

Student Teachers' Experiences of Teaching Physical Education of Curriculum and Assessment Policy Statement (CAPS): Exploring the Gendered Implications

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ABSTRACT The present paper explores the gendered implications of the South African University student teachers' experiences in teaching Physical Education in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District, South Africa. The CAPS has introduced some major changes in the structuring of Life Orientation. Out of six topics in LO, PE has been allocated fifty percent (33 out of 66 hours) of the time per year. It was then significant for the study to investigate how the SA University student teachers in Pinetown District do experience the teaching of this aspect (PE) in Life Orientation. There are no studies conducted on PE teaching in schools especially in the latest changes (CAPS) made on the subjects specifically in Pinetown district but yet teachers are facing many challenges with regards to its implementation in schools. The study was conducted with eight grade ten Life Orientation teachers who are teaching PE in schools within Pinetown district in KwaZulu-Natal, South Africa. These eight teachers were purposively selected from four circuits of Pinetown District. The data were generated through PE lesson observations, Focus Group Interviews and on one-on-one interviews with the participants. Content analysis, through emerging themes was used in analyzing the data. Findings of the study revealed that SA University student teachers experienced a myriad of challenges in teaching Physical Education which is part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District schools and their experiences have gendered implications for teaching recreation and physical well – being, successfully in high schools.

INTRODUCTION

The National Curriculum Statement Grades R – 12 (NCS) stipulates policy on curriculum and assessment in the schooling sector. To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Program Guidelines and Subject Assessment Guidelines in Grades R – 12 (DoE 2011: 3). As a result, the Curriculum and Assessment Policy Statement (CAPS) for Life Orientation in the Further Education and Training (FET) Phase Grades 10 – 12 came into being and have introduced some significant changes in the structuring of Life Orientation.

Such changes include two hours per week being allocated to Life Orientation in the NCS. This means that there are 66 hours available for the teaching of Life Orientation in Grades 10 and 11, and 56 hours in Grade 12. The content is competing across the 40 weeks (80 hours) of the school year to ensure coverage of the curricu-

lum and examinations. A fixed period is allocated to Physical Education per week and this period is labeled Physical Education on the school timetable (DoE 2011: 9). It therefore means out of six topics in Life Orientation being Development of the self in society which is allocated 8 hours; social and environmental responsibility allocated 4 hours; democracy and human rights allocated 7 hours; careers and career choices allocated 11 hours; study skills allocated 3 hours; and physical education allocated 33 hours, Physical Education (PE) has been allocated fifty percent (33 out of 66 hours) of the time per year. This means that out of the two hours allocated for Life Orientation each week, one hour will be for PE. Physical Education is a section in Life Orientation¹ that seeks to eventually have learners that are “physically” well-developed and with “knowledge of movement and safety” (DoE 2011: 28). However, it means that Life Orientation has been reduced to Physical Education (PE) if one considers that the other five topics in Life Orientation will have to compete for the remaining fifty percent. It is, therefore, interesting and significant for the present study to investigate how

do South African University student teachers experience the teaching of Physical Education part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in the previously disadvantaged schools of the Pinetown District which have no facilities and mentored by under qualified school based PE teachers.

In a study conducted by Sedibe (2013), PE refers to "Recreation and Physical well – being" from South African context. Sedibe (2013) further stated that PE involves some form of exercises which include running and playing games to keep learners fit and healthy for everyday life. Learners learn this entire PE through being engaged in physical activities that are associated with development of the body and movement of the body. It is necessary for learners to be physically well-developed because this enhances "good foundation for learners' lifelong and life-wide learning" (DoE 2011: 28). These exercises are important because they contribute to the improvement of muscular strength, health and physical fitness (Sedibe 2013: 99).

A survey conducted in South Africa by Van Deventer (2012) indicates that fifty-eight per cent of LO teachers in the Senior Phase (SP) and 40 per cent in the Further Education and Training Phase (FETP), who facilitated the movement component of Life Orientation (LO) were not qualified to present Physical Education (PE). Furthermore, Van Deventer (2012) argues that Higher Education Institutions (HEI's) and other stakeholders in SA need to convince government that there should be a discipline-based approach to PE and it should be a stand-alone school subject. The way that LO is compiled does not allow for subject specific training implying that generalist teachers are responsible for teaching the movement component of LO. In a study conducted by Sedibe (2013) on Life Orientation teachers' perceptions regarding the teaching of recreation and physical well-being, findings revealed that recreation and physical well-being as a learning outcome of LO was not seriously taught. Phokane (2012) indicated that there are challenges faced by teachers in the teaching of LO and these include a lack of formal training; limited allocation of time; lack of teaching facilities; lack of practice amongst learners and lack of openness. Jacobs (2011) corroborates the above assertion and argues that there are various problems in the practice of LO education and many learners seem

to view LO as unnecessary, boring and irrelevant. Furthermore, Van Deventer (2009: 142) argues that:

The fact that most of the schools do not have qualified Physical Education teachers holds certain implications for the status of LO in general and more specifically for the growth and development of the learners. To address this situation it is recommended that in-service and pre service education and training of teachers commences immediately and that Higher Education Institutions become more involved in different forms of training initiatives than currently the practice.

The above assertion emphasizes the need for proper training of educators for effective service delivery. However, in contrary, Rooth (2005) and Prinsloo (2007) concurred on that it is unrealistic to expect thoroughly trained and experienced LO teachers in all schools because it is a new Learning Area/Subject within a curriculum in rapid transition. The researcher has opposing sentiments regarding this assertion and argues that it is against social justice to implement a new subject without having the necessary resources as well as human resources to present it as in the long run such an act disadvantages the quality of education in general and more specifically the learners suffer as a consequence of such a decision. The authorities who are tasked for quality education in the country should do their job to their fullest.

