two (95.3 percent) of the respondents replied that they have not attended any INSET training in their service years of teaching Physical Education. The results of the analysis from Table 4.8 show that the majority of the teachers teaching Physical Education in primary schools in the Motheo district was not getting or had not been provided with in-service training since they started teaching Physical Education at their school. The findings in Table 8 are supported by Clarke and Hubball (2001:11), Faucette, Nugent, Sallis, and McKenzie (2002:287), Xiang, Lowy, and McBride (2002:145), who found some developing evidence of the benefits of attempts to increase non-specialist teachers' mastery expectations through involvement in innovative pre-service and in-service training courses that include observing and teaching Physical Education lessons.

### 4.2.2 Section B

**4.9 Table: Responses towards teachers' efficacy (confidence) in planning and preparation of Physical Education lessons.**

The mean and standard deviations for the items in the planning and preparation of the Physical Education lesson section of the questionnaire.

| NO | ITEMS | M | SD |
|---|---|---|---|
| 1 | Prepare lesson plans using behavioural objectives that promote learning. | 3.69 | 0.89 |
| 2 | Plan what is to be learned and direct the intention of the instruction. | 3.57 | 0.79 |
| 3 | Prepare lessons that match the ability levels of my pupils. | 3.74 | 0.94 |
| 4 | Plan a developmentally appropriate curriculum for all grades that I teach. | 3.52 | 0.86 |
| 5 | Plan and organise quick transitions from one activity to another. | 3.57 | 0.79 |
| 6 | Plan skill sequences so that tasks go from simple to complex in small steps. | 3.44 | 0.71 |
| 7 | Plan and use a variety of assessment strategies during PE lesson. | 3.77 | 0.86 |
| 8 | Include learners with special needs (cerebral palsy, mental retardation, vision impairment, emotional or behavioural problems, ADHD) in a regular PE class. | 2.91 | 0.96 |

Table 4.9 contains eight (8) items describing teachers' efficacy (confidence) in planning and preparation of a Physical Education lesson. The mean of these items ranged between 2.91 and 3.77. Item seven (7), 'plan and use a variety of assessment strategies during Physical Education lesson', has the highest mean of 3.77, followed by item three (3), 'prepare lessons that match the ability levels of my pupils' and Item 1, 'prepare lesson plans using behavioural objectives that promote learning'. This indicates that teachers have a high level of confidence towards planning and preparation of their Physical Education lessons. However, teachers showed a low level of confidence to item eight (8), including learners with special needs (cerebral palsy, mental retardation, vision

impairment, emotional or behavioural problems, ADHD) in a regular Physical Education class with the lowest mean value of 2.91.

### 4.2.3 Section C

**4.10 Table: Responses towards teachers' efficacy (confidence) in the use of instructional strategies in delivering Physical Education lesson.**

The mean and standard deviations for the items in using instructional strategies in delivering Physical Education lesson section of the questionnaire.

| NO | ITEMS | M | SD |
|---|---|---|---|
| 1 | Explain and demonstrate a skill/drill so that my pupils understands what to do. | 3.37 | 0.99 |
| 2 | Teach fundamental motor skills that are geared toward mastery rather than awareness. | 3.15 | 0.89 |
| 3 | Modify skills to match the ability level of my pupils. | 3.14 | 0.93 |
| 4 | Keep instructions and demonstrations brief, clear, and appropriate to the capacities of the pupils. | 3.65 | 0.77 |
| 5 | Provide a 5-10 minute warm-up to prepare the appropriate muscle groups for activity. | 3.26 | 0.97 |
| 6 | Incorporate a variety of instructional techniques during PE lesson. | 3.48 | 0.79 |
| 7 | Explain instructional cues and strategies to my learners in ways that they will understand. | 3.62 | 0.82 |
| 8 | Adjust my teaching styles when necessary to motivate my pupils to attempt new skills. | 3.64 | 0.85 |

This section contains eight (8) items on the use of instructional strategies in delivering a Physical Education lesson. Table 4.10 provides the mean values and standard deviations for the use of instructional strategies in teaching Physical Education lesson. These ranged between 3.14 – 3.65 and 0.77 – 0.99; 'keep instructions and demonstration brief, clear, and appropriate to the capacities of the pupils' (item 4) has the highest mean of 3.65, followed by item eight (8) 'adjust my teaching styles when necessary to motivate my pupils to attempt new skills' with a mean of 3.64. It is clear that teachers have confidence in the use of instructional strategies in Physical Education lessons during the theory aspect of the Physical Education lesson (the one that takes place in the classroom), however, their efficacy seemed to dwindle when it comes to the use of instruction during Physical Education practical lessons (the one that takes place outside the classroom). This statement was evident in items 2, 3 and 5, these items provided questions that deal with practical situations in Physical Education classes. This low efficacy toward practical lessons may be as a result of the inadequate training teachers received during their tertiary education as well as their personal incompetence in physical activities.

### 4.2.4 Section D

**4.11 Table: Responses towards teachers' efficacy (confidence) in classroom management.**

The mean and standard deviations for the items in classroom management in the Physical Education lesson section of the questionnaire.

| NO | ITEMS | M | SD |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | Utilise a range of protocols that are unique to PE (e.g., safety rules, putting away equipment, and stop signal). | 4.06 | 0.65 |
| 2 | Organise the sitting arrangement in a way that pupils could face a direction in which they could best concentrate. | 4.17 | 0.59 |
| 3 | Pay attention to pupils' misconduct and not ignore disturbances that interfered with the flow of events. | 4.19 | 0.54 |
| 4 | Individualise instruction and practice sessions to ensure that all pupils have enough time to practice and are highly motivated to do so. | 3.98 | 0.69 |
| 5 | Establish a positive atmosphere in which pupils can interact in a supportive and enthusiastic way. | 4.06 | 0.77 |
| 6 | Assess the PE equipment and facilities before class to avoid injury. | 3.29 | 0.89 |
| 7 | Organise and run active classes safely so that pupils are not likely to get hurt. | 4.06 | 0.62 |
| 8 | Appropriately respond to learners' misbehaviour. | 4.10 | 0.68 |

This section contains eight (8) items describing teachers' confidence in classroom management in Physical Education classes. Table 4.11 reveals that the mean of this section ranged between 3.29 and 4.19. The results in Table 4.11 show that item 3, namely 'pay attention to pupils' misconduct and not ignore disturbances that interfered with the flow of events' has the highest mean of 4.19, followed by item two (2) and item eight (8). The results illustrate that teacher's show great efficacy toward classroom management. This statement is supported by Breslin, *et al*., (2012:6) who report that non-specialist teachers may not have as much pedagogical knowledge in Physical Education as the specialist teachers do or may not receive the appropriate training time

required for the skills needed to teach Physical Education effectively. They were, however, able to control and effectively manage the behaviour of the learners during the Physical Education lesson. According to the mean values of the items in Table 4.11, compared with the mean values in the other tables (9 and 10), only two (2) items on the table have the mean of 3.29 and 3.98. The item, 'assess the Physical Education equipment and facilities before class to avoid injury' (item 6) has the lowest mean on Table 4.11. Based on the results from Table 4.11, it is clear that the teachers teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district have a low efficacy (confidence) towards the practical aspect of Physical Education.

