

“We do notice the correlation between the results of the learner and physical activity”

Perceptions and attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa

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SCIENCES

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Työn nimi Opettajien näkemykset ja asenteet liikunnasta Etelä-Afrikan yläkouluissa		
Tutkinto Sosiaali- ja terveystieteiden kehittäminen ja johtaminen Sosiaali- ja terveystieteiden digitalisaatio ja liiketoimintaosaaminen		
Tiivistelmä <p>Etelä- Afrikkalaiset nuoret ovat alkaneet omaksua epäterveellisiä elämäntapoja. Nuoret tarvitsevat ohjausta kohti aktiivisempaa elämää ja koulun merkitys ohjauksessa on suuri. Koulut tarvitsevat koulututettuja liikunnanopettajia sekä tietoa liikunnan vaikutuksista koulun päivään ja positiivista asennetta liikkumista kohtaan. (Uys, Bassett, Draper, Micklesfield, Monyeki, De Villiers & Lambert, 2016.) Asenne voidaan oppia. (Hodges & Logan, 2012, 4; Matikainen, 2006.)</p> <p>Tämän opinnäytetyön tarkoituksena oli luoda ymmärrys opettajien käsityksistä ja asenteista liikuntaa kohtaan sekä edistää kouluaikana tapahtuvaa liikuntaa Etelä-Afrikan Kapkaupungin yläkouluissa. Opinnäytetyön tavoitteena oli tutkia opettajien asenteita ja käsityksiä liikuntaa kohtaan sekä edistää tiedonvaihtoa Etelä-Afrikan ja Suomen välillä liikunnan vaikutuksista koulumenestykseen, koulunkäyntiin sekä kognitiivisiin toimintoihin Kapkaupungin kouluissa. Opinnäytetyö toimi osana kansainvälistä ”Caring Society (CASO)” -hanketta. CASO-hankkeen tavoitteena on ollut edistää Etelä-Afrikan terveydenhuoltoa tiedonvaihdon avulla (CASO, 2018). Tutkimus toteutettiin kvalitatiivisella tutkimusmenetelmällä, fokusryhmähaastattelulla. Haastatteluihin osallistui 13 opettaja, kolmesta eri yläkoulusta.</p> <p>Opinnäytetyön tulokset osoittavat, että opettajien käsitykset ja asenne liikuntaa kohtaan olivat pääosin positiivisia. Opettajat olivat tietoisia liikunnan tuomista hyödyistä. Tulokset osoittivat, että koulupäivän aikana tapahtuva liikkuminen on hyödyllistä oppilaille. Edeltävien tutkimusten sekä tämän tutkimuksen otosten perusteella, voidaan väittää liikunnan edistävän akateemista suorituskykyä sekä keskittymistä. Asenne koulussa tapahtuvaa liikuntaa kohtaan oli myönteinen opettajien keskuudessa, suurimmaksi haasteeksi sen toteuttamiseksi nousi esille resurssien vähäisyys tai puute.</p>		
Asiasanat liikunta, yläkoulu, opettajat, asenteet, käsitykset, CASO, Kapkaupunki		

Abstract

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Name of Degree Master's Degree Programme in Social and Healthcare Development and Management Master's Degree Programme in Social and Healthcare Digitalisation and Business Competence		
Abstract <p>There is a major concern that South African young people are at a good pace absorbing unhealthy lifestyle habits. The youngsters need more guidance towards a more physically active lifestyle and therefore schools and teachers play a key role in this stage. The schools need more qualified physical educators, knowledge of the benefits of physical activity during the school day and positive attitude towards physical activities. (Uys, Bassett, Draper, Micklesfield, Monyeki, De Villiers & Lambert, 2016.) Attitude can be learned. (Hodges & Logan, 2012, 4; Matikainen, 2006.)</p> <p>The purpose of this thesis was to create a better understanding of the secondary school teachers' perceptions and attitudes towards physical activity and to enhance physical education in secondary schools in the Western Cape, South Africa. The objectives of this thesis were to investigate the secondary school teachers' attitudes and perceptions towards physical activity and to promote knowledge of the effects of physical activity on academic achievement, schooling and cognitive functions in the selected schools in Cape Town. The research was conducted by using a qualitative research method, focus group discussion by interviewing 13 secondary school teachers in three schools.</p> <p>This thesis is linked with an international Caring Society (CASO) - project. The aim of the project is to improve South African social and healthcare through knowledge exchange (CASO, 2018). The results of this thesis state the secondary school teachers' perceptions and attitudes towards physical activity were positive. The teachers were aware of the benefits that physical activities and physical education might provide. The results showed that physical activities during the school days are beneficial for learners and physical activity might improve the academic performance and the ability to concentrate. A major challenge is the lack of resources and the lack of appreciation towards physical activity.</p>		
Keywords physical activity, secondary school, teachers, attitude, perception, CASO, Cape Town		

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1 INTRODUCTION

There is a major concern that South African young people are at a good pace absorbing unhealthy lifestyle habits. There is a need for urgent intervention. (Uys, Bassett, Draper, Micklesfield, Monyeki, De Villiers & Lambert, 2016, 265) A European Union Erasmus+ funded project called Caring Society (CASO) is the partnership of three European Universities of Applied Sciences and three South African academic Universities. The CASO - project aims to improve South African healthcare higher education cooperation and knowledge exchange. (Caring Society, 2018.)

South African youngsters need more guidance towards more physically active lifestyle. School and its teachers play the key role in this stage. The schools need more qualified Physical Education (PE) teachers, positive attitude towards physical activity and extended knowledge base about the benefits of physical activity among learners during school days. (Uys et al, 2016.) According to Pickens (2005, 44-45), attitude can be defined as a mindset and an intricately aggregated aggregation of individuals' personality, motivation, values, behaviour and beliefs. It can be considered as an ongoing evaluation of the situation, person or other object.

The Finnish study showed that teacher's own relationship and attitude towards exercise was important and a better result was achieved if the teacher had studied physical education. The study points out that there is room for improvement when it comes to teachers' actions towards promoting physical activity at school. (Hellman 2018, 45.)

The purpose of this thesis was to create a better understanding of the secondary school teachers' perceptions and attitudes towards physical activity and to enhance physical education in secondary schools in the Western Cape, South Africa. The objectives of this thesis were to investigate the secondary school teachers' attitudes and perceptions towards physical activity and to promote knowledge of the effects of physical activity on academic achievement, schooling and cognitive functions in the selected schools in Cape Town. The research was conducted by using a qualitative research method, focus group discussion.

The results of this thesis can be used in Caring Society – project (CASO), more specifically in Health & Lifestyle Programme. The researchers hope that this thesis can be used to recognize the challenges of physical education in Western Cape's Secondary Schools. The main goal of the Health & Lifestyle programme is to strengthen health in the South African communities. (CASO, 2018.) For operating environment, research for this thesis was done in Finland and in Cape Town, South Africa.

2 THE SIGNIFICANCE OF THE PROBLEM

2.1 The background of education in South Africa

According to Badat & Sayed (2014), in 1994 South African education, the key to striving towards a stable society is indeed education. Study by Tomlin (2016) examined that, the history of education in South Africa has been full of dichotomies between black and white South Africans. In the 1950's black Africans (called *Bantus* then) were separated from white South Africans by *new educational policies*. The former education system did not support equality and the academic skills of the *black Africans* in public education, but instead it was created to strengthen the segregation. During apartheid-time South Africa, the majority of the population was educationally at a disadvantaged position after primary schools, resulting in generations of people in South Africa with lower educational status and despite the post-apartheid governments educational efforts, the consequences of history are still apparent. (Mouton, Louw & Strydom, 2013, 31-44; Tomlin, 2016, 846-854.)

Study in race and gender gaps in education results showed that the racial gap in education is wider than in the gender gap. These racial disparities in South Africa are rooted in the unequal distribution of economic and educational resources. The effect of decades of unequal distribution of educational expenditures is still being felt at the most critical stages in South Africa's post-apartheid educational system. The encouraging news is that post-apartheid educational policies have led to a dramatic increase in school enrolment among previously disadvantaged communities. The biggest challenge is whether these gains in enrolment will be translated into higher levels of completion among Africans. The study says that from a policy perspective, it is more urgent that post-apartheid educational policies focus on closing the greater differences across population groups in secondary-school completion. (Sibanda & Lehloenya 2016, 264.)

South African primary schools are challenging with these problems including lack of motivation for teachers and pupils, violence in schools, absenteeism, moral issues among other things. The historically disadvantaged areas, especially *townships*, are plague gap by poverty, violence, gangsterism and substance abuse which is seen as having a direct link to the lack of access to educational opportunities. The school system in South Africa also struggles with lingering dysfunction. According to studies, teachers are less than motivated, they have deficits in professional skills and lack the resources to provide quality education for all learners. (Mouton, Louw & Strydom, 2013, 31-44.) The argument is that the racial and social gaps are still present in today's South Africa. According to studies, Africans'

educational prosperity is linked with parental background and social environment. The minority of white Africans were seen to achieve more academic prosperities than other South Africans. (McKeever, 2018, 114-131.) Government has set its goals to improve the quality and equity of education (Kanjee & Sayed 2013, 442-469).

2.2 The Finnish schooling system

The Finnish Schooling system started in the 1860s. At that time, it was arranged by the Church, until it was separated from it in 1866. In the 1920s, it was constituted to provide A Compulsory General Basic Education. Until to the 1970s, the school was six- year- long folk school. (Finnish National Agency for Education, 2019b, 9) During decades, free education-system has provided equal opportunities for all children, regardless of their background, social-status and gender. Schools also offered free lunch and health care for the learners. (Varsinais- Suomen lastensuojelujärjestöt, 2017.)

The elementary school comprises grades 1 to 9 and is intended for the entire age group (7-16 years). Compulsory education begins in the year in which the child reaches the age of seven and ends when the basic education course is completed or 10 years after the start of compulsory education. Every child who lives permanently in Finland is obliged to attend. Basic education is free of charge. In 2015, there were about 2,500 schools in Finland providing basic education. Primary schools are maintained by municipalities and some other educational providers. Only less than 2% of comprehensive school pupils study in private or state schools. (Finnish education system, 2019.)

2.3 The education of teachers in South Africa and Finland

In South Africa, the education of teachers is a four-year Bachelor of Education degree or Bachelor- Degree followed by postgraduate Certificate in Education. There are four different *phases* to specialize; The Foundations Phase (Grades R-3), Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and Further Education and Training (FET) Phase (Grades 10-12). (National Department of Basic Education, 2019.)

In Finland, a qualified teacher is required to have a master's degree. The teacher education includes pedagogical studies and teaching practise. The educational system consists of a nine- year comprehensive school from 1st to 9th grade. The compulsory basic schooling starts when children are 7 years old and ends when they are 16. From grades 1-6 the students are taught by a classroom teacher who teaches most of the subjects in school. From grades 7-9 the students are taught by a subject teacher who is often specialized in one or a few subjects. (Finnish National Agency for Education, 2019b.)

2.4 The physical education and health promotion in South Africa and Finland

Studies have showed that the state of physical education in South African schools should be improved (IOL 2014). In South Africa, physical education is part of the Life Skills or Life Orientation (LO) - programme, which includes five topics for grades R-9 (National Curriculum Statement). Healthy exercise habits and healthy eating in adolescence are foundations for good health in adulthood. Opportunities to engage in physical activity are important for all, but especially children and adolescents. Less than one in every four adolescents worldwide meets the recommended guidelines for physical activity: 60 minutes of moderate to vigorous physical activity daily. (World Health Organization, 2017.)

In Finland, the aim of the physical education in grades 1-9 (basic education), is to promote and support learners' All- encompassing health and growth. It has been divided into three different performance sections: physical, social and mental. In this context, *performance* means the individuals' own ability to cope with ordinary tasks. It can be argued that good life skills are linked with well-being and multiple studies show the importance of physical activity for individuals' health and for the whole society. (EDU, 2017.) According to South African Life Orientation (LO) - curriculum, LO is the key part of school's holistic development which addresses knowledge, mental and emotional growth, skills and guides learners for life. It is described to enhance the learners' problem-solving skills and the aim is to improve the quality of one's life. (National Curriculum Statement, 2011, 8-9.)

Studies show the link between screen- based sedentary lifestyle and challenges between cognitive functions and academic performance (Syväoja, 2014). Physical activity during the school day is generally associated with good school grades and participation in sports has been in contact with good school performance (Syväoja, 2014; Tammelin, Iljukov & Parkkari 2015, 1707). According to Syväoja (2014), creating positive experiences during physical activities, supports constructing patterns that lead to a physically active lifestyle. A teacher cannot directly influence the student's physical motivation, but it is possible to adjust the physical environment of the sport to such an extent that it promotes the creation of internal motivation. This succeeds in supporting the student's autonomy, social cohesion and experienced physical competence. (Jaakkola, Mykkänen & Peltola 2017, 215.)

3 PURPOSE, OBJECTIVES AND DEFINITIONS

The purpose of this thesis was to create a better understanding of the secondary school teachers' perceptions and attitudes towards physical activity and to enhance physical education in secondary schools in the Western Cape, South Africa by knowledge- exchange. The objectives of this thesis were to investigate the secondary school teachers' attitudes and perceptions towards physical activity and to promote knowledge of the effects of physical activity on academic achievement, schooling and cognitive functions in the selected schools in Cape Town.

With this thesis, researchers aimed to answer these two research questions;
1) What are the secondary school teachers' perceptions and attitudes towards the physical activity?
2) What are the secondary school teachers' perceptions and attitudes toward physical activity during school days?

In order to achieve this purpose, the researchers conducted a qualitative research and other procedures to examine the secondary school teacher's perceptions, knowledge-base, attitudes and the activities already in use in the Western Cape Town schools.

The procedures were:

- Research - agreement with the participants (schools, teachers and co- operative organization PS4L)
- Theme-based focus group discussion to the selected school teachers in Western Cape Town and analysing the results
- Informing South African teachers about The Finnish Schools on The Move- programme by giving information sheets about the topic
- Video diary and interviews for the research and about the journey to South Africa. These video-materials are for the researchers and for CASO- social media
- Presenting the results and conclusions for the participated teachers, co-operative organization and to the school management
- Informing the Finnish Schools on The Move- programme contacts of this thesis, results and CASO- project in South Africa

Definitions of the words used in this development project;

Adolescent - A person aged 10 – 19 years. Older adolescent refers to 15-19-year-olds (WHO, 2017).

Attitude - refers to individuals' negative or positive way of relating to something or someone. Attitude is evaluating (Matikainen, 2006.)

CASO - refers to an international project called Caring Society which includes the partnership of three European Universities of Applied Sciences and three South African research Universities. The aim is to improve South African social and healthcare through cooperation and knowledge exchange (CASO, 2018.)

Physical Activity - Young people can be physically active in numerous ways which may vary in duration, frequency and intensity. Walking to and from school, spontaneous play during breaks at school or structured sport during physical education should all be included in efforts to promote physical activity among adolescents (WHO, 2010.)

Physical Education (PE) - refers to a school subject which aims to increase learners' physical competence, movement knowledge and to promote learners' ability to use these skills to accomplish different activities associated with the development of a healthy lifestyle (Education Bureau, 2018).