As the former Life Orientation subject advisor in Pinetown District, having also worked as a Life Orientation cluster coordinator in Kranskloof Ward and having thirteen years of experience in teaching the subject including serving as the Head of Department, the researcher also served as the supervisor of educators teaching LO, the researcher has a personal experience related to this phenomenon and will want to gain a better understanding of the student teachers' experiences with regards to the teaching of PE in schools. The researcher facilitated teachers' trainings on curriculum issues since 2008 till 2009 in the district; provided support on curriculum in schools and had been through curriculum monitoring in schools, continuously observing ineffective curriculum implementation especially in the teaching of PE in Life Orientation. Since the researcher was not an expert in Physical Education, she only relied on the workshops provided by the provincial DoE which were basically theoretical. Furthermore, the researcher

also employed the services of PE experts and conducted workshops and trainings for the Pinetown district schools. The attitudes of teachers towards teaching of Life Orientation also prompted the researcher to explore South African University student teachers' experiences and perceptions on teaching specifically in grade ten because this is the first phase in FET where CAPS started its implementation in 2011. The researcher chose student teachers as they are the future teachers and wanting to know what are they going to do in schools regarding the teaching of LO in order to determine whether the vicious cycle could be broken.

Through the observation made during moderation process of teachers' work in schools, I usually discovered that teachers do not produce the evidence of PE activities being recorded. This observation was also made during Teaching Practice when I came to assess student teachers as the University lecturer. Teachers usually showed the marks in PE but they failed to produce the evidence on how PE marks were obtained. This created an assumption that teachers only gave marks to learners and it will be interesting for the study to investigate the cause for this. Further, researcher's concerns were raised during school visits on doing Teaching Practice, where the researcher observed that all the students the researcher came to assess would start by making a lot of explanations relating to time delays; lack of facilities, space / sports grounds and would make excuses to that effect. The researcher was also motivated by the fact that there are no studies conducted on PE teaching in schools especially in the latest changes (CAPS) made on the subjects specifically in Pinetown district but yet teachers are facing many challenges with regards to its implementation in schools (Jacobs 2011). Scholars such as Rooth (2005) and Prinsloo (2007) conducted investigations on implementation of LO in South African schools. Sedibe (2013) on his part conducted an investigation on LO teachers' perceptions regarding teaching of recreation and physical well – being in South African disadvantaged high schools and argues that there are insufficient Learner Teacher Support Material (LTSMs) and sports equipment in the teaching of recreation and physical well – being (Sedibe 2013: 99).

DoE (2011) claims that if PE is taught effectively in schools, it encourages learners to per-

form in a wide range of activities associated with development thereby providing a good foundation for learners' lifelong and life-wide learning. Through effective teaching of PE, "learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation are developed (DoE 2011: 28). This suggests that effective teaching of PE in schools requires that teachers know the aims of this section in Life Orientation so as to guide learners in achieving the skills that underpin PE. Hence research of this nature is of paramount importance.

The Context of the Inquiry

The context in which the study took place was in the FET Phase (Grade ten) in the previously disadvantaged schools in -four circuits within Pinetown District in KwaZulu – Natal, South Africa.

Objective of the Study

The objective of the study was to understand South African University student teachers' experiences regarding teaching of Physical Education part of Life Orientation in grade ten, of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District.

Research Question

Based on the background discussion, the research question was formulated as: What are South African University student teachers' experiences regarding teaching of Physical Education part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District.

Aim of the Study

The aim of the study was, therefore, to explore South African University student teachers' experiences regarding teaching of Physical Education part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District?

Theoretical Framework

The research was based on the Social Learning theory which is also known as observational

learning or modeling theory of learning and development proposed by Bandura (1977) who accepted that people can learn new knowledge and behaviors by observing other people. Therefore, this theory (this type of learning) will be used to explain a wide variety of behaviors / experiences of South African University student teachers regarding the teaching of PE during teaching practice. This theory states that people learn from one another through observation, modeling and imitating and these are rewarded. Physical education involves all of these aspects. Thus, this theory is suitable for this study as it focuses on the interaction amongst learners and between learners and teachers. During the learning process the learners learn through observation, imitating, and modeling the teacher or the leader (could be another learner) as he / she demonstrates and teaches them activities during physical and recreation lessons (PE) in order to enhance their physical well-being. Meaning that as they interact, PE learners and teachers will be able to learn, share knowledge, cultural activities, and ideas and respect for other people's indigenous / cultural game activities (Sedibe 2013:100). Sedibe (2013) investigated that teachers are expected to teach, mediate and interact with the learners during school sporting activities in LO lessons on recreation and physical well-being. In this study teachers have to teach through interacting with learners by leading activities, demonstrating, coaching, and deliver theoretical aspects of PE in the classroom and during PE lessons on recreation, physical well-being and dance. Bandura established that there were certain steps involved in the modeling process:

Attention: "If you are going to learn anything, you have to be paying attention likewise, anything that puts a damper on attention is going to decrease learning, including observational learning. If, for example, you are sleepy, groggy, drugged, sick, nervous, or "hyper," you will learn less well likewise, if you are being distracted by competing stimuli" (Boeree 2006: 1).

Retention: "Second, you must be able to retain — remember — what you have paid attention to. This is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions. When so stored, you can later "bring up" the image or description, so that you can reproduce it with your own behavior" (Boeree 2006 : 1).

Reproduction: "At this point, you're just sitting there daydreaming. You have to trans-

late the images or descriptions into actual behaviour. So you have to have the ability to reproduce the behaviour in the first place. I can watch Olympic ice skaters all day long, yet not be able to reproduce their jumps, because I can't ice skate at all! On the other hand, if I could skate, my performance would in fact improve if I watch skaters who are better than I am" (Boeree 2006:1). Another important alert about reproduction is that our ability to imitate improves with practice at the behaviours involved. Further, "Our abilities improve even when we just imagine ourselves performing! Many athletes, for example, imagine their performance in their mind's eye prior to actually performing" (Boeree 2006: 1).

Motivation: The above is not enough, according to Bandura, you are still not going to do anything unless you are motivated to imitate, that is, until you have some reason for doing it. Bandura mentions a number of motives which are intrinsic and extrinsic.

Therefore Bandura's theory is relevant to this study. Further, Vygotskian sociocultural theory which is discussed in the following section is employed to compliment Bandura's theory. Issues that emerged from data collected that fell out of the Bandura's theory as well as Vygotsky's theory were categorized, analyzed and were referred to the literature review.

