

AN INVESTIGATION INTO HOW TEACHERS EXPERIENCE TEACHING
PHYSICAL EDUCATION AT A PRIMARY SCHOOL IN THE PORT OF SPAIN
AND ENVIRONS DISTRICT

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Abstract

Physical Education is important yet research about the way primary school teachers experience teaching the subject is scarce. This study attempts to fill the void.

This study sought to investigate how teachers experience teaching Physical Education at a primary school. Using qualitative research design: a case study approach was used to collect data through interviews, observation and documentation. Data analysis produced five major themes: Status of Physical Education;-Teacher Training, Status of Physical Education;-Teachers Perspectives, Need for Specialist Primary Physical Education Teacher, Teachers Past Experiences with Physical Education and Present Teaching Practice and Physical Education Misconceptions. The findings indicate that the teachers are cognizant of the need for Physical Education but they encounter challenges in teaching the subject.

Keywords: childhood obesity, physical education, generalist teacher, specialist teacher

Research Issue

An Investigation into How Teachers Experience Teaching Physical Education at a Primary School in the Port of Spain & Environs District.

Chapter One

Background to the Study

In a study about improved brain function in later life, Dr. Alex Dregan, study leader from King's College, London, is quoted as saying, "It's widely acknowledged that a healthy body equals a healthy mind" (Radowitz, 2013,). Nevertheless, many individuals are faced with health challenges. Among the major health issues facing society today is obesity; not only in adults but in children as well. The most recent report of the World Health Organization has indicated that, "childhood obesity is one of the most serious public health challenges of the 21st century. The prevalence has increased at an alarming rate globally and is steadily affecting many low- and middle-income countries, particularly in urban settings" (World Health Organization, 2014).

Childhood obesity is defined as being at or above the 95th percentile of weight for height (Gallahue & Donnelly, 2003, p.8). In England the Department of Health (2013) has shown that twenty-eight percent (28%) of children (aged 2-15) were overweight or obese. In the United States of America, the Centers for Disease Control and Prevention reported that childhood obesity has more than doubled in children and quadrupled in adolescents in the past thirty (30) years. In 2012, more than one third of children and adolescents were overweight or obese (Centers for Disease Control and Prevention, 2014). The National Association for Sport and Physical Education (NASPE) has recommended a minimum of one hundred and fifty (150) minutes per week of quality physical education for all elementary-age children. The ultimate goal is to combat overweight or obesity for all students by preparing them to live a healthy, physically active lifestyle. Thus, physical education is being positioned as an important vehicle for combating public health concerns (Fletcher, 2009).

Within a school setting, Physical Education (PE) programmes can provide a learning environment suitable to teach the skills needed for healthy living. The Maryland State Department of Education (2003) maintains:

P E is unique to the school curriculum as it is the only programme that provides students with opportunities to learn motor skills, develop fitness, and gain understanding about the importance of physical activity. The benefits of physical education can also affect academic learning.

However, research has shown that frequently PE does not get the attention it requires within the primary school curriculum (Sidentop, 2007) and not all primary school children attend physical education programmes (Pangrazi, 2001). The first study to report on physical activity levels of young people in Barbados found that participation in Physical Education was low among primary (30%) school students, and youth reported the majority of their physical activity took place after school (58%) (Prochaska, Sallis, Griffith, & Douglas, 2002).

In Trinidad and Tobago research has shown that in the last ten years obesity levels have tripled. The Caribbean Food and Nutrition Institute conducted research in 2009/2011 and the results showed that some twenty- three percent (23%) of primary school children were overweight/obese (Bishop, 2011). Also, in 2012 research conducted by the Ministry of Health revealed that a quarter (25%) of school-aged children (5 – 18years) were overweight or obese. The research has also revealed the emergence of chronic non-communicable diseases (CNCDs) like cardiovascular diseases, cancer, diabetes and stroke in our children and youth populations (Ministry of Health, 2012).

With the increase in the number of children developing obesity and other CNCDS, the importance of PE should be an area of great focus in our primary schools. PE can provide students with opportunities to enhance their physical, social, emotional, and cognitive development (Martin, McCaughtry, Kulinna, & Cothran, 2009).

Primary school teachers have a huge responsibility as they are required to teach all the subjects on the national curriculum including Physical Education (PE). Although the teaching of PE relies on classroom teachers, little is known about their experiences with the subject. Tsangaridou (2008) argued that very few studies have investigated the relationship between teachers' beliefs and practices even though they have an important role to play in teaching. Primary schools need teachers who are well informed and highly motivated. Hence, their experiences in teaching P E should be articulated and considered. It is against this backdrop that Tsangaridou (2008) has advised that greater attention be paid to the teachers' thoughts, actions and experiences and how these affect quality teaching, so as to fulfil the evolving demands of the education system.

The School Context

In an effort to derive greater insights into this study, it is important that one gets an understanding of the environment at Corner View Government Primary School which is the site for the research.

Corner View Government Primary School is a coeducational institution established in 1960 and located in the Port of Spain and Environs Educational District. The staff has a complement of ten females (including the principal) and one male teacher. All teachers are trained and possess Teachers Diploma and/or B. Ed. in primary education.

The school's present enrolment is two hundred and twenty-eight (228) students all from the catchment area. Many of the children have natural sporting abilities and do very well at the school biennial sports, zonal games and other sporting events in their area. Notwithstanding, observation has shown that their exposure to PE is limited at school although the subject is timetabled to be taught at least once per week, and the school mission speaks to creating an environment that caters to the holistic development of each child. For the teachers who try to teach it, the sessions often take the form of a relay of some kind or free play.

When the term "PEP" (Performance Enhancement Programme) was introduced by the Ministry of Education to describe schools that were underperforming in National Test and Secondary Entrance Assessment (SEA) and placed under academic watch, there was great focus on improving the academic performance of those schools. With the advent of Primary School Curriculum Rewrite (PCR), this keen interest continues to intensify. Although Corner View Government Primary School is not named as a "PEP" school, the effects of the initiatives are felt at the school as the staff strives to meet the needs of the new national curriculum and try to maintain and improve the Academic Performance Index (API) of the school.

In the academic year 2012-2013, the Ministry of Education introduced Physical Education through the Visual and Performing Arts (VAPA) subjects which contribute twenty per cent (20%) to the Continuous Assessment Component (CAC) for SEA Examination 2014. The assessment required the demonstration of the fundamental movement skills, throwing and catching. However, this is only one component of the PE curriculum and not enough to engender a sense of lifelong participation in physical activity, which is what PE offers to children.

Statement of the Problem

Despite the fact that primary school teachers are mandated to teach all subjects, PE is not being done regularly at Corner View Government Primary School. Hence there is a need to investigate why this is so and how teachers feel about teaching P E at the school. Teachers' thoughts and experiences are crucial to curriculum implementation because they guide the procedures and practices of teachers in relation to teaching PE.

Purpose of the Study

The purpose of this qualitative case study was to investigate how teachers experience teaching Physical Education at the school. This allowed the researcher to engage the teachers to get a clear understanding into the concerns that they have about teaching Physical Education.

Significance of the Study

The literature is replete with information indicating the benefits of Physical Education and why it must be taught in primary schools. However, classroom teachers' input about their

experiences in teaching Physical Education has been largely ignored in research (Cuban, 1993). This study was intended to increase awareness of how teachers' thoughts, beliefs and experiences are reflected in their teaching of Physical Education in an effort to inform and improve school policy. The information gathered by this study can also add to the paucity of publication about how primary school teachers experience teaching Physical Education, and can serve as the basis for future research in this area.

Research Questions

The research question is designed to find out why the teachers at Corner View Government Primary School do not teach PE as regularly as it should. Hence the question that would be operationalized is the **overarching question**;

- How do teachers experience teaching Physical Education at Corner View Government Primary School?

To answer this question, the following subsidiary questions were formulated to provide additional insights to the main question:

Sub Questions;

1. How do teachers view Physical Education as a subject on the primary school curriculum?
2. What concerns do teachers have about teaching Physical Education in the primary school?
3. How do teachers cope with teaching Physical Education in relation to all the other subjects on the curriculum?
4. To what extent has formal training in PE prepared teachers to teach the subject?

Definition of Physical Education

Pangrazi, (2001) defined Physical Education as education through movement with an instructional programme that gives attention to the psychomotor, cognitive and affective learning domains (p.5). This definition is mirrored in the government of Trinidad and Tobago Ministry of Education Physical Education policy documents.

National Standards for Physical Education

In the Continuous Assessment Component in Physical Education manual, the Ministry of Education has indicated in its rationale that;

Quality Physical Education has as its basis purposeful movement which is an essential element in the process of human growth and development and has implications for the total development of children. Physical Education is an integral aspect of general education and should be included at all levels of the curriculum. Physical Education as an aspect of the continuous assessment component will contribute to the realisation of the value outcomes of the MOE (p.3).

In the Ministry of Education Primary School Curriculum Guide in Physical Education (2013) the government in explaining what Physical Education is about, articulates its position that, “The role of Physical Education is not only to enhance children’s physical fitness, but to

teach children a variety of motor skills, knowledge and other competencies that will provide the foundation for development of an active lifestyle” (p. 21).

Summary

The importance of Physical Education and its benefits to children have been established. The school environment and the teachers play a key role in providing opportunities for students to learn and practice healthy living. However, how teachers experience teaching PE is yet to be articulated and established.

Expected outcomes.

The results of this study can produce useful insights for administrators and policy makers of the school, about the teaching of Physical Education. The information garnered from this study could:

1. Challenge school administrators to review policies regarding the implementation of the P E curriculum.
2. Address barriers to teaching P E effectively at the school.

Organization of the Paper

This chapter, introduced the study by detailing a description of the problem that gave rise to the study, the purpose of the study, the research question that the study seeks to answer, the significance of the study and definition of Physical Education.

Chapter 2 contains a review of the literature that highlights some experiences of primary school teachers of Physical Education in areas such as teacher training, their perspectives of PE, and the need for specialist primary PE teachers.

Chapter 3 provides a description of the research methodology and procedures used during the study. They include the research design, the research site and participants, data collection strategies, ethical issues, timelines and data analysis procedures. Delimitations and limitations to the study are also included in this chapter.

Chapter 4 presents the analysis of data in relation to the research question and the findings of the study.

Chapter 5 concludes the study with a discussion of the findings and provides recommendations based on the findings.

Chapter Two

Literature Review.

The purpose of this study was to investigate; How Teachers Experience Teaching Physical Education at Corner View Government Primary School. A search of the literature thus far has revealed limited research conducted on how primary school teachers experience teaching P E. The challenge was even greater in locating literature on the topic regionally and locally. However, some general research on primary teachers in physical education has been conducted. Some of the issues highlighted in these studies are similar to what teachers at Corner View Government Primary School experience and therefore the researcher is of the opinion that the literature is relevant. Generally, three areas were identified in the review of literature; Status of PE; Teacher Training, Status of PE; Teachers' Perspectives, Need for Specialist Primary PE Teacher. These three areas are elucidated on in following sub-sections of the review.