PS4L - refers to a non- profit organization called Play Sport4Life, based in Cape Town, South Africa. The organization works to improve well- being in the communities through sports as an asset towards a healthier lifestyle and providing opportunities in the athletic field. (PS4L, 2018.)

Secondary School - refers to grade 7-12 in South Africa (SA) and in Finland, grades 7-9. In SA, it is divided into two phases; lower and upper secondary school. Lower secondary school is mandatory and comparable to Finnish Comprehensive School System. (WENR, 2017.)

Western Cape Department of Education – is responsible for public schooling in the province from grades 1 to 12. The Western Cape Education Department seeks to ensure that all the Western Cape learners acquire the skills, knowledge and values they need to lead fulfilling lives and to contribute to the development of the province and the country. The department divides the Western Cape area into eight education districts. They educate more than 100 000 learners in a year and have a staff of around 35 000 educators. (Western Cape Government, 2019.)

4 WORKING LIFE PARTNERS

4.1 Caring Society (CASO) project

This thesis was linked as a part of an international CASO-project. Lahti University of Applied Sciences has been collaborating with two other European universities of applied sciences and three academic universities in Cape Town, South Africa. This international partnership is called Caring Society (CASO). CASO has received a grant from European Union's Erasmus+ Capacity Building in the fields of Higher Education programme to help them to achieve their goals. CASO has three pillars: The Patient Partner Programme, the Health and Lifestyle Programme and the Care for the Caregiver Programme. This thesis will be linked to the Health and Lifestyle Programme, because it promotes physically active lifestyle among young people. Health and Lifestyle Programme focus on increasing physical activity during classes, prevention and learning how to make healthy lifestyle choices. The aim of the CASO- project in general is to improve South African social and healthcare through knowledge exchange. (Caring Society, 2018.) The supervisors of this thesis were both involved in the CASO - project.

4.2 Play Sport4Life (PS4L), Cape Town, South Africa

Play Sport4Life (PS4L) is a non- profit organization in Cape Town, South Africa. The organization works to improve well- being in the communities through sports as an asset towards a healthier lifestyle and providing opportunities in the athletic field. PS4L works for giving young adults opportunities to get off the streets and onto the sport fields, where they will be provided with education and invaluable life skills in the process. PS4L has a goal to ensure they have all the best programs at hand to help communities improve live and utilizing sports. Currently PS4L programs are focused mostly in Western Cape. They are committed to expand the mission in all Africa and other poverty-stricken regions of the world. In March 2019, PS4L had 80 coaches and they had reached over 40 000 children. (PS4L, 2019.)

As a co-operative organization, PS4L arranged the accommodation in Cape Town, set the interviews behalf of the researchers and organized the transportation and support to the schools that took part in this research. The researchers did not contact direct to the school or did not select schools for the study. Here the PS4L organization was a big help for the researchers. The communication for the selected schools was executed by PS4L and by co- supervisor from University of Western Cape. In two interviews for this thesis, the representative of the PS4L was involved.

4.3 University of Western Cape (UWC), Cape Town, South Africa

The University of Western Cape (UWC) is a national university located in Cape Town, South Africa. It has been established since 1959 and consists seven faculties; Faculty of Art, Faculty of Community and Health, Faculty of Dentistry, Faculty of Economic and Management Sciences, Faculty of Education, Faculty of Law and Faculty of Natural Science. (UWC, 2018.) The research has been granted permission from the University of Western Cape. Obtaining permission from University of Western Cape required a proposal for a thesis project plan. Research permission is also obtained from the Lahti University of Applied Sciences (APPENDIX 6). Authorization and ethical permission for the thesis were granted from the University of the Western Cape during autumn 2018 (APPENDIX 5). Researchers were also given a co-operative supervisor from The Western Cape University, South Africa. The supervisor from UWC asked the schools to participate in the research through the principals (APPENDIX 3). The co-operative supervisor also hosted the researchers for the first night in Cape Town and helped with airport transfers.

4.4 Schools in Cape Town, South Africa

In South Africa, compulsory education is for learners from 7 to 15 years of age. There three phases during the General Education and Training; The Foundation Phase (Grade R-3), The Intermediate Phase (Grades 4 to 6) and The Senior Phase (Grades 7-9). The Western Cape Education Department has eight education districts. (CIMO, 2018; Western Cape Government, 2019.) The public schools and its learners are divided in *quintiles* (The national poverty ranking of schools). The poverty ranking of the schools, impacts on the financial support given by the government. (Shung-King, Orgill & Slemming, 2014.) Three secondary schools from the Western Cape's area, took part in this thesis.

5 REVIEW OF LITERATURE

5.1 Perception and attitude

Attitude refers to individuals' negative or positive way of relating to something or some-one. Attitude is evaluating and it can be learnt. People make evaluations about other people, their behavior, objects or ideas. (Hodges & Logan, 2012, 4; Matikainen, 2006.) The attitude embodies in areas like cognitive-, affective- and functional behavior (UTA, 2018). Subconsciously, identifying and behavior models around us, effects on our attitude and create "us" and "we" as a group of people. Change of attitude may happen spontaneously and subconsciously or one can modify it on purpose. (Saarniaho, 2005.)

There are multiple factors (FIGURE 1) and theories that suggest how the attitude is formed and how it changes. (Olufemi, 2012.) It can be assumed that attitude is resilient (Marttila & Nupponen, 2006). *The theory of Balance* argues that people intend to balance the inconsistencies and change their attitude when needed. An individual starts to adjust in to the environment and assimilate its common attitude. *Self-Perception theory* in turn, explains how attitude is formed by observing your own behaviour and making conclusion about your current attitude. *The Cognitive Dissonance theory* explains how individuals solve their contradictions between cognitions and actions by changing their attitude. (Olufemi, 2012.)



FIGURE 1. Attitude and Individual (Olufemi, 2012).

According to Olufemi (2012), people form their attitude by using various components. These components are; culture, environment, beliefs, emotions, feelings, perceptions, values,

knowledge, information and former experiences. Some of these factors are being composed subconsciously, some consciously.

Perceptions are the way people see and become aware of other people or things, through physical senses. It is also an opinion or a belief that is formed by individual or a group of people, based on how things are seen (Cambridge, 2019; Ho, 2017). Perceptions formulate through physical senses, former experiences and knowledge (Sage Publications inc. & Goldstein, 2010, xxvii-xxviii). The difference between attitude and perception can be described as follows: attitudes have an intrinsic affective element to them. This element is *dichotomous* (i.e. positive or negative). In the study by Ho, (2017), researcher refers to McDonald's (2012) definition of perception to be (a) "*a sensory awareness or cognition of the experience*" (b) "*personal experiences that create a lens for interpreting and understanding*", (c) "*comprehension that can lead to a response*" (Ho, 2017).

5.2 Finnish Schools on the Move - programme

Finnish Schools on the Move- programme aims at more active and pleasant school days. Programme is one of the key-project in the field of knowledge and education in the Government Programme of Finland. In May 2017, 80% of comprehensive schools and 90% of municipalities were involved in the programme. Promotion of physical activity with children consists of both increasing physical activity and decreasing sedentary time. This requires measures to be undertaken at school and at home. (Finnish School on the Move, 2018.)

The Finnish Schools on the Move- programme has been appointed as the main procedure by which on 60-minutes of physical activity is pursued for every pupil on every school day. Increasing physical activity is a change that requires the participation of each operative group to succeed. In spite of the obligation of the staff and the collective agreement of the teaching staff to develop the school activities and the Finnish Schools on the Move-program the expansion of the nationwide head project, one study showed that almost 60% of the upper secondary school sports instructors who participated in this study felt that on school days they had been left alone with the responsibility of executing exercises. Study for physical education (PE) teachers showed that over half of the teachers felt, that they have carried out physical activity actions alone and that has increased workload, hurry and burden. Still they felt that too little is being done and PE teachers emphasized the involvement of other educators in increasing physical activity. Teachers felt that by executing more physical activity actions on school days the learners' attitudes toward physical activity seemed to shift into a more positive direction. (Lehmuskallio, Toskala 2018, 79-87.)

5.3 Physical activity and health promotion: Adolescence

Social participation, feeling supported by adults at school, and also having a role model are positively associated with physical activity of adolescents (Badey, Wolstein & Diamant 2016, 187). WHO (2019) states that there are more young people in the world than ever before: around 1.2 billion of these young people are adolescents aged between ten and 19 years. For the 7.2 billion people worldwide, over 3 billion are younger than 25 years, making up 42 % of the world population. It can even be said that adolescence is critical and possibly the most challenging time in a young person's life. This is a time when young people become independent individuals, create new relationships, develop social skills and learn behaviours that will last the rest of their lives. In this huge neurological, physical, and emotional transition from childhood to adulthood, adolescents face a range of health risks. Adolescents are often exposed to harmful products such as tobacco, alcohol and drugs, sexually transmitted diseases or even pregnancies. Adolescents face greater risks of violence and road traffic injuries than in childhood and can experience devastating mental health issues such as depression, anxiety, self-harm, substance abuse and addiction to video games, as well as eating disorders and suicides. (WHO, 2019.)

The Finnish government supports the health promotion through funding. This appropriation is used by the Ministry of Social Affairs and Health. It can be argued that health cannot be promoted only through healthcare, but it needs all sectors of society. One programme for health promotion in Finland is “The Health 2015”- National Health Programme. “The Health 2015”, is a long-term health policy program based on the World Health Organisation (WHO) Health for All- program. By promoting health and well-being, it can directly affect the main causes of public health and thus curb the costs that follow health care services, sick leaves and early retirement. The Ministry publishes regularly encouraging research data about the effectiveness and cost-effectiveness of health promotion activities. (Ministry of Social Affairs and Health (MSAH), 2018.)

World Health Organization (WHO) states that it is important to invest in the health and well-being of adolescents and that should be a top priority for national and international policy-makers. These investments could yield tremendous economic and social returns and are vital to achieve the global sustainable development agenda. (World Health Organization (WHO), 2019.)

Waters, Silva-Sanigorski, Burford, Brown, Cambell et. all (2011, 35) study in “Interventions for preventing obesity in children” shows that preventing obesity, the following steps should be taken in schools;

- Curriculum that includes physical activity, healthy eating and healthy body image
- Through the school week increased sessions for physical activity and development of fundamental movement skills
- Support for teachers to implement health promotion strategies and activities, for example professional development.

In Finland, Ministry of Social Affairs and Health (MSAH) has general responsibility for guiding and control in health promotion. Health promotion is based on the Public Health Law and is part of public health. In Finland, health promotion is also regulated by legislation concerning infectious diseases, tobacco and alcohol control. Finland has achieved good results in tackling infectious diseases by vaccination programme and high standards of hygiene. Many infectious diseases and epidemics particularly among children have been prevented for the above reasons. (Ministry of Social Affairs and Health (MSAH), 2018.)

5.4 Physical activity: The benefits

There is a major concern of the increasing numbers of adolescents with health problems like obesity and diabetes. On average is that there is also a lack of physical activities among overweight children and adolescents. The risk of having health problems as a young age is related to adolescents from disadvantaged social backgrounds. (Morin, 2017.)

Physical activity and exercise can prevent many health hazards. Exercise brings good motor skills. To develop body control and movement skills requires plenty of versatile exercise. This means walking, cycling, running, jumps, reversals, rotation as well as handling balls and various instruments in different environments. Having good motoric skills makes it easier and more comfortable for one to do different types of exercise. This also leads to having higher probability for the individual to continue with a sport. Good balance and the ability to react reduces fallout accidents and fractures throughout life. When children are moving, they do not think about their future health. They are motivated by the joy and fun of exercises. Physical activity during the school day is generally associated with good school grades. Also, participation in sports and sports clubs has been related with good school performance. (Tammelin et al., 2015, 1711.)

5.5 Physical activity: Teachers and schools

The study in Finland showed that Finnish teachers' attitudes towards promoting physical activity at school are positive. The challenges teachers face promoting physical activity differed a lot between Finnish schools and some schools have fewer possibilities and fewer resources than others. The readiness of the teacher was affected by the teacher's own

relationship towards exercise and it had a positive influence if the teacher had studied physical education. Study shows that there is room for improvement when it comes to teachers' actions towards promoting physical activity at school. (Hellman, 2018, 5.) During the 1,5-year pilot phase of The Finnish Schools on the Move- programme, the results showed that all things considered, teachers' attitudes toward physical activities and toward physical education were positive. According to respondents, physically active recesses led to more pacific learning environments. (Kämppe, Asanti, Hirvensalo, Laine, Pönkkö, Romar, & Tammelin, 2013.)

Kela, G. (2016) studied perceptions and attitudes of secondary school learners towards physical education in Namibia. Questionnaires and focus group discussion were used to gather data from physical education teachers and grade 11-12 learners in Zambezi Region of Namibia. The results showed that learners had negative attitudes towards physical education, the main reason was due to a lack of qualified teachers, a lack of physical education equipment, a lack of information about the benefits and importance of physical education.

It can be said that physical activity during the school day contributes to children's learning and to the learning results in a number of ways. Researchers recommend that versatile physical activity suitable for the age and level of development of learners be integrated into the pedagogical solutions used in learning and teaching. (Kantomaa, Syväoja, Sneck, Jaakkola, Pyhäntö & Tammelin, 2018a.)

A study in Spain suggests that intensity of the physical education session has an impact on improved school grades and physical activity on cognition (Arday, Fernández-Rodríguez, Jiménez-Pavón, Castillo, Ruiz & Ortega, 2014). In Ethiopia, a study was investigating teachers' perception and practice toward the quality of education in secondary schools of Gondar. The results did indicate that teachers' value input indicators of quality of education more than process and output indicators. (Dagnew & Asrat, 2016.)

The teachers cannot directly influence the students' physical motivation, but they can adjust the physical environment of the sport to such an extent that it promotes the creation of internal motivation. This succeeds in supporting the students' autonomy, social cohesion and experienced physical competence. Experiencing students' abilities promotes a mission-oriented atmosphere in which the teacher encourages students to learn new things, always try their best and develop their own skills and try again even if the student has made mistakes. (Jaakkola, Liukkonen & Sääkslahti, 2017, 300.)

Teachers' perspectives on the challenges of teaching physical education in urban schools showed that teachers had challenges. The challenges where insufficient instructional re-

sources, implementing culturally relevant pedagogy, dealing with community violence, integrating more games in curricula and e.g. teaching the culture of basketball. (Kela, 2016, 16, 87.) A South African study revealed that physical education and its benefits to the learners should be accentuated. According to the review, schools in South Africa, need more funding to execute the sports programs. (Ntwanano & Pule, 2015.)

Research shows that interruptions during the lesson and physical activity integrated into teaching are linked to good learning outcomes. The results have been promising especially in mathematics. Several areas of early school-day exercise also strengthen children's educational activities such as inhibition (behavioral and reaction control), attention and work memory. In addition, physical activity during school day has positive effects on learning factors such as concentration, behavior and comfort. The positive effects of physical activity on social activity, behavior, focus on tasks, motivation and attempting at lessons, support active and skillful learning. However, the results vary from one study to another, and not all have found any connection between physical activity during school days and learning. (Kantomaa, Syväoja, Sneck, Jaakkola, Pyhältö & Tammelin 2018b, 27.)