### 4.2.5 Section E

**4.12 Table: To what extent do the following factors affect your teaching efficacy (confidence) in teaching Physical Education?**

| **Training received during tertiary institution** | | |
|---|---|---|
| **Items (alternatives)** | **Responses (86 out of 104)** | **Percentages %** |
| GRE | 6 | 6.9% |
| GE | 4 | 4.7% |
| SE | 22 | 25.6% |
| NS | 14 | 16.3% |
| NA | 40 | 46.5% |
| TOTAL | 86 | 100% |
| **Physical Education experience during primary and secondary education** | | |
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| GRE | 35 | 40.7% |

| | | |
|---|---|---|
| GE | 31 | 36.1% |
| SE | 3 | 3.5% |
| NS | 10 | 11.6% |
| NA | 7 | 8.1% |
| TOTAL | 86 | 100% |
| **Not participating in Physical Education activities during tertiary education** | | |
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| GRE | 16 | 18.6% |
| GE | 21 | 24.4% |
| SE | 16 | 18.6% |
| NS | 10 | 11.6% |
| NA | 23 | 26.8% |
| TOTAL | 86 | 100% |
| **Don't feel qualified to teach Physical Education** | | |
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| GRE | 25 | 29.1% |
| GE | 25 | 29.1% |
| SE | 15 | 17.4% |
| NS | 8 | 9.3% |
| NA | 13 | 15.1% |
| TOTAL | 86 | 100% |
| **My commitment to Physical Education and sport** | | |
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| GRE | 13 | 15.1% |
| GE | 11 | 12.8% |
| SE | 26 | 30.2% |
| NS | 13 | 15.1% |

| | | |
|---|---|---|
| NA | 23 | 26.8% |
| TOTAL | 86 | 100% |

In this section, the teachers were asked to indicate the extent to which each mentioned factor affects their teaching efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district. Table 4.12 reveals that the most common responses for the effect of the training received during tertiary education was 25.6 percent, the majority of the respondents, forty (40) (46.5percent), did not answer at all. Of the 86 teachers who responded to the questionnaire, 16.3 percent reported that they are not sure about the effect their tertiary education had on their ability to teach Physical Education in primary school, 6.9 percent answered that it affected them to a great extent, and 4.7 percent answered to a great extent. Based on the results, it is clear that the majority of the teachers indicated that they do not feel they received quality or excellent training in Physical Education during their tertiary education program, subsequently affecting their ability to teach a Physical Education lesson well. Morgan and Bourke (2005:7) found a strong relationship between teachers' preparation in Physical Education and their efficacy (confidence) to teach Physical Education. The teachers in this study feel significantly less confident to teach the Physical Education content areas for which they believed they are poorly prepared in.

Eighty six (86) teachers out of one hundred and four (104) responded to the question on the effect their own Physical Education experience received during their primary and secondary education had on them, with thirty five (35) of the respondents, or 40.7 percent, indicating that the experiences they had in Physical Education during their primary and

secondary school education has affected their teaching in Physical Education to a greater extent. Thirty one (31), or 36.1percent, of the teachers rated the effect of their experience to a great extent, while 11.6percent of the teachers indicated that they are not sure of the effect of their Physical Education experience during primary and secondary education, and 8.1 percent of the teachers were not affected at all by their experiences in Physical Education during primary and secondary education. Based on the results concerning the effects of teachers' experiences in Physical Education during their primary and secondary education, it is clear that having a negative experience in a subject during ones education can later have a tremendous effect to the teaching of that subject. This statement is in accordance with Morgan and Bourke (2008:4) who report that those teachers with negative memories of school Physical Education during primary, secondary and tertiary education may have problems teaching an effective Physical Education lesson, and that it adversely impacts on teachers' Physical Education teaching confidence and their subsequent teaching behaviour.

The National Association for Sport and Physical Education (quoted by Decorby, et al., 2005: 211) stated that participating in Physical Education activities during tertiary education is vital to the teachers' preparation to teach effective Physical Education to the learners. Likewise, not taking active part in Physical Education activities during one's Physical Education preparation can hinder the teaching of Physical Education activities. The percentage data of the teachers shows the effects of not taking part in Physical Education activities during their tertiary education. Sixteen (16), or 18.6 percent, of the teachers indicated that not taking part in Physical Education activities during tertiary education has affected them to a greater extent, whereas twenty one (21) or 24.4 percent

indicated that it has affected them to a great extent. Sixteen (16) (11.6 percent) were not sure of the effect of not taking part in Physical Education, whilst 26.8 percent of the respondents indicated that not participating in Physical Education activities during their tertiary education did not affect them at all.

Based on the results in the section 'don't feel qualified to teach Physical Education', it is clear that the majority of the teachers (29.1 percent) feel that it has affected them to a greater extent. Fifteen (17.4 percent) of the teachers indicated that it has affected them to some extent, whilst 9.3 percent are not sure if they are affected by not feeling qualified. Fifteen point one percent (15.1) of the respondents indicated that "not feeling qualified", has not affected them at all. Breslin, *et al*., (2012:22) suggest that if a teacher has negative memories of school Physical Education, he or she may equate these perceptions with an inability to teach Physical Education. Similarly, a teacher with memories of in appropriate experience of Physical Education (for example, a non-teaching ideology) may believe that teaching Physical Education is unimportant or adapt and perpetuate a 'supervisory' teaching role. They further suggested that generalists (teachers with limited knowledge of the subject) indicated lower intrinsic levels of motivation and lower physical activity levels when compared to the specialist's (qualified) teachers, which may contribute to relatively lower perceived competence in teaching Physical Education.

The respondents are asked to what extent they believe their commitment to Physical Education and sport affects their teaching. According to the results from that section, 15.1percent and 12.8percent of the teachers answered that their commitment to physical education and sport affects them to a greater and great extent respectively. Just over

fifteen percent (15.1 percent) replied that they are not sure of the effect of their commitment to physical education and sport, whereas 30.2 percent are committed to some extent and 26.8 percent of the teachers replied that they don't have any commitment to sport and physical education activities. The result shows that the majority of the teachers are not committed to sport and Physical Education activities which can have a serious impact on their teaching of Physical Education activities and sport. Biddle and Mutrie (2008:75) confirmed this statement in their findings that whether a person will be motivated to take part in certain types of behaviours including physical activity can be determined by their self-efficacy (confidence). Therefore, teachers with high self-efficacy (confidence) have the tendency to participate in sport and physical activities versus teachers' with a low efficacy level.

### 4.2.6 Section F

**4.13 Table: Grade your level of efficacy (confidence) in teaching each content area of Physical Education?**

| Athletics | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 15 | 17.4% |
| HE | 9 | 10.5% |
| ME | 17 | 19.8% |
| LE | 28 | 32.6% |
| VLE | 17 | 19.8% |
| TOTAL | 86 | 100% |

| Dance | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 7 | 8.1% |
| HE | 9 | 10.5% |
| ME | 11 | 12.8% |
| LE | 30 | 34.9% |
| VLE | 29 | 33.7% |
| TOTAL | 86 | 100% |

| Swimming | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 3 | 3.5% |
| GE | 6 | 6.9% |
| ME | 12 | 14.0% |
| LE | 20 | 23.3% |
| VLE | 45 | 52.3% |
| TOTAL | 86 | 100% |

| Gymnastics | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 1 | 1.2% |
| HE | 1 | 1.2% |
| ME | 14 | 16.2% |
| LE | 18 | 20.9% |
| VLE | 52 | 60.5% |
| TOTAL | 86 | 100% |

| Adapted Physical Education | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 4 | 4.7% |
| HE | 9 | 10.5% |
| ME | 25 | 29.0% |
| LE | 24 | 27.9% |
| VLE | 24 | 27.9% |
| TOTAL | 86 | 100% |

| Outdoor education and motor skills | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 14 | 16.4% |
| HE | 25 | 29.0% |
| ME | 25 | 29.0% |
| LE | 11 | 12.8% |
| VLE | 11 | 12.8% |
| TOTAL | 86 | 100% |

| Indoor and outdoor recreational games | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 12 | 14.0% |
| HE | 23 | 26.7% |
| ME | 29 | 33.7% |
| LE | 13 | 15.1% |
| VLE | 9 | 10.5% |
| TOTAL | 86 | 100% |

| Fitness education | | |
|---|---|---|
| **Items (Alternatives)** | **Responses** | **Percentage %** |
| VHE | 15 | 17.4% |
| HE | 24 | 27.9% |
| ME | 27 | 31.4% |
| LE | 8 | 9.3% |
| VLE | 12 | 14.0% |
| TOTAL | 86 | 100% |