The quality of teaching in primary physical education (PE), and the subsequent learning experience offered, has been a much discussed contention for some time. Armstrong and Welsman (1997) purported that for people to have a positive experience and appreciation of physical activity, the best vehicle for delivering it is during primary physical education. They further pointed out that this is due to the fact that for most children it is the first setting in which they are introduced to structured physical activity, therefore it should be made fun for them so it is seen by them as a positive experience. Primary school teachers are expected to teach Physical Education to their students but the vast majority have little or no experience in the subject

(Green, 2008). The following sub-sections highlight some of the issues that primary school teachers experience in teaching Physical Education.

Status of PE; Teacher Training

In 2007, a study conducted in Australia by Shane Pill, lecturer in Physical Education and Curriculum studies at Flinders University, was published in ACHPER Healthy Lifestyles Journal. The participants in this study took a compulsory one semester topic in physical education as part of their preparation for teaching. The study investigated Junior Primary/Primary pre-service teachers' perceptions of their work as effective teachers of physical education following their first school teaching practicum experience. McCormack (1997) stated that learning to teach is a complex process and beginning teachers face many influences in their preparation for this role. The researcher found that some of these sources of influence on pre-service teachers include: their university study, and what they experience in their teaching practicum placements.

The study revealed that the way in which the lecturer structures the unit of study to develop effective ways of knowing, doing and caring, was critical to future physical education programs in schools. The existence of quality physical education programs depends largely on the way PE is perceived and valued by those with responsibility for its teaching (Morgan, Bourke & Thompson, 2002). Also, the nature and quality of future physical education programs will depend largely on the insights and commitments of professionals responsible for future curricular decisions (Wiegand, Bulgurs & Mohr, 2004). As a result the researcher noted that it was critical that teacher educators worked with teachers in ways that promoted transformative

insights and engendered high level commitment both to the learning area and student outcomes. The researcher further noted that insights developed by teacher educators through investigation of pre-service teachers and their thinking play an important role in constructing more effective programs.

The study further revealed that during their experience in their teaching practicum placements, the junior primary/primary pre-service teachers understood the need for effective planning for physical education in the primary school setting with clear aims and outcomes. This facilitated for both explicit student motor skill development, and for physical education to be more than a “brain break”. The identification of regular, timetabled lessons as important elements of effective physical education indicated that physical education was seen as more substantial than busy, happy, physically active time by the teachers.

In addition, the study also revealed discontinuity between pre-service teachers’ thoughts as physical education teachers in the primary years and their actual experiences in the school setting that they observed or were a part of while on practicum. Pre-service teachers observed some practices indicated a devaluing of physical education comparative to other subjects. Given the current curriculum squeeze, with pressure to fit everything in. pre-service teachers observed that physical education was more likely to be cut short or missed out than other subjects. Teachers’ use of the same game or games, indicated a lack of variation in student experience of movement contexts and activities. The results of the study show that pre-service teachers understanding of their role affects the way they learn to teach and can be a valid indicator of future teaching effectiveness (Myung – sook 2006).

Despite the preparatory training, the researcher expressed concern about the challenges for physical education programs delivered to junior primary/primary pre-service teachers. He contended that firstly, many pre-service teachers will have no choice about undertaking a PE unit of study: it will be a compulsory part of their teacher education program and their past experiences may mean that their enthusiasm for the learning area is quite low. Secondly, in the short time available, they are likely to learn only the most basic content, and the pedagogical processes they learn may not be sufficiently internalized to enable them to sustain these recommended approaches once they are in the schools.

Facilities and equipment

The importance of access to well maintained equipment was recognized as an important contextual factor in the delivery of physical education. Space to teach and room to move were noted as important considerations for effective physical education in schools although access to specialized facilities, such as gymnasiums and ovals, did not emerge as a distinctly separate, significant contextual influence as the pre-service teachers prepare to teach physical education effectively in the primary school setting.

Status of PE; Teachers Perspectives

In a 2004 study of an urban Korean primary school, J. Kim, and A. Taggart, explored teachers' perceptions of physical education classes in an effort to try to interpret how teachers' beliefs were reflected in their teaching. One primary school called Hana Primary School with seventeen teachers, was selected as the site for a case study. Three factors emerged that characterized teachers' perceptions of physical education: the low status of the physical education program, teachers' disengagement with the subject matter, and their lack of pedagogical knowledge.

Data indicated that the teaching of physical education was of low status at Hana Primary School due partly to the Korean educational system that reflected deeper national and state issues that impacted on the delivery of quality physical education. The study identified a crisis in South Korean public education which was considered to be widespread. The 'crisis' suggested what was known as 'the loss of the class (Korea Institute Curriculum and Evaluation, 2002; Ministry of Education & Human Resources Development, 2001). This loss implied that some schools had lost both the educational purpose and meaning for teachers and students alike. Traditionally, physical education in Korean primary schools has had two major problems that formed the basis of the current educational crisis. The study revealed that physical education had been replaced by break time, school event preparation, and by other subjects seen as more important. Physical education was thus rarely taught in primary schools (Kim, 2002; You, 2002). The study further highlighted that in primary schools, teachers did not appear to take physical education seriously; they had a limited instructional focus and did not teach classes based on the content presented by the prescribed textbook (Ministry of Education & Human Resources Development, 2001). As a result, teachers who did not teach those subjects well were not punished.

Another issue coming out of the study was teachers' disengagement with physical education. While most teachers taught little physical education, some still had a rhetoric that defended the importance of the subject. Also, teachers had little motivation to improve or change their teaching. In the study, Freire (1987) identified a phenomenon he called "the culture of silence," where teachers are unable to change their environment and subsequently follow the existing ideology, thus leading a passive form of professional life. According to Freire, this construct appears to be particularly relevant to subjects such as physical education. This paradoxical situation occurs frequently in physical education in the primary school, where teachers do not generally teach physical education except in such cases as school sports (Korea Sport Science Institute, 2001).

The study also indicated that teachers had a lack of knowledge about physical education. Regardless of the teachers' experience, in terms of years spent teaching, only two teachers at Hana had participated in the school's in-service education program in physical education. This was significantly different to other subject areas. Hana teachers believed that the opportunity to undertake in-service education was an important factor in improving their teaching. However participation in the very few in-service education experiences offered in physical education did not appear to contribute to or improve physical education programs or the teacher's pedagogical knowledge.

It was concluded that physical education had a low status at Hana Primary School primary school. The teachers had a very limited view of their responsibilities for implementing physical education programs and seem to be part of the sustainable silences ascribed to physical education classes in primary schools in the Korean educational system.

Need for Specialist Primary PE Teacher

In 2011 a study was conducted by Dean Brown of Durham University entitled: Do Primary Schools Need a Specialist Physical Education Teacher? The purpose of the study was to examine the decision making role of Head Teachers in how Physical Education and School Sports (PESS) was delivered in their schools. Six Head Teachers from one Local Education Authority, in North East of England were interviewed. The conclusions were that PESS still operated on the margins of the primary curriculum; it should be elevated from foundation status to a 'core' subject. Also generalist teachers needed specialist support and Continued Personal Development in the subject of PESS.

In the study, the researcher pointed to a previous study which suggested that PE is arguably complex and professionally demanding and requires specialists (Talbot, 2007). He also found studies that revealed that the existing generalist teacher model is entrenched in national consciousness and has historically been accepted as the way of organizing primary education (Alexander et al 2010). He produced the following data to show that in the USA 80% of schools have a specialist PE teacher (Hardman & Marshall 2000 cited in Hunter 2006). By contrast the most reliable figures suggests only 5% of schools in England had a full time specialist PE teacher and 14% had a part time one (MORI 2000 cited in Collins 2003).

The researcher also highlighted that Carney and Winkler (2008) argued that PE in primary schools continued to be a cause for concern. These concerns centred on the subject knowledge and confidence of generalist teachers to teach PE (p. 13). The Cambridge Review

echoed these concerns; primary teachers' subject knowledge is their greatest vulnerability according to research and inspection evidence going back decades (Alexander et al 2010, p. 36). The researcher pointed out that a key factor cited for subject vulnerability was the lack of time allocated to PE on Initial Teacher Training Education (ITTE). He argued that a root explanation of this situation was that primary schools rarely appoint PE teachers with the consequence that ITTE provision reflected this. "We do not employ specialist teachers of primary PE; therefore we do not train them" (Carney & Winkler, 2008, p.14). Chief Executive of the Association for PE (AfPE) had labelled this, "a systemic weakness in the delivery of PE in primary schools" and a "national disgrace" (Talbot, 2007, p. 8).

The researcher pointed to a study which showed that sports coaches had been used to plug the gap in generalist teachers' subject knowledge both in and outside the curriculum (Griggs, 2008). However, he contended that Carney and Winkler (2008) argued, "Primary PE must be delivered by a qualified teacher who understands the process of learning and teaching, and is mindful of the holistic development of primary age children" (p. 15).

Summary

This literature review has unearthed studies that were conducted in Australia, South Korea, and North East of England. Although these studies were differently designed, conducted under different cultural influences and among different respondents, similar themes emerged. In all three studies, the low status of PE was prominent. Some of the issues which highlight this low status relate to teacher training, teacher prioritization of PE as compared to the academic subjects, and the generalist classroom teacher's lack of knowledge and skills to teach PE creating a need for specialist primary PE teachers.

Chapter Three

Methodology

Methodology deals with how we know the world or gain knowledge of it ((Denzin & Lincoln, 2011, p. 12) Creswell (2013) purported that “the methodology of qualitative research is characterized as inductive, emerging, and shaped by the researcher’s experience in collecting and analyzing data” (p.22).This chapter discusses the research design, the research site and participants, data collection strategies, ethical issues, timelines and data analysis procedures. Limitations and delimitations to the study are also included in this chapter.

Research Design

The selection of a research design is based on the worldview assumptions the researcher brings to the study, strategies of inquiry, methods of data collection, analysis and interpretation, as well as the nature of the research problem or issue, the researcher’s personal experiences, and the audiences for the study, (Creswell, Research design: Qualitative, quantitative and mixed methods approaches, 2009). This Investigation into How Teachers Experience Teaching Physical Education at Corner View Government Primary School was done using qualitative case study research.

Qualitative research begins with a framework of ideas and beliefs through which an individual interacts and interprets the world and thereby guide actions. Creswell (2013) has indicated that “philosophical assumptions are typically the first ideas in developing a study” (p.16) that inform our choice of theories that guide the research. These philosophical assumptions are beliefs about axiology, ontology, epistemology and methodology.

The axiological assumption undergirds qualitative research. It speaks to the role of values and qualitative researchers make their values known in a study. In this study of How Teachers Experience Teaching Physical Education at Corner View Government Primary School, the researcher positions herself in the study and actively reports on her values and biases as well as the value-laden nature of the information gathered from the teachers in the study (Creswell, 2013).

The ontological assumption relates to the nature of reality and its characteristics. In this study, the researcher embraces the idea that reality is subjective and multiple. She reports these multiple realities through the emic perspective of the teachers, using their verbatim quotes and presents their perspectives on how they experience teaching Physical Education at the school.

The epistemological assumption deals with the relationship between the researcher and that being researched. In this study the researcher attempts to minimize the distance between herself and the teachers allowing for subjective evidence based on individual views. This enables her to “know what they know” from firsthand information (Creswell, 2013). This is important for understanding what participants are saying about how they experience teaching Physical Education at the school.