In many countries, the school day already differs significantly in structure from the Finnish school day: the school day is longer, the lessons are shorter and school meals are provided in a very different way from the Finnish school. In most of these countries, children cannot walk to school by themselves for safety reasons. (Kantomaa et al. 2018b, 28.)

5.6 Physical activity: Digitalization and school management

For the new generations, digitalisation is the default, not just something you add to existing services. Successful implementation of digitalisation requires several changes in current management, operations and expertise. Digitalisation is not an intrinsic value, but an enabler, a tool for better service, more cost-effective and productive activity, and above all for better human well-being and health. Finland is already one of the world leaders in public electronic services. According to studies, Finns also have the best digital skills in EU countries. (MSAH, 2016, 4-31.)

Digitalisation and gaming are good examples of the change of the world and how it also changes physical activity with it. A study conducted in Finland shows that the increase in at least moderate physical activity during the first five weeks of school time and the improvement in school attendance may have been the use of the ActionTrack -application during lessons. ActionTrack is an application that utilizes the GPS to implement teaching in a new way, utilizing exercise and learning tasks. The conclusion of the study is that the application

could have positive effects on the physical activity and make the pupils enjoy more being at school. (Koivisto, Koski & Matarma, 2017, 91-97; Rikala, 2018.)

According to other study, teacher- students' attitudes toward using technology in physical education showed that the students experienced that using technology during physical education, might lead to passiveness. There was also an assumption that technology might enhance students' motivation, diverse teaching methods and increase student-centred teaching. (Wallin & Kujala, 2016, 42–48.) Gibbone, Rukavina, and Silverman (2010) study also points out that teachers had positive attitudes about the use of technology for teaching physical education. There was also mentioned that most of the teachers indicated that using technology in class promotes students' motivation or even participation. (Gibbone, Rukavina & Silverman 2010, 33.)

Research designates clear leadership and clear organization as key factors in engaging school staff to increase learners' physical activity (Till, Ferkins & Handcoc, 2011, 233). Teachers' perceptions of classroom-based physical activity and related management issues suggest that sustained professional development can provide classroom teachers with the knowledge and skills needed to regularly implement physical activity. The model that approaches from bottom level to upper level in organization, could involve teachers or learners in the planning and decision-making processes, should be implemented to physical activity- programs due to the potential benefits they can generate. (Stylianou, Kulinna & Naiman, 2016, 391- 406.)

The future aim of the Finnish Ministry of Education and Culture is to improve learning results and one way is to promote digital learning methods at schools (Ministry of Education and Culture, 2019).

6 DEVELOPMENT METHODS

6.1 Qualitative research

A qualitative research method and focus group discussion are chosen for this thesis, because the purpose of thesis was to describe real life. Qualitative research is trying to find out or reveal the facts. It is used to gain an understanding of reasons, motivations and opinions. Qualitative research is also used to discuss the topic more thoroughly deeper into the problem. Common methods are individual interviews and focus groups. Qualitative research method focuses on providing data through communication. The method aims to answer questions like “why” and “what” in a deeper, “under the surface”- based way. The method is designed to discover possible perceptions and behaviour of study participants. The aim is to explore the subject as comprehensively as possible. (Bhat 2019; DeFranzo 2011; Hirsjärvi 2015, 161.) Qualitative research method is well-used in clinical research area because it gives “the voice” to the participants to share their beliefs, experiences and knowledge (Pathak, Jena & Kalra, 2013).

6.2 Focus group discussion

Focus group discussion is a qualitative research method, and it is done in a selected group, held by the interviewer based on a planned or themed interview structure. The recommendable group size is from 4-10 participants. (Mäntyranta & Kaila, 2008, 1508.) Focus group discussion has been widely used in research over the last two decades. However, the researcher must be clear on where it is appropriate or not to deploy the technique. The key requirements for a successful focus group discussion is a skilled group facilitator and team members. (Njymba, Wilson, Derric & Mukherjee, 2018, 25.)

Focus group discussion is predetermined semi-structured interview led by facilitator. The facilitator’s goal is to generate discussion among the participants and generate maximum amount of opinions within a given time period. Focus group discussion should be used when there is a need to understand an issue at a deeper level than you can access with a plain survey. Focus group discussion is helpful for adding meaning and understanding to existing knowledge. (Prasad, 2017.)

It can be said that the first moments in focus group discussion are important. The facilitator must create thoughtful, permissive atmosphere, set the ground rules and set the tone of the discussion. With the questions in focus group it is good to avoid questions which can be answered with a yes or no. (Krueger, 2002, 4.) Data-collection should be executed by recorders and after the focus group discussion, the facilitators will transcribe the discussion

into text-form. It is important to protect the collected data and keep the anonymity of the participants (Mäntyranta & Kaila, 2008.)

6.3 Video diary

Researchers documented their journey to South Africa through a video diary. The research diary was a record of the researchers' activities, thoughts and feeling throughout the research process from design, data collection and analysis. Video diary could also be a personal view of how the researchers see their study. It is important to invest for decent equipment, such as external microphone and a tripod for quality, establishing shots. (Sage, 2006.)

When conducting a qualitative research, it is recommendable to use different research methods. In addition to interviews, researchers can keep a video diary of the emotions that the research raises. In recent years in Finland, video diary methods have been featured in various media formats, such as TV series. There is not much information available of the video diary as a research method. Diaries in general provide diverse material for example on different places, everyday practices, physical activity, and the use and meaning of matter. The material on video diaries can be richer and more versatile than the one produced by typing. The written may be more self-critical than spoken. Video diaries reach out to faces, gestures and sounds that are hard to record on paper. Diaries and video diaries can, at best, produce reflection from research process. It is also important to consider how the video material will be analysed and utilized. (Virkola, 2015.)

The advantage of video diaries is that the video diary also stores visual information. Video diaries provide an effective way to collect information from multiple people. They may also be able to trace complex issues over time in different locations. The depth of video diaries may be surprising and the ability to create text information with emotions could be a way to enliven and enrich the research. (Zundel, MacIntosh & Mackay 2016, 405 – 407.)

6.4 Inductive content analysis

Content analysis is a method of analyzing any document, interview, dialogue, speech or any other material written. Inductive content analysis aims to create clear and unambiguous information about the fragmented material so that interpretation and conclusions can be made. (Tuomi & Sarajärvi, 2018.)

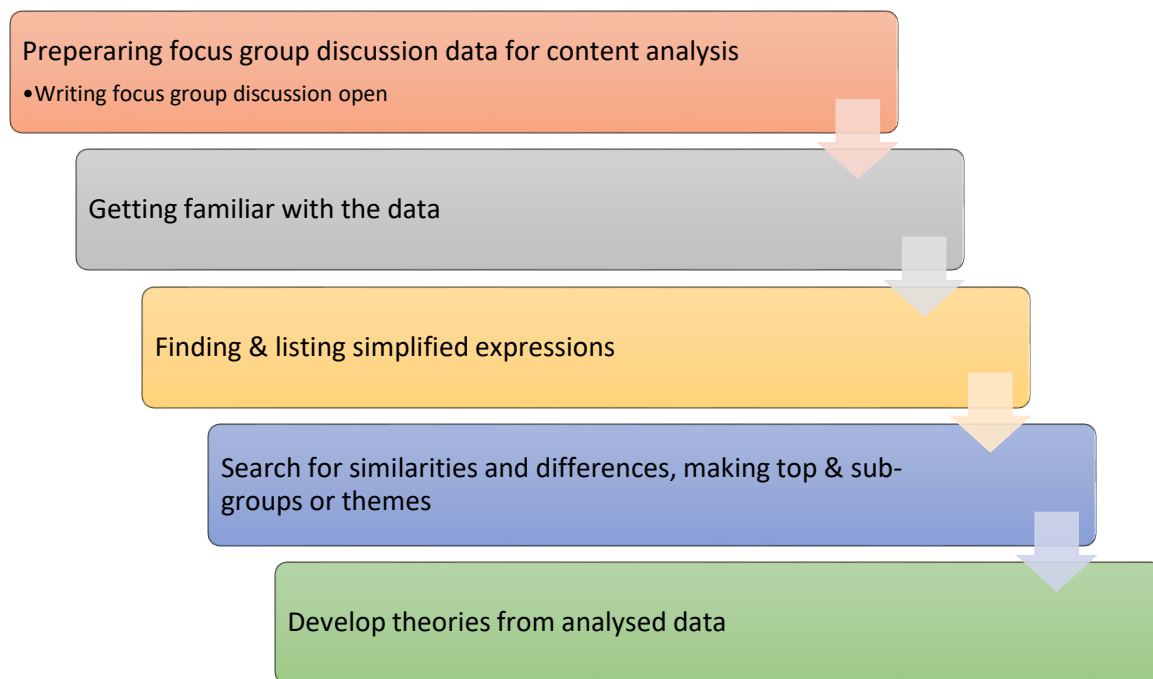


FIGURE 2. Process of inductive content analysis (Tuomi, 2018).

Inductive data analysis is a process (FIGURE 2). The basic points of that process are 1) reduction of material 2) clustering of material 3) creating theoretical concepts (Tuomi, 2018). Inductive approach helps researchers to identify key themes from the interviews by reducing the material to a set of categories. Through the analyze process researchers generate knowledge and understanding of the material. Like every other qualitative analysis, inductive content analysis is a time-consuming process, requiring in-depth reading and rereading of material. (Hall, 2019.)

7 DEVELOPMENT WORK IMPLEMENTATION

7.1 Timetable and process

The research took part in the CASO- project in Cape Town, South Africa in February 2018. The idea of this thesis and cooperation with the participants came to the fore. The thesis started in spring 2018 by processing the idea of the thesis. This idea was proposed to the CASO- partners in Lahti University of Applied Sciences (LAMK) and researchers were given a supervisor from LAMK and a co-operative supervisor from The Western Cape University, South Africa. The purpose and objectives of the thesis were refined in autumn 2018 and the thesis plan was introduced in Lahti University of Applied Sciences in September 2018. The researchers started gathering the permission papers for executing the research in South Africa. Authorization and ethical permission for the thesis were granted from the University of the Western Cape during autumn 2018 (APPENDIX 5).

The results of this thesis can be used in Caring Society – project, more specifically in Health & Lifestyle Programme. The main goal of the Health & Lifestyle programme is to strengthen health in the South African communities (CASO, 2018.) This developmental thesis project was carried out in Finland and in Cape Town, South Africa.

Play Sport 4Life- organization organized the schools for the interviews and offered the transportation to the schools. The researchers did not contact direct to the school or did not select schools for the study. The data was collected with a focus group discussion in South Africa in January 2019. The original plan was to have at least 25- 30 teachers interviewed, but in the end, three different schools and 13 teachers participated in the three independent focus group discussion sessions. The focus group discussions were held in the participant schools. The interview material was mostly transcribed in South Africa. The results were analyzed and written in Finland in April 2019.

The researchers also filmed a video diary during the week in Cape Town. The diary contained material about the study, material collection, the trip and researchers' experiences during the process.

Researchers received a compensation from Lahti University of Applied Sciences, which was used to purchase airline tickets to Cape Town. All the other expenses (housing, dining, research equipment and refreshments for the focus group discussion participants) were paid by the researchers themselves.

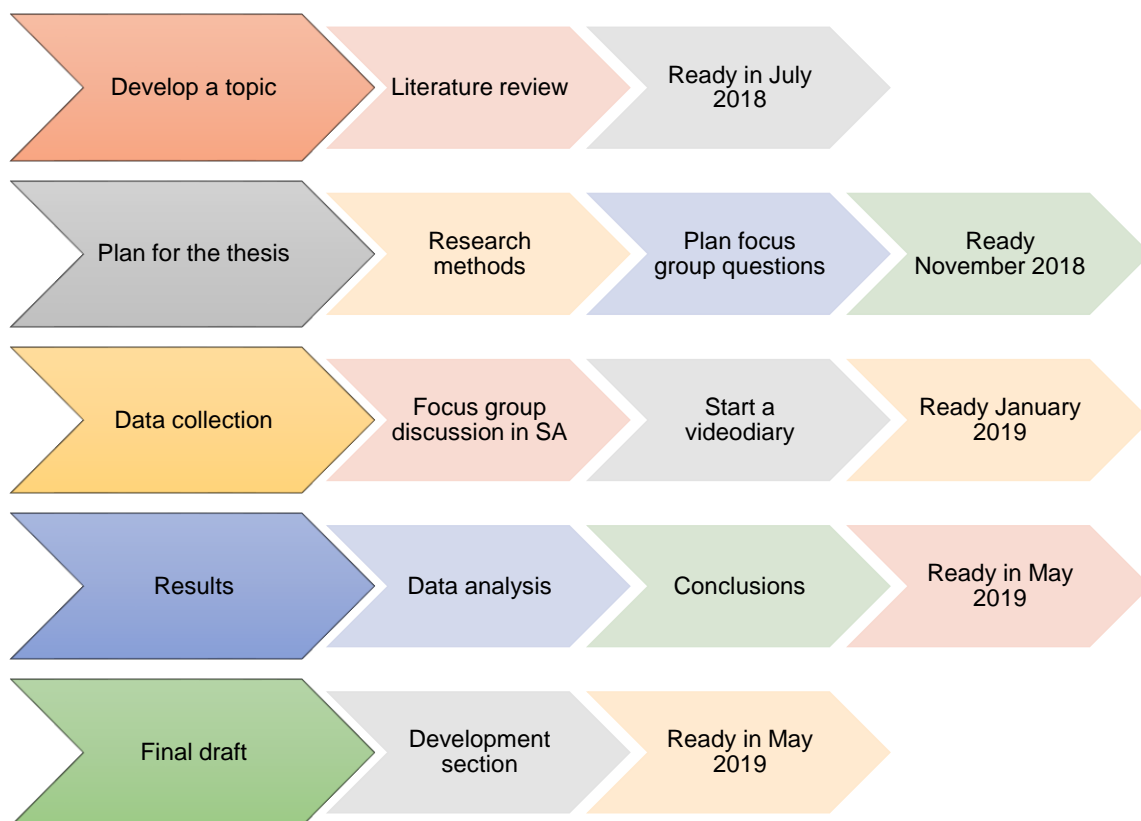


FIGURE 3. Thesis timetable

The picture (FIGURE 3) also shows the timeline of the thesis. The steps are divided and separated by different colours and sections. The return of the thesis took place in June 4th of 2019.

7.2 Data collection: Focus group discussion

Interviews were conducted with focus group discussion in January 2019, in Cape Town, South Africa. During the research process, the researchers did not contact directly the schools themselves. The communication was executed by PS4L and by co-supervisor from University of Western Cape. Interviews were held in 21th, 23th and 28th of January in three different secondary schools, with 13 teachers who took part in the focus group discussions. All the focus group discussions were held at after school hours and one interview session lasted approximately 60 minutes. In two schools, the researchers held an interview with the representative of the PS4L- organization. In the third focus group discussion session, the representative from co-operative organization PS4L was not present.