Table 4.13 revealed that fifty two (52) (60.5 percent) out of 86 (100 percent) of the total responses indicated that gymnastics was the Physical Education content area they have very low efficacy in teaching. Other Physical Education content areas noted were swimming which forty five (45) (52.3 percent) of the teachers stated to have very low efficacy in, 30 (34.9 percent) of teachers answered low efficacy to teaching dance, and 28 (32.6 percent) of the teachers also said they have low efficacy in teaching athletics. Twenty four (24) (27.9 percent) of the teachers answered low and very low efficacy for teaching adapted Physical Education, while 25 (29.0 percent) of the teachers have moderate efficacy for teaching adapted Physical Education. Twenty five (25) (29.0 percent) stated they have high efficacy for outdoor education and motor skills, 29 of the respondents, or 33.7 percent, indicated that they have moderate efficacy for teaching indoor and outdoor recreational games, and 27 of the respondents (31.4percent) also declared moderate efficacy for teaching fitness education.

Based on the results from Table 4.13, it is clear that the teachers lack efficacy (confidence) in teaching some of the Physical Education content areas such as

swimming, dance, athletics, gymnastics and adapted Physical Education. This finding is confirmed by Xiang, *et al*., (2002:145) who report that a lack of confidence in teaching certain areas in Physical Education may be as a result of a lack of belief in ability to perform the activities and skills competently. Hickey and Thompson (quoted by Morgan & Bourke, 2008:1-20) state that non-specialists expressed concern in teaching Physical Education, particularly gymnastics and aquatics. They further suggest that those who personally do not enjoy or are not interested in a particular activity may not feel competent or attracted to deliver the lesson in that area.

### 4.2.7 Section G

**Open-ended question: Are there any other factors that affect your efficacy (confidence) in teaching PE?**

Five (5) inter-related factors emerged from the open-ended question, namely a socio-economic factor (6.7 percent); educational background and knowledge factor (13.3 percent); class size and time allotment factor (20 percent); Physical Education situation in Life Skills factor (26.7 percent); and physical resources factor (33.3 percent). The results from the respondents, as shown below, reveal that there were no significant issues concerning teaching Physical Education and their pupil's background.

Six point seven percent (6.7%) of the teachers stated that: "I *would feel confidence teaching Physical Education if the children are provided with proper attire for Physical Education practical classes*. *Parents cannot afford to buy sport clothing because of their socio-economic background. Most of the parents are domestic workers*. *Learners do not*

*have Physical Education cloths to practice in. This can influence my Physical Education lessons*".

Some respondents felt very strongly about the quality of their educational background and knowledge, given their low levels of knowledge in Physical Education. Thirteen point three percent (13.3%) of the respondents said that "*my area of specialisation is not Physical Education, yet grade three to four (3-4) Physical Education classes are assigned to me*. *Majority of us teachers teaching Physical Education in my school are underqualified to teach the subject*". Teachers therefore do not feel confident teaching Physical Education lessons if they had little experience and insufficient knowledge of the content to be taught. According to the National Association for Sport and Physical Education (NASPE) (2007:1) it is important to have a highly qualified Physical Education teacher presenting a standard-based curriculum that will help children in adopting and maintaining healthy lifestyles. NASPE further state that a physically educated person is one who:

- Has learned skills necessary to perform a variety of physical activities;
- Is physically fit;
- Takes part regularly in physical activity;
- Knows the implications of and the benefits of involvement in physical activities;
- Values physical activity and its contribution to a healthful lifestyle.

According to the responses provided, it is clear that the efficacy (confidence) of the teachers in this study in teaching Physical Education can be improved if INSET (in-service training) was provided for to them. Respondents Thirteen point three (13.3 %) stated that

"*because of the standard of education I received during my university education, there is need for constant further education and training for us (teachers) to improve and upgrade our knowledge of the subject*. *I feel there is need for more workshop in Physical Education so that we can improve our knowledge of Physical Education*".

The responses also showed that there is a need for constant monitoring by actual Physical Education experts. This it is believed would help direct and assist teachers in planning and preparing their Physical Education lesson; in the use of appropriate instructional strategies in teaching Physical Education; and in directing them in how to properly assess and teach Physical Education practical classes, as shown in the following statements. Participant T13.3% further said that "*although I tried my best in teaching Physical Education part of Life Skills, there is urgent need for experts to be employed to handle Physical Education in my school*. *I think Physical Education itself is a very specialized field. I feel that experts in the field of Physical Education must be in schools to teach the subject or assist us in teaching it*".

Based on the responses provided, it became obvious that the teachers' efficacy (confidence) is also affected by large class sizes as well as the time allotment. Twenty percent (20%) of the teachers answered that "*yes, having a large class sometimes makes it difficult for us to attend to each learner as much as we would like*. *30 minutes is not enough to prepare the available equipment and conduct a Physical Education lesson*. *We don't have enough space at our school to teach Physical Education. And time management is another problem. Our learners are too slow therefore we utilize most of the time in other subjects and other focus areas in Life Skills*".

The responses provided revealed further that the teachers' low efficacy (confidence) in teaching the Physical Education module in Life Skills can be attributed to the situation of Physical Education in their school curriculum. Twenty six point seven (26.7%) of the teachers indicated that "*Physical Education should be handled separately from Life Skills module. It will provide more time for Physical Education, and also give teachers more time to address all the contents of Physical Education in the scheme of work*".

The majority of the responses focus on the availability of standard Physical Education facilities and equipment. Thirty three point three percent (33.3%) of the teachers stated that "I *don't feel comfortable teaching Physical Education because we lack the necessary equipment to teach Physical Education in my school*. *The fact that we do not have enough equipment for Physical Education has a big impact in my teaching of Physical Education. Because most of the time some of the activities have to be cancelled or not introduced to the learners at all because having to just explain to them is a problem. It would be easy to do it practically of which is a problem because there is no equipment*.

*Not having first aid kit is also a serious problem because Physical Education take place outside the classroom which include running and other activities that when they get hurt it became a problem. So in most cases, we have to avoid such activities*. *The available facilities and equipment in my school are not up to standard*".

# CHAPTER FIVE

# SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

## 5.1 INTRODUCTION

This chapter provides a summary of the main findings, a revision of the problem statement as well as the aims and objectives of the study. Furthermore, the research methodology is summarised and the significant outcomes of the study were outlined. Finally there are recommendations which address the issue raised in the study.

## 5.2 REVISING THE PROBLEM STATEMENT, AIMS AND OBJECTIVES OF THE STUDY

Physical Education provides opportunity for learners to acquire a well-rounded education and a means of positively enhancing lifelong health and well-being. It is imperative that Physical Education is introduced early in a learners' life, from primary school education, to help foster health and wellness in a diverse, increasingly sedentary population of young people. Unfortunately, Physical Education worldwide is being marginalised, with the situation of Physical Education in South Africa being made more complex with the new curriculum. Physical Education is no longer a stand-alone subject, as was the case before 1994, but now a module in the Life Skills learning area, makes it difficult for the teachers to present an effective Physical Education lesson in primary schools. According to Hardman and Marshall (2000:208), Du Toit, Van Der Merwe and Rossouw (2007:250), and supported by Van Deventer (2011:828) , primary school teachers in South Africa

either lack educational training in Physical Education or received only a small amount of Physical Education training in their initial teacher education programs. As a result, the efficacy (confidence) of teachers in delivering good Physical Education lessons is a relevant topic, especially considering the important roles teachers play in the promotion of the health of learners.

