

**Sports students' experiences of role modelling
when teaching responsibility to Grade 3
learners**

by

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Submitted in partial fulfilment of the requirements for the degree

**MAGISTER EDUCATIONIS
(Early Childhood Education)**

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April 2017

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2017



“Coaches are, first and foremost, teachers; they are among the most influential people in a young athlete’s life. Because coaches are such powerful role models, young athletes learn more from them about character than about athletic performance”

Dr Mike (<http://www.goodcharacter.com/SPORTS/Trustworthiness5html>)

DECLARATION OF ORIGINALITY

I, Francinah Masola, declare that the dissertation, “**Sports students’ experiences of role modelling when teaching responsibility to Grade 3 learners**” which I hereby submit for the degree MEd (Early Childhood Education) at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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MEd

Sport students' experiences of role modelling when teaching responsibility to Grade 3 learners

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April 20, 2017

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ACKNOWLEDGEMENTS

This research was a very challenging journey, which I did not travel by myself. It took a lot of development and self-discipline to complete this journey. I am fortunate to have been supported along the way by God, people and other support structures. I would like to express my sincere appreciation and gratitude to the following:

- ❖ The sports students and Grade 3 learners who participated in my research study, despite all the work they already have, sharing experiences and perceptions that formed the basis of this research. The principal, Head of Foundation Phase, and Grade 3 teachers who gave their support and cooperation which enabled me to complete my research at their school.
- ❖ My supervisor Professor Ina Joubert and co-supervisor Dr Donna Hannaway, who supported me in this study through providing their valuable insight, dedication, support and patience with me. For always encouraging me, and for believing in me at times I did not believe in myself.
- ❖ My parents, Lettah and Johannes Magopa, as well as my younger sister Leah Masola, for their interest and for their love, support and encouragement.
- ❖ My husband, Isaac Baloyi, for his love, understanding and motivation.
- ❖ My family, friends and colleagues for their interest, understanding and prayers.
- ❖ Tony Moen who helped with language editing.
- ❖ Mardeleen Ford who helped with technical editing.

ABSTRACT

This qualitative research study explores the sports students' experiences of role modelling when teaching responsibility to Grade 3 learners. For this study, the sports students were identified as primary participants, whereas the Grade 3 learners were considered as indirect participants. This study was informed by an interpretivist paradigm and guided by a conceptual and theoretical framework.

The literature on sports students acting as role models informed me about the capabilities of young adults to become better people and to influence Grade 3 learners to become responsible citizens through rugby. The literature highlighted the use of physical activities as sport to promote social responsibility in young learners.

The data collection methods and instruments used in the study were designed to ascertain the opinions and perceptions of the sports students as well as the Grade 3 learners. The involvement of the Grade 3 learners as indirect participants and the sports students helped me to form the foundation on which my research was based. In addition, their participation in this study helped me to answer the main and secondary research questions. Bandura's theory was used to analyse and understand the findings of this study.

The data collection instruments include observations, field notes, sports students' reflections, learners' artefacts and photo voice method. These methods and instruments were used to collect data from every research participant, I then coded the data from

sports students' reflections and learners' artefacts, to formulate an in-depth understanding of their responses.

The key findings of the study confirmed that sports students acting as role models can positively influence young learners to become responsible citizens. It was evident in the study that sports students could become better people and future responsible citizens.

Key words: role model, reading, learner, responsibility

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CHAPTER 1

AN OVERVIEW OF THE INQUIRY

1.1 INTRODUCTION

Role models are a universal phenomenon and are referred to as "socializing agents" (Bee & Boyd, 2004:250). The presence of socializing agents seems to be important in the early years of a child's development. The phenomenon of role models can be studied by looking at the person who is acting as a role model and the one who is observing, and is therefore being influenced by, the role model (Bee & Boyd, 2004). Both perspectives have positive and negative features and attitudes. Role modelling also includes different facets, such as the specific context, the purpose, sex and age group, and there are various kinds of role models such as role models in sport, movies, television, pop culture etc. (French & Pena, 1991). In many cases the role models are portrayed to the public mainly by mass media.

According to Zirkel (2002), children grow up accepting the ethnic background, religion, socio-economic status, family structure and community in which they are reared by observing role models. This is especially necessary in a democratic society, where a sense of nationhood needs to be cultivated in order for the democratic state to function. Within this context young children make judgments about how they see the world and how they treat others by observing and interacting with those around them, family members, peers and educators. According to Bandura (1986:20), children observe people "...behaving in various ways. Individuals who are observed are called models". In society children are surrounded by many influential models, such as parents within the family, characters on children's television, friends within their peer group and teachers at school. These models provide examples of behaviour to imitate, such as masculine and feminine, social and antisocial etc. Bandura (1986:20) notes that children "...pay attention to some of those people (models) and encode their behaviour. At a later time, they may imitate (i.e. copy) the behaviour they have observed". They may do this regardless whether the behaviour is "gender appropriate" or not, but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex (Bandura, 1986). I shall discuss these processes in

chapter 2.

I was invited by my supervisors to participate in this study, which forms part of a larger project called the Reading, Rugby and Responsibility (RRR project), at an inner city school in the Tshwane metropole (Pretoria). As my contribution to report on this project, my study focused on one aspect of the project, namely the sports students' experiences of acting as role models when teaching responsibility to Grade 3 learners.

1.1.1 Background: The Reading, Rugby and Responsibility project

The RRR project was launched in July 2014 and spanned eight weeks. It was a combination of community service and a research project. In this section, I describe the history of the project, its aims and the way it was conceptualised and then implemented. The full project proposal can be found in Addendum A.

In 2013, the University of Pretoria's TukSport (which is the sports campus of the university encompassing all the different sports) identified the need for a viable community outreach programme as part of its social responsibility and in line with the principal and vice-chancellor's Strategic Plan 2025, which reads: "Embedding community engagement and civic commitment in its academic mission".

The idea was to reach out to a primary school in the Tshwane metropole (Pretoria) central business district (CBD) that is attended mostly by learners from former disadvantaged communities. To these learners, which were mostly black African children, rugby is not a sports activity of choice, and this was seen as a fascinating challenge to expose them not only to rugby, but through rugby also to literacy and life skills.

The RRR project was conceptualised as a long-term project. Using rugby to introduce the aims of the project, a school in the inner city was then identified for the project. Sports students who play rugby (including the first rugby team) from the university introduced "tag" rugby, a type of touch rugby for young players, to Grade 3 learners (both boys and girls) during school hours. These students were acting as rugby coaches for the Grade 3 learners. A period allocated to Life Skills, especially physical education as a sub-category of Life Skills, was used. This period was made available through consultation with the principal and teachers of the school, who

previously used it to “catch up” on academic activities because they lacked capacity to teach physical education. The rugby players used big books and word cards to introduce rugby and to facilitate and practise reading skills with the learners. The language of the reading materials was English, as it is the language of learning and teaching (LoLT) of this school; but it is not the home language of most of these learners, and this was a good way of improving their English reading skills.