Vygotskian Socio-cultural Theory

Vygotskian sociocultural theory attaches great importance to social interaction in learning (Vygotsky 1978, cited in Lantolf 2000; Kinginger 2002). Under socio-cultural theory, the process of teaching and learning is described as "much more than the simple transmission of prescribed knowledge and skills" (Daniels 2001: 2) but rather emphasizes dialogue and co-construction of knowledge (Wells 1999) through teacher-learner interaction and communication. One crucial notion in the Vygotskian framework concerning learning is known as *scaffolding*, namely the guided support provided to the less knowledgeable partner (the novice) as s/he collaborates with a more knowledgeable partner (the expert) (Nassaji and Swain 2000). The origin of scaffolding as a teaching strategy can be traced from Lev Vygotsky's sociocultural theory and the goal of using the scaffolding teaching strategy is to help students to become independent

and self-regulating learners and problem solvers (Van Der Stuyf 2002). Scaffolding possesses three important characteristics. The first is the dialogic nature of joint problem solving (Wells 1999). The second characteristic is the notion of inter-subjectivity (Newson AJ and Newson MD 1975 cited in Tan et al. 2004), which is to say that when individuals collaborate with one another, they undertake a process of seeing each other's differences and achieving shared understanding with respect to the common task. The third characteristic is self-regulated learning orientation. Through collaboration with more knowledgeable experts, students receive guidance which fosters their ability to do well in their teaching profession. This theory will help the researcher to understand the experiences of student teachers in relation to their school based mentors. It compliments Bandura's theory which helped the researcher to understand the experiences of student teachers in relation to learners.

RESEARCH METHODOLOGY

Research Paradigm

The study adopted a qualitative approach. "A qualitative research is first concerned with understanding social phenomena from participants' perspectives" (McMillan and Schumacher 2006:315). Adding on this, Baxter and Jack (2008) argue that qualitative research is a systematic approach to understanding qualities, or the essential nature, of a phenomenon within a particular context. It was the purpose of the present study to undertake an in-depth analysis of the South African university student teachers' experiences regarding the teaching of Physical Education which is part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District from their point of view in a particular context. Shavelson and Towne (2002: 99) observe that qualitative studies assist in answering descriptive questions about "what is happening?" and "what or how it is happening?" This is also true of this study which sought to understand from participants' views how student teachers teach PE in schools and what are their experiences in this regard. The purpose of this qualitative approach is not to make inferences about the underlying population, but to attempt to obtain insights into particular educational, cultural, political and social processes and

practices as well as gender dynamics that exist within a specific location and context (Connolly 1998 as cited in Ndebele and Maphosa 2014).

From interpretive paradigm, a case study will allow "new ideas to emerge from careful and detailed" teachers' participation in the study (Blanche et al. 2006:461). The interpretive paradigm was chosen as an approach for this study. By using this paradigm the researcher was mainly concerned about understanding people and making descriptions about how they make sense of their experiences and circumstances (Bertram and Christiansen 2014). The researcher was concerned mainly with new insights that were generated through making sense of how PE teachers perceive and interpret their experiences of teaching PE in schools (Leedy and Ormrod 2005). In this study, the researcher had no intention to generalize the findings because the researcher "recognizes multiple interpretations as equally valid" (Bertram et al. 2014).

Research Design

A case study design was utilized. A research design means an approach to the study. Research design in education refers to the ways the research should be conducted (Cresswell 2007). Furthermore, Cresswell (2007: 73) contends that in qualitative research, the researcher employs a case study design to explore "a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information." The present study adopted a case study approach to study a single case of South African University student teachers teaching Physical Education part of Life Orientation in Curriculum and assessment policy (CAPS) in Pinetown district of KwaZulu-Natal, South Africa with the view of collecting data on their experiences in this regard. Yin (2003) further asserts that a case study design allows the researcher to explore individuals or organizations, simple through complex interventions, relationships, communities, or programs. In the context of this study, the researcher was able to explore individuals within an organisation with an aim to understand the phenomenon under investigation.

This study employed a qualitative and descriptive or interactive design because the researcher used face-to-face techniques to collect data from

PE teachers in their natural settings (McMillan and Schumacher 2006). Bless and Higson-Smith (2000: 63) added that “It is also a specification of most adequate operation to be performed in order to test the specific hypothesis under given condition”. Besides, another reason for using this design is that there are not so many studies have been conducted on LO implementation especially the Physical Education aspect in CAPS (Jacobs 2011; Sedibe 2013) in Pinetown district of KwaZulu – Natal in South Africa. The research design is how a researcher “plans to collect and analyze data needed to answer the research questions” in the study (Bertram et al. 2014: 35). The aim of the study was to understand the experiences of South African university student teachers teaching grade ten PE aspect of LO of CAPS in previously disadvantaged schools in Pinetown district. The study used a qualitative research method in collecting, analyzing, interpreting and making a final report about the findings to involve teachers’ experiences about the teaching of PE aspect of CAPS in schools to generate data.

Population and Sampling

Sampling is the process of choosing a manageable number of people to take part in the study (Dawson 2006). A purposeful sampling was used to conduct this research as the researcher used LO teachers allocated to her list for assessment during Teaching Practice in 2013. These were the teachers which were observed during their teaching of PE aspect of LO and were assessed by the researcher. These were also the teachers who participated in the Focus Group Discussion. From FGD more participants teaching LO in the FET Phase in grade ten were identified using the snowballing kind of sampling, whereby information (Barbie and Mouton 2007). The study resulted with eight research participants who constituted the sample for the study. From the list of eight participants, only five were selected for the analysis to be used in this study which were most accessible for data validation and cross checking by using convenience sampling (Bertram and Christiansen 2014).