A need was identified, therefore, to investigate teachers' efficacy in teaching Physical Education in primary schools in the Motheo district in the Free State province. Given the situation of Physical Education in South African and its effects on teachers' confidence, the aims of this study were: To investigate teachers' self-efficacy enabling or hindering them in being an effective Physical Education teacher; To determine what educational and subject matter knowledge and skills the teachers have, or should have, to be effective and successful Physical Education teacher; To recommend solutions that can be put in place to promote teachers' efficacy in teaching Physical Education in primary schools in the Motheo district.

The general objective of the study was to investigate teachers' efficacy in teaching Physical Education in primary schools in the Motheo district. Specifically, this study investigated the following:

- Investigate the teachers' level of efficacy in planning and preparation of lessons in Physical Education such as:
    - Teachers' knowledge of the content area
    - Organisation of practical classes in Physical Education
    - Teaching pupils with special needs
    - Evaluation of learners in Physical Education

    - Use of technology in teaching Physical Education
- Investigate the teachers' level of efficacy in handling instructional strategies in Physical Education.
- Examine the teachers' level of efficacy in classroom management skills in Physical Education.
- Determine the major hindrance to teacher efficacy in teaching Physical Education.

## 5.3 RESEARCH METHODOLOGY

Research methodology is the overall step taken by a researcher in studying a research problem and a way to systematically solve it. A descriptive research design was therefore chosen to enable the researcher to obtain and describe complete and accurate information concerning teachers' efficacy in the teaching of Physical Education. The population for the study was made up of all the teachers teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district. According to the Free State province (2018), there were two hundred and fifteen (215) primary schools in the Motheo district. To select the representatives for this study, simple random and purposive sampling techniques were employed. Fifty two (52) primary schools from the Motheo district were randomly selected using Tippett's numbering method, while the teachers were selected using a purposive sampling method. Two (2) Life Skills teachers were selected per school, given the total of one hundred and four (104) teachers as the representatives of the whole population. The data was gathered using a self-administered structured quantitative questionnaire. The questionnaire contained Likert scale, open-ended, and close-ended questions. Furthermore, the reliability of the

instrument was established using a test-retest method. The researcher selected four (4) primary schools which are not included in the research sample, with two (2) teachers presenting the Physical Education module in Life Skills per school selected, providing a total of eight (8) respondents for the pilot study. The questionnaires were distributed twice within a week interval, and the collected data analysed using Cronbach's alpha correlation coefficient. The significance of the obtained Cronbach's alpha were judged against the value of alpha=0.70 or exceeded it before the items are considered inter-consistent. The test-retest correlation coefficient of the study instrument varied between 0.78 and 1.07, which shows that the significance of the obtained Cronbach's alpha of the items were considered inter-consistent. The content and construct validity approach was used to validate the content of the questionnaire, by sending a version of the instrument to the researcher's supervisor and co-supervisor for vetting. Each item was evaluated by them relative to the clarity and relevance of each statement, and the extent to which each item reflected the aims of the study. Changes were made based on the feedback provided and final copies of the questionnaire were developed.

Thereafter, one hundred and four (104) questionnaires were printed and distributed in person by the researcher to the one hundred and four (104) primary school teachers teaching the Physical Education module in the Life Skills learning area. After three weeks, out of the 104 questionnaires shared, only eighty six (86) filled questionnaires were returned. The collected data were tallied, coded, tabulated, and converted using the latest SPSS dataset and descriptive statistics to analyse and interpret the data.

## 5.4 SIGNIFICANT OUTCOMES OF THE STUDY

The findings of this study may provide the following:

- Help policy makers in the formulation of policies that will be favourable to the Physical Education curriculum, promote teachers' efficacy and facilitate learning.
- Improve the funding of Physical Education programs, which will help to solve the problem of a lack of resources (teaching materials, equipment and facilities) in schools.
- Give insight to the skills and knowledge possess by teachers presenting the Physical Education module in Life Skills and a solution to the problem.
- Help the stakeholders to prioritise the existing problems surrounding teachers' efficacy in teaching Physical Education in primary schools in South Africa.
- Encourage other researchers to conduct research in the areas not covered in this study, and also add to the available literature.

## 5.5 MAIN FINDINGS AND RECOMMENDATIONS OF EACH CHAPTER

### 5.5.1 Chapter One - Background of the Study

Physical Education is the only subject in the school curriculum that is defined through physical activity, and which is sufficient to provide learners with positive health effects and prevent them becoming overweight, obese, as well as to avoid chronic diseases (Le Masurier & Corbin, 2006:44; Strong, Malina, Blimkie, Daniels, & Gutin, 2005:732; WHO, 2002:1). According to Hendricks (2004:15), however, "Ironically, at a time when nations are becoming more and more aware of the importance of healthy living and livelong

activity, Physical Education finds itself struggling to exist as a priority subject matter in the educational system of both the developing and developed countries". The main findings of chapter one are:

- Physical Education does not hold a very strong position against other core subjects such as mathematics and languages (Houlihan & Green, 2006:73).
- Physical Education and its teachers do not have equal legal status when compared to other subjects and its teachers. Hardman (2008:13) reported that in Africa, only 20 percent of the countries indicated equal legal status of Physical Education to other subjects, while in Europe 91 percent of countries indicate equal legal status, showing a marked contrast between the two continents.
- There is insufficient time allocated to Physical Education on the school timetable. In the Foundation Phase, ten hours are allocated for languages in Grades R to 2 and eleven hours in Grade 3, while in Life Skills, Physical Education is allocated two (2) hours from Grades R to 3. The instructional time in the Intermediate Phase for home language is six (6) hours, while that of Physical Education is only one hour (CAPS, 2011:6).
- Physical Education is not presented per time allocation as stated in the Revised National Curriculum Statement. Learning areas such as literacy and numeracy are given extra time in these schools as the development of programs are the responsibility of the schools and can be discarded on the discretion of the school administration (Hardman, 2008:9).
- Physical Education within the South African context history reveals that the low subject status can be attributed to three problems:

a. The availability of qualified Physical Education teachers in the former black schools,
b. Lack of basic educational facilities, and
c. The non-examination status of Physical Education (Walter, 1994; George, 1995; & Van Deventer, 1999).

- Large Physical Education class sizes and increasing pupils' behavioural problems (Hardman, 2010:14-15).
- Increasing Physical Education teachers' average age and low interest of young graduates to work in the field of Physical Education.
- Inadequacies in provision and lack of Physical Education facilities.
- Inadequate social and financial reward of Physical Education teachers.
- Absence of monitoring of Physical Education teachers- there is a limited number of inspectors.

Based on these findings, this study considered it important in its aim to investigate Physical Education teachers' efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district. Specifically, the following questions were formulated to guide the study:

- What is the teachers' efficacy level in the planning and preparation of a Physical Education lesson?
- What is the teachers' efficacy level in handling the instructional strategies in Physical Education?
- What is the teachers' efficacy level in classroom management skills in Physical Education?

- What were the major hindrances to teacher efficacy in teaching Physical Education?

This research was based on the social-cognitive theory proposed by Albert Bandura, which was used to interpret the efficacy beliefs of teachers, and also to determine how obstacles and impediments are viewed by the teachers. How Physical Education teachers in the Motheo district view the problems they encounter while teaching Physical Education. Those of low efficacy are easily convinced of the futility of their effort in the face of difficulties. While those of high efficacy view impediments as surmountable through perseverant effort and the improvement of self-management skills (Bandura, 2004:709).

### 5.5.2 Chapter Two - Literature Review

This chapter reviewed the content analysis of the relevant literature from both published and unpublished works with the purpose of identifying the gaps for the study. This study therefore reviews the following: the need for Physical Education (PE) in primary schools; the concept of 'teacher efficacy'; teacher efficacy in PE; the state of PE worldwide; the state of PE in South Africa; and the factors affecting teachers' efficacy in teaching PE in primary schools (both globally and in South Africa).