1.1.2 Aim

The project aimed to teach the Grade 3 learners responsibility through teaching them rugby and enhancing their love of reading. This was to be done by rugby players who were sports students of the University of Pretoria acting as role models for the learners. The idea was to present the learners with role models who, while coaching them rugby, would teach the value of responsibility and teach them to read as well, using appropriate reading materials such as big books and word cards. It was envisaged that the learners would develop knowledge and appreciation of rugby and a love for reading, improve their reading skills, develop motor skills and, at the same time, learn the value of responsibility, which would benefit the community as a whole. It was believed that this programme, if properly sustained, would produce literate and responsible children as well as skilled rugby players who would add value to any school they attended. In addition, this project foresaw that the rugby players and other sportsmen and women would benefit positively from the experience; as they would become responsible people and enhance their own facilitation skills.

1.1.3 Implementation of the project

The rugby players and other sports students received training from a lecturer of the University of Pretoria’s Early Childhood Education Department. This involved the use of the technique of reading aloud from a big book, the use of questioning techniques and the expansion of the concept of responsibility. The project was launched by the sports students during an assembly session of the Foundation Phase. The learners enthusiastically responded to the presentation of the project by the three Tuks-1 (players of the first rugby team) rugby players who were dressed in their Tuks-1 track suits.

Subsequent sessions took place every Thursday morning during the first school

period (7:30-830), when Grade 3 learners went to the sports field together with their teachers and rugby coaches. First the students read a story or rhyme from the big book to the learners and then asked questions about the story or rhyme. After this activity then they talked about responsibility and how it relates to life skills and the everyday life of the learners and to a team sports such as rugby. After this activity they did ball handling activities. The Grade 3 class teachers accompanied the learners. In figure 1.1 I present the launch of the RRR project at the inner city school.



Photograph 1.1: The launch of the RRR project at the inner city school

1.2 RATIONALE

The rationale for this study involved multiple aspects. One reason for this research project was learners' need to have positive role models; another was to investigate how rugby players as sports students become or act as responsible role models when interacting with young learners. In addition, this study reports on a project which was executed in 2014 at an inner city school. The Reading, Rugby and Responsibility (RRR) project required sports students to become role models to Grade 3 learners and teach social responsibility through rugby and language activities. Young children need physical activities to develop their gross motor ability (Clark, Osborne & Dugdale, 2009), and according to research by Coakley (2001) there is a shortage of black rugby players in South Africa.

Another reason for my involvement in this project is my involvement in teaching in the Foundation Phase. I have been working with young children since 2012, and have experienced how children are able to accept each other without any discrimination that is based on differences. My personal interest in role modelling and social responsibility grew over the past five years while I was living in an informal settlement, observing young children who are witnessing violence between their parents and other members of their community. As a result of this many children in this community grow up without noteworthy and positive role models or learning from observing people who act responsibly. These circumstances inspired me to delve more deeply into the concept of role modelling and how one could expose young learners to positive role models in order for them to develop moral behaviour through role modelling.

The increasing influence of media world-wide is also affecting the developing child. It is not only parents and teachers who are affecting young children's positive or negative behaviour and development. Zirkel (2002:358) states that "...young people pursue only that which they can imagine as possible". Thus it is the modelling of positive behaviour and goal attainment that motivates the young children's sense of responsibility.

Today children are exposed to mass media that offer "...a host of potential models who appear to be attractive, powerful, and glamorous" (Anderson et al., 2001:108). Mass media is a very important source for the modelling of behaviour; it communicates values, norms and beliefs. The child is forced to choose between rejecting and integrating the message (Durkin, 1995).

Technological progress and economic changes are additional influences that change the social landscape. Bandura (1997) states that occurrences of wrenching social transformation "...are not new over the course of history, but what is new is their magnitude and accelerated pace; these challenging realities place a premium on people's sense of efficacy to shape their future". It is clear that role models and social learning provide an individual with powerful lessons that influence self-identity. The rapidly changing global environment and pervasive media exposure of modern living beg for investigation of the effects on both the child and the adult.

Young learners also need role models to enhance their literacy and reading levels

(Clark et al., 2009:6). In South Africa, learners' reading performance is low, as the Annual National Assessment programme has reported (Department of Basic Education, 2011). From the Annual National Assessment results it is evident that the Grade 3 learners' reading skill and literacy level are still below the average, and this project aimed to enhance these skills through modelling. The sports students were aware of this aspect of the project and aimed to achieve this by acting as role models.

The Curriculum Assessment and Policy Statement (Department of Basic Education, 2011) contains objectives to be achieved by learners; namely that all learners must be equipped with knowledge, skills and values irrespective of their socio-economic background, gender, race or physical or intellectual ability. Furthermore, young learners must also be active members of society in a free democratic country (Department of Basic Education, 2011). This is the foundation on which democratic values such as responsibility and respect as well as citizenship are built. A premise of the above-mentioned curriculum is that learners should respect each other through these basic principles.

CAPS further states that young learners must know about certain matters such as human rights, inclusivity and environmental and social justice as embodied in the Constitution of the Republic of South Africa (Department of Basic Education, 2011). Children can be future responsible citizens through the development of respect among learners and adults where they accept each other despite their differences and are able to make informed decisions. It is my opinion that involving positive role models, as in this project is one way to reduce the antisocial behaviour that prevails in the history of South Africa and build up a sense of democracy among young learners where everyone is treated with respect.

However, Gillborn (2002) states that there are still many difficulties when one tries to bring policy and practice together; the curriculum sets out the ideals of the perfect world. Furthermore, many educators do not make it a priority to facilitate learners' morals and values, and many learners are therefore not fully aware of their basic rights or how they should treat people around them. Even if teachers do demonstrate morals and values, there will always be a need for responsible role models they can live up to, so that learners will not choose to act selfishly and disrespectfully towards

members of a different race, religion or culture or towards disabled learners. This dilemma can perhaps be minimized through positive role models who act and facilitate (including teaching) responsibility when playing rugby.

As a researcher, I identified a dearth of literature pertaining to the facilitation of responsibility to young children in the South African context. Therefore, this study explored the sports students' experiences of acting as role models when teaching responsibility to Grade 3 learners.

1.3 PROBLEM STATEMENT

The problem to be investigated in this study is the experiences (and challenges) faced by sports students when acting as role models in order to teach Grade 3 learners responsibility through rugby.

1.4 RESEARCH QUESTIONS

The main research question is:

How did sports students experience role modelling to Grade 3 learners while teaching responsibility through rugby?