The equipment for the focus group discussion were; laptop and mobile, with sound recording, notepads and pencils, drinks and refreshment, and healthy snacks were offered for teachers. An information sheet about the research and consent form (APPENDIX 2 & 4)

was given for the participated teachers before the focus group discussion. At the end of the focus group discussion sessions, the researchers gave the participants the handouts about the Finnish School on the Move- programme and information sheets about the benefits of physical activity during school day. The information sheets about the previous topics were gathered from the website of the Finnish School on the Move - programme.

Both researchers worked as facilitators and did their best to ensure that every teacher was given an opportunity to express their opinion. The other facilitator took notes during the whole interview for the reflective part of the research. In the first secondary school, six teachers participated in the focus group discussion. For the second focus group discussion had five teachers and the third school, two teachers participated.

The focus group discussion was theme – based. Themes include questions about teachers' background, perceptions and attitudes towards physical activity, knowledge base about the benefits of physical activity and motivation to increase physical activity. Themes were; **first theme:** The physical activity in general and the importance of physical activity, **second theme:** The physical activity during school days, **third theme:** The physical activity and other supporters. Demographic profile did include questions about the gender, age and how much teaching experience the teachers had. All the questions for the focus group discussion for the teachers are presented in the APPENDIX 1.

The focus group discussion was adequate for this research, as during the interviews the teachers also had an interesting discussion about physical activity with each other. During the focus group discussions, teachers discussed the topics with enthusiasm and seemed open with their thoughts and opinions. This led to rich answers among the teachers. It can be said that the atmosphere was relaxed and pleasant during the interviews.

7.3 Data collection: Video diary for the thesis

During the trip in South Africa, the researchers kept a video diary for seven days. The researchers hoped that their own feelings and perceptions would also be remembered when analyzing the results.

Before traveling to South Africa and for the video diary to have all the needed material, researchers made the synopsis (CHART 1) to make sure that at least all critical material will be gathered for video diary.

CHART 1. Synopsis for the video research diary

Date	Place	Content	Time (min)
January 2019	Finland	Greetings from Finland: Introduction, feelings, purpose & objectives	2
January 2019	South Africa	Video clip from Cape Town	1
January 2019	South Africa	Video clip from the apartment	1
January 2019	South Africa	Video clip of the preparations for the first focus group discussion	1
January 2019	South Africa	Feelings after the first focus group discussion	2
January 2019	South Africa	Goodbye Cape Town!	1
February 2019	Finland	The closure, did we achieve what we planned, credits	4

Unfortunately, not all of the planned synopsis material was filmed or went as planned. The researchers had received a video- greeting from the Finnish school teachers. The teachers were a part of the Finnish Schools on The Move- programme in the primary school in Porvoo, Finland. The original plan was to show the video- greeting to the participants, but unfortunately, there was no time left for that and the video was only shown to the South African co- supervisor and to a few members of the PS4AL- organization. The timetable for the interviews were tight and it was challenging to keep up with the schedules. Also, it took a surprising amount of time to transcribe the material. In the end, video diaries had a total of about two hours of material. Video diaries were compiled with a three-minute compilation and that was distributed to The YouTube.

The researchers were also honored to interview the founder of PS4L and also one of the coaches. In the PS4L video the interviewees talked about the organization's activities and future. The interviews with PS4L can be shared with participated partners, CASO – project and PS4L.

7.4 Data analysis: Inductive content analysis

The whole interview material was transcribed. There was a total of 208-minutes of recorded material, and transcribing took nearly 30-hours. All interviews were carefully written from word to word and listened several times. Unclear parts were not used in the results at all. The researchers transcribed the entire research data together and always checked each other's transcripts. After all this was done, then simplified expressions were formed. Similar expressions were sought from the simplified expressions. All the simplified expressions were gone through and searched for similarities. The similarities consisted of the sub-categories and finally the major categories, which were the results of the thesis. On the tables (CHART 2-8) is showed how these simplified expressions (reductions) created sub-categories and then major-categories.

These examples consisted the reduction, sub and major categories from the interview questions number 3: What is your understanding about the positive effects of physical activity? (First theme), question number 11: How do you think you can include physical activity in your lesson? (Second theme) and the question number 14: How do you feel about motivating learners for physical activity through some digital methods? (Third theme)

First major category “the benefits of physical activity during the school day” from question “what is your understanding about positive effects of physical activity” and its sub categories and reduction is shown in CHART 2.

CHART 2. The question number 3: What is your understanding about the positive effects of physical activity?

Reduction	Sub-category	Major-category
Physical education is very important for the learners and for us teachers and adults also	The benefits of physical activities	The benefits of physical activity during the school day
For the learners; helps them stay focused, keeps alert and fresh		
You can see the difference in learners; they are quiet and restful, more tired maybe		
Learners with disability problems; The moment you take them out, they are like different child		
It helps, clears one's minds. Contributes to living a healthy life-style. And assist in becoming a happier healthier, more focused person.		

The following CHART 3 -6 shows the sub and major categories of question 11: How do you think you can include physical activity in your lesson (other than PE and breaks)? A total of nine sub categories and four major categories were created from the reduced expressions. The first major category “Physical activity is not integrated with school subjects” of question 11 consisted of the 3 sub categories (CHART 3)

CHART 3. How do you think you can include physical activity in your lesson? : First major category

Reduction	Sub categories	Major category
I find myself playing out with kids; but you can do physical education during classroom	Teacher hadn't thought about physical activity during lesson	Physical activity is not integrated with school subjects
I haven't thought about this		
You can't at my subject (business)	You can't include physical activity in lessons	
I just can't see how	Teacher is not sure is it possible to do physical activity during lesson	
I am also hesitant, to do it every time, because I want the class to be at the certain level of control		

Next major category was called “Physical activities are integrated with other subjects and are used during lessons” consisted of four sub categories (CHART 4)

CHART 4. How do you think you can include physical activity in your lesson? : Second major category

Reduction	Sub categories	Major category
I just put physical education to part of my lessons and give them basic rules	Teacher is using physical activity during lesson	Physical activities are integrated with other subjects and used during lessons
My learners are very active and I am busy all day		
Add some basic stretches		
I believe, when the learners participate in the lessons by actually getting up and going to do some stuff on the board, they are actually learning best	Learners can stand during lesson	
Get up when you answer		
In mathematics, so like answering questions, come to front		

make them sit down, get up, sit down, just so they can get some movement, other than just sit down		
Let's do some exercises, physical exercise that somebody in the wheelchair would do, so we can actually keep them in their seats, there is some movement of the arms and movement of the legs.	Learners are sitting, but doing hand or leg movement	
do some breathing exercise that is something that we try to do		
they write all day, so I'll just have them to do hand activities		
They are all coming with different mind-sets, so get the learners focus, I'll play music or getting them to dance	Learners are dancing during the lesson	
Focus, dance, physical activity, so one to five minutes, after five minutes, we all sit down		
We do a roleplay and but with the grades 12, I let them do the presentations and I told them they can sing and dance and every way you want to teach the class, you must make it fun		

The next major class (CHART 5) consisted of reduced expressions dealing with physical activity as a punishment.

CHART 5. How do you think you can include physical activity in your lesson? : Third major category

Reduction	Sub categories	Major category
For punishment	Physical activity is used for punishment during lessons	Physical activity is used for punishment
and if I need to get their attention, I hands in the air and I just let them moving a bit, more for punishment, but ok, that also helps them as well		
that should be a normal exercise at the class, even though, it is a punishment in a way, but also a exercise form		

The last major category was called “Physical activity during lesson should be something fun” and that consisted of the reduced expressions and subclass shown in the CHART 6.

CHART 6. How do you think you can include physical activity in your lesson? : Firth major category

Reduction	Sub category	Major category
just to make joke about it	Making the physical activity during lesson fun	Physical activity during lessons should be something fun
I teach English, so maybe, include physical activity in maybe like play or some kind of drama. To make them active and enjoy that as well.		
My subject is all fun, so we do physical activity from the morning to the afternoon, I teach visual arts.		

Next, the classification of the third theme is presented. Question from third theme presented there is question “how do you feel about motivating learners for physical activity through some digital methods.” First major category is presented in CHART 7.

CHART 7. First sub-categories and major -categories on question 14: How do you feel about motivating learners for physical activity through some digital methods?

Reduction	Sub-category	Major-category
You have to do it and downloaded yourself, because of the resources	Lack of resources for digital methods	Digital methods for physical activity is not possible due to lack of resources
I use W-FI at home		
Learners have no resources themselves		
It takes a lot of effort: You do it during your family time outside		
We are using our own data to download some stuff to use in class. We don't have data. The department should do something about it		

The question about motivating learner’s through some digital methods also got many responses. The rest of the reductions formed three sub-categories and one major- category (CHART 7). The colouring was designed to make reading easier.

CHART 8. Second major- category and its sub-categories in question 14: How do you feel about motivating learners for physical activity through some digital methods?

Reduction	Sub- category	Major-category
I am trying to find the time to find information and work for the benefit for the children	Digital method is possible during teaching	Digital methods are positive and could motivate learners for physical activity
I do have some videos. I also use WI-FI.		
It is possible through		
Physical activities from YouTube and Google		
when I coach, I use YouTube a lot in a lesson, experience, watching videos		
Because nowadays they do it over the phone, looking the video sides. It's a good thing, I'm not saying it's a bad thing.		
I showed some videos to my learners		
They get excited if they can take their phones out	Positive experience of digital methods	
We danced Zumba and I was actually very surprised, the people that I thought would not an even a desire to take part of dance PT [?] they were actually on the front the one to eager to play the song		
They really enjoyed having to look at videos, see how it's been done then they also implemented what they've seen outside		
So, it's really good to see something visually and to implement that when you physically do it.		
Grade 12 in aerobics: I put it on the board and they looked at the videos and it inspired them do it and motivated them and they are very serious whit the physical activity. Cause it's their last year and they want to make the best of it.		
YouTube videos help if you show videos of people doing activities	Digital methods could motivate learners to do physical activity	
The phone could remind that is the time to do activity, yeah, even when it is the ptp, on a busy period that would help a lot.		
The South African child identifies with music, especially younger music		
Got to move at a times to what interest them and we had Zumba and I think we had good success rate with that but no if you play their music, they participate much better.		

When all the focus group recordings were transcribed, there were 15,000 words on average total. After all the reductions, a total of 62- sub categories and 30 -major categories were

formed with inductive content analysis. There was 21 pages overall of the content analysis. All the rest of the result are explained on the result section.

7.5 Data analysis: Excel tables

Quantitative data was collected on issues related to the age, gender and work experience. This quantitative information was exported to excel tables and combined with the results. Quantitative data then provided information on the average age of teachers and the average work experience. No major conclusion on quantitative data was made, but it was good background information on respondents.

7.6 Data analysis: Video diary

The researchers hoped to increase the value of the thesis by recording a video diary. After reviewing all the video clips from South Africa, the most common themes were written down from the videos. A few themes were most prominent (FIGURE 4). Most of the things that were repeated in the videos were **Magnificent South Africa** and **Overall positive experience**. Both were repeated in the videos about ten times. In addition, these things were talked about a lot; **Understanding culture and teachers' work** and **Separated instructions from two universities**. These subjects were repeated a couple of times in several videos.

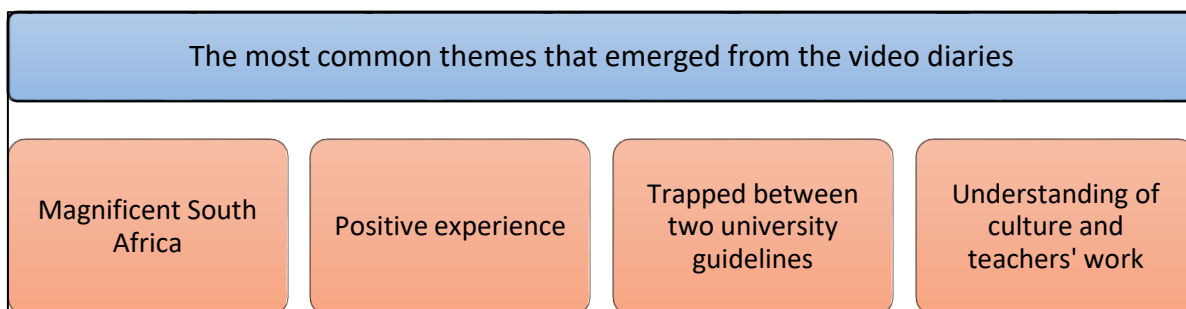


FIGURE 4. The main themes of video diaries

One of the most important observations when analyzing video diaries, it was noticeable that researchers often questioned their own skills in physical activity in schools because the researchers themselves are not teachers. The understanding of South African culture and school system was also an issue for researchers. However, the atmosphere was always mainly positive and enthusiastic with the researchers.

The other major themes in the video diaries was the cultural sensitivity of Finnish and South African universities. The researchers constantly tried to balance with the guidance of two different universities and in some cases caused a lack of clarity among the researchers.

The aim of the video diary was to produce potential added value for research results and conclusions. It can be said that the video diaries also made it easier to draw up difficult things that might otherwise have been forgotten when writing the thesis.

8 VALIDITY, RELIABILITY AND ETHICS

The reliability, quality and the validity of conclusions of the study should be evaluated throughout the research process. Concepts such as reliability and validity are typically associated with quantitative research. However, in the qualitative research, validity and reliability are in some parts applicable. It is essential to evaluate the reliability and credibility of qualitative research, which means that the results cannot e.g. be random, and the used methods must measure what it intends to measure. Qualitative research aims to design and incorporate methodological strategies to ensure the credibleness of the findings. (KOPPA, 2010.) According to The Finnish Advisory Board on Research Integrity, participation in the studies should always be based on volunteer and that for, researchers are obligated to give enough information about the forthcoming study (Finish Advisory Board on Research Integrity, 2012).

In this thesis, the reliability and validity were taken into consideration by using the following questions (FIGURE 5) by Kananen (2014):

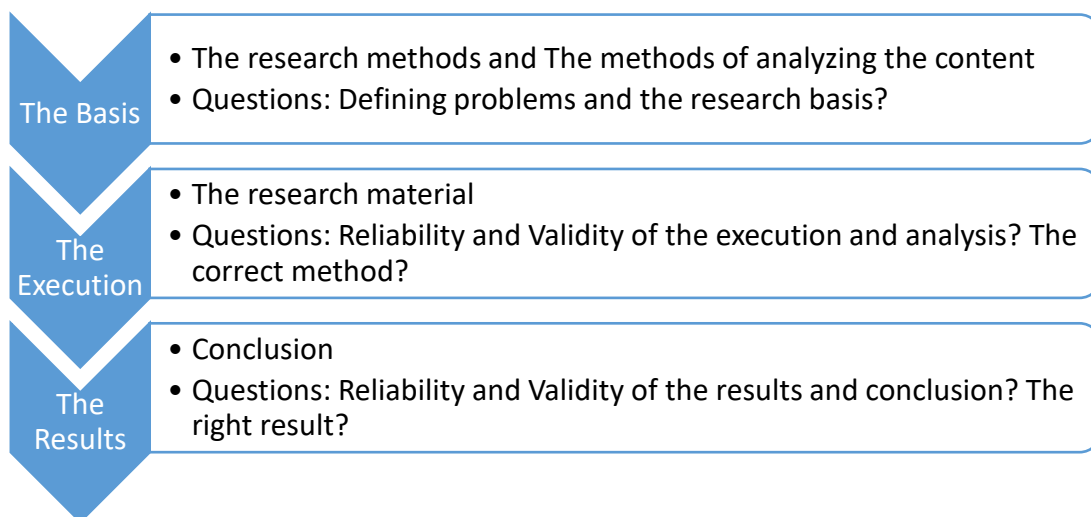


FIGURE 5. Reliability (Retell: Kananen, 2010, 146)

According to Kananen (2010, 146), defining the problems, finding the correct research method and asking the right questions are essential, when evaluating the research validity and reliability.