Data Collection and Analysis

Data was collected through semi – structured Focus Group Interviews consisting of six (6) fe-

males and two (2) males and unstructured individual interviews and structured observations. Focus group research is based on the principle that rich data can be elicited from group interactivity. FGD allows participants to “share and compare” (Morgan 1997: 21) their ideas and experiences. Using interviews ensures listening and talking to the participants to assist in better understanding of the information required so as to generate relevant data (Leedy and Ormrod 2005). Moreover, semi – structured interviews allow developing in – depth accounts of experiences and perceptions with individuals. Interviews were tape recorded and the first interview lasted for 30 minutes (to establish data). The second interview lasted for an hour and was meant to dig even further, and to cross check data from the previous interview. FGD lasted for 2 hours. In the first session participants were also asked to write down their responses if they needed to do so. Furthermore, a structured observation schedule was prepared in advance and was used as the researcher had a clear idea about what information she wanted to collect (Bertram and Christiansen 2014). Observation means that the researcher sees for him/herself the context and site of the research study. This assisted the researcher as she was able to gather information and it became easy for her to categorize it. This was done by observing five different PE lessons being conducted by grade ten LO South African University student teachers during Teaching Practice. I did not take part in the setting of the activities but I was an active observer (Chilisa and Preece 2005) during Teaching Practice. The researcher took field notes during PE lessons as the description of what happened during the PE lesson. This was a structured observation as it adopted interpretive style pertinent to qualitative research. Research participants were aware that I was assessing them for teaching practice but at the same time doing research. A guided analysis was adopted by this study as data collected was categorized and clustered into meaningful themes (Leedy and Ormrod 2005). Data was analysed using emerging themes. The guided analysis is relevant for this study because the researcher focused on identifying common themes in the participants’ descriptions of their experiences regarding the teaching of PE (Barrit 1986). The other themes, patterns, issues and topics that kept on recurring or emerging from data but falling out of Bandura’s theory and Vygotsky’s theory, will be analyzed and finally be referred to the literature (Sadker and Sadker

1988). LO South African University student teachers were asked questions based on their experiences of teaching recreation and physical well-being.

Measures to Ensure Trustworthiness

Lincoln and Guba (1985) substituted validity and reliability with the concept of "trustworthiness" with four aspects credibility, transferability, dependability, and confirmability. Trustworthiness ensures that the interpretation of the findings "reflect the reality and lived experiences of the participants as well as the transferability of the research to another context (Bertram and Christiansen 2014: 49). In this paper, as data were collected and analysed, the researcher employed the "member checking strategy" (Ndebele and Maphosa 2014: 175) to ensure that the researcher's interpretations of the data was shared with the participants. This also gave the participants the opportunity to discuss and clarify the interpretations. Dependability of data was also ensured by the researcher's independently coding sets of data and comparing emerging themes from various sources of data collection. Furthermore, according to Neuman (2006: 197) "a researcher's empirical claims gain validity when supported by numerous pieces of diverse empirical data". On the other hand, triangulation refers to collecting data from a number of different sources. In this study multiple methods of data collection (semi – structured FGD, in – depth individual interviews conducted twice per research participant, written responses by participants by themselves, structured observations of PE lessons conducted twice per each participant, field-notes and tape recordings of interviews) used in this study are ideal measures to describe the truthfulness of the results of this study. Patton (2001) states that: "triangulation strengthens a study by combining methods". The research results were circulated to all research participants to confirm if findings were true reflection of their experiences before the final report was written.

Compliance with Ethical Standards

Ethical clearance was obtained from the South African University to conduct research. Students' consents were sought in writing after the purpose of the study was explained to them and were informed they could withdraw anytime they so wish from the study. Research was done whilst doing

teaching practice, so there were no disturbances in the schools whatsoever. There was no benefit from participating in the study. Participants' anonymity was ensured but false names were used for report writing. Participants were not forced to divulge information which they were not willing to dispose. Audio tape was used with the permission of the participants, not used when denied. Participants were told that the information collected will be used for publication purposes.

RESULTS

In the exploration of South African University student teachers' experiences regarding teaching of Physical Education part of Life Orientation in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District there were ten (10) main themes (from the structured observations, semi – structured individual interviews and FGD) that the researcher could ascertain from the data collected were poor mentorship by LO school based teachers to student teachers, lack of Physical Education resources (LTSM), overcrowded classrooms, Lack of space (sports' grounds), lack of sports equipment (facilities), Notional time controversy, and Gender dynamics as stumbling blocks in executing Physical education, negative attitude towards LO, Management incompetence in curriculum management, lack of skills and lack of capacity in the teaching of Physical Education part of LO from HOD's, DP's, Principals, Lack of support from LO Subject Advisors regarding the teaching of Physical Education part of LO in the CAPS curriculum. The following are the participants' views on their experiences of teaching physical education part of Life Orientation in CAPS in grade ten as evidence of data collected when they mentioned the following under each theme below:

1. Poor Mentorship of Student Teachers by LO School Based Teachers during TP

South African University student teachers teaching Physical Education part of Life Orientation of Curriculum and Assessment Policy Statement (CAPS) in grade ten in Pinetown District responded by saying that there was no proper mentorship that they received from LO school based teachers that they were attached to during their Teaching Practice. In fact some students indicated that school based mentors are sometimes more of a frustration than of help. Some students indicated

that school based mentors gave them more work on marking their learners' work such as tests, assignments, and gave them more classes to teach than what was expected of them as student teachers who were doing teaching practice. Students indicated that when complaining about work overload, school based mentors threatened not to write good reports about them which will impact negatively on students' overall TP performance. At one stage I had to intervene and mediate between a student teacher and her mentor when I found a student teacher crying on the day I came to assess her complaining that she slept late the previous night as she was busy with the marking and yet she had to prepare for her TP assessment the following day.

According to Nicholls (2002, cited in Johnson et al. 1998: 2), "*Teaching is one of the loneliest professions, with teachers rarely having the opportunity to work with a colleague in a collaborative way so that they can learn more about the teaching-learning process. Mentoring in one form or another is a means by which teachers can break down their isolation and support professional learning in ways that focus on the daily work of teachers and teaching learning situations*". The role of the school based mentor is to assist the student teacher to learn how to teach by helping them to put theory into practice, as well as featuring in practice into the theory of teaching. Discussing the role and responsibilities of school-based mentors, Kram (1983) argues that the mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. Giving her experience during teaching practice one teacher said that there was no proper mentorship / mentoring that she received from LO school based teacher that she was attached to during her Teaching Practice. This is what she said:

Participant A

"The main problem I noticed is learners do not clearly understand the importance of doing PE in this subject (LO). Again, teachers do not understand the reason of doing PE not to mention having knowledge of the content, so it cannot be easy to make learners to do something you do not have even an idea of it".