Sub-questions:

1. How did sports students perceive the notion of role modelling?
2. How did sports students teach young learners responsibility through rugby?
3. How can sports students acting as role models influence education policy and practice?

1.5 CONCEPT DEFINITIONS

1.5.1 Role model

A role model is defined as "...somebody to be copied: somebody who is regarded as somebody to look up to and often as an example to emulate" (Encarta World English Dictionary, 2004). Zirkel (2002:357) asserts that "...role models have long been thought to play an important role in young people's development". Zirkel (2002:357) states that most of the available research focuses "...on role models as sources of information on how one should behave and as sources of support and mentorship".

Modelling is a central concept in learning theories. For instance, Bandura (1997) has argued that “the full range of social behaviors, from competitiveness to nurturance, is learned not just by direct reinforcement but also by watching others behave in those ways” (Bee & Boyd, 2004:250). In this research study, sports students acted as role models.

1.5.2 Reading

Rugby was the main teaching skills in the RRR project. The sports students were teaching the Grade 3 learners rugby through reading aloud. These sports students focused on language aspects such as listening and speaking, word recognition and thinking and reasoning.

Reading is a difficult concept to define, as it is an “omnibus” skill involving lower- and higher-order skills and includes psychological, educational and sociological aspects. There is controversy among scholars about the definition of reading, as each defines it according to the purpose of the study, with a general slant towards the language process or the thought process.

Spink (Ambatchew, 2003) sees it as a process involving the perception of the words, the comprehension of the text and a reaction to what is read and a fusion of old and new ideas. Tylor and Taylor (Ambatchew, 2003) regard reading as a continuum with the four major signposts of letter and word recognition, sentence reading, story reading and reading for its own sake.

Similarly, Clay (Ambatchew, 2002) also breaks it down into small but different skills according to directional control (left to right), recognition, prediction, self-correction, knowing probabilities of occurrence, auditory memory, searching for cues in text and picture interpretation. In addition, Clay (Ambatchew, 2003) referred to other skills such as fluent oral language, letter sound analysis, syllabification and clusters, visual analysis by analogy, syntactic and semantic context, inference and others. For the purpose of this study, reading refers to reading aloud from big books to achieve the following:

- ❖ Stimulate learners’ love of reading, as the assumption is that when role models read aloud learners enjoy listening to the stories or rhymes.

- ❖ Enhance understanding of the story line.
- ❖ Strengthen comprehension skills.
- ❖ Recognition of words and other vocabulary skills.

1.5.3 Learner

The terms “learner” and “young children” are used interchangeably in the literature. A learner is defined as a person who is attending school and is therefore learning something (Rundell, 2002:318). The term is used in the South African context (Department of Basic Education, 2011). For the purpose of this study, I will refer to learners in an inner city primary school in Grade 3. Grade 3 is the last grade of the Foundation Phase and can be seen as the final year of the Foundation Phase. The Grade 3 learners were aged between 8-9 years.

1.5.4 Responsibility

The term responsibility refers to the state or fact of being accountable or to blame for something (Encarta World English Dictionary, 2004). Responsibility refers to an act that you are required to do as an upstanding member of a community. Responsibility (accountability) is the essential democratic value; it is part and parcel of granting power in the first place and a reminder that there can be no rights without responsibilities. Responsible citizens are change agents that act against social, economic and environmental injustice (Department of Education, 2011:14). Responsible citizens participate in activities that make the world a better place (Department of Education, 2011). In this study, sports students acted as responsible role models in order to teach responsibility to Grade 3 learners.

1.6 RESEARCH DESIGN AND PARADIGMS

The research design for this study is qualitative and a case study. The "design" indicates the strategy that this research process followed (Bogdan & Biklen, 2003:49; Creswell, 2009:70). I relied on interpretivism in validating the study and its findings (Maree, 2007). The selected paradigmatic perspectives are discussed in detail in chapter 3, and the following subsections consequently serve only as an initial outline and description.

1.6.1 Metatheoretical paradigm and assumptions

I regard an interpretivist approach as a suitable metatheoretical paradigm for this study since it emphasizes that human beings are dependent not only on their environment, but also on their individual traits (Creswell, 2009). People's experiences of themselves are therefore influenced by their significant relationships; in other words, the way they feel loved, appreciated and valued (Creswell, 2009). "An interpretive researcher attempts to understand phenomena through accessing the meanings participants assign to them" (Creswell, 2009:70). Role models and role modelling can be studied from the positivist approach, where knowledge gained is objective and quantitative, but since sports students' experiences of acting as or becoming role models are personal and subjective in nature, I decided against this approach. Instead, I focused on interpreting and understanding the sports students' voices and perceptions of their experiences as role models to the Grade 3 learners. In the RRR initiative, the sports students gained new experience of acting as role models, and the findings of this study make it possible to share this with other people in the school and community contexts.

All human beings have the capacity for growth and personal development. All people possess the ability to achieve their full potential, regardless of their personal background and circumstances. This study was implemented at an inner city primary school where many learners are presented with socially unacceptable behaviour. The capacity of the participating sports students to influence Grade 3 learners positively was important when regarding the nature of this study. It can be assumed that the implementation of the RRR project could give the sports students a better understanding of the notion of a role model and role modelling (Bee & Boyd, 2004). It was also assumed that the sports students possessed the skills and values of socially responsible citizens capable of influencing young learners to become responsible citizens too. It was found that, among other effects, role models "...influence young people's occupational goals and career aspirations" (Karne & Spote, 2008) and their moral beliefs. The use of role models to promote literacy, and especially reading, makes intuitive sense. It is also assumed that young learners who do not read themselves are not likely to realise the value of reading unless they see other people read (Clark et al., 2009). Indeed, there are numerous examples of

programmes that use role models to enhance the aspirations and self-image of a particular target group (Clark et al., 2009).

1.6.2 Theoretical framework

In this section I discuss the theoretical perspectives that underpin this study. I also highlight the specific theories which provide logical clues as to why role modelling occurs and its importance. The selected theories will be discussed in detail in chapter 2.

1.6.2.1 Social cognitive theory

Social cognitive theory “...evolved from the original work of Bandura (1977), who published a social learning theory built on his earlier work with the help of a contemporary, Walter Mischel, who emphasizes the cognitive and situational variables associated with human behaviour”. Bandura (1986:21) states that “...from the social cognitive perspective, human nature is characterized by a vast potentiality that can be fashioned by direct and observational experience into a variety of forms within biological limits”. The child and the environment are interdependent; in social learning theory this interplay is termed “reciprocal determinism”. I used social cognitive theory to guide my study on sports students’ experiences (and challenges) of acting as role models to Grade 3 learners. In addition, this theory was used on the basis that Grade 3 learners can observe responsible behaviour of the sports students and will also develop and emulate responsibility.