For ethically acceptable, valid and reliable research, there are recommendations that researchers are expected to follow. These nine RCR (Responsible Conduct of Research by Finnish Advisory Board on Research Integrity, 2012, 30-33) guidelines are:

1. Endorsing the principles by the research community; accuracy, comprehensiveness and integrity
2. Scientific criteria and knowledge are being followed when collecting data and publishing the research results
3. Respecting the work of other researchers and citing the work of other researchers appropriately
4. Scientific knowledge is considered when planning and conducting the research
5. The required permits have been applied and admitted
6. All research parties are aware of the obligations, responsibilities and agreements towards the authorship, accessing the data and archiving
7. Finance sources, interests and possible conflicts are being reported
8. Researchers avoid the possible conflict of interests when it comes to research-related decision-making and evaluating
9. Good practice with data protection legislation and financial administration are being followed

In this thesis, the RCR guidelines were being followed as guided. As for ethical consideration, the starting point for this study was to respect human dignity. Researchers informed all the teachers that their participation was voluntary and that they had an opportunity to withdraw from the study at any time. The researchers made sure not to disturb the school hours during the focus group discussion. Teachers were given an information sheet, which included all the information about the thesis and focus group discussion. Researchers ensured that the research plan, interview questions and other materials, were as clear as possible, so that understanding was not difficult. During the focus group discussions, researchers made sure that they were being understood and that they understood the answers.

All the material, personal details and all forms of communication was protected with passwords and was examined with respect. Any research report resulting from this study did not contain information that might have identified the teachers or their communities. The researchers informed the participants that they could contact researchers at any time by phone or by e-mail. The material from the study will be disposed after minimum period of three years.

The native language of the researchers is not English, and the possible language and cultural barriers were taken into account during the research process. Ethics clearance and permission was conducted according to the guidelines of The Research Ethics Committee of the University of the Western Cape and Lahti University of Applied Sciences. (APPENDIX 5 & 6.)

The researchers also considered the ethical issues including the differences between the two countries, South Africa and Finland and were aware of the disparities they encountered during the study.

9 RESULTS

In this chapter the researchers introduce the results of the focus group discussion. The answers were divided into major categories according to three themes. **The major categories that emerged from the answers were introduced and bolded** at the beginning of every three chapters. The original research questions were about the secondary school teachers' perceptions and attitudes towards the physical activity and about the secondary school teachers' perceptions and attitudes toward physical activity during school days. The researches states that the answers to these research questions were provided.

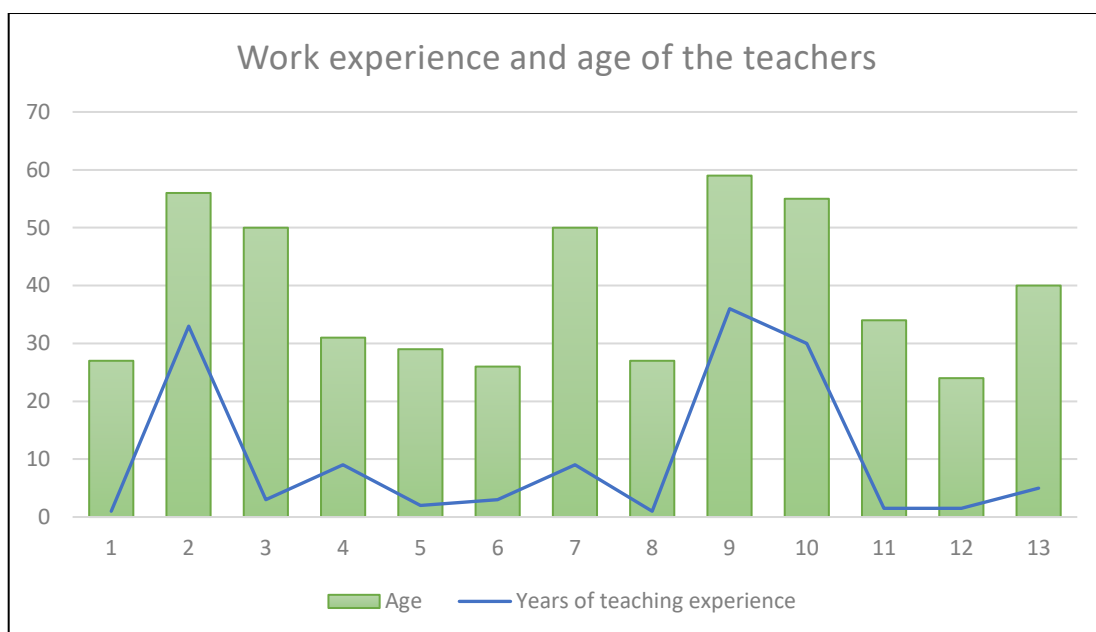


FIGURE 6. Work experience and age of the teachers

Altogether, thirteen teachers from three different secondary schools from the Western Cape area, participated in the focus group discussions. The participants were selected by the school principals and the researchers did not communicate directly to the teachers before the focus group discussion. The researchers did not presage the number of the teachers, who were assumed to participate.

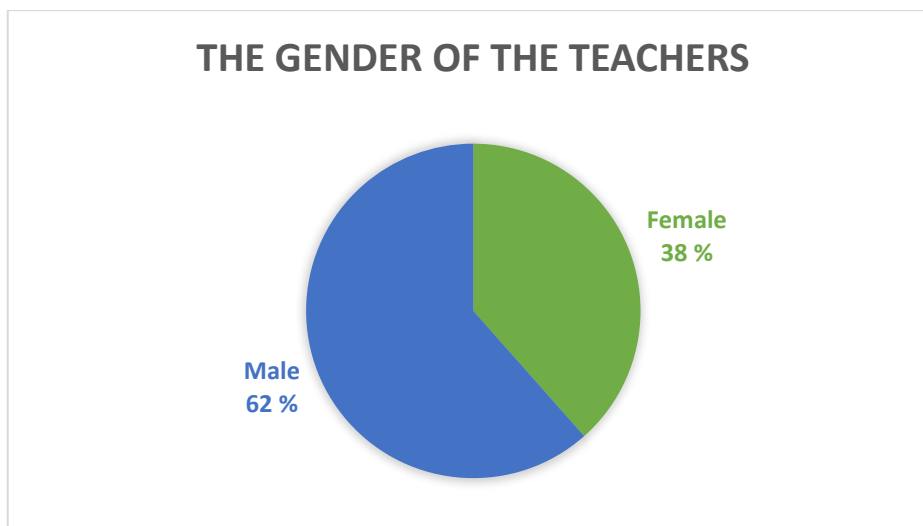


FIGURE 7. Gender of the teachers

The age range of the teachers was 24-59 years, work experience was from one year to 36 years. The average age of the participants was 39 years and the average work experience was 10 years. All ages and work experiences are listed in the FIGURE 6. Eight of the respondents were male and five were female (FIGURE 7). Almost all teachers were Life Orientation -teachers, which signified that they all taught physical education and other subjects that Life Orientation- programme included. The different answers and quotes of the teachers are separated by mark T1 – T13 (T = *Teacher*).

9.1 Physical activity in general and the importance of physical activity

The first theme of the focus group discussion had three questions about physical activity. The participants were asked to describe what physical activity means to them in general, what their qualifications to teach physical education are and what their understanding of the positive effects of physical education is. The main categories that came to the fore from the first theme were that **doing sports is a way of living** and this may give access to other possibilities in life, **the physical activity has positive effects and it improves the quality of life**. The answers also stated that there is a **strong link between a good academic achievement and physical activity**. The teachers also felt that there are obvious health benefits, while others focused more on how being physically active keeps the youngsters away from gangs, drugs and alcohol. All the major categories from the first theme are illustrated in FIGURE 8.

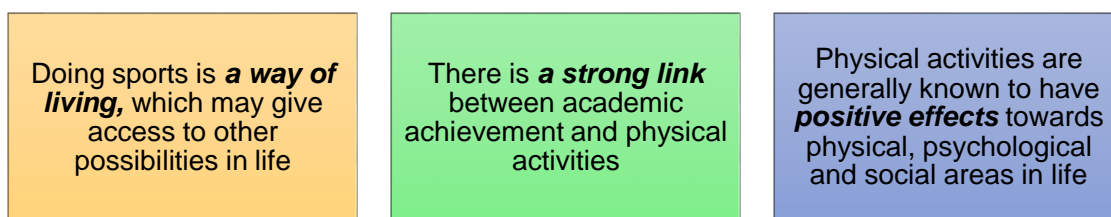


FIGURE 8. Results from the first theme “physical activity in general”

The results from the first question about physical activity in general and the importance of physical activity, showed that most of the teachers’ responses indicated that they were physically active persons, current or former athletes or sports fans themselves.

T6: “I am a bodybuilder and a soccer player”

T8: “I am a sports person”

T7: “I love sports”

T5: “It is like a breather to the brain”

Answers about qualification showed that most of the teachers had not received any formal training about physical education. Only few had some formal education of sports or they had received training to become a Life Orientation - teachers. Most of the answers pointed at the fact that the qualification was based on former experiences in sports or were part of the Life Orientation-programme.

T8: “I am a physical person, so I know quite a bit.”

T8: “I coach field hockey and netball.”

T12: “Life Orientation studies put me in knowledge of physical activity and different exercises, what to do if you want to lose weight for example and all of that, and also what schools need to do for physical activity e.g. in grade 8 to grade 9.”

T13: “I’ve played a lot of sports, so I think I have enough knowledge to teach to the children how to be active and to keep them healthy.”

T9: “I taught it because I’m forced to do it as a part of my subject, but I do the best I can.”

The understanding of the positive effects of physical activity was strong among participants. The answers showed that the knowledge of the effects was mostly based on former experiences and observations.

T2: "You can see the difference in learners; they are quiet and restful, more tired maybe. "

T8: "Gets them away from drugs and alcohol."

T4: "It helps clear one's minds. Contributes to living a healthy lifestyle and assist on becoming a happier, healthier, more focused person."

T12: "Keeps you healthy in general."

T1: "Physical education is very important for the learners and for us teachers and adults also."

The answers revealed that according to participants, physical activity may have multiple, positive impacts on learners' lives.

9.2 Physical education during school day

The second theme had questions 4 – 11 about the physical education during school day. There were seven questions about the current situation of physical education in their schools about the learners and teachers' attitudes towards physical activities, the number of physical education lessons and they were also asked about their thoughts of The World Health Organization (WHO) guideline for daily physical activity. There were ten different main categories identified.

The first five major categories that came to the fore were **about socioeconomic challenges and a lack of resources at school, the beneficial impacts of positive attitude, relations of motivation and social influence** and that **physical education is a part of the compulsory Life Orientation- subject. It also showed that physical activity and a good academic performance are linked.** The remaining five main categories were; **those students that were more physically active were able to concentrate better during school days, WHO recommendations for daily physical activity is 60 minutes and most of the teachers interviewed felt that this was insufficient, physical activity is integrated with other school subjects, physical activity is used as a punishment and physical activities should be fun.**

The answers also pointed out that the social influence among learners is one factor that has an impact on the motivation of doing physical activities at school. The participants confirmed

that physical education is a part of the compulsory Life Orientation- subject in South African secondary schools and there should be 45-minute lessons of physical education every week. The execution depends on the situation and sometimes the lesson does not take place at all.

The teachers' answers also showed that physical activity and a good academic performance are linked. They felt that those students that were more physically active were able to concentrate better during school days. Most teachers argued that even short periods of physical activity were beneficial to improve academic performance. WHO recommendation for daily physical activity is 60 minutes. Most of the teachers interviewed felt that this was insufficient. The question about integrating physical activity with other subjects, these major categories were raised; physical activities are already used during lessons, but some thought it was impossible to integrate their subject with physical activities and that physical activity is used as a punishment and physical activity should be something fun. All the major categories from the second theme are illustrated in FIGURE 9.

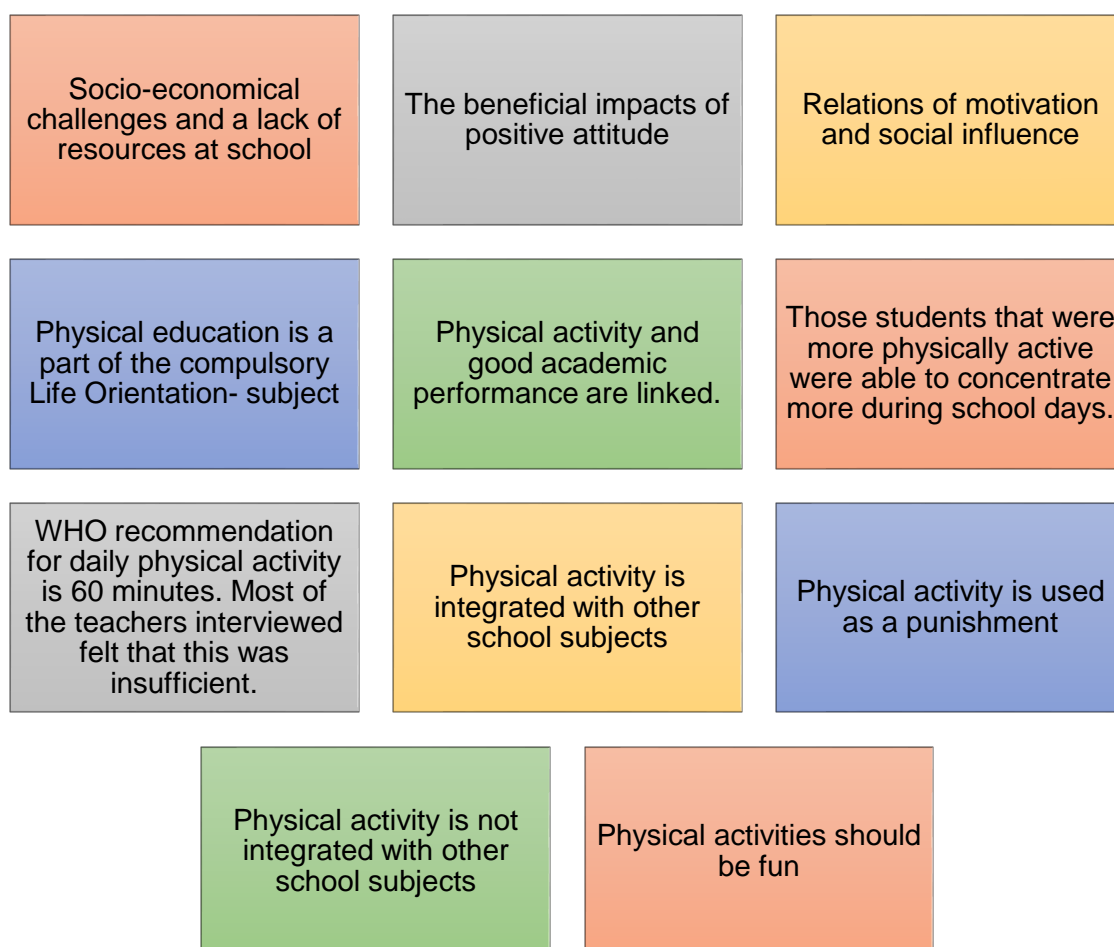


FIGURE 9. Results from the second theme "physical activity during school day"

The situation of physical education at the selected schools was seen quite contradictory. Other participants referred to the learner lack of motivation, others to the teachers' attitudes and the lack of knowledge to see the benefits of physical education.