Qualitative research is generally thought of as an approach to research that uses methodologies designed to provide a rich contextualized picture of an educational or social phenomenon (Denzin & Lincoln, 2000; Schwandt, 2001). It aims to develop concepts that aid in the understanding of natural phenomena with emphasis on the meaning, experiences and views of the participants through description. It is inductive in nature and depends on the purposeful selection of participants. In qualitative studies the researcher is considered the primary

instrument of data collection and analysis (Mertens & Mc Laughlin, 2004). Merriam (2009) argued that “qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (p. 13).

Qualitative research allows the researcher to situate herself in the world of the teachers at Corner View Government Primary School and to study them in their natural setting at school, in an attempt to make sense of, or interpret the phenomenon of teaching Physical Education in the primary school, in terms of the meanings they bring to it (Denzin & Lincoln, 2005). The research design was premised on the established pedagogical principle that people learn best from lived stories which provide an in-depth, first-hand understanding of the issue. One of the advantages of this approach is the close collaboration between the researcher and the participants, while enabling participants to tell their stories (Crabtree & Miller, 1999). Through these stories the participants are able to describe their views and this enables the researcher to better understand the participants’ actions (Lather, 1992; Robottom & Hart, 1993). The characteristics of qualitative research are in sync with the goal of the researcher which was to truly understand and bring meaning to participants’ beliefs and views, which contribute to their experiences.

As mentioned before a case study approach was selected to guide this research. Case studies are empirical investigations, in that they are based on knowledge and experience and involve the collection and analysis of data. Case study has proven particularly useful for studying educational innovations, evaluating programs, and informing policy (Merriam, 1998, p.41).

Yin (2014) stated, “Doing case study research would be the preferred method when the main research questions are “how” or “why” questions (p.2). The main research question in this

study is, How do teachers experience teaching Physical Education in the primary school? Yin (2014) continued "...a case study investigates a contemporary phenomenon (the "case") in its real world context especially when the boundaries between phenomenon and context may not be clearly evident" (p.2). Case studies focus on an "individual unit," what Robert Stake calls a "functioning specific" or "bounded system" (as cited in Denzin & Lincoln, 2011, p. 301). By circumscribing the area of study to an individual unit, the case study researcher is able to look in depth at a topic of interest or phenomenon. The case may be a program, an event, an activity or situation bounded in time and place. Stake (1995) defined case studies as "a strategy of inquiry in which the researcher explores in depth a program, event, activity, process or one or more individuals." He further stated that "cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (as cited in Creswell, 2009, p.13).

Qualitative case studies can further be defined by "special features such as being heuristic since case studies shed light on the reader's understanding of the phenomenon under study" (Merriam, 1998, p. 30). Merriam further states that the heuristic quality of a case study can explain the reasons for a problem, the background of the situation, what happened and why. The situation that exists at Corner View Government Primary School is that from the researcher's observation, the teachers hardly ever teach Physical Education. The researcher wanted to understand why the situation happened as it did, and chose to use a heuristic case study to obtain the evidence. All the collected evidences are collated to arrive at the best possible responses to the research questions. As a result the researcher may gain a sharpened understanding into how things got to be the way they are and what might become important to look at more extensively in future research.

Given the overarching research question, How do teachers experience teaching Physical Education in the primary school? the case study methodology was considered the most appropriate approach to employ because it provided a systematic way to collect data, analyze information, and report the results. Thus, allowing the researcher to capture the meanings made by participants of their experiences in teaching Physical Education, in great depth. The teachers at Corner View Government Primary School are well poised to provide a rich and in-depth picture of their experiences in their natural setting: the school.

Sampling, Site, and participants in the study

Sampling

In qualitative research, the samples are likely to be chosen in a deliberate manner known as purposive sampling (Yin, 2011). In purposive sampling, participants are selected with a purpose in mind (Creswell, 2002). This is the most common sampling strategy in qualitative research and is also called purposeful sampling. Purposeful sampling is a non-random method of sampling where the researcher selects “information-rich” cases for study in depth (Patton, 2002). The researcher specifies the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2012).

Yin (2011) purported that “the goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given the topic of study” (p.88). The four participants in the study were purposefully chosen by the researcher because they met the established criteria which were: being trained teachers, and possess some level of formal training in teaching Physical Education. Added to this, the four teachers were chosen based on their willingness to participate in the research, and their suitability to provide data in response to

the overarching research question: How do teachers experience teaching Physical Education in the primary school? The benefit of purposeful sampling is that, as Creswell (2009) described, “qualitative researchers select individuals who will best help them understand the research problem and the research questions” (p.231). The other six teachers are also trained but had no level of formal training in teaching Physical Education. Hence, they did not satisfy the established criteria.

Research Site

Qualitative researchers do not manipulate the environment of participants but study things as they are. “It becomes important, then, to conduct studies in the “field” where participants live and work” (Creswell, 2013, p. 20). Qualitative research is conducted in natural settings; the sites where participants experience the phenomenon under investigation. This process generally involves face to face interactions with people and observing how they behave and act in their setting over time (Creswell, 2009, p. 173). One primary school with a teaching staff of ten was selected as the site for the study. The site was chosen because it is workplace and the natural setting of the participants. It was also chosen since it is the workplace of the researcher as well, and is easily accessible.

Participants

The participants were four teachers (three females, one male) from the different levels of the school with careers that span from fourteen years to twenty years. Due to ethical considerations, (discussed later in the chapter), they would be referred to as Teacher C, Teacher T, Teacher L and Teacher S.

Teacher C is a female teacher in the infant department of the school with sixteen years teaching experience. Teacher C did Physical Education as an option at teachers' training college.

Teacher T is a female teacher in the lower junior department of the school and has fourteen years teaching experience. Teacher T was not exposed to training in Physical Education at teachers' training college but was exposed to it for one semester when she did her Bachelor of Science Degree. Teacher T was also sent on a sport discipline workshop where she received some level of training in Physical Education.

Teacher L is the only male teacher in the school and teaches in the upper junior department. He has fifteen years teaching experience. Teacher L also did not do Physical Education at teachers' training college. However, he received some training subsequently when he also attended sport discipline workshops involving Physical Education.

Teacher S is also a female teacher in the upper junior department and has taught at all levels of the school. She has twenty years teaching experience. Teacher S did Physical Education at teachers' training college as an options.

Data collection Strategies

A hallmark of a good qualitative case study is the use of multiple sources of evidence to support the validity and reliability of evidence of the topic being studied. (Yin, 2014 p.105). Yin, continued by stating that no single source has a complete advantage and a good case study will want to rely on as many sources as possible to present an in- depth understanding of the case. The main data collection strategies used in this research study were semi- structured interviews, observation and documentation. These strategies were used to assist the researcher in obtaining

relevant information needed to answer the overarching research question, How do teachers experience teaching Physical Education in the primary school? Data from interviews and observation were collected over a six (6) weeks period while data from documentation were collected over a school year (2013- 2014).

Interviews

Interviews are a very common form of data collection in case study research. According to Hancock and Algozzine (2006) “Individual interviews yield significant amounts of information from an individual’s perspective (p.39). Patton (1990) also articulated the view that “The purpose of interviewing is to find out what is in and on some else’s mind” (p.278).

Semi- structured one to one interviews were conducted with participants in this study. Here the researcher used an interview guide with a list of questions to be covered during the process. This method allowed the researcher to probe where necessary, to solicit in-depth information from participants to gain data to answer the overarching research question; How do teachers experience teaching Physical Education in the primary school? The interview guide consisted of fifteen (15) open-ended questions (Appendix A). The interviews lasted approximately one hour and were conducted in the peace and quiet of the staff room from 2:00 pm-3:00 pm. The interviews were audio taped with prior consent of participants Notes were also taken during the interview and were incorporated into transcripts.

Observation

Observation is another technique of data collection in which the researcher observes the interaction of individuals in their natural settings (Lichtman, 2010). Observation provides data as

to what is seen and heard in relation to a phenomenon outside of an interview. Unlike interviews which rely on people's sometimes biased perceptions and recollections of events, observations by a case study researcher may provide more objective information related to the research topic (Hancock & Algozzine, 2006). It captures the unexpected, unusual or unsaid in an effort to make meaning of it. Observation differs depending on the observer's degree of participation or involvement in the scenario.

In this study, the researcher chose to engage in participant observation. Mack, & Woodson, (2005) have indicated that this could be accomplished "through observation alone or by both observing and participating, to varying degrees, in the study community's daily activities" (p.13). The researcher did not participate in the activities, but over a six weeks period observed the teachers in the courtyard and on the playing field during the Physical Education periods with their students, using an observation guide (Appendix B). Using participant observation, it was easy for the researcher to take notes while at the scene without being intrusive or a distraction to the teachers and students in an effort to understand and make meaning of how teachers experience teaching P E. This was significant since Hancock, Ockleford and Windridge (2009) contended that in interviews, participants may be asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do. Hancock et al. further stated, "Observations are more valid since it is possible to see how they actually behave. Observation can produce data for verifying or nullifying information provided in face to face encounters" (p.18).

Documentation

Documents are essential in any data collection because of the overall value they add to case study research. The most important use of documents is to corroborate and augment evidence from other sources (Yin, 2014). Lichtman (2010) espoused that written material created by participants, captures the thoughts, ideas, and meanings of participants and consequently provides a window into the human mind.

The document used for this study was teachers' record and evaluation books for corroboration of other data findings. They provided the opportunity to peruse information that was recorded weekly by teachers over one school year (2013-2014) about how they experience teaching PE. For the purpose of data analysis, sample documents were displayed on excel spreadsheets (Appendix C).

Ethical Considerations

Ethical issues are present in any kind of research because the research process creates tension between the aims of research and the rights of participants (Orb, Eisenhauer, & Wignaden, 2000). Notwithstanding, Isreal and Hay (2006) clearly stated that "Researchers need to protect their research participants; develop a trust with them; (as cited in Creswell 2009, p. 87). In the following paragraph Stake (2003) has illustrated the position of the case study researcher:

Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict". He further highlights that it is important that researchers exercise great caution to minimize risk as they need, "to listen well for signs of concern" (as cited in Denzin & Lincoln 2003, p.154).

The difficulties inherent in qualitative case study research therefore, can be alleviated by awareness and use of well-established ethical principles. The following section describes the way ethical issues in the conduct of how teachers experience teaching Physical Education at Corner View Government Primary School, have been addressed specifically through researcher bias, voluntary participation, confidentiality and anonymity, as well as honesty and trust.

Before the research process began permission was sought from the Ministry of Education to conduct the research at the school.

Researcher Bias

The researcher has a keen interest in this topic because she is part of the school administration and has observed that Physical Education was not being taught regularly at the school. Also, she did her elective in Physical Education at teachers' training college and is cognizant of the importance of Physical Education for the holistic development of children. It can therefore be concluded that the researcher has a bias towards the topic. Isreal and Hay (2006) remind researchers that they need to "...promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions: and cope with new, challenging problems (cited in Creswell 2009, p. 87). Hence, the researcher had to keep such bias constrain throughout the research process so as not to influence the teachers' responses of how they experience teaching Physical Educational at the school.

Voluntary Participation:

From the conceptualization of the research topic discussions were held with possible participants, who met the criteria (being trained teachers and having some level of formal training in teaching Physical Education) to find out if they were interested in participating in the

study. Those who agreed were informed of the topic, that the research was only for academic purpose and their participation in the study was voluntary. The projected dates, time and length of the interview were explained to each participant. Participants were allowed to ask questions to clarify any doubts about the interview process. They were assured that they can withdraw at any time from the study without feeling guilty or being penalized for so doing. In line with this, the researcher obtained their informed consent in writing (Appendix D).