1.6.2.2 Social context framework

Whereas previous theoretical frameworks have focused on observation and a cognitive factor associated with the learner, another approach which may be particularly effective is one in which there is significantly increased interaction between the role model and the learner. The main feature of this approach is one of context, especially if learning or modelling occurs within the real-life environment that embraces the behaviour (Bandura, 1986). The framework is analogous to a master/apprentice relationship where the learner, under the tutelage of the expert, carries out the job. In this study I employed a social context framework on the basis that the sports students interacted with Grade 3 learners in a real-life social context for the learners to adopt their behaviour.

1.7 RESEARCH METHODS

In the following section I discuss the research method selected, namely a case study, the selection of participants and the data collection, analysis and interpretation. The selected research methods will be discussed in detail in chapter 3.

1.7.1 Case study method

Baxter and Jack (2008:550) define a “...case study as an in-depth study that focuses intensively on a specific group or groups of participants”. In a case study the researcher works with the participants on a personal level and explores the feelings and perceptions of the participants about a specific topic (Reason, 2006). In this study I used a case study method (Bogdan & Biklen, 2003) to explore the sports students’ experiences and perceptions of acting as role models to Grade 3 learners when teaching responsibility.

1.7.2 Selection of participants

Sampling refers to the process used to select a portion of the population for study (Creswell, 2009). In this study, five sports students of the University of Pretoria who participated in the RRR project were selected. In qualitative research, non-probability and purposive sampling are used so “...that participants are selected who have some defining characteristics that make them the holders of the data needed for the study” (Creswell, 2009:295). As the primary participants, the sports students acted as role models for 25 Grade 3 learners of the inner city school.

1.8 DATA COLLECTION AND DOCUMENTATION

Maree (2007:78) defines “...data collection as the way in which the researcher collects data by using the correct method for each unique research situation”. The study used five data collection methods. These methods are described in detail in chapter 3 but briefly in the sections below. They included observation, field notes, sports students’ reflections, artefacts (learners’ drawings) and photo voice.

1.8.1 Observation

Hay (2005) describes observation as the process during which researchers take field notes describing actions and activities of the participants as they occur at the location where the research is taking place. In this study observation was used as an informal data collection technique to record the sports students' emotions and actions while acting as role models. Participants (sports students) were observed during the RRR project and field notes were made to describe their behaviour and verbal expressions. The observations took place at the sports field of the primary school in order to ensure a venue in which the participants felt comfortable to act out the aims of the RRR project. The teachers of the Grade 3 learners were also present during these contact sessions.

1.8.2 Field notes

Schwandt (2007) defines field notes as the raw data that the researcher collects during the field work. Thus field notes are short sentences that the researcher writes down while observing the participants during the data collection process (Hancock, Ockleford & Windridge, 2009). I documented all activities I observed from the commencement of the project and during each session by writing the date and time as described by Schwandt (2007). I then used field notes as data.

1.8.3 Sports students' reflections

The sports students reflected after each session with the Grade 3 learners. There were about eight sessions, where they were given structured questions as well as open-ended questions. The questions probed their perspectives of the notion of role modelling and of acting as role models when teaching responsibility to Grade 3 learners through teaching rugby.

1.8.4 Artefacts: Grade 3 learners' writings and drawings

In this study the Grade 3 learners were my indirect participants who wrote sentences describing their feelings and perceptions on how sports students influenced their lives. They also drew pictures of how they were inspired by the sports students to be responsible citizens through rugby. Blackmore, Aranda, Beteman, Cloonan, Dixon, and Loughlin (2012) are of the opinion that young learners express their feelings

through drawings, and this opinion substantiated my reasoning for including these activities as data.

1.8.5 Photo voice

The photo voice method involved cameras being issued by participants and the project coordinators, who were prompted to take pictures of the activities connected to the research topic. This method of gathering data was chosen due to the qualitative nature of the research. Fielding (2004:97-104) recommends this method of data collection because it gives participants the “...space to elaborate on complex issues and to allow for flexibility to explore complex issues that may arise”. In this study photo voice was used to capture sports students’ experiences of acting as role models. In table 1.1 I present the summary of data collection and data capturing methods.

Table 1.1 Summary of data collection and data capturing methods

Method of data collection (primary and secondary data collection)	Type	Instrument used to collect data	Data capturing method
Observation	Participant observer	Researcher observation	Field notes
Field notes	Participant observer	Researcher observation	Researcher journal
Students’ reflections	Individual students’ reflections	Open-ended questions	A4 answer sheet
Artefacts	Learner writings	Learners’ A4 drawings, words and sentences	Book written by Grade 3 learners
Photo voice	Photographs	Camera	Photos with notes

1.9 DATA ANALYSIS AND INTERPRETATION

The study used qualitative data analysis to seek to understand the experiences of sports students acting as role models when teaching responsibility to Grade 3 learners through rugby. Maree (2007) maintains that if content analysis is used, themes emerge from the data. The findings of the study based on the themes that emerged are reported in chapter 4.

1.10 ETHICAL CONSIDERATIONS

Research ethics can be explained as constituting an aspect of conducting research, especially research involving human beings (Mertler, 2006). I followed the guidelines and principles of the university ethics committee to ensure the voluntary participation and anonymity of the participants and the confidentiality of the data. These guidelines and principles are discussed in detail in chapter 3.

1.11 QUALITY CRITERIA

I made every effort to ensure the trustworthiness of the study. I addressed the issues of transferability, confirmability, validity and reliability (Baxter & Jack, 2008:550). The criteria are discussed in chapter 5.

1.12 OUTLINE OF THE STUDY

This dissertation comprises five chapters.

Chapter 1: Introduction and orientation to the study

The first chapter of this study states the orientation and background of the proposed research, the rationale as well as the method and plan of study.

Chapter 2: Literature review

This chapter of the study provides an in-depth account of the literature that is relevant to this study according to the social cognitive theory as outlined in Bandura's theoretical framework.

Chapter 3: Research design and paradigms

This chapter presents the layout and implementation of the proposed qualitative research methodology, the selected research design, research participants, credibility, trustworthiness and ethical considerations pertinent to the empirical research of this study.

Chapter 4: Data collection and findings

This chapter consists of the presentation and discussion of the acquired data and information obtained from the photo voice method, sports students' reflections and Grade 3 learners' artefacts. The interpretation and analysis of the results emerged from the data provided by each participant.