The main findings from this chapter are:

- Physical Education instills and promotes healthy habits and behaviours like using the stairs instead of the elevators, walking and cycling, as well as discouraging excessive television and computer gaming, and instead promoting active games (EC, 2015:10).

- Physical Education helps to improve learner's motor skills, neuromotor capacities and healthy behaviours (Halfon & Hochestein, 2002:79).
- Physical Education plays an important role in the prevention of several epidemic co-morbidities such as being overweight, obesity, diabetes mellitus, and cardiovascular diseases such as high blood pressure, strokes, and heart attacks (EC, 2015:13).
- Physical Education benefits are not limited to biological affects, but also include numerous psychosocial advantages such as a reduction in the symptoms of depression, stress, anxiety, and improvements in self-confidence and self-esteem (Fernhall & Agiovalsitis, 2008:325; Kriemler, Meyer, Martin, Van Sluijs, Andersen & Martin, 2011:923).
- The academic benefit of Physical Education is improved concentration (Budde, Voelcker-Rehage, Pietrasyk-Kendziona, Ribeiro & Tidow, 2008:23), memory and classroom behaviour (Barros, Silver & Stein, 2009:6).
- Lack of appropriate Physical Education may, however, lead to being overweight, obese, a lack of abnormal cholesterol, a lack of muscle and skeletal development, or even becoming myopic (Dolgin, 2015:276).
- Self-efficacy (confidence) is a self-system that controls most personal activity, including appropriate use of professional knowledge and skills, the use of time and questioning techniques (Gavora, 2011:80).
- Teachers' self-efficacy tends to increase during teacher education programs (Wenner, 2001:181; Woolfolk, Rosoff, & Hoy, 1990:137), but decrease after

graduation, continuing to decline to the end of the first year of teaching (Moseley, Reinke & Bookour, 2003:1).

- To be successful, a teacher must have both high efficacy expectations and high outcome expectancy. Efficacy expectancies are teachers "beliefs about their own ability to execute specific teaching actions". Whilst outcome expectancies are teachers' beliefs about the effects that specific teaching actions have on learners (Wheatley, 2002:6).
- Teaching efficacy among Physical Education teachers has been reported to be weaker when compared to other subjects due to the following: the low status attributed to Physical Education, lack of recognition in a core curriculum, excessive role demand on Physical Education teachers, professional isolation, and alienation within a school facility (Tschannen-Moran, Woolfolk & Hoy, 1998:202).
- Physical Education globally has been in a state of 'decline and marginalisation' when compared with other subjects in terms of the curriculum content, time allocation, number and quality of facilities and equipment, and the quality of teachers in the field of Physical Education (Green, 2008:45).
- The present state of Physical Education in South Africa can be credited to the inequalities of the past legislation, as well as the effects of educational reforms and the spiral of curriculum changes in the South African education system Department of Education (, 2002[b]:4).
- Although the problems of implementing Physical Education in South Africa in general seemed very similar to those of both developed and developing countries worldwide, the challenges facing Physical Education teachers in South Africa is,

however, very unique. The unique five-fold composition of the learning area Life Orientation and three-fold composition of Life Skills brings forth even more challenges for the training of Physical Education teachers. The student teachers now have to learn more courses in the time allotted to one subject and often tend to commit themselves more to one subject area than the other (Du Toit, Van Der Merwe & Rossouw, 2007:250).

#### 5.5.2.1 Factors affecting teachers' efficacy in teaching Physical Education in primary schools.

**a. Globally**

- The quality of primary school Physical Education has been earnestly criticised worldwide (Hardman & Marshall, 2001:15) and Physical Education teachers, especially in primary schools, have to overcome serious obstacles in order to deliver quality Physical Education that can promote a physically active lifestyle.
- Barroso, McCullum-Gomez, Hoelscher, Kelder and Murray (2005:25) show that Physical Education teachers encounter significant barriers, such as a lack of funding, large class sizes, inadequate and lack of equipment and facilities, in providing quality Physical Education programs.

**b. South Africa**

- After the inception of the democratic government in South Africa, education transformation brought about the process of subject rationalisation and syllabus revision and the notion of a single learner teacher ratio, to develop a unitary national curriculum. In primary schools, the ratio is 40:1 (that is, 40 learners to one teacher). Through this 'down-sizing' process, most schools lost their Physical

Education teachers rather than teachers who taught academic subjects. Physical Education no longer found itself as a subject with its own identity, but a part of the Life Skills learning area Department of Education (, 2002[b], 4-6; Department of Education , 1996:1-35).

- Physical Education no longer being taught by specialist (well-trained) Physical Education teachers but by generalist (limited training) teachers has created serious implementation problems (Rajput & Van Deventer, 2010:150).
- The South African education system is faced with the problem of the production of sufficient qualified, competent teachers, who can provide quality teaching for all school subjects and phases (CDE, 2015:1).
- Van Deventer (2002[b]:1-2) contends that a major shortcoming in the infrastructure in South Africa is the absence of an experienced and efficient learning area advisory service for Physical Education in schools.

### 5.5.3 Chapter Three - Methodology

The main findings of this chapter are outlined below:

- To investigate teachers' efficacy (confidence) in teaching Physical Education in primary schools in the Motheo district, a descriptive research design was employed for the study. This enabled the researcher to obtain and describe complete and accurate information concerning teachers' efficacy to in teaching Physical Education.
- The survey research method was used to quantitatively investigate, examine, describe and collect the data required for the study from a selected portion of the population. The findings were later generalised back to the whole population.

- The population for the study is made up of all the teachers teaching the Physical Education module in the Life Skills learning area in primary schools in the Motheo district and its three local municipalities: Mangaung; Mantsopa; and Naledi. The Motheo district is a region in the Free State province of South Africa comprised of two hundred and fifteen (215) primary schools.
- To select the sample that will represent the whole population, using simple random sampling techniques, fifty two (52) primary schools were selected out of the 215 using Tippett's numbering method. The teachers were selected from the 52 primary schools using purposive sampling method. Two teachers were selected per school, totaling one hundred and four (104) Life Skills teachers for the study.
- The required data for the study were collected using a self-administered structured quantitative questionnaire, containing closed-ended, open-ended, and Likert scale questions. The questionnaire was proved reliable using the test-retest method and the results were judged against Cronbach's alpha value of =0.70 or exceeded it before the items were considered inter-consistent.
- The collected data was tallied, coded, tabulated, and converted using the latest SPSS data set and descriptive statistics to analyse and interpret it.

### 5.5.4 Chapter Four - Presentation, Analysis and Interpretation of Data

The main findings of Chapter Four are as follows:

- The results of the responses from the questionnaire were analysed using percentages, statistical mean and standard deviation, and the open-ended questions analysed and explained in words.

- Out of the one hundred and four (104) questionnaires that were distributed in person by the researcher to the teachers, only eighty six (86) questionnaires were filled out and returned. Some of the teachers returned their questionnaire blank with the excuse that their school is an Afrikaans school, and therefore they cannot fill in a questionnaire written in English. Some schools returned only one out of the two questionnaires that were given to them.
- The majority of the teachers teaching the Physical Education part of Life Skills do not have qualifications in Physical Education, and although few of them have been teaching Physical Education for years, they are still not qualified to teach Physical Education as they are not trained to teach Physical Education. Most of the teachers (96.5 percent) are not Physical Education specialists and the majority of them (93.0 percent) reported that they don't have Physical Education specialists at their school. Based on the results from Table 4.4, it is clear that only 3 (3.5 percent) out of 83 (96.5 percent) of the teachers are actually meeting the required time for teaching Physical Education, which according to the European Commission (2015:12) should be at least five (5) lessons per week (5 hours). Furthermore, it was determined that most of the facilities and equipment required is missing from the majority of the primary schools in the Motheo district. Few of the schools that reported having some facilities and equipment at their schools reported that they are not properly maintained. Eighty two (95.3 percent) out of eighty six (100 percent) of the teachers reported that they have never attended any INSET (in-service training) in their years of teaching Physical Education.