Confidentiality and Anonymity:

The researcher ensured that the confidentiality and anonymity of the participants were protected. She made it clear to participants that any information provided will be treated in a confidential manner. Also, the participants' names were not used. Instead they were referred to as Teacher C, Teacher T, Teacher L and Teacher S.

Honesty and trust

Strict adherence to the ethical guidelines were observed for the honesty and trustworthiness of the data collection process and the data analysis which followed.

The researcher consistently strived for the data to be honest by taking great care to ensure that participants' contributions were honestly recorded and reported and that the data were an honest representation of findings. Additionally, the researcher's bias was declared from the start. Appointments for interviews were kept with participants for the most part. However, where it became necessary, rescheduling of appointments were done in mutual agreement with researcher and participants.

Validity

A major concern of a study has to do with validity. Yin (2011) has described a valid study as one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world that was studied. Member checking, triangulation and peer review were used to ensure validity in this study.

Timelines

In December 2013, the conceptualization of this research project began, after contemplating a variety of topics. The researcher consulted with colleagues, before making a decision to conduct a study into Teachers Experience in Teaching Physical Education in the primary school system.

After the research topic was identified, the researcher began the literature review immediately to get a sense of what had already been published about the topic. This posed a challenge since not much on this topic was published especially from a regional and local context. Nevertheless, what was available assisted in formulating the research questions which were capable of being answered in the research setting based on what the researcher wanted to find out and understand.

In January 2014 the researcher discussed ideas and suggestions with her assigned supervisor in further developing the research topic, questions and methodology. These kept on evolving as the research progressed.

In February 2014, further readings pointed the study from phenomenology to a case study. Consequently, the research topic was also changed to; How Do Teachers Experience Teaching Physical Education at a Primary School in the Port of Spain & Environs District

The collection of data from documents review were collected over the academic year (2013-2014) while data from interviews and observation were collected over a six (6) weeks period beginning in March and continued throughout April and May 2014. This resulted in the researcher spending more than ninety (90) hours in the field, observing, conducting interviews, and reviewing documents. The analysis of data began simultaneously with the collection of data.

The writing up of this research began in June, 2014 after reviewing and discussing with colleagues and supervisor and writing several drafts.

Method of Data Analysis

An important aspect of data analysis in qualitative case studies is an effort to portray truthfully the ethic perspective of the researchers as well as the emic perspective of the research participants (Gall, Gall, & Borg, 2007). Yin (2014) described data analysis as "... examining, categorizing, tabulating, testing, or otherwise recombining evidence, to produce empirically based findings" (p.132). Qualitative research uses an inductive strategy and as a consequence, data analysis in qualitative research is also inductive and iterative (Lichtman, 2010). Data analysis may begin simultaneously with data collection and continue during transcription. Once written records are available, analysis would involve the coding of data and the identification of

salient points or structures where patterns and categories become evident leading to the emergence of themes.

For this research data was analyzed using content analysis defined by Patton (2002) as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (p.453). Using this method involved repetitive, on-going review of accumulated information in order to identify recurrent patterns, themes or categories. This was done through line-by-line scrutiny of text, peer review, determining initial codes, and then final codes. Codes that were aligned to what the researcher was seeking to find out via the research questions were linked together to produce sub themes and themes. This approach was utilized by the researcher as it was able to bring to life participants’ experiences while answering the research question: How do teachers experience teaching Physical Education at Corner View Government Primary School? The following paragraphs describe how the approach was used to analyze the data in this study.

Firstly, the interview recordings were replayed and manually transcribed. This took approximately six hours for each recording, having to constantly rewind and forward to capture the verbatim statements of each participant. Transcripts were read and missing information was discovered. This necessitated a return to the field to gather the relevant data to be further transcribed allowing for intense scrutiny of the information. This process of transcribing allowed the researcher to become acquainted with the data. Yin (2014) described it as “... “playing” with the data and searching for promising patterns, insights, or concepts”(p. 132). Each transcript was read again to see the big picture of what was being presented. To ensure validity of the information in the transcripts, the researcher conducted member checking with participants to verify that the data was a true representation of how they described their experience of teaching

PE at the school. Transcripts were then typed and saved in a word document. They were reviewed in conjunction with documentation from teachers' record and evaluation books where available and data form observation guide. Information considered important were highlighted and notes were made.

Secondly, all of the highlighted information and notes were written on a different set of paper. These were then carefully examined for similarities, differences and to remove repetitions. Codes were then manually developed.

Thirdly, codes developed were grouped together according to similar characteristics. Because of the emergent and flexible nature of qualitative research, it was necessary to move back and forth among transcripts, documents, and guide to further identify other codes until there was saturation of the collected information.

Next, colours were assigned to the codes developed. Codes with the same colour were grouped and further examined to identify sub themes, then major themes. The researcher made no attempt to fit the data into any preconceived themes (Trace, 2001). Themes emerged as the researcher looked for similarities, differences, repetitions and so on throughout the data.

Finally, the report of the findings was written in a subsequent chapter from the codes and themes formed. The analysis and interpretation of the findings were communicated in a rich narrative format using participants' verbatim expressions from the data generated in the interview sessions. Additionally recommendations for findings were also made in conjunction with what the literature revealed.

To achieve rigor in a qualitative study researchers utilize various validation strategies, so as to establish confirmability and make their studies credible (Creswell & Miller, 2000).

Credibility for this study was achieved using the validation strategies of member checking, triangulation, and peer review.

Member checking with participants was done while the manual drafts of transcripts were being compiled and after the final product was typed. The data were triangulated with the various forms of data collection that were used in this study (observation, interviews and documentation). During the period of the study, the data was also independently reviewed by another colleague who was familiar with qualitative data analysis procedures.

Delimitations of the study.

Delimitations describe the scope of the study or establish limits for the study. A single case study was used for this research and was delimited to one primary school in the Port of Spain and Environs Educational District. The sample selected was confined to experiences of four teachers on the staff. As such the findings are specific and may not be applicable to other primary schools within Trinidad and Tobago.

Limitations of the study

Case study as a research method presents certain limitations in its usage. Hancock & Algozzine (2006) have described limitations as “factors that may affect the results of the study and that are generally beyond the control of the researcher (p. 71). In the primary school setting time is often limited. The scheduling of interviews was dependent on the time the teachers had available. Also, being in an administrative position, there is the possibility that the teachers may not be totally open with their responses. As a result the accuracy of the data will be

dependent on the honesty of the participants. Additionally, the researcher is the instrument for collecting and analyzing data for the study. Merriam (1998) has pointed out that the human instrument is as fallible as any other research instrument and has contended, “The investigator as human instrument is limited by being human- that is, mistakes are made, opportunities are missed, personal biases interfere” (p.20). Hence, the researcher has to ensure that the process is carried out with the highest level of integrity as far as humanly possible.

Chapter Four

Data Analysis and Presentation of Findings

The data analyzed was taken from observation and interviews with participants as well as review of school documents relatable to PE teaching over one school year (2013-2014). The interviews with teachers and observation guide provided the primary evidence for this study while their record and evaluation books were used as secondary evidence to corroborate the findings. Insights into data analyzed and findings of this study are presented under a series of topic headings in this chapter which developed as the data were analyzed. The findings represent the beliefs, thoughts and actions that provide insights to answer the research question; How do teachers at Corner View Government Primary School experience teaching Physical Education.

Semi-structured interviews were conducted with four teachers at Corner View Government Primary School. Teacher C of the infant department, Teacher T of the lower-juniors, Teacher L and Teacher S represented the upper juniors department. They each gave responses to question on the interview guide used during the interview sessions. The interview guide contained fifteen (15) open ended questions that pertained to the study generated from the research overarching question and the sub-questions (Appendix A). Participants expressed their views and experiences about teaching Physical Education in sessions that lasted about one hour. Analysis of data was done using content analysis (Patton, 2002) described in the previous chapter and the findings presented under the following five (5) major themes:

1. Status of PE;-Teacher Training, workshops, School Facilities and Equipment

2. Status of PE; Teachers Perspectives
3. Need for Specialist Primary PE Teacher- Inadequate knowledge and Skills of Classroom Teacher, Curriculum Demands.
4. Teachers Past Experiences with PE and Present Teaching Practice– primary school student, secondary school student
5. P E Misconceptions – PE as student incentive, PE as Sports, Free Play as PE

Status of PE; Teacher Training

The findings of this study were derived from interpretation of data generated from interviews, observation and documentation. The findings revealed that teachers at Corner View Government Primary School believe that Physical Education is important for the students but they are faced with numerous challenges which prevents them from effectively teaching the subject. These challenges can be summarized as follows:

1. Inadequate training of teachers
2. Nonexistent and Inadequate facilities and equipment
3. Lack of parental support for PE
4. Insufficient administrative support for teachers re teaching PE
5. Lack of knowledge and skills to effectively teach PE
6. Heavy curriculum demand

There is urgent need for improvement in these areas if meaningful delivery of the Physical Education programme is to be effected at the school. Chapter 5 seeks to discuss the findings and make recommendations based on the findings that have emerged from the data analysis.

Status of PE; Teacher Training

Analysis of data revealed that the teachers perceive that there is a low status placed on primary school PE by the Ministry of Education. This was evident in the responses given by participants to question four (4) on the interview guide, where participants discussed their training while at teachers' training college. They explained that PE was an option and not all teachers were exposed to the training. Further to this, teachers who were able to access the training, described it as more theory than practical. This meant that teachers coming out of training were ill-prepared to teach the subject in an effective manner. Teacher C of the infant department related her experience:

“...when we were there we did more theoretical knowledge of phys ed not so much practicals... it was more trial and error than if you came in with the skills of knowing how to do the lessons effectively (Appendix F, 1.2, Teacher C interview).

Teacher T of the lower juniors department did not choose PE as an option at teachers' training college but was exposed to it for one semester when she did her Bachelor of Science Degree. She recounted:

“I was thrust into it with lesson planning and activities for practical sessions and it was very good although more time was spent on lesson planning” (Appendix F, 1.1, Teacher T interview).

Another participant Teacher S of the upper juniors department, echoed the sentiments of the other two teachers (Appendix F, 1.2, Teacher S interview). Teacher L also of the upper juniors department, was not exposed to PE training at college, but attended one day workshops in different disciplines (Appendix F, 1.1, Teacher L interview).

In academic year 2012-2013, PE became examinable by way of the Visual and Performing Arts (VAPA) subjects in the Continuous Assessment Component (CAC) for SEA Examination 2014. This initiative required workshops to be conducted in order to train teachers to teach PE. Further analysis of data revealed that the training received at these workshops were also inadequate and teachers were still not properly equipped to teach the subject effectively for assessment. Two teachers who are directly involved in CAC, described their experiences in the workshops as disorganized. Teacher S related her experience:

Well on the day that we went, they housed us sort of underground at the stadium--and this is after switching venues eh! from 9:00 o'clock ... So around 11 o'clock they finally put us underground. So teachers just get fed up and left. Now I left too because...I couldn't see me physically exerting myself and staying in that claustrophobic environment... So I didn't benefit from any CAC training at all (Appendix F, 1.3, Teacher S interview).