Chapter 5: Results and recommendations

In this chapter relevant conclusions are drawn and recommendations from the study are presented as well as a synopsis of the main findings from the literature and the empirical study. A synopsis of research is provided that informs recommendations for further study.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In chapter 1, I provided a brief overview of role modelling and of teaching young children responsibility through rugby. In addition, I formulated the research questions that guide this study. In this chapter, I discuss literature related to the fundamentals of role modelling and teaching responsibility through rugby as a sports activity. I have extensively searched for relevant literature on the experiences of sports students (rugby coaches) when teaching young learners responsibility. However, I found that most literature focuses mainly on teaching responsibility through role modelling using physical activity or sports in general and not on empirical research relevant to the topic, specifically in the South African context. Therefore, there is a gap in the literature, which this study aims to fill. References to teaching responsibility in this chapter will refer to physical activity or sports generally and not specifically to rugby. In the following section I address the notion of role models, the influence of physical activity on the development of young learners through role modelling, developing social responsibility and citizenship through role modelling, moral development and role modelling, role modelling and the self-efficacy of the young children, the influence of sports students acting as role models on education policy and practice and the theoretical framework.

2.2 THE NOTION OF ROLE MODELS

It seems to be generally accepted "...that sports stars do exercise an influence on young children" (Fleming, Hardman, Jones & Sheridan, 2005). Although there is general agreement that children "look up to", copy and emulate certain sports stars, it is nevertheless important to draw a conceptual distinction between such behaviour and role models or role modelling (Fleming et al., 2005). A person or persons can be empirically defined "...as role models simply because they are the subject of

emulation, adulation and admiration” (Fleming et al., 2005). Young children may “model” or copy some aspect of the appearance of people and/or their behaviour.

A normative definition of a role model differs from the empirical definition and is more complex (Bee & Boyd, 2004). It implies someone who ought to be emulated because he or she embodies certain laudable values such as courage, fairness or determination and therefore deserves the title of role model (Bee & Boyd, 2004). The empirical and normative definitions are, of course, neither dichotomous nor mutually exclusive. Moreover, there need be neither a “...necessary correlation nor a transparent linkage between persons that children choose to emulate and their worth as role models in the normative sense”. In an earlier study in Britain, Lines (2001) noted the importance of another characteristic of the sports star as a role model. “Young children’s selections of their heroes revealed the importance to them of the acquisition of sports skills” (Lines, 2001:75). The most popular reason for identification with a hero was the participants’ expression such as skilful, “brill” or simply the best.

Bandura (1986) argued that behaviour is most likely to be influenced by those who have status, power and prestige. Carr and Weigand (2001) examined the “...influence of perceptions of sports stars on physical education (PE) pupils”. In particular, they explored the influence of sports role models and the effects on the intellectual, moral, emotional and psychosocial development of young children (Carr & Weigand, 2001). Task orientation characterised by self-referenced achievement has been positively correlated, and ego orientation negatively correlated, with positive moral qualities (Duda, Olson & Templin, 1991). Although these findings are correlational in nature, they do at least lend support to the importance of role models.

“A recent revival in Australian-driven research into ethics and sports ethics places the role models, or moral exemplar, at the centre of development in general and moral development in particular” (Jones & McNamee, 2000:133). The significant influence of role models is not in question, and the habits and dispositions they exhibit are likely to be emulated and copied, particularly if there is no censure or condemnation of these habits (McNamee, Jones & Duda, 2003). One of the most powerful ways in which children and young adults acquire values is to see individuals they admire and respect exemplify sound values when temptation is put in their way

by not cheating, and deceiving (Fleming et al., 2005). The Reading, Rugby and Responsibility (RRR) project wanted sports students to act as role models, the type of people whom young children could admire and imitate. This entailed the development of social responsibility, citizenship and morality of the young child.

2.3 THE INFLUENCE OF PHYSICAL ACTIVITY ON THE DEVELOPMENT OF YOUNG LEARNERS THROUGH ROLE MODELLING

In this section I attempt to clarify the analytical framework within which I located the aspects of sports and physical activity. The notion that participation in sports and the coaching thereof educates more than just the physical self is not a new one, and I therefore examine several sources which inform us that physical education has positive outcomes in terms "... of personal, social and moral development" (Lee, 1995:45). Sports that include team games have been regarded as a vehicle for learners' personal, social and moral development since the rise of public school athletics in the middle of the 19th century and in state schools during the 20th century (Lee, 1995).

Lee (1995) highlights the connection between personal and social development related to sports. Lee (1995:45) argues that personal interaction with others, which is an inherent requirement of coaching team games, presents children with a set of "complex social problems" that they must solve. It is suggested that by coaching learners to solve these problems, they are enabled to develop a wide range of personal qualities. In addition, through cooperating and working together, children can learn social skills, such as listening to others, taking turns and helping other children. Furthermore, the link between "...personal and social development also extends into the moral domain" (Davis, 1983:126; Lee, 1995:45). Kohlberg (1981) states that moral reasoning includes a concern for fairness, human rights and justice. "These concerns often arise within the context of coaching team games, particularly in instances of foul play or cheating. The very nature of team games, where players' actions and behaviour are evident to other individuals, means that socially unacceptable behaviour can be observed easily" (Kohlberg, 1981:329). Consequently, it has been argued that team games and the coaching thereof provide a means by which learners' and coaches' moral judgments and actions can be seen (Meakin, 1982; Reid, 1997).

A number of other factors, such as the developmental level of the learner, have also been implicated in successful modelling behaviour. Theodoulides (2003:141) determined the "...effect of modelling strategies on the acquisition, retention and transfer of a novel motor task" in his research project. The sample of 40 female subjects and 40 male subjects was divided equally between two age groups (9 to 10 and 18 to 45 years) and the subjects were randomly assigned to one of four conditions. The conditions were visual model (control), visual model plus cues, visual model plus verbal rehearsal and visual model as well as verbal rehearsal plus cues. The learners were found to perform better in the last two conditions, whereas the conditions had no effect on the adult's performance. These findings suggest that effective modelling conditions are related to the cognitive developmental level of the learner. In the RRR project this developmental aspect was promoted through questioning techniques used by the sports students.

Gibbons, Ebbeck and Weiss (1995:247) argues that physical education, "...through team games, can teach fair play and can encourage empathy, moral reasoning and maturity, task motivation and personal and social responsibility" in learners. Physical education also fosters "interpersonal respect, fairness, human rights and responsibilities, freedom, justice and benevolence, and virtues or qualities of character such as honesty, integrity, self-control and courage" (Miller, 2005:462). What becomes apparent is that there is a complex relationship, both conceptually and practically, between all the various dimensions of personal, cognitive, social, moral and spiritual development. This complex relationship may be illustrated using the concept of holistic development. In the RRR project this was conceptualised as an aim of the project; hence the inclusion of language development and the values such as responsibility.

2.3 DEVELOPING SOCIAL RESPONSIBILITY AND CITIZENSHIP THROUGH ROLE MODELLING

In this section I discuss the notion of citizenship and how young children develop social responsibility and citizenship through role modelling.