T11: "Our learners are not that very interested, because it's not a part of their life-style, so they are not even going to listen to the positive effects of it."

T12: "I take physical activity very seriously. Other teachers, they don't take it seriously, they take it as a free period. I don't like it."

T3: "Currently, for every four LO periods, one is supposed to have one PT period. That is what it says on paper. There are just so many challenges. We challenge with resources, teacher resources, facilities, equipment and venue- Place to do it!"

There were a few answers that pointed out that the current situation in their school was good and that the learners were positive and motivated at present. There were some other factors mentioned that increased the positivity among learners.

T4: "Currently we have a Life Orientation and learners look forward for these classes."

T3: "Because it is an athletic season, they are very excited. Last year, we had a coach from PlaySport4Life and the learners were looking forward to go outside, because they were having fun and discipline as well."

T5: LO is compulsory. We must do it, but the kids seem to love it."

T8: "They want to play sport."

The learners' attitudes towards physical activities were mainly described as positive. Some of the teachers pointed out the difference of primary and secondary school learners and age as a main impactor.

T1: "Attitude is so positive."

T8: "When they see other people doing it and then they want to get in."

Most of the teachers were unanimous about the fact that learners like to play games and do fun sport activities, mostly when they were able to be outside.

T9: "They want to play games."

T1: "They want to be outside and are disappointed if not."

T4: "This period is fun for them, because there is no examination."

There were also teachers that thought the learners do not value sport or competitive sports at school.

T2: "We all have a different view."

T9: "They are not willing to do serious sport. It's because we haven't shown them what it's about."

T10: "A lot of the learners play sport, some of the learners don't do physical activity at school, like physical exercise at school. They play soccer in the interval- they run up and down. When it comes to actual structured PT lesson, they don't want to participate."

Some of the answers pointed that one main factor in the learners' lives is the age. Being a teenager and the circumstances that come with that period of age. The puberty and its impacts on the motivation to take part in physical activity at school.

T11: "As the year goes on, the older kids influence them that it is not cool anymore to be seen in your shorts. You can actually see them, going to the field and they'll start making fun of them. Some girls have actually come to me and tell, that they are too embarrassed to wear sport clothes - They are body conscious as well."

Also, the teachers' attitude and general positive attitude at school was mentioned to be one of the key factors when it comes to motivate learners to do physical activities.

T13: "Learner's look at the teacher. So, if you have a positive attitude towards physical attitude, they will also have positive attitude."

In the secondary schools in Cape Town, there is one 45-minute lesson of physical education per week. Physical education is a part of the Life Orientation- school subject, which is compulsory.

T9: "It ranges from 35 to about 45- minutes and it's not done in regular bases. It depends on the circumstances at school, it depends on weather. On a couple of factors."

The link between physical activity and academic achievement was noticed during teaching years. It was evident that when learners do sport, they perform better in class. According to the teachers' empirical knowledge, the learners seemed to be more focused and calmer after physical activity and that transferred to other school subjects.

T5: "It (physical activity) really improves the brain."

T4: "We do notice the correlation between the results of the learner and physical activity."

T12: "Exercise also focuses your mind, so if you let go of stress and frustration, there is a better possibility for you to focus in class."

T12: "We have to motivate our learners to participate in physical activity and therefore this will also boost academic performance."

There were also stated about the possibility of more extensive meaning of physical activity and academic performance. According to the teachers, most of the learners' struggle with the challenges that comes with their social environment.

T5: "Physical activity brings joy to their life; Even though the situation at home can be difficult. It helps them to do better in class."

T3: "Some of the learner are not academically strong, but when they go out, they become aware of the fact that they can do certain things. It motivates them to come back inside."

The teachers were unanimous about the importance of physical education during school days. The reasons why physical education is seen as important during the school day, varied from physical activity used as a stress reliever to the possible opportunities that sport has to offer.

T13: "It is a stress reliever."

T13: "It does relieve stress, especially today's cruel world. The stress they bring from home... not only what's happening at school."

T7: "We discourage couch potatoes and also with the lifestyle economics is very good."

T9: "It must be seen as a part of the education, it is a part of learning."

T10: "...a lot of South African sport stars played sport at school. So, if we don't do sport at school, we deny someone an opportunity to become a possible sport star in our country."

The discussion also accounted for what was included to be a physical activity during school days. The answers showed that it was mostly some sort of physical exercise, like running, walking or dancing.

T8: "Walking, stretching..."

T10: "Running, chasing."

T13: "I love dancing. So, when I do that, I can see lot of them are very interested because they all love dancing."

There were also a few teachers stated that tasks during school day like games and walks between lessons, were also counted as physical activity.

T10: Playing games."

T4: "Walking from a class to another."

T3: "Going outside and just enjoying themselves."

T11: "Some of them actually sprint to next class, because they are going to have attention for being late."

The recommended WHO guideline for adolescents for daily physical activity is 60 minutes. The researchers asked the teachers their thoughts about the recommendation. Most of the teachers stated that the length of the daily guideline was not enough for learners.

T2: "It is too little, give them more time."

T7: "We notice who are lazy ones and can't touch their toes. 60 minutes in a day is a bit too little. It's way too little..."

T10: "If you are walking around and your heartrate is above 60, you are not doing any physical activity."

One answerer pointed out that there are socioeconomic challenges that learners and teachers are facing every day at school that also impacts on the WHO daily recommendation.

T4: "I do agree with the extend, but this is why I am hesitant: Many of our kids, they live below the poverty line. Many of these kids come to school without having eaten anything, so would physical activity be good for a child, who has got nothing to eat? These kids do not easily tell us. You know... So, to extend, I would agree. But there are also other challenges that our kids face, so that is not always possible. Or, good for them. I had a girl the other day, she went to LO, and she didn't tell anybody she hasn't ate, so she fainted..."

T7: "We do our part, but we don't know what happens at home."

One answerer thought 60 minutes a day is too much.

T13: "I don't think we need 60 minutes, if you can get your heart race for at least five minutes every day, it counts. I think it is too much and too long... as if you want to be a strength trainer."

As for the implementation of physical activities as a part of the lessons at the secondary schools, answers varied among participants. Others were used to implement physical activities as a part of their lessons and others did not see it possible.

T2: "I believe, when the learners participate in the lessons by actually getting up and going to do some stuff on the board, they are actually learning best."

T13: "My subject is all fun, so we do physical activity from the morning to the afternoon."

T4: "You can't at my subject."

Some of the teachers admitted that physical activities were sometimes used as a punishment during the school day.

T11: "...and if I need to get their attention, I ask them to put their hands in the air and I just let them move a bit... more for punishment, but ok, that also helps them as well..."

The second theme revealed that teachers had a positive attitude towards physical activities and there is a consensus about the positive health benefits of physical activities. Some teachers used physical activity as a punishment.

9.3 Physical activity and other supporters

Results from the third theme, questions 12-15, consisted of 16 sub-categories and a total of 10 major categories. Teachers seem to be unanimous about the state of Western Cape Department of Education lack of support towards learners' physical activity during school days. All teachers' felt that improvement is needed.

According to the answers, major categories were that **all schools need more support from Western Cape Department of Education** and **Western Cape of Department needs more understanding about the positive effects of physical activity**. The results also revealed that **schools need more resources for physical activities, senior management does not have a good attitude towards physical activities, and they need more understanding about physical activity**. As for using digital methods with physical activity two major categories rose; **digital methods for physical activity is not possible due to**

lack of resources and digital methods are positive and could motivate learners to do physical activity. Major classes from the third theme are illustrated in FIGURE 10.

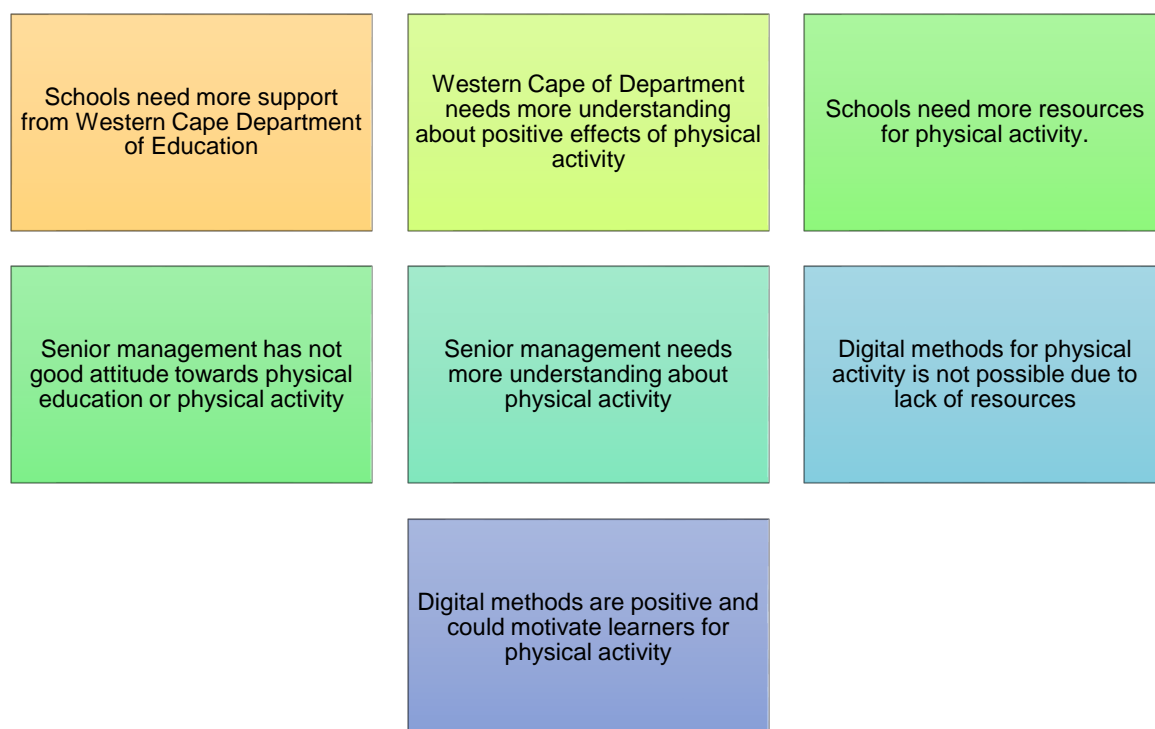


FIGURE 10. Results from the third theme “physical activity and other supporters”

The teachers were asked “To what extent does the Western Cape Department of Education’s support learners’ physical activity during the school day?”. The answers revealed that there is a common experience of the lack of support and resources. All schools need more support from Western Cape Department of education.

T12: “I would need them to be more involved and getting more support from that site.”

T9: “There’s no budget there’s no facilities.”

T5: “It is not the subject they take seriously.”

T2: “If the department makes a big thing about it (PE), the school makes a big thing about it.”

When asked about teachers’ opinion about senior management’s attitude towards physical education and physical activity, the answers revealed that senior management has not shown enough positive attitude and support towards physical education or physical activity. The answers also stated that senior management needs more understanding about the positive effects of physical activity.

T13: "They disregarded as it is nothing for them."

T12: "Because they don't have an understanding of how important physical activity is in Life Orientation. As well for the individuals and for the learners."

T2: "I don't see the school spending much time to lifting it higher."

T12: "Lot of negative attitude."

One answerer stated that there are also administrative challenges in Cape Town.

T3: "We have one Curriculum Adviser for 61 high school."

As for motivating learners for physical activity through some digital methods, main categories that raised from the answers stated that using digital methods for physical activity is not possible because of the lack of resources and that there have been signs of positive effects when using digital methods as a part of teaching. The teachers were unanimous about the fact that using digital methods as a part of teaching, could motivate learners to do more physical activities during the school day.

T1: "We are using our own data to download some stuff to use in class. We don't have data. The department should do something about it"

T1: "They really enjoyed having to look at videos, see how it's been done then they also implemented what they've seen outside"

The final questions at the end of the interview, were about the possible feedback and comments that the participants would like to add physical activity or physical education. The answers showed that there is a concern among Life Orientation- teachers **that the future of the physical education overall is in danger**. The teachers expressed **a wish that this research could increase the knowledge of the current situation and that schools need more resources to support learners' physical activities during the school day**. The results also showed that teachers need **motivation, understanding and knowledge about the positive effects of physical activity and physical education in general**.

One major concern was about the future of the Life Orientation- programme.

T4: "There is a recommendation that they will take out the LO from the school curriculum in next 5 years. So perhaps, this research would motivate, why it shouldn't happen."

Other answers revealed indifferent attitude and the participants expressed a concern about the lack of appreciation towards Life Orientation- programme and physical education.

T12: "If all teachers have this mind-set of physical activity is important than I think the whole school had a positive mind-set."

T13: "Especially educators should realize how important physical activity is and what is the benefit of it and if they do, any sport, athletics, it will be a success."

T12: "But the senior management, they sometimes regard this as a free period, and when we try to do something with the learners' they might see us just having fun or making a noise outside."

The last question, number 15, was "is there anything else you would like to say about this subject". Answers about the feedback were positive as far as this research was concerned.

T2: "Thank you for allowing us to think. Because you hardly have the time to even think."

T2: "You're too busy to think physical education and to realize the importance of it."

T9: "Hopefully you can help us."

All the three major categories that emerged from the feedback are illustrated in FIGURE 11.