The above account is in contrary to Maphalala (2013: 1) who argues that "Mentor teachers have become key players in launching

student teachers into the teaching profession and are recognized for their practical knowledge of the teaching profession, which complements the theoretical knowledge that the student teacher has acquired from the university".

Participant B

"Some of the LO teachers are not familiar with sport or they are lazy to do training that have an impact on the behavior of learners; again some of them have no idea of how to give instructions to learners and lastly as a teacher you need to do demonstrations so learners will understand easily".

The above account is in contradiction with Padua's (2003) as quoted by Maphalala (2013) model for mentor teachers who argue that mentor teachers are usually experienced, have a deep understanding of a specific content area, and know how to build capacity in others.

Participant C

"I have gained much experience in an under resourced school such as support, encouragement from the school staff even though such factors limited me from doing effective lessons".

The above narratives were indicative of the fact that although the student received support and encouragement from staff members but he acknowledged the fact that he did not do his job very well in executing his classroom lessons. Had he received mentorship from the PE mentor his experience would have been different. Further, the above findings suggest that PE was not taken seriously by both teachers and learners.

2. Lack of Physical Education Resources (Textbooks; Teaching Aids, etc.) (LTSM)

Responses by PE teachers reflected that there were not enough textbooks, teaching aids and stationery for PE. One teacher stated that even if some schools do have resources, but they were not enough. She further mentioned that she had once had a problem with making copies of the work sheets for her learners because the photocopying machine was not working on that day. She said she used a chalk board which took very long time and left her with not much time to discuss the notes with her learners. This was a similar situation found in Mpumalanga raised by Sedibe (2013) when he

states that 'this is the general outcry to most of schools as this similar problem was recently mentioned on SABC 2 news (15 May 2012) that the most schools in Mpumalanga have not yet received for example text – books for subjects to be taught' (Sedibe 2013: 101). In 2012 the Minister, Deputy Minister and MECs resolved at CEM that by 2014 every learner must have a core textbook in every subject for every Grade. One teacher said:

Participant A

"Library accommodated 25 learners for each session, whereas I had 55 learners in one class. I had to book three days before I could use it".

Participant B

"My mentor gave me the textbook "Focus on Life Orientation CAPS" but no books for learners. I got into the school on the third term and on the third term in grade ten they do Recreational activities, dance and living a healthy lifestyle. The book is divided into four terms so it was easy for me to follow".

The above findings suggest that the majority of schools in this district lack LTSM's.

3. Overcrowded Classrooms

South African University PE student teachers responded by saying that LO classrooms were overcrowded. Numbers of learners in each class range from 40 – 59. They further mentioned that because of overcrowded classrooms it became difficult to give attention to each and every learner during PE lessons. Sedibe (2013) concurs with Willows (2011) on that an overcrowded classroom made it difficult for the teachers to attend to learners' individual needs such as different learning problems. As a result with such circumstances it becomes impossible for the teacher to interact closely and therefore establishes a close connection with the learners he is teaching during PE and for the learners to closely interact with him. Eventually, evaluating the success of his learning objectives becomes a problem. One educator stated that:

Participant C

"Within the classes allocated to me there was about 40 – 45 learners. I found that teaching a

large number of learners made it difficult for me to execute the lesson plan that I had created. One of the challenges I had discovered was ensuring that each learner was participating in the lesson which was quite difficult to do so as a result would separate the females and male students for example, female learners would play netball, and male learners would play soccer. Physical Education has assessments that are needed which was difficult to administer because I had to divide the learners into groups of 10 – 12, each group would be asked to perform or demonstrate certain movements, warm up exercises or rhythmic movement using the count that was taught by the educator".

Participants further indicated that it was difficult to assess every learner on time because of the large numbers in classes given the fact that he / she is the only educator monitoring and assessing his / learners. Some schools do not have electricity, making it difficult to play music where there was no improvisation for batteries by the school. Furthermore, the above findings suggest gender stereotypes entrenched through sports where boys played soccer and girls played netball as a solution to cater for all learners in view of overcrowding as a hindrance to successful teaching of PE.

4. Lack of Space (Sports Grounds) and Change Rooms

There was a general outcry from all the research participants regarding the challenge they were faced with of the lack of space / sports ground where they could do PE. One teacher mentioned that since the school uses the back of the classroom as the school hall, she had to clean it in the morning in preparation for her PE lessons. One teacher said:

Participant K

"In a school where I was doing TP, there was no open place at all to do the games. I had to use the assembly area as a place of doing PE".

Participant L

"I had to adjust my teaching for LO (PE) and had to take my classes to the outside building of the library which was a room used for discussion. I took a handful group of learners as it was not easy to control the learners in the library for a simple dance lesson (cha- cha slide dance). It

was not easy as I had to change learners' groups the following week because of less space and time".

Research participants mentioned that there were no change rooms for learners and teachers for them to change into PE kits. One research participant indicated that:

Participant M

"Learners took all the lesson time to change their uniforms into PE kits. As there were no change rooms, learners used toilets which they were not many as well in order to change. Learners had no proper PE kits. For I had no change room as well, I also used the staff toilet. Much time got lost due to changing and organising the class setting".

5. Lack of Sports Equipment

Research participants indicated that the biggest challenge that they were faced with was the lack of sporting equipment such as a variety of sporting fields to cater for the variety of sports' codes to mention a few netball ground, soccer field, swimming pool, rugby field, hockey, tennis court etc. Despite this, the PE teachers are expected to teach by following the CAPS document which is Policy and mandatory. Although most of the student teachers mentioned that the University teaches them strategies to improvise where there is a lack of resources, but still they mentioned that they still found it very difficult to cope with such a challenge. Within the CAPS curriculum, Physical Education requires movement and relaxation exercises which most participants stated that it is quite difficult to administer if there is a lack of resources to do so. Using music as a resource to facilitate movement amongst the learners was given as an example. Research participants indicated that this method was difficult to implement due to the fact that it disrupted other classes, as a result teachers complaining. Some participants indicated that they ended up not using music as a resource during their PE lessons. One participant said:

Participant E

"In most cases I had to find alternative methods such as using a counting method with my mouth or clapping of hands to form a rhythm for the learners to follow".