2.4.1 Citizenship

Banks (2004:1) characterises citizenship as a “fluid, complex, dynamic, and contested concept in the nation-state” related to the “citizen's own identity, especially in a diverse society, which is multiple, open, and dynamic” (Figueroa, 2004:226). Savage and Armstrong (2004:8-9) identify two different perspectives regarding the definition of citizenship. One perspective is the “transmission of cultural heritage” as the inculcation of certain shared values such as a commitment to democracy, respect for authority and the acceptance of political responsibility. Young children have to learn responsibility as a social responsibility and values that will hold society together. According to Green (2005), citizenship is not assumed or enacted by an individual in isolation. It is about how we relate to other individuals, to groups within our society and to other societies. Citizenship is essentially about belonging and feeling secure and about exercising one's rights and responsibilities. It is my opinion that the RRR project was one way to help young learners to develop responsibility to live together in a democratic society.

2.4.2 Social responsibility

Social and moral responsibility fit very well with the rationale for using physical activity as a vehicle for the promotion of good behaviour in young children (Laker, 2000). In “...a society that values athleticism and sporting achievements even at an early age, feelings of intimidation and inadequacy can develop in the non-athletic child early on” (Laker, 2000). These feelings can be displayed through lack of interest in physical education activities and delinquent behaviour. Physical activity such as a sports discipline “...can reduce these negative feelings and increase participation by serving as an equalising activity when many learners are exposed to such activities” (Laker, 2000).

The “personal-social responsibility model (RM), which is a physical activity programme model originally intended for the underserved, has been used in physical activity and other programmes for a wide range of children and youth in a number of states and several other countries” (Hellison, 2011). Personal-social responsibility has been recognised by scholars as an exemplary curriculum model, an influential humanistic and social development model for physical education and a way to use sports and exercise to promote life skills (Hellison, 2011). According to Gordon

(2010), “personal-social responsibility offers genuinely alternative forms of social organization in physical education classes in an attempt to constructively redress the social conditions that place some young people’s well-being at risk”.

Hellison (2011) argue that teaching life skills and values must be integrated with the physical activity subject matter rather than taught separately. Hellison (2011) state that the personal-social responsibility model aims to help young people to develop “respect for the rights and feelings of others”. The personal–social responsibility model also appears to help young adults to be sensitive and responsive to others’ needs and interests, become a leader and be a role model (Hellison, 2011). Thus, in this study, sports students acting as role models were interacting with Grade 3 learners in teaching them responsibility as part of Life Skills subject through rugby.

Kavussanu (2006) studied the behaviour of young children participating in rugby and found that playing rugby at an early age enhances pro-social behaviour in young children. Examples of such behaviour in rugby are helping an opponent in a line-out or kick (Kavussanu, 2006). Kavussanu (2006:576) suggested that “high levels of morality in sports are associated with a high frequency of pro-social behaviour and a low frequency of antisocial behaviour”. Examples of the latter in rugby are deliberately committing a high tackle or trying to injure an opponent. Because morality is reflected in a high frequency of pro-social and low frequency of antisocial acts, high levels of character-building effectiveness may be linked to low levels of anti-social behaviour (Kavussanu, 2006).

In addition, personal and social responsibility as well as citizenship and moral education are also part of life skills and very much on the agenda of the educational establishment and indeed on the agenda of governments (Laker, 2000). Society clearly wants young children to know right from wrong, to have a deep-seated sense of fairness and to value a moral code that facilitates living together as a community. Gibbons et al., (1995) argued that participation in sports has an important role to play in constructing our future society. Therefore, young learners need to participate in sports; and in this study, rugby was the chosen sport. It is my opinion that through this project we cultivated thoughtful and rational citizens for the new millennium. Through modelling by sports students, the RRR project empowered learners with the ability to achieve a sense of self-fulfilment.

Participation in sports “...will help address issues such as community safety by giving young children sporting alternatives to occupy their time and reduce the risk” of lapsing into anti-social behaviour (Eley & Kirk, 2002:151). The benefits of participating in sports are also evident from an education perspective, because it is central to the issue of how young children should be taught about their rights and responsibilities as citizens in the community (Eley & Kirk, 2002). Involvement in sports activities is an ideal way of bringing young children with a shared interest together; it offers a vast array of activities and is increasingly seen as a healthy and worthwhile pursuit by the public. Romand and Pantaleon (2007) noted that one of the benefits of sport is its ability to instil moral character and values in both sports coaches and learners.

The literature by Allenders, Cowburn and Foster (2006:826) “shows that early exposure to sporting activities is vital in creating a sense of citizenship and community in young people”. If young children are not exposed to sports, the decline in positive citizenship behaviour that would have been gained through involvement in sports by young people will be felt in the broader community (Allenders et al., 2006).

Hellison (2011) argued that participation in sports helps children and young adults who have started behaving responsibly to become more caring, show and give support and help others. Hellison (2011) developed a model with a number of key points that can help teachers to teach responsibility through physical activity. Firstly, the “...fundamental ethic of Hellison’s programme, taking personal and social responsibility” (TPSR) is perhaps best summarised as coaching young people to take personal and social responsibility, sharing power with young people and shifting decision making to them. An ultimate goal of TPSR is that such caring for others should extend beyond the sports field into the lives of the young people (Hellison, 2011). Secondly, Hellison (2011) examined the “...notion that games and scrimmages are filled with opportunities for teaching social responsibilities such as leadership, teamwork, fair play and physical and verbal conflict resolution”. Lastly, socialisation in sports teams (including role modelling by coaches) presumably leads individuals to abide by rules and thus respect social life as a whole (Roberts, 1984).

At first glance, Hellison’s goals for taking personal and social responsibility sit comfortably alongside those of sports education. Sports education firstly focuses on

fair play and equal competition, but also helps empower learners, because they control and direct much of the experience. For example, learners are involved in selecting teams and organising and structuring their own practices with the aid of rugby coaches (Hellison, 2011). Learners are also given the opportunity to develop responsibility through carrying out many tasks beyond the role of being a player. The foundation of TPSR emphasises the individual learner's well-being. While caring and becoming socially responsive are also important goals, self-awareness and personal well-being are central to the model. Hellison (2011) clearly placed the "...individual at the centre of his model and directed attention to learner empowerment, choice and self-direction. Such empowerment and self-direction are prerequisites to becoming socially responsible, particularly beyond the context of the sports setting".

According to Romand and Pantaleon (2007), the sports club can be regarded as an important place for the display of moral character, because players acquire the rules, norms and values that enable their moral development in sports there. Players acquire these norms through interactions with diverse individuals in their social groups. The group influences the attitudes that children will adopt towards sportspersonship (Vallerand, Deshaies, Cuerrier, Briere, & Pelletier 1996). Some players seem to be highly receptive to their coach's verbal communications and behaviour.