- Although the mean values from tables 4.9, 4.10, and 4.11 shows that teachers have high levels of efficacy when it comes to the planning and preparation of Physical Education lessons, use of instructional strategies, and classroom management, the mean values of the items on the tables also showed, however, that the teachers have very low efficacy when it comes to the practical aspect of Physical Education.
- Based on the results from tables 4.12 and 4.13, it becomes clear that the teachers are affected by the factors listed in Table 4.12, such as training received during tertiary education; Physical Education experienced during primary and secondary education; not participating in Physical Education activities during tertiary education; not feeling qualified to teach Physical Education; and their commitment to Physical Education and sport. Table 4.13 shows that the teachers have very low efficacy in teaching some Physical Education content areas such as athletics, dance, swimming, gymnastics, adapted Physical Education, and moderate efficacy in teaching outdoor education and motor skills, indoor and outdoor recreational games and fitness education.
- Section G provides other factors affecting Physical Education teachers in teaching Physical Education in primary schools in the Motheo district, and five inter-related factors emerged from the open-ended question: socio-economics factors (6.7percent); educational background and knowledge factor (13.3percent); class size and time allotment factors (20 percent); Physical Education situation in Life Skills factor (26.7 percent); and physical resources factor (33.3 percent). The

results shows there were no significant issues concerning teaching Physical Education and their pupil's background.

### 5.5.5 Chapter Five - Summary of Main Findings and Recommendations

Physical Education is a vital part of children's education which plays an important role in educating and developing children's attitudes and awareness towards physical activities. As children learn to practice these activities in school, they will be equipped with the necessary skills which will enable them to practice it daily outside of school. Physical Education teachers are assigned with the responsibility of conducting different Physical Education activities. Therefore, they must be equipped with the necessary knowledge as well as skills which are the main requirements in teaching. The main objective of this study is to investigate the efficacy (confidence) of teachers presenting the Physical Education module in the Life Skills learning area in primary schools in the Motheo district. Furthermore, the aim is to identify the hindrances to the implementation of Physical Education as a subject in primary schools. This research adopted a descriptive survey. The data was gathered through the use of a self-administered structured questionnaire. The participants for the study were teachers teaching the Physical Education module in Life Skills in primary schools in the Motheo district which were selected using simple random sampling. The data was quantitatively analysed using percentages, statistical mean and standard deviation. The major findings for Chapter Five are summarised as follows:

1. Education qualification of the teachers:-
    a. Did not receive quality tertiary education for the teaching of Physical Education.

b. Although the majority of the teachers have a degree for teaching, these qualifications were not in Physical Education.

2. Teaching experience:-

c. Majority of the teachers have more than 15 years of teaching experience, however, these teachers complained that their areas of specialisation were in other subjects. Even if they tried to teach Physical Education to their best ability, there were nonetheless many problems that limit their efforts.

3. Lack the supervision of a Physical Education specialist:-

d. It was found that most teachers teaching Physical Education in primary schools in the Motheo district were not PE specialists, and also did not have Physical Education specialists to supervise, direct and monitor their teaching.

4. Time allocation:-

e. The European Commission (EC) (2015:12) states that the appropriate time for teaching Physical Education in schools was five (5) hours per week. It was, however, indicated by the majority of the respondents in this study that Physical Education was assigned only one (1) hour of teaching time on the timetable per week. This time allocated to PE is insufficient to address every aspect of Physical Education.

5. Lack of equipment and facilities:-

f. Equipment such as balls for different activities, nets, athletics materials, gymnastics apparatus, first aid kit are absent in most of the primary schools in the Motheo district.

g. Facilities such as gymnasium, athletic field, play grounds and space, lockers and stores for storage of the PE equipment, changing room, were not available in most schools, the available ones were not standard therefore, hindering the teaching of Physical Education program in schools.

6. Lack of INSET (in-service) training for teachers:-

h. The majority of the teachers reported that they have not attended any in-service training since they started teaching Physical Education. An opportunity such as this which would improve the teachers' knowledge and skills in Physical Education has not been available to them, thereby hampering their improvement in the subject.

i. It was noted that in the planning and preparing of Physical Education lessons, teachers revealed that their efficacy (confidence) was limited in practical classes. Also, their efficacy in the use of instructional strategies during Physical Education was inefficient. They showed high efficacy in classroom management, however, some of them indicated that they were not sure of their efficacy in managing practical classes during Physical Education lessons.

j. It was noted that teachers' efficacy (confidence) was affected by several factors such as:-

I) Inadequate tertiary education.

ii) Negative Physical Education experiences during primary and secondary education.

iii) Lack of participation in physical activities and sport during tertiary education.

iv) The feeling of low efficacy which ultimately results in the feeling of inadequacy in the teaching of Physical Education.

v) Lack of commitment to physical activities and sport.

The teachers has a low efficacy level to teaching some of the Physical Education content such as gymnastics, dance, athletics, swimming and adapted Physical Education, whilst few of them has moderate efficacy in teaching indoor and outdoor recreational games, outdoor education and motor skills, and fitness education.

The teachers were affected by other factors such as:-

a. Large class sizes.
b. Socio-economic and background of the learners.
c. Lack of support for teachers teaching Physical Education in primary schools in the Motheo district.
d. The situation of Physical Education in Life Skills learning area in the school curriculum.

## 5.6 RECOMMENDATIONS

Based on the data gathered from the responses provided by the teachers teaching the Physical Education module in Life Skills, as well as the analysed results, valuable recommendations were made to address the situation of Physical Education in primary schools in The Motheo district. Therefore, the following recommendations were made:

- ✓ Improve the standard of higher education at tertiary institutions.
- ✓ Provide the opportunity for the teachers to take part in physical activities and sport whilst attending higher education.

- ✓ Teachers should be given the opportunity to improve their knowledge and skills in Physical Education through in-service training and further education.
- ✓ Provision of Physical Education specialist to monitor, direct and supervise teachers.
- ✓ Provision of Conducive and standard PE facilities and equipment in school.
- ✓ Schools should be built with appropriate space that will accommodate the necessary PE facilities.
- ✓ One hour should be allocated to PE on the school timetable per week.
- ✓ Allocation of fund to schools to address the issues of facilities and equipment for teaching PE.
- ✓ Physical Education should be made a separate subject in the curriculum of the South African education system.
- ✓ Including teachers in the curriculum development.
- ✓ Eradication of over-crowded large class sizes in schools.
- ✓ Finally, the researcher would like to urge other researchers to carry out research in areas not covered in this study but which are relevant to the topic being researched.

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## APPENDIX A

## QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS

Dear Teachers,

The purpose of this study was to investigate teachers' efficacy in teaching Physical Education (PE) module in Life Skills learning area in primary schools in Motheo district. Be assured that the information collected will be used only for the purpose of this research. Hence, you are kindly requested to provide the necessary information that will be helpful to the research as well as to bring practical solutions to the problems. The ultimate result of the study is determined by the responses you offered. Thank you for your cooperation.

**SECTION A:** Biographic Information.

**INSTRUCTIONS**: You are kindly requested to fill the questionnaire below. Please provide information about yourself, your education/training, and experiences in teaching PE. Please indicate your answer by ticking or writing clearly where needed. Please be honest as possible in your responses. All responses will be treated with utmost confidentiality.