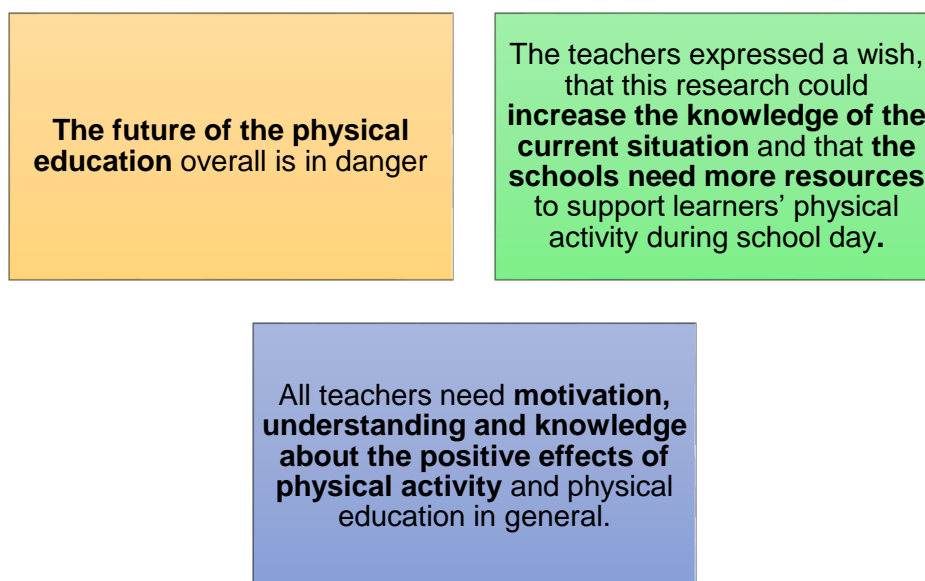


FIGURE 11. Major categories from feedback and other thoughts about the subject

The third theme focused on the other supporters, digitalized methods used at school and management support towards physical activities and physical education at school. The answers showed that there are concerns towards the continuance of Life Orientation- pro-

gramme which includes the physical education in secondary schools. According to answerers there is a general lack of appreciation and a lack of knowledge of the importance of Life Orientation- programme.

10 CONCLUSIONS

10.1 Perceptions and attitudes towards physical activity

It is stated that good life skills are linked with well-being and multiple studies show the importance of physical activity for individuals' health and for the whole society (EDU, 2017). In this thesis, the researchers had two research questions that guided through this process.

The first question aimed to reveal **what were the secondary school teachers' perceptions and attitudes towards the physical activity?** It can be said that the researchers received extensive answers to their original research questions, even though the number of participants was lower than desired. According to studies, by promoting health and well-being, it may influence the main causes of public health (Ministry of Social Affairs and Health (MSAH), 2018). According to Olufemi (2012), an individual starts to adjust into the environment and assimilate its common attitude. The focus group discussion showed that the secondary school teachers' own perceptions and attitudes towards physical activity were mostly positive. The difference between attitude and perception can be described as follows: attitudes have an intrinsic affective element to them. This element is *dichotomous* (i.e. positive or negative) (Ho, 2017).

The readiness of the teachers was affected by the teachers' own relationship towards exercises and a great influence was, if the teachers had studied physical education (Hellman, 2018). Based on the focus group discussion it also seemed that teachers were aware of the health benefits of physical activity. These results appear to be the same as in the study of Hellman (2018) where it points out, that (Finnish) teachers' attitudes towards promoting physical activity at school are positive. The teachers' answers also showed that physical activity and good academic performance are linked. They felt that those students that were more physically active, were able to concentrate and participate more during school days. This is a similar result as in Tammelin et al. (2015), where physical activity during the school day was generally associated with good school grades. Results from this thesis are pointing out the same as in the study by Lehmuskallio & Toskala (2018) that by executing more physical activity actions on school days, learners' attitudes toward physical activity seemed to become more positive. One outstanding fact that came to the fore was that some of the teachers admitted that physical activities were also used as a punishment during school day. It can be said that there is a risk of using physical activities as a way of punishment. It can be assumed that the attitude is resilient (Marttila & Nupponen, 2006), even in a negative way and that might lead to a lack of motivation towards physical activities.

10.2 Perceptions and attitudes towards physical activity during school day

The second research question aimed to show, **what the secondary school teachers' perceptions and attitudes toward physical activity during school days are.** According to the 1,5- years pilot phase of The Finnish Schools on the Move- programme, teachers agreed that the school plays an important role in learners' life and through that role, it is possible to increase physical activity and positive attitude towards physical education (Kämppi et. al, 2013). In this thesis, the teachers were unanimous about the importance of physical education during school days. The reasons why physical education is seen as important during the school day, varied from physical activity used as a stress reliever to the possible opportunities that sport has to offer.

The teachers who participated in the focus group discussion were almost all the teachers of Life Orientation- programme. According to South African Life Orientation (LO)- curriculum, LO is the key part of school's holistic development which addresses knowledge, mental and emotional growth, skills and guide learners for life. It is described to enhance the learners' problem-solving skills and the aim is to improve the quality of one's life. (National Curriculum Statement, 2011, 8-9.)

It should also be noted that one factor that might cause a low status of physical education was a lack of qualified physical education - teachers (Kela, 2016). The answers showed that most of the teachers had not received any formal training in physical education. Only a few had some formal education of sports or they had received training to become a Life Orientation - teachers. The answers pointed the fact that the qualification was based on former experience in sports or just were part of the Life Orientation-programme. According to studies, teachers are less than motivated, they have deficits in professional skills and lack the resources to provide quality education for all learners. (Mouton, Louw & Strydom, 2013, 31-44.)

Results showed that schools need more resources for executing physical activities during school days. In the study of Kela (2016), the results pointed out that physical education in urban schools, the main challenge in physical education included the lack of resources. One improvement from the results that came out was the scarcity of resources and support for physical education. Teachers could also be interested in the opportunities offered by digitalization to increase physical activity, but again, resources need to be made available. This seems the same as in the review by Hellman (2018), where the study points out that the challenges teachers face promoting physical activity, differed a lot between Finnish schools. The study also argued that some schools have fewer possibilities and fewer resources than others. The study for physical education teachers showed that over half of the teachers felt

that they have carried out physical activity actions alone and that has increased workload, haste and burden. (Lehmuskallio, Toskala 2018, 79-87.) As for motivating learners for physical activity through some digital methods, the main categories that raised from the answers stated that using digital methods for physical activity is not possible because of the lack of resources and that there have been signs of positive effects when using digital methods as a part of teaching. The teachers were quite unanimous about the fact that using digital methods as a part of teaching, could motivate learners to do more physical activities during school day. This could be in the line with the study of Wallin & Kujala (2016), where technology might enhance students' motivation, diverse teaching methods and increase student-centred teaching.

It would be important that the secondary school teachers' concerns about reducing physical activity were taken seriously. The results show that teachers' resources and the understanding of the benefits of physical activity (for the whole school and the school management) are one of the most important tools needed to promote physical activity. Based on these results, teachers should gain better opportunities and resources to innovate and develop physical activity themselves. It would also be important to create common models for promoting physical activities.

According to this thesis, it can be argued that the secondary school teachers' perceptions and attitudes were mainly positive. The teachers who took part on the focus group discussions were aware of the benefits that physical activities and physical education might offer.

10.3 The challenges and ethics consideration

One of the drawbacks in this study was the possible language barrier. The mother tongue of the researchers was not English. Some of the interviewees also had challenging (South African) accents. This risk was mitigated by listening to interviews several times. Both researchers also reviewed each other's transcripts.

The researchers endeavored to maintain the principles of cultural sensitivity; the knowledge of the cultures, appreciating the possible disparities and cultural diversity instead of judgement (Southeastern University, 2017). Another matter that was taken into consideration was the cultural divergences between Finland and South Africa. The researchers got acquainted with South African culture in 2018 when they visited Cape Town the first time during the CASO- project. The cultural knowledge was challenging to gain, because of the diversity of people and customs. It can be said that Finland and other Nordic countries differ quite a lot from African cultures.

Overall, the researchers thought the focus group discussion was a functional way to interact with the study participants and also it was a good way to rouse a discussion about the importance of physical activity during school days. The transcription- process was challenging for non- English- speakers, but also an invigorating experience for the researchers.

10.4 The researchers' perspective

According to Williams (2006) and Badat & Sayed (2014) articles, there needs to be a strong government that takes steps towards social justice and social equality. According to Bongani & Benatar (2014), the improving of public health care, strengthening resource allocation policies and training an appropriate balance of health care professionals are short-term measures.

It can be argued that the basic idea of school is that it is a melting pot to many different areas in life. Schools play the key role by increasing the knowledge- base of the future citizens, but also giving the learners materials they need for creating their own paths in life. The school is not only the place to learn compulsory subjects, it is the place where the learners are being exposed to people with different backgrounds and social environments. It is the place where many of the skills needed in life are practised.

The researchers are aware of the major concerns that South Africa is challenged with today. The challenges with physical education or physical activity may seem insignificant against other issues including hunger, corruption and poverty. The importance of physical activity is seen as a preventive factor of future health problems and school plays the key role as an operator which can provide the example, time and guidance to a healthier life path.

10.5 Development section

This thesis was also a development project. The original plan was to present the Finnish school system and Finnish Schools on the Move - programme for the secondary school teachers in Western Cape, South Africa and CASO - project. Specifically, the integration between physical education, physical activities and other school subjects. During the process the cooperation between CASO and The Finnish Schools on the Move- project emerged. The researchers noticed the South African LO- teachers' common interest towards the Finnish way of executing physical education in schools. The co-operation was left unrealized, but it remains a potential future project. The researchers approached the Finnish Schools on the Move- programme director 27th of May via e-mail and reported on what their thesis had carried out in South Africa (APPENDIX 8). Researchers may continue

to cooperate with Finnish school on the Move, but this collaboration can no longer be reported for this thesis.

The researchers also tried to get the participating teachers on Cape Town to comment on the results on April 29th on 2019, but unfortunately this was not successful. The researchers, through the partners (PS4L and the University of Western Cape), tried to get in touch through e-mail with the schools' principals and schools involved in the research. The purpose was to introduce the results of the focus group discussion to the teachers involved and to ask them for their comments and ideas for the development of physical activity. For the e-mail the researchers had the cover letter (APPENDIX 7) and the results (APPENDIX 8). The researchers sent the request for comments through partners again on 8th May and then once again in 12th May but did not receive any responses. The challenge might have been that the researchers themselves were not at any time directly in contact with the schools, principals or teachers, all contacting was made through partners. The procedure differed from the customs that the researchers have become accustomed to. However, the teachers' authentic comments and their own ideas how to develop physical activity would have obtained even more developmental grip on this thesis.

In the 12th of May, the researchers made a poster on the focus group interview results to be presented in the final meeting for CASO. The poster (APPENDIX 9) summarized the results of the thesis and a few ideas about the conclusions. This poster was presented on Friday 17th of May in Cape Town at the final seminar workshop of the CASO- project as part of the Health and Lifestyle- programme. 108 representatives from South African higher education and administrative staff and a third sector actor, from the PS4L for example, had signed up for the final seminar. The researchers will also provide an article of this thesis for the cooperative University of Western Cape.

10.6 Recommendations

As for the further studies, it would be important to get the views of other teachers' perceptions and attitudes toward physical activity as well. The researchers were confirmed that there is a need for CASO 2- project. The recommendation according to this thesis and its' researchers is that CASO and The Finnish School on The Move- program would consider the possible co-operation. This cooperation might offer new possibilities and perspectives through knowledge- exchange and with a wide range of professionals. The interaction and liaison between CASO participants and primary or secondary school teachers in Finland would offer more tools to knowledge- exchange. For example, teacher student- exchange with Finnish Schools on The Move- program participants and South African secondary school teachers.

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APPENDIX 1

Theme – based focus group discussion questions about physical activity for teachers in three secondary school in Western Cape, South Africa.

First theme: Physical activity in general

1. What does physical activity mean to you? *For example: Are you physically active yourself?*
2. What qualifies you to present physical education? *For example: Do you have a qualification? Have you received any training?*
3. What is your understanding about the positive effects of physical activity?

Second theme: Physical activity during learner's school days and teacher's attitudes

4. What is the current situation of physical education in your school?
5. What is the learner's attitude towards physical activity?
6. How many actual PE lessons does learners have per week? Does it differ from a different year?
7. How can physical activity be linked with good academic achievement at school?
8. How important physical activity for learners is during school days?
9. In your opinion, what counts as physical activity during school days?
10. Recommended WHO guideline for adolescences for daily physical activity is 60 minutes: Share us some of your thoughts about this guideline.
11. How do you think you can include physical activity in your lessons (other than Physical Education and breaks?

Third theme: Physical activity during learner's school days and other supporters

12. To what extend does the Western Cape Department of Education's support learner's physical activity during school day?
13. What is your senior management attitude towards physical education and physical activity?
14. How do you feel about motivating learners for physical activity through some digital methods (mobile application, games)
15. Is there anything else you would like to say about this subject?

APPENDIX 2



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

CONSENT FORM

Title of Research Project: The Perceptions and Attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....

APPENDIX 3



DEPARTMENT OF SPORT, RECREATION AND EXERCISE SCIENCE
University of the Western Cape,
Robert Sobukwe Avenue,
Bellville 7535

Tel: (021) 959 2409/2350 Fax: (021) 959 3688
ntsoli@uwc.ac.za / dobowers@uwc.ac.za

The Principal

November 2018

Dear _____

RE: ERASMUS+ CAPACITY BUILDING PROJECT:- CARING SOCIETY (CASO) RESEARCH PROJECT

The University of the Western Cape, Cape Peninsula University of Technology and University of Cape Town in collaboration with 3 European universities are in the process of developing physical activity programmes for schools in poorly resourced communities. In order to achieve this objective we need to get an idea of the needs and interest of children living and attending schools in those communities as well as the teachers involved in Life Orientation at the respective schools.

We would sincerely appreciate it if you could assist us with this process by allowing us to access to your LO teachers to participate in focus group discussions on their perceptions of physical activity that would take approximately 40-60 minutes.

Should you have any further questions, please do not hesitate to contact me, Dr. Marié Young, at (021) 959-2377 or per email at myoung@uwc.ac.za.

Yours sincerely

Dr. M. Young
Head of Department of Sport, Recreation and Exercise Science
CASO: Healthy Lifestyle Project leader



Funded by the
Erasmus+ Programme
of the European Union



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Revised: August 2018

INFORMATION SHEET

Project Title: The Perceptions and Attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa

What is this study about?

This is a research project being conducted by Anniina Hytönen and Jasmin Peltola at the University of the Western Cape and the Lahti University of Applied Sciences, Finland. We are inviting you to participate in this research project because you could provide us with meaningful information regarding the attitudes and perceptions towards physical activity in schools.

The purpose of this study is to observe the effects of secondary school teachers' attitude and perceptions towards physical activity and to promote knowledge of the effects of physical activity on academic achievement, schooling and cognitive functions in selected schools in Western Cape Town. The research will implement by qualitative research method, focus group discussion.

What will I be asked to do if I agree to participate?

You will be asked to participate in group discussion which will focus on your attitude and perception of physical activity in schools. The discussion session will not exceed 2 hours.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, the following steps will be taken;

- We will use focus group and the extent to which your identity will remain confidential is dependent on participants on the focus group maintaining confidentiality
- No information during the interactive talks will be revealed

To ensure your confidentiality, all information gathered will be stored in locket filling cabinet. If we write a report or article about this research project, your identity will be protected.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others. In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.

This study will use focus groups therefore the extent to which your identity will remain confidential is dependent on participants' in the Focus Group maintaining confidentiality.

What are the risks of this research?

There may be some risks from participating in this research study. All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the stage of physical education in secondary schools in South Africa. We hope that, in the future, other people might benefit from this study through improved understanding of physical activity's importance in schools.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by *Anniina Hytönen, Jasmin Peltola and Dr Marié Young* at the University of the Western Cape. If you have any questions about the research study itself, please contact Anniina Hytönen and Jasmin Peltola at: +358 40-~~555-9392~~ or e-mail Anniina.hytonen@student.lamk.fi jasmin.peltola@student.lamk.fi Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

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APPENDIX 5



OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION

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30 October 2018

Dr M Young
SRES
Faculty of Community and Health Sciences

Ethics Reference Number: BM18/8/5

Project Title: The perception and attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa.