The above statement was in contrary with what other participant said. This is what she said regarding the use of music as a resource:

Participant F

There was sometimes no water and electricity in the school. ... I asked them not to change to save time. I used my voice, whistle and my hands as the music instrument and my learners enjoyed singing the cha - cha slide dance".

Participant G

The next lesson was on hiking under recreational activity. Hiking is done on mountains and forests which we did not have in the school. So I arranged a power point presentation which included pictures of people on a hike, things to bring when you are hiking and what to do on your hiking, but the classroom did not have an overhead projector, so I used the mobile projector, that they have on the school which was useful, but I tried to download a video for hiking unfortunately it did not work as there was no electricity, I used my cell phone and it did not play clearly on my cell phone. But at the end of lesson learners understood hiking as a self - development recreational activity. They learnt a lot about the importance of exercising and living the healthy lifestyle".

From the above it is clear that the student could not use power point presentation for a number of challenges she was faced with. However, she used her cell phone to download the pictures of people hiking and to show things to bring when you are hiking and what to do on your hiking. In the researcher's analysis, it became clear that pictures from the cell phone were shown to a small group of students from one group to another. Although, the video was not quite clear, but because the teacher also explained to learners, as a result, at the end of lesson learners understood hiking as a self - development recreational activity and they learnt a lot about the importance of exercising and living the healthy lifestyle.

Participant D

"I used my laptop and had arranged speakers to provide music to be able to teach dance and recreation. However, the following week I had to teach traditional dances (Conga Dance)

as the main topic of the third term according to CAPS document 2013 in grade ten”.

The above views are echoed by Mwamwenda (1995) in his research when stating that pupils in developing countries perform below than those in developed countries because of inadequate and poor facilities. Sedibe (2013) adds that “The availability of this equipment is thus important for the enhancement and success of teaching recreation and physical well – being in schools (Sedibe 2013:101).

6. The Notional Time

Research participants revealed that there is a general tendency by the majority of schools to disregard and transgress legislation. They alluded to the CAPS document which stipulates that out of the two hours allocated for Life Orientation each week, one hour will be for PE, however this is not the case in most of the schools. One teacher said:

Participant E

“Within the CAPS document the allocated time stipulated for LO is 60 minutes whereas the time allocated for each period is 55 minutes within schools. This must include time for learners changing into PE attire and making our way to the grounds as a result the period / time is no fully used for PE, keeping in mind the number of learners is 45 learners per class and the educator is expected to ensure that all learners understand and practice the topic within the given time frame making it difficult for the educator. Once the routine or exercise is taught the educator must end the lesson about 10 – 15 minutes before the period ends to give learners time to get dressed for their next learning area. Keeping in mind most teachers disapprove of their period being delayed by PE”

Further, some teachers indicated that they did not follow the CAPS document (term 3 dance and healthy lifestyle) but rather engaged in other activities which also involved learner participation to at least do something to satisfy the notional time allocated for PE rather than not doing something at all.

7. Gender Dynamics as Stumbling Blocks in Executing Physical Education

Gender dynamics prevailed as a challenge during PE lessons. I was told that some learners would

not want to participate in activities that they perceived to emasculate their masculinity by singing or doing rhythmic movement which they would classify as being feminine and vice versa with girls. One teacher said:

Participant G

“As a result of integrating the learners I had to separate both the genders and also accommodate male learners who made it clear to me that they were “gay” into the female aspect of PE. Some girls stated that they were lesbians, and wanted to play soccer but did not want to compete with boys claiming boys are advantaged compared to them”.

Further, this study found that gender stereotypes were heavily entrenched through PE lessons and that gender roles differentiation were heavily embedded on PE activities in certain schools. For example some teachers indicated that they were not allowed or even given a chance to interact with boys in their classes during PE lessons. As evidence, the following teacher said:

Participant F

“My mentor teacher took the boys for soccer and I will be in charge with the girls. The sport we played was netball. It was not easy because learners always had different excuses such as “I can’t play because I got my periods, what are boys going to say” I can’t play because I got headache, I did not bring my PE kit ...I did not have an experience with the boys but observing from the distance most of them cooperated its just that my mentor was overprotective he did not give me any chance to facilitate boys”.

From the above narrative it is clear that the mentor was a male teacher and the student teacher was a female. The male teacher did not want the student teacher who was a female to have anything to do with the boys and soccer, but contained her within netball play with other girls. This is indicative of the fact that gender stereotypes are entrenched even through sports in patriarchal communities. Gender differentiation through clothes worn by boys and clothes worn by girls became stumbling blocks to most of the teachers in executing PE lessons. This was truly so when learners had forgotten their PE kits and had to play with their school uniforms. In most schools, boys wear pants and girls wear short skirts or tunics. When learners forgot to bring their PE kits, they had to train using their school uniforms. Consequently,

this became problematic as some girls had to sit down and stretch their legs or had to lie down or sometimes they fell, this became a problem as they were wearing skirts so they were not able to do some games and / activities.

Further, participants indicated that LO method 2 is the module provided by the University to assist them as future teachers in improvising using recyclable or easily accessible materials to create certain sports material, for example, trying to teach badminton in an under resourced school, the educator had to create the equipment needed to do so. However, students indicated that this method is good on paper but trying to accomplish that in a school is quiet difficult to implement especially if you are restricted in the area that you can use to administer life orientation in school.

For example, two research participants indicated that they were not LO teachers but Sport Science teachers and therefore were mainly teaching PE and leaving the other themes to the LO teacher whereby they had to alternate. They further indicated that they were mainly trained on the theoretical and practical aspects of Sport Science and not on Physical Education which they perceived as two distinct areas. He took practicals whilst the other took theory. To further elaborate on this point, one educator mentioned that:

Participant J

“Since sport science is not available as a subject in this school, I took LO in grade 10. We don’t have CAPS document for Sport Science so I used CAPS for LO to teach PE”.