Teacher L also recounted his experience:

We had a two day training session in the National Stadium ... But not all the skills that were to be tested, we did... because the space was needed for the national netball team to practice. So we did not get a chance to do all the skills (Appendix F, 1.2, Teacher L interview).

The inadequate training of teachers lead to concerns about the implementation and assessment of the PE lessons. Teacher L voiced concern that the manuals made mention of warm up and cool down activities but failed to describe how these activities should be done (Appendix F, 2.1, Teacher L interview). Teacher S was concerned that as a teacher who does not possess the skills, when she had to assess the lessons and assign a mark to each student, she was not sure that she was doing the correct thing when the students were performing the technique. (Appendix F, 2.1, Teacher S interview).

In addition to inadequate training, the study also found that the facilities and equipment available at the school for teaching Physical Education was inadequate. This also contributed to the perceived low status of PE by the ministry. Participants were asked about their thoughts on the facilities and equipment available at the school to teach PE (Interview Guide, question 11). Analysis of data revealed that three teachers had mixed thoughts on the matter. On the one hand they were generally satisfied that there is ample space for outdoor activities such as track and field, football, cricket, and netball. On the other hand they were greatly dissatisfied that there are no facilities for teaching gymnastic skills. Also there are no mats available to perform the rolling activities. One teacher expressed total dissatisfaction with facilities and equipment. She claimed that lack of facilities and equipment for the infant level, impedes the delivery of the lessons.

There is the lack of equipment first of all, so you find that you cannot do much with them except basic skills... for infants we don't have their equipment to bring out the lesson in the way it should be done... So it requires seeking a lot of resources and this sometimes impede teaching the lessons as well because you have to accumulate these things over a period of time since they are not available in the school... The surface on the pitched area

is rough so safety is a challenge... although we have a wide field there is not a shaded area. (Appendix F, 2.1, Teacher C interview).

Teacher T's thoughts were mixed. At first she described the facilities and equipment as satisfactory. "...It is not a hundred percent but we are getting there" (Appendix F, 2.1, Teacher T interview.) However, when probed further about the facilities and equipment for movement education to develop gymnastic skills, she held a different view and declared, "Not at all. We need the mats... we would also need an enclosed area like an empty classroom to do those activities" (Appendix F, 2.2, Teacher T interview.)

Teacher S expressed general satisfaction with the facilities and equipment but also expressed her dissatisfaction with the facilities for gymnastic activities. Teacher L also echoed the sentiments of the other participants.

In examining the data even further, it was also discovered that the Ministry of Education has failed over the years to provide changing rooms and showers for teachers and students. This poses a significant barrier to teaching PE at the school. Teacher L described the situation quite succinctly when he added his dissatisfaction with the facilities at the school. He lamented:

...showers and changing areas for both teachers and students are non-existent. ...there isn't any bathroom facilities so that after PE I can bathe...the children don't even have facilities to bathe too... The children have to change in the toilets and these things (Appendix F, 3.1 Teacher L interview).

The findings of the study indicate that the inadequate training of teachers to teach PE as well as the lack of proper facilities and equipment existing at the school, point to the perceived low status that the ministry has placed on primary school PE over the years.

Status of PE; Teachers Perspectives

The findings of the study also revealed that the teachers also have their perspective about the status of PE at the school. When participants were asked about their views of PE being part of CAC (Interview Guide, question 5) there were varying thoughts on the issue. Teacher C (infants) and Teacher T (lower juniors) unreservedly expressed their support for the initiative. They articulated that the primary school provides the foundation for children to begin participating in physical activities. They also believe that those who are physically inclined can excel and continue to pursue Physical Education at a higher level. As a consequence they claimed to have no problem with PE being part of CAC. Teacher L (upper juniors) also echoed the sentiments of the previous two teachers:

I have no problem with PE being part of the CAC...PE is now a CXC subject. It simply means that a child who is so inclined can ...get it as a CXC subject. So from that perspective I have no problem with it being taught in the primary school. (Appendix F, 4.1, Teacher L interview).

The other teacher of the upper juniors expressed concern that without the skills required to teach the subject it is very challenging. The teacher expressed that she does not feel capable enough to teach PE. It requires research which is very time consuming considering that there are other CAC subjects to cater for in addition to Mathematics and Language Arts. She commented:

Well for me as a teacher who not really familiar with the skills, I would say it is very tough on the teacher, right! It is very time consuming to ---to research and to conduct the lessons themselves (Appendix F, 2.1, Teacher S interview).

Further analysis of data revealed that the status of PE held by the teachers was relatively high according to ratings they gave to the subject. Two stated that they integrated PE with other subjects on the curriculum as a coping strategy. The findings showed that PE received an average or over average ratings as a subject on the curriculum (Question 8, interview guide). Two teachers rated it at five (5), one gave it seven (7) and the other eight (8).

Teacher C, (infants) gave it an average status and rated it at five. She stated that she believes in a balance. In prioritizing, she stated that she integrates PE with Mathematics when the children are learning about shapes in Geometry, and about animal sounds in Science. Unfortunately, documentation t for this participant was not available during the period covered by this study. However, some lessons were observed and recorded on the observation guide (Appendix B, Teacher C observation guide).

Teacher T (lower juniors) also gave PE an average status and rated it at five. She too claimed that she gives priority to PE by integrating it with others subjects but her reason differs significantly from that of Teacher C and appears to be inconsistent with the rating and status she gave to the subject. She declared,

“I will give it an average of 5...I don’t see it affecting going into a prestige school... Is not like a serious, serious---- ah shouldn’t say it not like a serious subject nah but...”

She was hesitant to continue, but was urged on by the researcher who encourage her to be honest about her views. She then continued,

“When compared to the other academic areas like maths an thing, I feel they are more important than PE” (Appendix F, 3.2, Teacher T interview).

Her thinking seems to be reflected in her record and evaluation book as there are many empty spaces where PE lessons are to be recorded (Appendix C, Teacher T record and evaluation).

Teacher S and Teacher L (upper juniors) gave PE above average status and rated it at seven (7) and eight (8) respectively, but like Teacher T, their utterances and documentation seem to be conflicting with the rating and status they gave to the subject. The following are excerpts of Teacher S and Teacher L’s articulation respectively:

I would say 7 because PE is a part of their total development that we neglect ...in terms of---prioritizing, ah should say it always gets kept on the back burner... my way of coping with it? Just not doing it or doing at a minimum...I’m being totally honest!

Teacher S reinforced her position by questioning how many people without the academic subjects, but have been exposed to PE are really successful Appendix F, 3.2, Teacher S interview).

Teacher L:

I’ll rate it at 8...it should be equally rated as any other subject like maths and science and language arts... the reality is that with the other subjects for SEA, particularly the maths and the grammar... the most time given to PE was done in that term when PE was to be evaluated for CAC...once the moderation period past... that was it for PE; that is the

honest truth... it have a lot of weak children and they require longer time to work with them. (Appendix F, 5.1, Teacher L interview).

The sentiments express by the participants are corroborated by documentation in their record and evaluation books which illustrate that on many occasions the space for PE remain blank or indicate that the subject was not done.

Results of the study found that teachers at Corner View Government Primary School appear to place a relatively high status on PE. However, prioritization of the academic subjects seems to contravene such status.

The status of PE, with regard to parents was another area that was brought into focus. Analysis of data gave rise to the lack of parental support for PE. Teacher C expressed concern that quite often parents fail to send their children appropriately dressed for PE even though they are reminded about the day when PE is conducted in the infant department. She commented that this also poses a barrier as it reduces the number of students who participate and benefit from the lessons. (Appendix F, 2.3, Teacher C interview). This challenge at the infant level has implications for parental support at the higher levels as the practice is observed throughout the school when PE sessions are being conducted.

Results of the study found that the teachers appear to place a relatively high status on PE. However, prioritization of the academic subjects seems to contravene such status. Added to this is the lack of parental support for PE which suggests that parents also have a low status of the subject.

Teachers Past Experience with PE and Present Teaching Practice

In response to question nine (9) on the interview guide, participants discussed their past experiences with PE as students at primary and secondary school. The analysis of data showed that they each had different experiences with PE as students, which seem to exert some influence on how they view the subject and deliver it to their students.

Teacher C (infants) recalled having a trained male primary school teacher who taught PE exclusively. She related that she looked forward to PE time to participate in the activities. She had similar experiences in secondary school where she continued to participate and enjoyed the activities.

Further analysis of data suggests that her past experiences with PE as a student may have some influence on how she conducts her class. She said that she tries to emulate the PE teacher by providing similar experiences for students.

I try my best and think about what the teacher did and I practice it with my students... like how to manage the children outside...the teacher used to use a whistle as a signal... But we learnt in college that you do not use things like whistles. You use your voice or clap your hands to get students to respond. So I enforce that while I am doing the lesson (Appendix F, 3.1, Teacher C interview).

Unfortunately, documentation for the period covered by this study was not available for this participant. However, observation of some lessons conducted were recorded (Appendix B, Teacher C observation guide).

Teacher T (lower juniors) had very little exposure to PE as a student. She admitted that she was not interested in sports at school and still does not watch sports even today. She was unable to remember if she had a PE teacher in primary school but said it may have been the class teacher who taught PE. She recalled however that she would participate in PE sometimes and at other times she was allowed to sit and watch the activities.

As a student in secondary school she had difficulties with PE because she found that the sports activities were too rough for her liking. Analysis of data suggests that her past experiences with PE as a student may have a direct influence on the way she teaches the subject. Review of her record and evaluation illustrated many blank spaces where PE lessons were to be recorded. Her last entry was May 23rd 2014 (Appendix C, Teacher T record and evaluation). Through observation the activities of lessons conducted were recorded (Appendix B, Teacher T observation guide).

Teacher L (upper juniors) also had limited experienced with PE as a student. He indicated that at primary school he did not get much exposure to PE because of limited yard space used as the teachers' car park. The only time he remembered doing some physical activity with a teacher was in standard five.

The only teacher who had us doing a little thing was the standard five teacher where, ever so often on a Friday he would bring us outside and we would do a little cricket something in the yard because he did like cricket. (Appendix F, 6.1, Teacher L interview).

As a student in secondary school he was only exposed to some cricket and football from form one to form three. In analyzing the data it seems that his past experiences with PE appears

to follow a similar pattern in how he conducts his lessons. Review of his record and evaluation book discovered that in many instances the space for recording PE lessons were left blanked or indicated that lessons were not done. His last entry was October 25th 2013 (Appendix C, Teacher L record and evaluation). Through observation, activities done in some lessons were recorded (Appendix B, Teacher L observation guide).

Teacher S (upper juniors) had mixed experiences with PE as a student. She too remembered looking forward to PE in primary school and having fun. She also had a male PE teacher who incorporated the academics and allowed for critical thinking when doing the activities. As a student in secondary school however, she had a contrasting experience that she claimed turned her off from PE.

...the teacher...he wasn't there regularly and... whenever he comes he would say "make six laps around the court." Poor me now... I remember doing those six laps and vomiting after! ...so that personal experience is what I feel kind ah turn me off (Appendix F, 3.1, Teacher S interview).

She stated that despite the unpleasant past experience she enjoyed teaching PE when she was in the infant department. According to her the skills were easier to teach. However, at the upper juniors level she does not enjoy teaching it because of the heavy demand of the curriculum. Notwithstanding, the analysis of data suggests that her past experiences may have an influence on how she views the subject. Her record and evaluation also illustrated many blank spaces where PE lessons were to be recorded. Record of her last lesson was January 24th 2014, for CAC assessment in the underarm throw. (Appendix C, Teacher S record and evaluation).