It is through interactions with coaches that players internalise norms and values, leading them to consider some acts as forbidden or undesirable and others as highly commendable. Under the leadership of coaches and their views, young players learn how to deal with the rules. This influence is so strong that in the study by Shields and Bredemeier (1995) it was shown that players' judgment of good behaviour is linked to their perception of the coach's judgments or obedience to him/her. The way coaches consider the rules – the way they treat them, comment on them and discuss them during practice and games – will determine the relationship players will have with those rules. Shields and Bredemeier (1995) noted that an individual's attitude toward rules is crucial to moral development. Vallerand et al., (1996:123) also found that learning rules "...plays a critical role in the moral development of athletes in the sports club".

Stuart (2003) carried out a study in sports psychology, particularly in rugby. The results showed that rugby players developed a sense of morality and pro-social behaviour through their participation. The findings informed us who were involved in the RRR project about rugby and its specificity with respect to other sports disciplines and the qualities one must have to play it. Companionship and “sticking together” were the key elements found in the study. Furthermore, the results indicated enhanced problem-solving skill and conflict resolution in players, including learners.

2.5 MORAL DEVELOPMENT AND ROLE MODELLING

It has long been held that sports and coaching thereof provide a setting for moral development (Bredemeier & Shields, 1993). This belief is evident throughout history. From the writings of Plato to the contemporary declarations of politicians, educators and theologians, sport has been portrayed as a builder of character (Hergenhann, 1997). One aspect of character, namely moral development and how it relates to sports participation, has received increased interest in recent years (Bredemeier & Shields, 1993).

According to Bredemeier and Shields (1993:588) “...moral development refers to the evolving maturity of a person’s grasp of the interpersonal rights and responsibilities that characterise social life”. Sports have been used to study moral development by theorists such as Piaget (1965:101), whose “...classic model of moral development was based in part on his observation of children’s marble playing and his probing questions concerning their understanding of game rules” (Bredemeier & Shields, 1993:588). However, “...sport is a unique context sometimes characterised as a world within a world where the typical concerns and moral restraints of everyday life are temporarily set aside; thus the question arises whether sport constitutes a reliable context for the study of moral development” (Bredemeier & Shields, 1993:588).

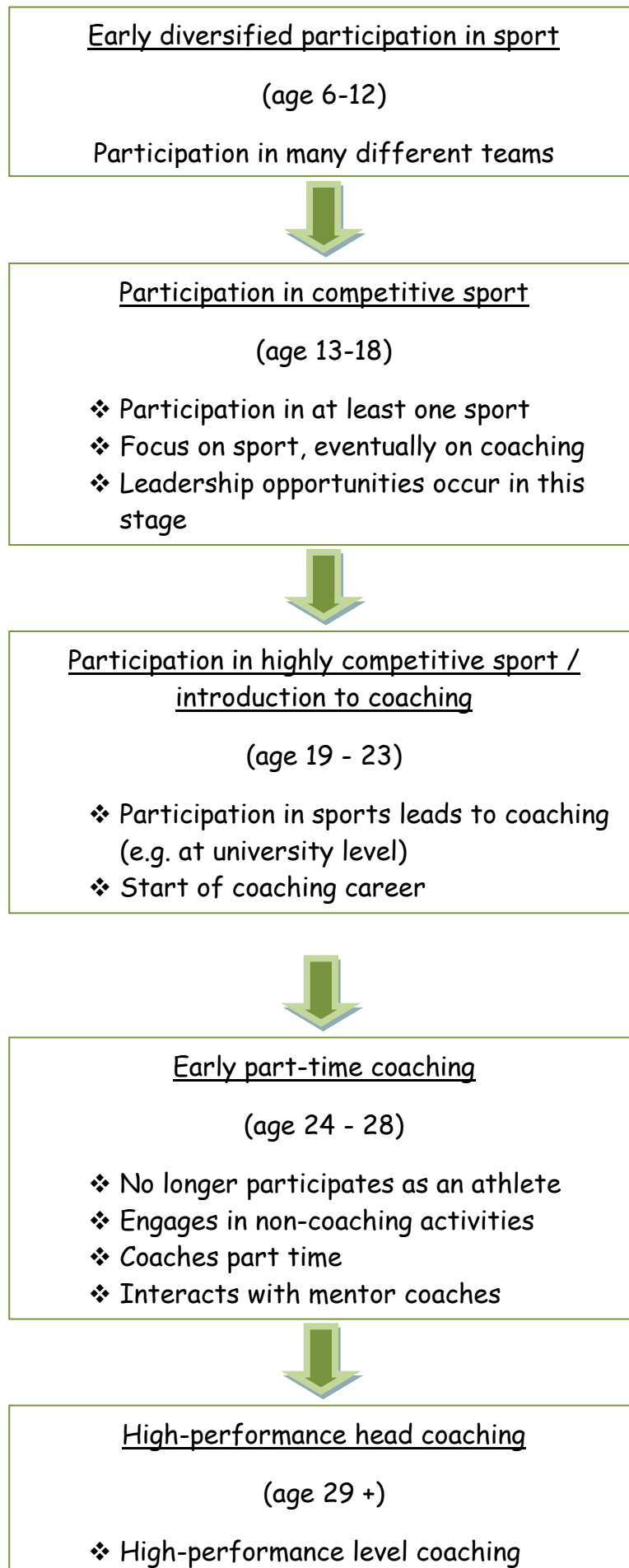
The emergence of critical philosophical thought about ethics can be traced to the ideas of the Sophists who, believing there to be no objective truth, argued that moral ideas were a matter of convention (Bredemeier & Shields, 1993). Thus self-interest was pursued with little concern for moral prescriptions. The focus was not on how to act, but why one needs to act in a certain way or another (Hergenhann, 1997). Moral

philosophy has influenced many aspects of modern life, and sport, (where sportsmanship has been considered a moral category) is no exception. All the prescriptions which make up the code of sportsmanship are derived from a single, basic, practical maxim, namely that athletes should conduct themselves in a manner that will increase rather than detract from the pleasure to be found in the activity by the athlete and by the fellow participants (Hergenhann, 1997).

Sportsmanship has long been viewed as something not merely limited to the field of play. It is evident in the study by Kennedy (1991) that the pursuit of understanding morality was to identify what would bring about happiness, peace and joy, in short, the good life. This was not only that the individual might benefit, but that society as a whole might benefit as well. Subsequent understanding of morality has mirrored this perspective by focusing on the interactions between people.