The above narratives indicate that there are serious crisis regarding gender and the teaching of LO in schools. Further, Sport Science teachers teach PE part of LO but they do not have CAPS document for Sports Science.

8. Negative Attitude towards LO

It appeared on quiet a number of times from research participants that LO as a learning area and PE as part of LO in the CAPS curriculum in grade ten is not taken seriously in most of the previously disadvantaged schools in Pinetown District. Learners took PE time as equivalent to break time. One teacher said:

Participant L

“The school did not promote any physical education lessons as there was no teacher who taught PE on my arrival to do TP”.

Valtonen et al. (2012: 601) note that “there are suggestive findings that various backgrounds, as socializing environments, affect pre-service class teacher’s conceptions of the good teaching of physical education”. On the other hand, Green (2010) in his study on exploring the everyday philosophies of physical education teachers from a sociological perspective he found that teachers were so confused and argues that contradictions were common features of their views. He further claimed that teachers perceived PE as something different from the rest of the curriculum and thought that PE was only for enjoyment. He claims “PE teachers possessed nothing that could be called philosophies in the sense of integrated, coherent sets of ideas” (Green 2010: 124). The above views confirm the findings of this study that PE in most of the previously disadvantaged schools in Pinetown district is not taken seriously. This therefore suggests that if teachers’ attitudes are negative or they are not clear about the subject, they are most likely to become ineffective to deliver all the expectations of the subject.

9. Management Incompetence in Curriculum Management

From the research participants’ responses it emerged that there was a lack of skills and lack of capacity in the teaching of Physical Education part of LO in the CAPS curriculum in grade ten from some school based teachers who happened to be the research participants’ mentors. Furthermore, it also emerged from the interviews that there was a lack of capacity and knowledge to monitor and manage the PE curriculum implementation as part of LO in the CAPS curriculum in grade ten by some HOD’s, DP’s, and school Principals. Speaking at the 14th International Education Management Association of South Africa (EMASA) (2013) conference in Bloemfontein, Advocate Alison Bengtson Mali (EMASA President) stated that “You can’t manage what you don’t know”. Giving insights regarding School Improvement and Systemic change in the very same conference, Prof Jonathan Jansen (UFS Vice-Chancellor) stated that “there are no excuses for the ineffective schools”. Jansen (2013) further mentioned that there is no plan from Government to change schools and indicated clearly that “CAPS is not the plan” where he further argued that the solution for ineffective schools need a plan for 30 years. He suggested three solu-

tions namely “coaching, mentoring, partnership of schools with the private sector, NGO’s, CBO’s and etc. for good learner performance. He cautioned that for change to be effected in schools, we need to start by asking the question “why do black youngsters want to be teachers? And argued that answers to that question would lead to a direction to understand how to transform the teacher, and how can African schools stick to routine and how can schools use the time allocated to schools effectively without indulging in overtime; how can teamwork and the knowledge that all children can do well be fostered for effective learning to take place. Jansen (2013) stated that for change to take place in ineffective schools it has to start by capacitating school principals. To answer the how part, he suggested “attach them to a mentor”.

General lack of monitoring and evaluation of compliance in the CAPS Policy to teach what is required to be taught as per the policy document and not to take LO as the waste of time period or time to play anything can be a major contributory factor to ineffective schooling in some of the schools in Pinetown District.

10. Lack of Support from LO Subject Advisors Regarding the Teaching of Physical Education Part of LO in the CAPS Curriculum

One of the issues that came up from the study was the lack of support from LO District based officials regarding the teaching of PE in schools who were perceived as rather concentrating on the other aspects of the LO curriculum and neglecting the PE. The majority of LO school based mentors to the research participants indicated that they themselves are disillusioned by the fact that they have to demonstrate to learners things that they were never exposed to by their subject advisors. They said they were told to be creative to teach PE. Others, especially women alluded their incompetence to teach PE to their obese body conditions stating that “how can I model PE to learners as obese as I am?” As a former Life Orientation Subject Advisor in Pinetown District and as a former Life Orientation Cluster coordinator of schools in the Pinetown District I used the services of the experts in Physical Education to workshop LO teachers in terms of teaching PE in schools and on how to develop resources for teaching LO. That emanated from acknowledging my shortcomings and my lack of knowledge, expertise, and competency in terms of providing support to schools in the district as far as PE is concerned.

DISCUSSION

Findings from this study indicated that South African University student teachers teaching PE part of LO in the CAPS curriculum in grade ten experienced a myriad of challenges which hinder the successful teaching of recreation and physical well – being as mandated and required by the CAPS policy and issued by the Government. This finding is consistent with (Jacobs 2011) observation that teachers are facing many challenges with regards to CAPS implementation in schools. This means that some teachers are still struggling to teach recreation and physical well – being in Pinetown District schools of South Africa. From the variety of responses by different student teachers from different schools it seems that schools are failing to solve these problems and yet they have to implement the CAPS policy. Evidence was derived from the research participants’ responses which were categorized into themes as discussed above. Bandura’s (1977) agreed that observational learning, learners learn through teacher’s modeling. In the teaching of PE, which involves a lot of interaction between learners and teachers, and which involves a lot of modeling by the teacher for learners to observe and imitate, it is clear that there is minimal learning taking place if no learning at all. Findings of this study concur with the findings by Sedibe (2013) who explored LO teachers’ perceptions regarding teaching of recreation and physical well – being in SA disadvantaged high schools and found that teaching recreation and physical well – being in such schools was a problem because of overcrowded classrooms; insufficient Learner Teacher Support Materials (LTSM’s); lack of relevant sports equipment. The finding of LTSM shortage and as stumbling block in successful teaching of LO and PE in particular is in contrary with the finding by Van Deventer (1999) who reports that to a certain degree, the LO teachers did indicate that they had the necessary facilities to present PE, Sport and Recreation.