Observation recorded the activities done in some lessons. (Appendix B, Teacher S observation guide).

The data also revealed that there was not enough administrative support for teachers where the teaching of PE was concerned. Teacher L alluded to this when he said that he often made mention that there is need to have a PE teacher on staff whose responsibility it is to teach PE only.

The findings of the study indicate that the teachers' past experiences may have had a direct influence on how they presently conduct their PE lessons. The study also found that there was insufficient administrative support for teachers with regard to the teaching of PE.

P E Misconceptions

One misconception of PE is using it as an incentive for the students (Question 14, interview guide). In analyzing the data it was discovered that except for the infant teacher, all the participants admitted to using PE as either reward or punishment at some point in time. Teacher T confessed that she used PE as an incentive for students. She would promise to take them and then change her mind if she was displeased with their work or behaviour but she would "give the children a little treat and carry them out for PE sometimes." (Appendix F, 4.1, Teacher T interview).

Teacher L admitted that when he was a new teacher, he may have used PE as an incentive by promising students to go for games on Friday evenings.

Teacher S, also admitted to using PE a reward only if the students behaved and did their work well. She claimed that it did work for her. She revealed that from her observation other

teachers also do it particularly when students seem sluggish and don't want to work. They use it ...because they know students love going outdoors (Appendix F, 5.1, Teacher S interview).

A major misconception that exist in the minds of many is that PE and sports are one and the same. Interrogation of the data revealed that this misconception is reinforced by the Ministry of Education since most of their PE workshops are geared towards one sporting discipline or another for the purpose of school competitions. Teacher L was sent on one day sports workshops offered by the ministry and described the experiences as sessions to refresh skills and rules for upcoming competitions with no real training to teach PE lessons in the school. He reported:

They were actually for teachers to brush up on skills and rules for upcoming tournaments that the school would have had to participate in and not necessarily for teaching PE per se (Appendix F, 62 Teacher L interview).

The data also showed that participants very often talked about sports in reference to PE activities. One teacher indicated that she needed to know much more about the sport before she could teach it. Review of her record and evaluation book seem to support this position because of the limited entries recorded Appendix C, Teacher T record and evaluation). Teacher L mentioned that in secondary school he was exposed to cricket and football. He also related that he was used to coach the school football and cricket teams for competitions. The entries in his record and evaluation book indicate PE Games /Games Skills (Appendix C. Teacher L record and evaluation), but observation showed his students involved in sports like football and cricket (Appendix B, Teacher L observation, guide).

Another misconception that exists is that free play is PE. Further scrutiny of the data found that teachers used PE time for students to engage in games or free play. Sometimes a

lesson may begin with a skill being taught but eventually disintegrates into free play with students playing the games they prefer. (Appendix B, Teacher T observation guide). Some students do not get involved but take the opportunity nevertheless to be outside (Appendix F, 5.1, Teacher T interview). Teacher S disclosed that in previous classes the students would ask to go for games and she would send them on occasions “as a little breather” but their interest was not PE but to play football or netball (Appendix F, 6.1 ... Teacher S interview).

Coming out of the study was that most participants stated that they experienced having a male PE specialist teacher in primary school. Teacher T did not reveal this but in her discussion on the topic she referred to the PE specialist teacher as “sir” (Appendix F, 6.1 Teacher T interview). Although neither of the participants expressed that the teacher should be male, this stereotyping could be considered to be a misconception in PE.

The findings of the study indicate that the teachers are reluctant to teach PE because of the misconceptions they have formed of the subject.

Need for Specialist Primary PE teacher

In response to question twelve (12) on the interview guide participants disclosed that they felt incompetent in teaching PE. In analyzing the data it was found that the teachers did not possess enough knowledge and skills to teach the subject. As a result teachers felt inadequate and lacked confidence in teaching PE. Hence, they all supported the idea of having a specialist PE teacher.

Teacher C stated:

...there is a lack in terms of the knowledge that I have in passing on the skills to the children... I think it is very very important to have one because that person would be more knowledgeable about the skills and activities to give the children. It also gives the children the opportunity to...be dealing with someone else beside the class teacher. (Appendix F, Teacher C interview).

Teacher T:

Part of the problem to be honest was that I didn't know how to teach PE It would be so nice to have a professional for that. I think it would motivate the children...because they would look up to that teacher as the one who know it all. Sir is coming to do certain things. Sir knows what he is doing ...So I really support that thrust. (Appendix F, 6.2, Teacher T interview).

Teacher L:

For me it would actually be the skill level training... I have always said that we need a PE teacher or in some cases a coach. (Appendix F, 7.1, Teacher L interview,).

Teacher S:

I'm lacking in skills... I always have to research things, right! So a specialist teacher would be a valuable asset to have (Appendix F, 7.1... Teacher S interview).

Delving deeper into the data it was discovered that the heavy curriculum demand caused teacher to focus more on the academic subjects, while neglecting PE. Although it was more evident in the upper juniors department, participants stated that a specialist PE teacher will help in alleviating curriculum overload of the classroom teacher. Teacher C explained:

...that person would just concentrate on phys. Ed. alone and give their best. Not be bugged down with teaching fourteen subjects along with phys. Ed.

Teacher L:

...with the workload on an S.E.A teacher, having to do PE also is kinda tough. A teacher cannot be expected to be teaching 15-16 subjects and be expected to be an expert in all... I am one that would advocate for specialist PE teachers (Appendix F, 7.2, Teacher L interview, line).

Teacher S:

...it would just ease up that anxiety I feel about having to plan and execute the lesson and not being sure of what ah teaching... ah cyar really incorporate everything into a PE lesson... speaking for myself, it would benefit me in that I could learn from the expert teacher (Appendix F, 7.2, Teacher S interview).

The results of the study revealed that the inadequate knowledge and skills of classroom teacher and the heavy curriculum demands have left teachers in a position where they have to prioritize between the traditional academic subjects and PE resulting therefore, in the need for a specialist PE teacher.

Summary of Findings

The findings of this study were derived from interpretation of data generated from interviews, observation and documentation. The findings revealed that teachers at Corner View Government Primary School believe that Physical Education is important for the students but they are faced with numerous challenges which prevents them from effectively teaching the subject. These challenges can be summarized as follows:

1. Inadequate training of teachers
2. Nonexistent and Inadequate facilities and equipment
3. Lack of parental support for PE
4. Insufficient administrative support for teachers re teaching PE
5. Lack of knowledge and skills to effectively teach PE
6. Heavy curriculum demand

There is urgent need for improvement in these areas if meaningful delivery of the Physical Education programme is to be effected at the school. Chapter 5 seeks to discuss the findings and make recommendations based on the findings that have emerged from the data analysis.

Chapter Five

Discussion and Recommendations

This chapter discusses findings in terms of the research purpose which sought to investigate how teachers experience teaching Physical Education at Corner View Government School. The researcher's intention was to engage the teachers to get a clear understanding into the concerns they have about teaching Physical Education and what can be done to improve the situation. This information was acquired through the researcher's operationalization of the overarching question: How do teachers experience teaching Physical Education at Corner View Government Primary School? In addition, this chapter discusses the findings of the study in terms of the literature reviewed and makes recommendations that are linked to the findings.

Status of PE; Teacher Training

Emanating from the literature on the aspect of teacher training, the researcher expressed concern about the programme and its effectiveness in achieving improved learning outcomes for children. He was concerned that in the short time available, the junior primary/primary pre-service teachers were likely to learn only the most basic content, and the pedagogical processes they learn may not be sufficiently internalized to enable them to sustain these recommended approaches once they are in the schools.

The results of this study show some commonalities with the literature. The inadequate training of teachers is also a major barrier to effective delivery of PE to students at Corner View Government Primary School. The participants in this study described their one year option training as more theory than practical where the focus was more on lesson planning than the

practical aspects of PE, similar to the junior primary/primary pre-service teachers compulsory PE programme.

Also common was the perception of discontinuity that teachers face after training and their return to the school setting. Teacher C shared her experience of discontinuity upon completing teachers' college and coming back into the school system. She shared the fact that she had limited knowledge in training the children in the practical aspect of physical education and described it as more "trial and error". Primary school PE focuses on skill development which is practical in nature. This perception of discontinuity in the school setting, has implications for the future of primary school PE. It therefore means that in an effort to achieve improved learning outcomes for children, teacher training institutions should revise their PE curriculum to focus more on the practical aspect of the programme.

The results of the study also show that the other participants experienced discontinuity in the way teachers prepare and conduct PE lessons as well as the priority they place on the subject. Their documentation, and observation by this researcher, show that they used sports/games instead of a well planned PE lesson with clear aims and outcomes to cater for student motor skill development and for physical education to be more than a "brain break" as described by the junior primary/primary pre-service teachers. During the interview with Teacher T, she spoke about her experience when she taught Jump rope for a whole term after attending a one day workshop, because that is what she learned and was comfortable teaching. She experienced discontinuity there after resorting to what she did prior. Teacher L and Teacher S explained about the demands of the curriculum and disclosed that they often replaced PE with the academics in keeping with the discontinuity the junior primary/primary pre-service teachers observed on their practicum. The perception of discontinuity in the school setting is a reality that

many teachers face. The study coming out of the literature reviewed, has shown that the amount of physical education provided for children is impacted upon by teacher feelings about their competence, as this influences confidence and willingness to teach physical education (Webster 2002, Morgan et al 2005, Tinning & McCuaig 2006). This implies that there is need for the support and provision of professional development for experienced teachers in the primary school setting. One-day workshops cannot sufficiently train our primary school teachers to effectively teach PE.

Facilities and equipment

In reviewing the literature, access to specialized facilities did not emerge as a significant contextual influence in the study. However, the findings of this study reveal that teachers at Corner View Government Primary School are generally dissatisfied with the facilities and equipment at the school for teaching PE. While there is satisfaction for the equipment and facilities for outdoor activities like track and field, football, netball and cricket, there are no facilities for educational gymnastics and dance which require a cool enclosed area. Teacher T pointed this out when she spoke about the need for an enclosed area to do those activities. The teachers who try to teach this aspect, resort to using the library. This poses a problem as they can only get its use when it is not otherwise occupied. Also, before the lesson begins the furniture has to be stacked to create the space, which impinges on the time to do the lesson. The confined space does not allow for much variety in activities as safety is the first priority in a PE lesson. There is no librarian so the rearrangement of the furniture upon completion of the lesson relies on the teacher and students and is not always done on a timely basis in preparation for another class. While there is merit in the pre-service teachers understanding the need for effective planning with regular, timetabled lessons, the reality is that schools like Corner View

Government Primary School are challenged with adequate space to teach certain aspects of the PE curriculum. Hence, they have to use the space when it becomes available, which to this researchers' mind negates the issue of effective planning in terms of time, under such circumstances.

Added to this, the findings reveal the nonexistent change rooms and showers for both students and teachers. This was articulated by teacher L when he expressed his dissatisfaction with the existing facilities at the school. Siedentop (2007) argued, "Facilities and equipment for PE affects what can be taught and how it will be taught," (p. 279). He further argued that PE is a highly kinesthetic discipline that uses active, hands on methods of teaching. Therefore, having adequate and appropriate facilities and equipment is essential so that teachers can help students achieve the full range of benefits from PE.