1. Name of the school: ----------
2. Gender: Male ☐ Female ☐
3. Which college did you attend? ----------

   ----------
4. Which university did you attend? ----------

   ----------
5. What is your educational qualification?: Diploma ☐ Degree ☐
   Masters ☐ Doctorate ☐
6. For how many years have you been teaching PE? 1-2 yrs. ☐ 3-4 yrs. ☐

   5-6 yrs. ☐ 7-9 yrs. ☐ 10-15 yrs. ☐ More than 15 yrs. ☐
7. Are you a Physical Education specialist? Yes ☐ No ☐

8. Do you have a PE specialist in your school? Yes ☐ No ☐

9. What grade level(s) do you currently teach? ----------

10. How many hours are assigned to PE in the school timetable per week? <1hr ☐

    1hr ☐ 2 to 3hrs ☐ 4 to 5hrs ☐ more than 5hrs ☐

11. What PE facilities are available in your school?

| (PE) FACILITIES | AVAILABLE | NOT AVAILABLE |
|---|---|---|
| Play ground | | |
| Shower and dressing rooms | | |
| Locker | | |
| Stores | | |
| Gymnasium | | |
| Swimming pool | | |

12. What PE equipment is available in your school?

| (PE) EQUIPMENT | AVAILABLE | NOT AVAILABLE |
|---|---|---|
| Balls for different sports | | |
| Nets | | |
| Gymnastics apparatus and mats | | |
| Athletics materials | | |
| First aid kit | | |

13. If your answer for question 11 and 12 are “available”, are those equipment and facilities properly maintained? Yes ☐ No ☐

14. Have you attended INSET courses in PE? Yes ☐ No ☐

15. Which sections of the syllabus were covered in INSET courses? ----------

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**SECTION B:** Questions in this section relate to your efficacy (confidence) in planning and preparation of PE lesson.

**INSTRUCTIONS:** Please indicate your level of efficacy (confidence) for each statement by selecting (X) the appropriate response.

Strongly Agree (SA=5) Agree (A=4) Not Sure (NS=3) Disagree (D=2) strongly Disagree (SD=1)

**I am confident in my ability to:**

| S/N | STATEMENTS | SA 5 | A 4 | NS 3 | D 2 | SD 1 |
|---|---|---|---|---|---|---|
| 1 | Prepare lesson plans using behavioural objectives that promote learning. | | | | | |
| 2 | Plan what is to be learned and direct the intention of the instruction. | | | | | |
| 3 | Prepare lessons that match the ability levels of my pupils. | | | | | |
| 4 | Plan a developmentally appropriate curriculum for all grades that I teach. | | | | | |
| 5 | Plan and organize quick transitions from one activity to another. | | | | | |
| 6 | Plan skill sequences so that tasks go from simple to complex in small steps. | | | | | |
| 7 | Plan and use a variety of assessment strategy during PE lesson. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | Include learners with special needs (cerebral palsy, mental retardation, vision impairment, emotional or behavioural problems, ADHD) in a regular PE class. | | | | | |

**SECTION C:** Questions in this section relate to your efficacy (confidence) in using instructional strategies in delivering PE lesson.

**INSTRUCTIONS:** Please indicate your level of efficacy (confidence) for each statement by selecting (X) the appropriate response.

**I am confident in my ability to:**

| S/N | STATEMENTS | SA 5 | A 4 | NS 3 | D 2 | SD 1 |
|---|---|---|---|---|---|---|
| 1 | Explain and demonstrate a skill/drill so that my pupils understands what to do. | | | | | |
| 2 | Teach fundamental motor skills that is geared toward the mastery rather than awareness. | | | | | |
| 3 | Modify skills to match the ability level of my pupils. | | | | | |
| 4 | Keep instructions and demonstration brief, clear, and appropriate to the capacities of the pupils. | | | | | |
| 5 | Provide a 5-10 minute warm-up to prepare the appropriate muscle groups for activity. | | | | | |
| 6 | Incorporate a variety of instructional techniques during PE lesson. | | | | | |
| 7 | Explain instructional cues and strategies to my learners in ways that they will understand. | | | | | |
| 8 | Adjust my teaching styles when necessary to motivate my pupils to attempt new skills. | | | | | |

**SECTION D:** Questions in this section relate to your skills in classroom management.

**INSTRUCTIONS:** Please indicate the level of your classroom management skill for each statement by selecting (X) the appropriate response.

**I am confident in my ability to:**

| S/N | STATEMENTS | SA 5 | A 4 | NS 3 | D 2 | SD 1 |
|---|---|---|---|---|---|---|
| 1 | Utilize a range of protocols that are unique to PE (e.g., safety rules, putting away equipment, and stop signal). | | | | | |
| 2 | Organize the sitting arrangement in a way that pupils could face a direction in which they could best concentrate. | | | | | |
| 3 | Pay attention to pupils' misconduct and not ignore disturbances that interfered with the flow of events. | | | | | |
| 4 | Individualize instruction and practice sessions to ensure that all pupils have enough time to practice and are highly motivated to do so. | | | | | |
| 5 | Establish a positive atmosphere in which pupils can interact in a supportive and enthusiastic way. | | | | | |
| 6 | Assess the PE equipment and facilities before class to avoid injury. | | | | | |
| 7 | Organize and run active classes safely so that pupils are not likely to get hurt. | | | | | |
| 8 | Appropriately respond to learners' misbehaviour. | | | | | |

**SECTION E:** To what extent do the following factors affect teacher efficacy (confidence) in teaching PE.

**INSTRUCTIONS:** Please indicate the extent to which the following factors affect teacher efficacy (confidence) in teaching PE by selecting (X) the appropriate response.

Greater extent (GRE=5) Great extent (GE=4) some extent (SE=3) Not Sure (NS=2) Not at All (NA=1)

| S/N | STATEMENTS | GRE 5 | GE 4 | SE 3 | NS 2 | NA 1 |
|---|---|---|---|---|---|---|
| 1 | The quality of PE training I received during my teacher education (tertiary institution) was excellent. | | | | | |
| 2 | The PE experience I had in my primary and secondary education affects my teaching of PE content. | | | | | |
| 3 | I have difficulties teaching some PE activities because I didn't participate in them during my tertiary education. | | | | | |
| 4 | I don't feel confident presenting PE lessons because I don't feel qualified to teach it. | | | | | |
| 5 | I have a very strong commitment to physical activity and sport. | | | | | |

**SECTION F:** Grade your level of efficacy (confidence) in teaching each content areas of PE.

Very High efficacy (VHE=5) High efficacy (HE=4) Moderate efficacy (ME=3) Low efficacy (LE=2) Very low efficacy (VLE=1)

| S/N | STATEMENTS | VHE 5 | HE 4 | ME 3 | LE 2 | VLE 1 |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| i. | Athletics | | | | | |
| ii. | Dance | | | | | |
| iii. | Swimming/aquatics | | | | | |
| iv. | Gymnastics | | | | | |
| v. | Adapted PE | | | | | |
| vi. | Outdoor education and motor skills | | | | | |
| vii. | Indoor and outdoor recreational games | | | | | |
| viii. | Fitness education | | | | | |

**SECTION G.**

Are there any other factors that affect your efficacy (confidence) in teaching PE? Explain:

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Thank you for your co-operation

Sandra .I. Muomezie

## APPENDIX B

education
Department of Education
FREE STATE PROVINCE

Enquiries: BM Kitching
Ref: Notification of research: SI Muomezie
Tel. 051 404 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

District Director
Motheo District

Dear Mr Moloi

**NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY SI MUOMEZIE**

1. The abovementioned candidate was granted permission to conduct research in your district as follows:

   **Research Topic: Investigating teachers'efficacy in teaching physical education in Primary Schools in Motheo District, Free State Province.**

   **Schools:** 63 Primary Schools in Motheo District, ie: Arbeidsgenot, Atang, Bochabela, Botlehadi, Bishop's Glen, Brandwag, Brebner, Bloemfontein, Credence, De Dam, Dr CF Visser, Eersteling, Eunice, Fauna, Fichardtpark, Gonyane, Grey College, Heide, Jim Fouche, Joe Solomon, Kgato, Kgabane, Karabelo, Kruitberg, Koot Niemann, Lesedi, Lockshoek, Mabolela, Maboloka, Monyatsi, Mothusi, Mangaung, Morafe, Nzame, Onze Rust, Olympia, Pheelong, President brand, Polokehong, Phuthanang, Phahamisang, Pelonomi, Relebeletse, Roseview, Rekgonne, St Mary's, St Patrick's, St Joseph, Sonskyn, Sentraal, Sand du Plessis, Tebelelo, Tsholohelo, Toka, Tjhebelopele, Uitkoms, Universitas, Universitas Hospital, Unity, Vlakkraal, Willows, Wilgehof

   **Target Population**: 52 Physical Education teachers from the above schools.

   **Period**: From 1 February 2018 until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term / academic quarter of the year nor during normal school hours.