Approval Period: 19 October 2018 – 19 October 2019

I hereby certify that the Biomedical Science Research Ethics Committee of the University of the Western Cape approved the scientific methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink that reads 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

PROVISIONAL REC NUMBER -130416-050

APPENDIX 6



1. The author(s) of the theses (names)	Name	Anniina Hytönen & Jasmin Peltola
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	Email	anniina.hytonen@student.lamk.fi
	Phone	jasmin.peltola@student.lamk.fi +358407714220 +358405559392
2. Purpose of the thesis (for what purpose and what kind of information will be collected)	The perceptions and attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa. The thesis is a part of an international CASO-project.	
3. Tool (e.g. Webropol-questionnaire)	Focus Group Discussion, Tape recording	
4. Schedule (e.g. finalised approximately by the date)	31. March 2019	
5. Extent (e.g. how many questions and of what kind)	In order to achieve this purpose, we will conduct a qualitative research to examine the secondary school teachers perceptions, knowledge-base, attitudes and the activities already in use in the Western Cape, South Africa.	
6. Target group (e.g. a group of students, how many students)	10-20 secondary school teachers in Western Cape, South Africa	
7. Ethical principles (protection and archiving of material)	Recorder and documents will be protected by password.	
8. Supervisor of the thesis work	Tuula Hyppönen LAMK and Marie Young University of Western Cape	

I shall comply with the guidelines for good scientific practice as published by the National Advisory Board on Research Ethics in Finland: http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf
 A thesis plan and an approval letter from the thesis supervisor is attached to the permission application.

Returning of the permission application and additional information:

Lahden ammattikorkeakoulu, Director Ms Tuula Kilpinen, Niemenkatu 73, 15140 Lahti, tuula.kilpinen@lamk.fi

Applicant's signature

[Handwritten signature]

Place

11.8.2018

Date

[Handwritten signature]
 ANNIINA HYTONEN
 JASMIN PELTOLA

Signature and name in printed letters

Decision maker's signature

[Handwritten signature]

Place

14.8.2018

Date

[Handwritten signature]
 TUULA KILPINEN
 Director of Applied Sciences

Signature and name in printed letters

9. Decision (to be filled by the person giving the approval for the application)	Research permission application is approved <input checked="" type="checkbox"/>
	Research permission application is not approved
	Reasons for the decision: <u>Pl. 214, FI-15141 Lahti *</u>

*Lahti University of Applied Sciences, PL 214, FI-15141 Lahti.

APPENDIX 7

Dear Sir/Madam,

In January, a few teachers from your school participated in our research. The research was about "PERCEPTIONS AND ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS PHYSICAL ACTIVITY IN THE WESTERN CAPE, SOUTH AFRICA" and it is a part of the CASO- project.

In this email, we have attached a summary of our research. If it would be possible for you to read the summary and comment on it, it would be most appreciated

Also, if you would be so kind and answer these few questions below:

1. Did this research bring any new information to your attention?
2. Is there any possibilities to use the information provided by this research?

If we could receive your comments by May 19, we would be able to attach them into the research. Apologies for the urgency.

Thank you for your co-operation with us and CASO, your participation was most valued.

The link to our research will be sent to you in the end of June.

Sincerely,

Jasmin Peltola and Anniina Hytönen
Lahti Applied Sciences, Finland

PERCEPTIONS AND ATTITUDES OF
SECONDARY SCHOOL TEACHERS
TOWARDS PHYSICAL ACTIVITY IN THE
WESTERN CAPE, SOUTH AFRICA



MASTER'S THESIS LINKED IN CARING SOCIETY (CASO) – PROJECT

LAHTI UNIVERSITY OF APPLIED SCIENCES
Master's Degree Programme in Social and Healthcare Development and
Management/ Anniina Hytönen

Master's Degree Programme in Social and Health Care Digitalisation and Business
Competence/ Jasmin Peltola
Spring 2019
Lahti, Finland & Cape Town, South Africa

INTRODUCTION

There is a major concern that South African young people are at a good pace absorbing unhealthy lifestyle habits. There is a need for urgent intervention. (Uys, Bassett, Draper, Micklesfield, Monyeki, De Villiers & Lambert 2016.) A European Union Erasmus funded project called **Caring Society (CASO)** is the partnership of three European Universities of Applied Sciences and three South African academic Universities. The CASO - project aims to improve South African healthcare education through healthcare higher education cooperation and knowledge exchange. (Caring Society (CASO), 2018.)

According to studies, Physical Education (PE) is as crucial as a curriculum theme. South African youngsters need more guidance towards a more physically active lifestyle. Schools and their teachers play the key role in this stage. Schools need more qualified PE teachers, positive attitude towards physical activity and extended knowledge base about the benefits of physical activity among learners during school days. (Uys et al, 2016.)

Finnish Schools on the Move programme aim at more active and pleasant school days. The programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland. In May 2017 80% of comprehensive schools and 90% of municipalities were involved in the programme. Promotion of physical activity with children consists of increasing physical activity and decreasing sedentary time. This requires measures to be undertaken at school and at home. (Finnish School on the Move 2018.)

The purpose of this thesis was to investigate and create a better understanding of secondary school teachers' perceptions and attitudes towards physical activity and to enhance physical education in secondary education in the Western Cape, South Africa. The research was conducted by using a qualitative method, focus group discussion.

The results of this thesis are used in Caring Society – project (CASO), more specifically in Health & Lifestyle Programme. The main goal of the Health & Lifestyle programme is to strengthen health in the South African communities. (CASO, 2018.) For operating environment, research for this thesis was in Finland and in Cape Town, South Africa

THE RESEARCH

There were three secondary schools in Cape Town area that took part in the focus group discussion in January 2019. There were 13 teachers that participated in the focus group discussions.

The focus group discussion was theme – based. Themes included questions about the **teachers' background, perceptions and attitudes towards physical activity, knowledge base about the benefits of physical activity and motivation to increase physical activity.** It also included questions about **general attitude towards physical education and activities at school and administrative support in Cape Town.**

Themes were; *Physical activity in general and the importance of physical activity, Physical activity during school days, Physical activity and other supporters.*

THE RESULTS

First theme of the focus group discussion had three questions about physical activity. The participants were asked to *describe what physical activity means to them in general, what their qualifications to teach physical education are and what their understanding of the positive effects of physical education is.*

The main categories that came to the fore from *the first theme* were, that **doing sports is a way of living, the physical activity has positive effects and it improves the quality of life.**

The answers also stated that there is a **strong link between a good academic achievement and physical activity.** The teachers all felt that **physical exercise has benefits and there was a wide variety of different types of answers on what those benefits are.** Many felt that there are obvious health benefits while others focused more on how being physically active keeps the youngsters away from **gangs, drugs and alcohol.**

The second theme was about the physical education during school days. There were seven questions about the current situation of physical education in their schools, about the learners and teachers' attitude towards physical activities, the amount of physical education lessons and they were also asked about their thoughts of The World Health Organization (WHO) guideline for daily physical activity.

The major categories that came to the fore were about **socioeconomical challenges and a lack of resources at school**. The main topic was about **learners' and teachers' attitude or the lack of it and how it influences learners' motivation to take part in physical activities during school day**. The answers also pointed out that the **social influence among learners is one factor that has an impact on the motivation of doing physical activities at school**.

The participants confirmed that **physical education is a part of the compulsory Life Orientation-** subject in South African secondary schools and there should be 45-minute lessons of physical education every week. According to participants, **the execution depends on the situation and sometimes the lesson does not take place at all**.

The teachers' answers also showed that **physical activity and good academic performance are linked**. They felt that those students that were more physically active were able to concentrate more during school days. Most teachers argued that **even short periods of physical activity were beneficial to improve academic performance during school day**. WHO recommendations for daily physical activity is 60 minutes. Most of the teachers interviewed felt that **this was insufficient**. **The results also revealed that some of the teachers used physical activities as a punishment**.

Results from the **third theme**, showed that the teachers were **unanimous about the stage of Western Cape Department of Education and the school senior managements lack of support towards learner's physical activity during school days**. All teacher's felt that **improvement is needed**. There were major concerns **about the future of the Life Orientation- programme**.

According to the answers, major categories were that **schools need more support from Western Cape Department of Education, Western Cape of Department needs more understanding about positive effects of physical activity in general, and that schools need more resources for physical activity**.

CONCLUSIONS

The results revealed that most of the secondary school learners' attitudes towards physical education were positive. The teachers' answers also showed that physical activity and good academic performance are linked. They felt that those students that were more physically active were able to concentrate more during school days. This is a similar result as in Tammelin et al. (2015) study, where physical activity during the school day was generally associated with good academic performance. The teachers have empirical knowledge about the benefits that comes with the physical activities during school days, but they need more evidence-based knowledge and support from the administration. Studies show that there is a significant correlation between the teachers' knowledge- base and their ability to teach the subject at hand. A teacher requires a deep knowledge and understanding of both pedagogy and knowledge of content matter to teach effectively. (Adediwura & Tayo, 2007, 166)

The results showed that, the common attitude and perception of other than LO-teachers towards physical education and activities at school is not positive. Positive attitude towards physical activities is known to support the learners to be more active during school days (Tammelin et al., 2015, 1711; Finnish School on the Move, 2018); Lehmuskallio & Toskala, 2018, 79-87). The LO- teachers were unanimous about the fact, that the respect towards LO-programme is lower than towards other major subjects. The results also showed that Life Orientation- teachers had uncertainty towards the continuance of the LO-programmes and there is a lack of resources, including equipment and facilities. Also, the lack of WI-FI at schools, forces teachers and learners to use their own mobile data to search for information, ideas and new methods. Teachers also pointed out the importance of the co-operation with the local organisations e.g. PS4AL (Play Sport4Life).

The researchers are aware of the major challenges that people in South Africa are facing. Those challenges include social inequality, wealth inequality, poverty, malnutrition and corruption. When you take these issues into account, it might seem like a minor problem to be concerned about the lack of exercise and physical activities in schools. However, schools do have a crucial position in the lives of children. They are in a perfect position to attempt to correct some of these inequalities.

Exercises and physical activities are directly related to the wellbeing of people, which in turn are directly related to learning, focusing and having a relaxed mindset that is ready to be receptive and motivated to learn.



Photos by Anniina Hytönen

Thank you for reading this summary and participating in our research. Our experiences in South Africa in the past year, has changed the way we see the world and all the people we have met during this journey have settled in our hearts. We hope this co-operation continues and more people have the possibility to unite and grow together through CASO.

Sincerely,
Jasmin Peltola & Anniina Hytönen
05.5.2019 Helsinki, Finland

APPENDIX 9

<p>Perceptions and attitudes of secondary school teachers towards physical activity in the Western Cape, South Africa Annina Hytönen & Jasmin Peltola Supervisors: Tuula Hyppönen (LAMK) & Marie Young (UWC) Lahti University of Applied Sciences</p>											
<p>Introduction</p> <p>Physical Education (PE) is crucial as a school curriculum theme. South African youngsters need more guidance towards more physically active lifestyle. The school and its teachers play the key role in this stage. The schools need more qualified PE teachers, positive attitude towards physical activity and extended knowledge base about the benefits of physical activity among learners during school day. (Uys et al, 2016.)</p>											
<p>Purpose & Objectives</p> <p>The purpose of this thesis was to create a better understanding of the secondary school teachers' perceptions and attitudes towards physical activity in the Western Cape, South Africa. The objectives of this thesis was to investigate the secondary school teachers attitude and perceptions towards physical activity and to promote knowledge of the effects of physical activity on academic achievement in three selected schools in Cape Town.</p>											
<p>Research Questions</p> <ol style="list-style-type: none"> 1) What are secondary school teacher's perceptions and attitude towards the physical activity? 2) What are secondary school teacher's perceptions and attitudes toward physical activity during school day? 		<p>Methods</p> <p>To achieve this purpose, thematic focus group discussion for 13 secondary school teachers in three different schools was organized. Researchers' also kept a video diary.</p>									
<p>Results</p> <table border="1"> <thead> <tr> <th>Theme 1:</th> <th>Theme 2:</th> <th>Theme 3:</th> </tr> </thead> <tbody> <tr> <td>Physical activity in general</td> <td>Physical activity during school day</td> <td>Other supporters</td> </tr> <tr> <td> <ul style="list-style-type: none"> <input type="checkbox"/> The physical activity has positive effects and it improves the quality of life <input type="checkbox"/> Strong link between a good academic achievement and physical activity <input type="checkbox"/> Doing sport is a way of living </td> <td> <ul style="list-style-type: none"> <input type="checkbox"/> Short periods of physical activity were beneficial to improve academic performance <input type="checkbox"/> One 60 minute lesson of physical activity every week <input type="checkbox"/> Students that are physically active were able to concentrate more during school day </td> <td> <ul style="list-style-type: none"> <input type="checkbox"/> All schools need more resources for physical activity <input type="checkbox"/> Western Cape of Department needs more understanding about positive effects of physical activity <input type="checkbox"/> Physical education overall is in danger </td> </tr> </tbody> </table>			Theme 1:	Theme 2:	Theme 3:	Physical activity in general	Physical activity during school day	Other supporters	<ul style="list-style-type: none"> <input type="checkbox"/> The physical activity has positive effects and it improves the quality of life <input type="checkbox"/> Strong link between a good academic achievement and physical activity <input type="checkbox"/> Doing sport is a way of living 	<ul style="list-style-type: none"> <input type="checkbox"/> Short periods of physical activity were beneficial to improve academic performance <input type="checkbox"/> One 60 minute lesson of physical activity every week <input type="checkbox"/> Students that are physically active were able to concentrate more during school day 	<ul style="list-style-type: none"> <input type="checkbox"/> All schools need more resources for physical activity <input type="checkbox"/> Western Cape of Department needs more understanding about positive effects of physical activity <input type="checkbox"/> Physical education overall is in danger
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<p>Conclusion & What's next</p> <p>The result showed that the secondary school teacher's own perceptions and attitudes towards physical activity were mostly positive. It seems that teachers are well aware of health effects of physical activity. It needs to be said that all schools need more resources for physical activity and physical education. The teachers who participated for the focus group discussion were almost all teachers of Life Orientation. It would be important to get the views of other teacher's perceptions and attitudes towards physical activity as well.</p> <p>The thesis is above all a development project. Next, students try to get the participating teachers to comment on the results. Could it be possible to do physical activity in all lessons? Finland has achieved good results from the School on the Move - project, could we ask them for tips and ideas? https://www.liikkuvakoulu.fi/english</p>											
<p>References</p> <p>Uys, M., Bassett, S., Draper, C.E., Micklefield, L., Monyeki, A., De Villiers, A., Lambert, E. V., & The HAKSA 2016 Writing Group. 2016. Results from South Africa's 2016 Report Card on Physical Activity for Children and Youth. Journal of Physical Activity and Health, 2016, 13 (Suppl 2), S265 -S273 [Referred 15.8.18] Available: http://dx.doi.org/10.1123/jpah.2016-0409</p>											