In a newspaper article, Dr Rawatee Maharaj-Sharma, lecturer at UWI, St Augustine, expressed similar sentiments as she commented about the changes in the SEA. She was quoted as saying:

Both PE and VAPA are highly kinetic aesthetic disciplines and any attempt to teach these without the proper facilities, resources, expert trainers and the appropriate pedagogical approaches will reduce the effort to a meaningless theoretical endeavour. The practicality and dynamism which naturally characterise them will be lost (Maharaj-Sharma, 2012).

The inadequate resources for PE has significantly contributed to many teachers at Corner View Government Primary School not wanting to teach the subject as regularly as they should. Hence the need for improvement in these areas.

Status of PE; Teachers Perspectives

Coming out of the 2004 study of an urban Korean primary school, the low status of PE is a shared feature of both Hana Primary School and Corner View Government Primary School. The study revealed that there appeared to be a widespread crisis in South Korean education that suggests what is known as 'the loss of the class.' Traditionally, physical education in Korean primary schools has been replaced by break time, school event preparation, and by other subjects seen as more important. As well as the fact that primary school teachers do not appear to take physical education seriously.

The findings of this study indicate that the low status of PE at Corner View Government Primary School, like at Hana, may be due partly to the deeper national issues in the educational systems that impact on the delivery of quality physical education. For example, in addition to teacher training, there is the issue of monitoring and evaluation. Until recently, there was no direct involvement from Ministry of Education to ensure that Physical Education was being taught in primary schools. At present, PE is still not examinable at National Test like other academic subjects. With the introduction of the VAPA subjects in 2012-2013, PE is now being assessed at the primary school but even so, its contribution in terms of marks has minimal weighting to the overall SEA examination when compared to Mathematics and Language Arts. As a result teachers do not see the need to focus on the delivery of PE, hence its low status.

In addition, the study illustrated that the teachers at Hana experienced disengagement with physical education which was often reflected in the lack of priority it was given. The researcher explained that while most of the teachers taught little physical education, some still had a rhetoric that defended the importance of the subject. The findings in this study also revealed that teachers at Corner View Government Primary School place a low priority on PE even though they all gave it a five and above rating in the interviews. One teacher rated it at

seven and went to postulate about it being an important part of the children's total development that we neglect. However, she later explained that while she does not advocate neglecting PE, one does not need PE to succeed using herself as an example. This reasoning seem to contradict the rating she gave for the subject. Although this was not revealed in the literature, what was even more interesting is that this teacher did share that she had a bad experience with PE at secondary school which she believed turned her off from PE.

The study has indicated that many researchers have discussed the view that physical education is a marginal subject (Kirk, 1996; O'Sullivan, Siedentop, & Tannehill, 1994; Taggart, 1989). As a result, the teachers do not feel the need to focus on those subjects in their teaching. However, research by Anderson (1994) identified six schools that were managing the curriculum of physical education well, showing that these schools have support at policy and administrative levels. Dyson & O'Sullivan (1998) and Cothran (2001) found that the marginal subjects need support from a range of forces to overcome entrenched institutional problems. New policies that engage administrators and teachers must be developed to improve the implementation of physical education curriculum at the school. The onus therefore, is on the principal and others in administration to provide the necessary support for teachers if there is to be an effective PE programme at Corner View Government Primary School, thereby lifting the status of PE at the school.

Need for Specialist Primary PE Teacher

Emerging from the study is the concern about the subject knowledge and confidence of generalist teachers to teach PE by both Carney and Winkler (2008) and the Cambridge Review.

Teaching children's PE is arguably the most challenging job in an elementary school. This is so because the children are moving and not anchored in desks (Graham, 2001).

The findings of this study indicate that teachers at Corner View Government Primary School lack the knowledge and skills to teach PE resulting in a feeling of inadequacy and low self-confidence. Hence, they have all supported the idea of having a specialist PE teacher, whose responsibility would be to teach only PE. One teacher stated that she had a phobia for teaching PE and preferred not to take the students outside. Instead, she preferred having them in a confined area where she could have class control. The teachers have expressed that they need to understand what they are teaching before they attempt to do so. This requires them to do research into the area which is very time consuming. Carney and Howells (2008), proposed that every primary school should have a Primary Physical Education Specialist to offer opportunities and support for teachers to gain the expertise they need to offer high quality PE. A diminishing of enthusiasm and confidence to teach physical education, described as the wash out effect needed to be compensated for by more extensive support for classroom teachers (Morgan et al 2002 p15).

The results of this study also reveal that teachers at Corner View Government Primary School are burdened by the heavy curriculum demand to prepare students for national high stake examinations particularly in the lower and upper juniors section of the school. Another teacher suggested the use of a coach but in the literature, Carney and Winkler (2008) argue, "Primary PE must be delivered by a qualified teacher who understands the process of learning and teaching, and is mindful of the holistic development of primary age children" (p. 15).

The responsibility is that of the administrative staff to provide to opportunity for the classroom teacher to benefit from the expertise of a specialist PE teacher.

Conclusion

This findings of this study has shown that the teachers at Corner View Government Primary School know that Physical Education is integral to the holistic development of students but they face challenges with regards to teaching the subject. In light of the benefits that PE provides for children, now may be the appropriate time to continue discussions geared towards improving the status of primary school PE. This would require the involvement of all stakeholders in an effort to rewire their thinking and change societal imperatives where PE is concerned.

Additionally, this study has unveiled some interesting thoughts of how primary school teachers experience teaching Physical Education at one school in Trinidad and Tobago. The findings may have implications for teacher training programmes in preparing future primary school teachers to effectively teach Physical Education. In this regard it would be worthwhile for further studies to be conducted to determine how teachers experience teaching Physical Education throughout the primary school system in Trinidad and Tobago.

Recommendations.

In an effort to improve the quality and regularity of teaching Physical Education at Corner View Government primary School, it is important that all stakeholders work together. Hence, the following list of recommendations was formulated based on the findings of the study.

- **Training for teachers:**

In accordance with the School Development Plan (SDP), it is recommended that PE staff development workshops be organized for teachers to improve their knowledge and skills in teaching the subject. These workshops should involve more practical sessions since primary school PE focuses on skill development which is practical in

nature. A suggested period may be the days when there is traditionally a low student turnout. It is also recommended that suggestions be made for PE workshops to be included in professional development programmes for teachers, that are conducted by the Teaching & Teacher Training Development Division during the July –August Vacation.

- **Improved Status of PE:**

As teachers become empowered to teach PE effectively through training, it is recommended that parents and those with a vested interest in education, be encouraged to buy in to the importance of PE to children. This can be achieved through outreach programmes in PTA and Parent / Teacher Conferences, to begin the change process for primary school PE to enjoy similar status like that of the academic subjects.

- **Facilities and Equipment:**

Under school repairs programme, it is recommended that the MOE upgrade facilities by:

- Installing changing rooms and showers for both teachers and students.
- Adding a room to the building or providing an air conditioned prefab structure for activities such as gymnastics and dance to be conducted.

To assist with the procurement of necessary resources like mats and infants equipment, it is recommended that a budget be made by the staff and submitted to the Ministry of Education so that mandatory funding could be released to acquire these resources.

- **PE Specialist Teacher:**

In an effort to provide much needed administrative support and address the curriculum demands of the classroom teacher, it is recommended that the principal in consultation with the staff, assign a teacher who has PE background/ qualifications, with the responsibility to conduct PE lessons only or have professional coaches come in at scheduled times to work with the students.

- **School Policy**

For PE to be taught regularly and effectively, it is recommended that school policy be revised to:

- Make it compulsory that teachers accompany their classes to sessions conducted by PE specialist teacher or coach. This allows for both supervision and teacher engagement in the lesson to learn in areas that they are deficient.
- Restructure the timetable so that teachers, students and parents are aware of the days and times for PE lessons. This allows for students and teachers to be appropriately dressed for the classes.

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Appendices

Appendix A
INTERVIEW GUIDE

1. How long have you been teaching?
2. How many times do you teach PE with your class?
3. Do you think that is enough time? Justify your answer
4. How has your training prepared you to teach PE?
5. What are your views about PE being part of the CAC
6. What experiences have you had in teaching PE?
7. What barriers do you encounter in delivering the PE programme?
8. On a scale of 1-10 how do you rate PE as a subject on the curriculum? (1-lowest 10-highest)
9. How have your past experiences with PE as a student, influenced your teaching of the subject?
10. How do you cope with teaching PE along with other subjects on the curriculum?
11. What do you think about the facilities and equipment available at the school for teaching PE?
12. What is your opinion about having PE specialist teachers in the primary school?
13. From your observation what are your students' reaction generally, when it is time for PE?
14. Do you think that PE is used as an incentive for the students? Explain your response.
15. What three suggestions/ recommendations would you give for PE to be taught effectively in the primary school?

Appendix B
OBSERVATION GUIDE

RESEARCHER: Deborah Butler

INSTITUTION: Corner View Government Primary School

RESEARCH TOPIC: An Investigation into How Teachers Experience Teaching Physical

Education at a Primary School in the Port of Spain & Environs District.

GUIDELINES: Record what is observe as well as what is heard. Record the activity/behavior.

Date: Time:	Persons Present	Activity/Behaviour
<p>Playing field; back of school</p> <p>Thursday 27.03.2014</p> <p>2:00pm- 2:30pm</p>	<p>Two infant teachers; Teacher C and one other.</p> <p>38 infants 1st and 2nd year</p> <p>28 dressed in PE uniform</p> <p>10 not in PE uniforms, stand and look on.</p>	<p>Researcher stands on back corridor of school just above the area on the playing field where the infants are getting ready for PE, to observe lesson being conducted by Teacher C. Another infant teacher is assisting. Students swing their arms as they stand in the field. After instructions from Teacher C, they move around, sometimes fast, other times slow or medium pace. As they move they make different sounds with their hands outstretched; sometimes in front, at the side or overhead. Some students are bumping into one another. Teacher C claps to stop but students continue to bump into one another screaming and laughing. Teacher C blows a whistle and students stop. Both teachers talk to students while clapping and using their hands to indicate stop. Students then continue to move around making different sounds. One boy continues to bump into others and was removed. Next, students run races in groups of six boys or six girls. Sometimes the groups are mixed. Two students are used as starting line markers while two others, including the boy that was removed, are the finish line markers. Many students did not run straight ahead but converge on one another as they ran causing some to fall. They were encouraged to finish the race if they were not hurt. The line markers eventually run a race among themselves. The students cheered on their friends.</p>