2. **Research benefits:** The outcome of this research may help give insight into the quality of teachers presenting Physical Education (PE) in Primary Schools in Motheo District, promote the teaching of PE in schools and assist policy makers to prioritize and solve the problems affecting the teaching of PE in schools.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 24/01/2018

Central University of Technology, Free State

education
Department of Education
FREE STATE PROVINCE

Enquiries: BM Kitching
Ref: Research Permission: SI MUOMEZI
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@edu.fs.gov.za

SI Muomezie
14 Protea Court
King Edward Road
Willows, Bloemfontein, 9301

060 421 8451

Dear Ms Muomezie

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

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.
   **Research Topic**: Investigating Teachers' efficacy in teaching physical education in Primary Schools in Motheo District

   **Schools:**. 63 Primary Schools in Motheo District, ie: Arbeidsgenot, Atang, Bochabela, Botlehadi, Bishop's Glen, Brandwag, Brebner p/s, Bloemfontein, Credence, De Dam, Dr CF Visser, Eersteling, Eunice, Fauna, Fichardtpark, Gonyane, Grey College, Heide, Jim Fouche, Joe Solomon, Kgato, Kgabane, Karabelo, Kruitberg, Koot Niemann, Lesedi, Lockshoek, Mabolela, Maboloka, Monyatsi, Mothusi, Mangaung, Morafe, Nzame, Onze Rust, Olympia, Pheelong, President brand, Polokehong, Phuthanang, Phahamisang, Pelonomi, Relebeletse, Roseview, Rekgonne, St Mary's, St Patrick's, St Joseph, Sonskyn, Sentraal, Sand du Plessis, Tebelelo, Tsholohelo, Toka, Tjhebelopele, Uitkoms, Universitas, Universitas Hospital, Unity, Vlakkraal, Willows, Wilgehof

   **Target Population**:52 Physical Education teachers from the above schools.

2. **Period of research**: From 1 February 2018 until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.

4. The approval is subject to the following conditions:

   4.1 The collection of data should not interfere with the normal tuition time or teaching process.

   4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.

   4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.

   4.4 The ethics documents must be adheared to in the discourse of your study in our department.

5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 24/01/2018

**APPENDIX C**

14 Protea Court,

3 King Edward Road,

9301,

Willows Bloemfontein.

Date----------

The Department of Education,

Free State Provincial Government Building,

55 Elizabeth Street,

P.O. Box 9300,

Bloemfontein.

Dear Sir,

REQUEST FOR THE PERMISSION TO CONDUCT RESEARCH IN PRIMARY SCHOOLS IN MOTHEO DISTRICT IN THE FREE STATE PROVINCE

My name is Muomezie Sandra Ijeamaka with passport number A05363923. I am a master's student at the Central University of Technology Bloemfontein with student number 216009898, in education research department, specializing in Human Kinetics (Physical Education). I am doing a research in Physical Education in the primary phase, titled "Teacher's efficacy in teaching Physical Education in primary schools in Motheo district in the Free State Province". The main objective of the research is to investigate teachers' efficacy level in teaching Physical Education module of Life Skills learning area in the primary schools. The research involves the use of questionnaire and semi-structured interview to gather information on teachers' efficacy in teaching Physical Education module of Life Skills. The participant for the research are teachers presenting Physical Education module in Life Skills learning area in the primary schools in Motheo district. The outcome from this research could help improve the implementation of Physical Education curriculum in primary schools in South Africa. The duration of the research will take one to two years. The research is supervised by Professor S.N Matoti and co-supervised by Dr. W. Fourie. I hereby seek your permission to conduct a research in primary schools in Motheo districts in the Free State Province. Upon completion of this study, I promise to provide a bounded copy of the research report to the Department of Education. For further information, I will be contacted at sandraijeamaka@gmail.com , sandraogugua1@gmail.com, or 27604218451. Thanks for your time and consideration.

Yours Faithfully

Muomezie Sandra Ijeamaka

Signature of researcher Date September 2018

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Signature of the District Manager
Date……

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## APPENDIX D

## LETTER TO THE PRINCIPAL

Dear Sir/Madam

My name is Muomezie Sandra Ijeamaka. I am a student in the process of completing my master's degree in the Department of Education at the Central University of Technology. As part of my degree, I am conducting a study titled "Teacher's efficacy in teaching Physical Education in primary schools in Motheo district in the Free State Province". The aim of the research include establishing teacher's efficacy level in instructional strategies, planning and preparation of PE lesson, skills in classroom management, and devising strategies to promoting teachers efficacy in teaching Physical Education. My research involves distributing a five point Likert scale instrument to primary school teachers presenting Physical Education. Depending on the data gathered from the questionnaire, there may be the need for a semi-structured interview for the purpose of clarity. The interview would be conducted at a time convenient for the teacher and having it audio recorded for transcription purposes.

The reason for writing this letter is to ask for your permission to conduct my research at your school? I promise to maintain a degree of confidentiality, therefore no name will be used at any time in this study. Participating in this study is completely voluntary. There will be no repercussion should they (teachers) choose to participate or not. The teachers are free to withdraw at any time during this research without any penalty. No one will be paid for this study. The data collected (the information provided) will be used only for academic purposes. Please for further information, I will be contacted at snadraijeamaka@gmail.com, sandraogugua1@gmail.com or 0604218451. I look forward to your response as soon as is convenient for you. Thanks for your time.

Yours Sincerely,

Muomezie Sandra ijeamaka

## APPENDIX E

## LETTER TO THE TEACHER

Dear Physical Education teacher

My name is Muomezie Sandra Ijeamaka. I am a student in the process of completing my master's degree in the Department of Education at the Central University of Technology. As part of my degree, I am conducting a study titled "Teacher's efficacy in teaching Physical Education in primary schools in Motheo district in the Free State Province". The aim of the research include establishing teacher's efficacy level in instructional strategies, planning and preparation of PE lesson, skills in classroom management, and devising strategies to promoting teachers efficacy in teaching Physical Education. I was wondering if you would participate in my research. Participation would involve filling of a five point Likert scale instrument. Depending on the data gathered from the questionnaire, there may be the need for a semi-structured interview for the purpose of clarity. The interview would be conducted at a time convenient for you and having it audio recorded for transcription purposes. I promise to maintain a degree of confidentiality, therefore no name will be used at any time in this study. Participating in this study is completely voluntary. There will be no repercussion should you choose to participate or not. You are free to withdraw at any time during this research without any penalty. You will not be paid for this study. The data collected (the information you provide) will be used only for academic purposes. For further information, I will be contacted at sandraijeamaka@gmail.com, sandraogugua1@gmail.com or 0604218451. I look forward to your response as soon as is convenient for you. Thanks for your time.

Yours Sincerely,

Muomezie Sandra ijeamaka