Further, this study adds on top of the list with poor mentorship by LO school based teachers to student teachers, Lack of space (sports’ grounds), Notional time controversy, and Gender dynamics as stumbling blocks in executing Physical education, negative attitude towards LO, Management incompetence in curriculum management, lack of skills and lack of capacity in the teaching of Physical Education part of LO from HOD’s, DP’s, Principals, Lack of support from LO Subject Advisors

regarding the teaching of Physical Education part of LO in the CAPS curriculum. The addition to the list could be attributed to the variations in research methodologies by the two studies and furthermore, to the fact that Sedibe's respondents were all LO teachers at one particular disadvantaged high school whereas this study only focused on grade ten student teachers from different schools within Pinetown District in South Africa. Furthermore, the researcher was also a participant observer during data collection process. Findings of this study further corroborates findings by Rooth (2005) and Prinsloo (2007) who conducted investigations on implementation of LO in South African schools and found that Life Orientation as a subject is undervalued in previously disadvantaged schools. The same observation was made by Green (2010), Valtonen et al. (2012), and Van Deventer (2008, 2009).

Findings of the present study further revealed that South African University student teachers did not receive much guided support in teaching PE through their interaction with their school based mentors during their teaching practice. This had a negative impact on how they performed their teaching practice. They expected to learn from their mentors. However, "One crucial notion in the Vygotskian framework concerning learning is known as scaffolding, namely the guided support provided to the less knowledgeable partner (the novice) as s/he collaborates with a more knowledgeable partner (the expert)" (Nassaji and Swain 2000 cited in Tian et al. 2012: 32). Since there was not much support if no support at all, it was difficult for the student (novice) teacher to learn from the expert (experienced teacher) who served as the school based mentor. On mentorship, Johnson (2007) place an emphasis on the importance of intentional, deliberate mentoring. His premise is the benefits of mentoring which he argues are the catalysts for ensuring that current intellect flourishes in future generations. Johnson's (2007) views are echoed by Kram (1983). Maphalala (2013) conducted a study on the role of mentor teachers during teaching practice and found that mentor teachers understood their roles to be that of facilitating socialization of student teachers into the teaching profession, by assisting them to gain competence in the various areas of the school functioning, including lesson planning and presentation; classroom management and appropriate use of teaching strategies and resources. Maphalala (2013) further mentions that the mentor

teachers also demonstrated understanding of the concept of 'mentoring', but they needed feedback from UNISA to assure them if student teachers are being assisted according to the institution's expectations. This indicates that UNISA still needs to do more to enhance the roles and responsibilities of mentor teachers in supporting student teachers. Findings of this research paper corroborate the above findings by Maphalala (2013) but mentor teachers' understanding was not put into practice on PE. This is possible if mentor teachers are aware of what is expected of them but are faced with the challenge of the lack of skills as far as Physical Education is concerned. Feedback from the institutions of Higher Education to school based mentors during teaching practice is minimal if not absent at all. One of the findings revealed that student teachers also used Indigenous games where they deemed necessary during PE lessons. This is in line with Roux (2009:583) who argues that:

These indigenous games hold potential to be utilised and to meaningfully contribute to the physical, cognitive, social and cultural development needs of learners. It is, therefore, recommended that educators, especially those in training, should be educated and trained to fully utilise indigenous games and knowledge to educate their learners.

Whilst research participants mentioned that they were faced with a myriad of challenges in teaching PE, however, they also mentioned that learners seemed to enjoy PE than being in the classroom learning about depletion of resources. All research participants indicated that towards the end of their Teaching Practice (TP), students showed interest in PE and that they were beginning to enjoy recreation and physical well – being despite all odds and that learners showed an understanding of the importance of exercising and living the healthy life style. One teacher said learners came to the staff room asking when will be the PE period as it was not even reflecting on the time table. She said as a student teacher she learnt how important it was to prepare for the lessons and to always have a back - up plan. It also emerged that even though some schools do have resources, but they were not enough.

CONCLUSION

The experiences of South African University student teachers teaching PE (Term 3, recreation

and relaxation) part of Life Orientation in the CAPS curriculum in grade ten in Pinetown District schools indicated that teaching recreation and relaxation was a problem because of the poor mentorship by LO school based teachers to student teachers, lack of Physical Education resources (LTSM), overcrowded classrooms, lack of space (sports' grounds), lack of sports equipment (facilities), Notional time controversy, and Gender dynamics as stumbling blocks in executing Physical education, negative attitude towards LO, Management incompetence in curriculum management, lack of skills and lack of capacity in the teaching of Physical Education part of LO from HOD's, DP's, Principals, Lack of support from LO Subject Advisors regarding the teaching of Physical Education part of LO in the CAPS curriculum. Further, the study uncovered that some student teachers who taught PE as part of LO majored in Sport Science which was not available as a subject in previously disadvantaged high schools of Pinetown District in South Africa. One teacher said: "we don't have CAPS document for Sport Science so I used CAPS for LO to teach Physical Education". This study, therefore, concludes that UKZN student teachers teaching Physical Education (PE) part of Life Orientation (LO) in grade ten of Curriculum and Assessment Policy Statement (CAPS) in Pinetown District are still battling to teach recreation, relaxation and physical well - being.

RECOMMENDATIONS

Teaching of recreation and physical well – being in schools should be taken seriously by LO teachers. The management of the school should be capacitated in terms of knowledge and curriculum implementation with regards to PE so that they are able to manage what they know. District based officials and LO Subject Advisors in particular should provide adequate support, modeling and mentorship as far as the teaching of recreation and physical well – being is concerned. More emphasis and attention should be based on deconstructing gender stereotypes in which, are entrenched in our schooling systems and societies which are entrenched in the teaching of PE. More capacity building should be ensured on school based mentors by the University and by the Department of Education collaboratively to promote a fruitful interaction between school based mentors of LO and student teachers. More research is encour-

aged on the experiences of Sport Science teachers teaching LO and CAPS implementation in schools.

LIMITATIONS OF THE STUDY

The researcher is the lecturer but not of the Life Orientation module but lectures at the University where the research participants were studying. Class observations were done during TP lessons whilst assessing students at the same time. Issues of power differentials could have impacted on the research findings; however, multiple methods of data collection safeguarded this. Furthermore, individual interviews were conducted after TP was over, and at the neutral venue.

NOTE

- "Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It not only focuses on knowledge, but also emphasizes the importance of the application of skills and values in real – life situations, participation in physical activity, community organizations and initiatives" (DoE 2011: 8).

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