Location: Date: Time	Persons Present	Activity/Behaviour
Playing field; backyard of school Thursday 03.04.2014 2:00pm-2:30pm	Four infant teachers; Teacher C and three others. 25 infants 1 st and 2 nd year	<p>It is the penultimate day of school. Researcher stands at the side of playing area on the field to observe Teacher C conduct a PE lesson. All four infant teachers are there. Students stand in the field and swing their arms. They are not dressed in PE uniform today. Upon receiving instructions from teachers they move around at varying pace. Some students swerve to avoid bumping into one another. Some seem to enjoy colliding with others as they laugh and scream when they do. Teachers remind them about the rules. Afterwards, students form two large groups facing each other in a horizontal line. One group has twelve while the other has thirteen. Teacher C explains the activity that they are going to do. She chooses one student from each group to demonstrate before starting the activity. Each student runs around the other group and returns to his/her group to touch the outstretched hand of the next team member who immediately does the same. When the first person returns to the head of the line, the group stoops to show completion. The group that stoops first wins. The first student in the shorter line gets a chance to run again. Some are looking at the other team and delaying the effort of their own team. Their team members shout at them to “mind their business”. One girl did not follow the correct direction and was sent back to do it correctly. This made other team members angry and they stopped cheering. With the encouragement of the teachers they started cheering again. For the next round a tennis ball was introduced to each team to hand over to next team member upon completing the run. In this round a student drops the ball and had to retrieve it before continuing to run. Students as well as teachers cheered on their teams. Discussion with teachers after the activity revealed that it was a</p>

		tennis ball relay.
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OBSERVATION GUIDE

Location: Date: Time:	Persons Present	Activity/Behaviour
Playing field;	Two standard one	Researcher stands at the bottom of the back stairs

TEACHER T

<p>Backyard of school</p> <p>Friday 21.03.2014</p>	<p>teachers; Teacher T and one other.</p> <p>33 standard one students</p>	<p>on the Eastern side of school to observe Teacher T conduct a PE lesson. She is being assisted by the other Std One teacher. Outside the classroom</p>
<p>Location: 2.45pm-3:00pm</p> <p>Date:</p> <p>Time:</p>	<p>Persons Present (combined classes)</p>	<p>students do stretching activities. Only nine students are in PE uniforms. They get into groups of five boys or five girls to run races.</p>
		<p>Three girls and a boy are not participating but are sitting with the other teacher. Two students stand as line markers to start the race while two others are placed as markers at the finish line. One group of boys line up to start but one stands a little ahead. This was brought to Teacher T's attention and she points to where he should stand while instructing him to get in line and play fairly. Teacher T blows the whistle to start when they are ready. One boy falls and did not complete the race. No clear winner is identified as children complain of cheating during running. The same is done for the girls. The teachers inform students that it is not a competition but for fun. Races are run over until the numbers of participants dwindled. Line markers eventually join in. Eventually, boys and girls are running together. By this time most students are now sitting outside the classroom or running around freely. Teachers also sit outside the classroom and look at the students. Lesson ends when the bell rings for dismissal.</p>

Playing field; Backyard of school	One standard one teacher-; Teacher T.	Researcher stands on back stairs at Eastern end of the school to observe a PE lesson by Teacher T.
Friday 02.05.2014	15 standard one students	After doing stretching activities outside
Location: Date: Time: 2:30pm-3:00pm	Persons Present (Teacher P's class)	Activity/Behaviour classroom, students form groups of four to do activity. Teacher allows them to form their own
Front Corridor		Researcher passes outside the classroom of a groups. This results in two boys only groups and standard one class after the morning assembly and hears the teacher promising students that they will go for games only if they perform well on two girls. Teacher T rectifies the situation by
Friday 23.05.2014		one, suggests the teacher promising students that they will go for games only if they perform well on two girls. Teacher T rectifies the situation by
9:10am		suggesting changes to the groups and includes the Researcher stands on the bottom of the back stairs other three children. The game "Drop Peter
Friday 23.05.2014	Two standard one teachers;	on Eastern end of school and observes students preparing for a PE lesson to be conducted by Drop" was played a few times. Then students
Playing field; Backyard of school	Teacher T and one other.	Teacher T. They do their stretching while suggest other games as well which included awaiting further instructions from teachers. Some
		"Red Light Green Light" and "In the River on the Bank". Three boys begin to run a race. This attracts some of the other students who eventually joined in. Teacher T allows them to do their activities while she looks on. Uncorporating students were called to sit in the classroom. Activities end when the bell rings to dismiss classes.

2:15pm-3:00pm	30 standard one students (combined classes)	use the opportunity to play “hit and run” as teachers discuss for a short while. Two students appear with a big ball each. Teacher T instructs students to form two large circles of eight on the field. She further instructs them to throw the ball to a team member so that they catch at about chest level. Two students demonstrate as teachers point out what has to be done. Students. pass ball across the circles trying to follow the instructions. Many students are not catching the ball and it goes outside the circle. Two or three students run simultaneously to retrieve the ball causing the circle to be broken. Teacher T blows whistle to stop activity and explains again what has to be done. Teachers allow each students to throw the ball for the receiver to catch. Some students take a few tries to get it right. This continues for about ten minutes. Some students quickly lost interest as they seem not to be getting it correctly, and slip away under the eaves of the corridor. Some went to the taps for water. The lesson eventually converts to students kicking the balls around. There are no boundaries defined. Teachers allow students to engage in activity until one child almost kicked the ball over the wall. Teacher T blows whistle to signals the children to get closer until the end of the session when the bell ran for dismissal.
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OBSERVATION GUIDE

TEACHER L

Location: Date: Time:	Persons Present	Activity/Behaviour
Playing field back of school Friday 07.03.2014 2:00pm- 3:00 pm	Teacher L 18 students	Researcher stands on stairs at Eastern end of school to observe a lesson being conducted by Teacher L. Students are on the field awaiting instructions from their teacher. Five of the students are wearing P.E uniforms. He arrives shortly after with two footballs and some cones. After a brief discussion students occupy the field.

		<p>They form two groups of eight, each standing behind cones arranged in a vertical line. This was done by two girls while Teacher L was instructing the students. They took no further part in the activity. He blows a whistle and students begin to dribble the ball through the cones. Each team does this three times after which they are allowed a five minute break to go the top to get water. Some students remain on the field drinking from their bottles. Two girls use this opportunity to return upstairs and watch from the back corridor. After the water break, students regroup to get ready for their game. They occupy various positions on the field and then the game begins. They used imaginary lines to know when the ball goes out. Each team has two girls who seem to be matching talents with the boys. Teacher L stands and watches the students play, blowing the whistle on occasions. Students from the other standard five class have arrived and are asking to join in. He allows some to do so when players ask to take a break or volunteers to give them a chance. Game ends when the bell rings to dismiss.</p>
<p>Playing field back of school</p> <p>Thursday 03.04.2014</p> <p>10:15am</p>	<p>Teacher L and Teacher S 25 students (combined classes)</p>	<p>Today is the penultimate day of school. Researcher stands on back stairs of Eastern side of school to observe Teacher L conduct a lesson. Teacher S has brought her class to join with Teacher L. Students are awaiting instructions from their teachers. They form three groups of eight. The two girls from the previous lesson are assisted by another to layout the cones this time in a zig zag formation. Students are instructed to stand behind the cones in their groups. Teacher L blows the whistle when students are ready and they dribble the ball through the cones. This is done twice by each team then they go right on to organizing for their game. Some student use the opportunity to take a water break. Two teams occupy the field and the game begins. The winner is allowed to play the other team that is waiting. The activity went a little into the lunch time period but students did not seem to be bothered by this. Teacher S leaves and Teacher L remains with students until 11:40am when they leave for lunch.</p>
<p>Front court yard</p>	<p>Teacher L</p>	<p>It is the week after S.E.A 2014, not many standard five</p>

<p>of school</p> <p>Friday 16.05.2014</p> <p>2:10pm-3:00 pm</p>	<p>13 students</p>	<p>students are at school. Those present are doing an activity with Teacher L in the front courtyard. Researcher stands on front corridor and observes students as they warm up by running around the courtyard. Some students do so once while others complete it more than once. None are wearing P.E uniforms. Teacher L arrives with cricket bats, some tennis balls and a pair of card board boxes which he uses as wickets. Students have already formed themselves into two teams and are ready to play. The first team goes in to bat while the other occupies various positions on the field. The game begins and there is much excitement as students cheer and encourage their team members to hit the ball and run. This begins to draw the attention of other classes. Some students are also on the corridor looking on with their teacher. The game proceeds well until one student is run out but does not want to leave. Students try to take the bat and a struggle ensues. Teacher L defuses the situation and the student leaves obviously upset. The game continues to the allotted time after which the other team goes in to bat while the batting side now occupies various positions on the field. The excitement continues with children being bowled out quickly. One boy is able to withstand the bowling and emerges not out. The game ends just before the bell rings for dismissal.</p>
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OBSERVATION GUIDE

TEACHER S

Location: Date: Time:	Persons Present	Activity/Behaviour
Front Courtyard of school	Teacher S 18 students	Research stands on front corridor to observe a lesson being done Teacher S. Students run around the court as

<p>Friday 28.03.2014</p> <p>2:15pm-3:00 pm</p>		<p>the warm up activity. Some student do so more than once. Students form two large circles with one member standing in the middle of each. Teacher instructs students how to throw the ball around the circle. After a demonstration by a student the activity begins. Some students are missing the ball causing it to go outside the circle. Students are encouraged to catch the ball. Teacher S stops the activity and puts time limit. Activity continues and the team with the least number of dropped catches wins. Students were then allowed to play freely throwing and catching until the bell rings for dismissal.</p>
<p>Front Courtyard of school Thursday 15.05.2014 2:20pm</p>	<p>Teacher S 16 students</p>	<p>Researcher stands on front corridor to observe Teacher S conducts a lesson. Students warm up by running around the court raising and lowering their arms as they go along. After this, students occupy the court in preparation for another game of throwing and catching. The games takes a similar format to the one previously observed, except that this time the students use the netball goal posts. There is excitement and laughter on one team as shooters miss the opportunity to score, and encouragement and sometimes frustration on the other team as they call upon their shooter to score. There are incidences of misunderstanding about whose turn to take possession of the ball. It is soon sorted out by team members. Teacher S stands and looks at the children as they play. Activity ends when the bell rings for dismissal.</p>

Appendix C
RECORD AND EVALUATION SAMPLES

RECORD AND EVALUATION SAMPLES

TEACHER T

Term 1 (2013-2014) Techer T

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Done	Done	Done	Done	Not Done	Done	Done	Done	Done	Not Done	Not Done	Not Done

Term 2 (2013-2014) Teacher T

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Not Done	Done	Done	Done	Not Done	Done	Done	Done	Not Done	Not Done

Term 3 (2013-2014) Teacher T

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Not Done	Done	Not Done	Done	Done	Not Done

RECORD AND EVALUATION SAMPLES

TEACHER S

Term 1 (2013-2014) Teacher S

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Not Done	Done	Not Done	Not Done	Not Done					

Term 2 (2013-2014) Teacher S

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Not Done	Not Done	Done	Not Done	Not Done	Not Done	No Record Submitted	Not Done

Term 3 (2013-2014) Teacher S

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
No Record Submitted	No Record Submitted	Not Done	Not Done	Not Done	Not Done

Appendix D
PARTICIPANTS' CONSENT FORM

I.....agree to participate in the research study being conducted by Deborah Butler. The nature and purpose of the study was explained to me during the early stages of the study as well as before the start of the interview and I am participating voluntarily.

I give permission for my interview to be tape-recorded, cognizant that extracts from my interview may be quoted in the thesis and any further publications.

I understand that the information that I provide would be treated with confidence and that I can withdraw from the study at any time without any consequences. I was also assured that anonymity will be paramount in the written submission to disguise my identity.

(Please tick one box :)

I agree to quotation/publication of extracts from my interview

I do not agree to quotation/publication of extracts from my interview

Signed.....

Date.....

Thank you for your participation.