2.5.1 Developmental stages of sports coaches

Cotè, Baker, and Abernethy (2007) studied the development of sports coaches and explained the five developmental stages of sports coaches. The first stage, diversified early sports participation, started at approximately age 6. This stage was characterised by participation in many sport activities, both as a team and individually and often on a recreational basis. The second stage was focused on competitive sports participation and occurred at approximately age 13. In this stage, at least one sport was played at a competitive level, with the average entry into competitive sports at 13 years. For team coaches, in particular, it is during this stage that most formal leadership opportunities occurred. The third stage, highly competitive sports participation and introduction to coaching, occurred at approximately age 19. Although the main focus at this stage was still on individuals' own sports participation, often at the elite level, it is during this stage that most coaches first gained coaching experience. The fourth stage, part-time early coaching, occurred at approximately age 24. As their competitive athletic participation ended, coaches often began other major activities, while coaching part-time. Coach mentoring took place during this stage. The fifth and final stage was obtaining a high-performance head coaching position, which occurred at approximately age 29. In figure 2.1 I present the developmental stages of sports coaches.



2.5.2 Moral developmental stages of young children

Role modelling by sports students is related to the moral development of young children. For this reason, I describe the moral development of young children in general and the young learners involved in this project. Piaget (1965) stimulated interest in the way children think about moral issues. By observing and interviewing children playing marbles, he sought to learn how they used and thought about the rules of the games they played. He maintained that moral development was linked to cognitive development and that both developed through a series of stages. Children younger than about five years of age are regarded as pre-moral, as they do not yet understand rules and are therefore not able to judge whether or not a rule has been broken. Heteronomous morality is the first stage of moral development in Piaget's theory, occurring from approximately five to ten years of age. Rules are regarded as guidelines for acceptable behaviour and the transgression of rules should be punished, irrespective of the intention of the transgressor. This form of morality is known as moral absolutism (Bredemeier & Shields, 1993).

Another characteristic of this phase is children's belief in imminent justice, the concept that if a rule is broken punishment will be meted out immediately. By about age ten children reach the final phase of moral development, the phase of autonomous morality. Cognitive maturation as well as social experience within the peer group, where equal status with friends exist, leads to a more flexible morality because it decreases children's unilateral respect for adult authority figures as well as enhancing children's self-respect and respect for peers. Children in this phase no longer believe in immanent justice and understand that rules are arbitrary agreements that can be changed with the consent of the involved parties (Bredemeier & Shields, 1993).

According to Kohlberg, cognitive-moral conflict (cognitive disequilibrium caused by becoming aware of other moral viewpoints) and role-taking skills are two important factors that play a role in attaining higher levels of moral reasoning (Bredemeier & Shields, 1993). To clarify what is involved in moral reasoning; Kohlberg (1981) turned to philosophy and isolated four basic moral orientations used by various traditions of philosophy. Each moral orientation focuses on a critical element to help decide right and wrong. Firstly, *normative order orientation* focuses primarily on

prescribed rules and roles. *Consequence orientation* focuses on the impact of various actions on the welfare of others and the self. *Justice orientation* highlights relations of liberty, equality, reciprocity and contracts between people. Finally, the *ideal-self orientation* concentrates on an image of the actor as a good self, as someone with a conscience. Kohlberg's theory is deeply embedded in his conviction that moral reasoning can lead to the formulation of a moral principle that can be used to decide fairly among competing moral claims in all situations (Bredemeier & Shields, 1993).

According to Kohlberg (Bredemeier & Shields, 1993:589) the ground-breaking stage of moral development is rooted in the structural developmental approach to psychology most prominently associated with Piaget. The theories of Piaget and Kohlberg have the following in common: moral development progresses through stages and is based on cognitive development and relevant social experiences; clinical interviews and hypothetical questioning are used to study moral development. The difference in the theories concerns the age at which children reach moral maturity. While Piaget believed this to be in middle childhood, Kohlberg stated that moral development is still far from complete at that stage and that moral reasoning becomes progressively more complex during adolescence and early adulthood (Bredemeier & Shields, 1993:589). In figure 2.2 I present the relationship between Piaget's and Kohlberg's theories.

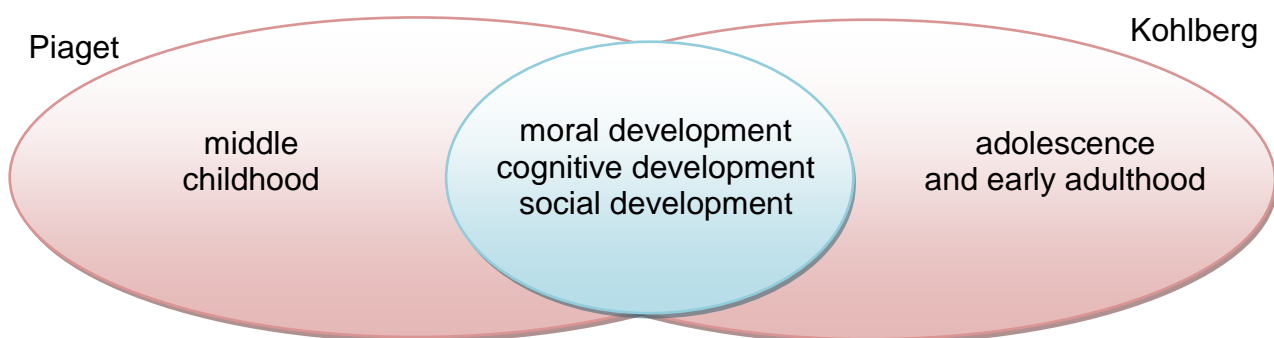


Figure 2.2: The relationship between Piaget's and Kohlberg's theories

To summarise, there are certain universal moral issues that can give rise to moral conflict. Moral conflict can be dealt with through the use of one of four major decision-making strategies, though one of these (the justice orientation) is the most adequate. Kohlberg's stage theory reflects his investigation of the development course by which people develop a mature understanding of justice. In the RRR

project, sports students promoted justice and responsibility through teaching rugby and encouraging fair play amongst Grade 3 learners. In figure 2.3 I present the influence of sports students on young learners.



Figure 2.3: The influence of sports students on the young learners

2.6 ROLE MODELLING AND THE SELF-EFFICACY OF YOUNG CHILDREN

The social environment in which the child is nurtured offers a rich and colourful expanse conducive to the continuous learning that is childhood (Durkin, 1995). The process of socialisation is the tapestry weaved into the growth of a child into a functional and socially competent learner, teenager and adult. There is evidence that the child’s senses are alive to newness, to observing, absorbing and emulating (Durkin, 1995). The child is exposed to countless opportunities for observational learning – a central tenet of the social learning theory (Bandura, 1998). The role models of the child are the significant socialisation agents who, both directly and indirectly, present appropriate modes of thought, speech and behaviour to the child (Durkin, 2005).

The social world forms a platform of active discovery for the child as he/she develops awareness of self and the environment. In this complex, multifaceted and multidetermined domain, children are actively engaged as thinkers and as emotional beings striving to determine who they are and how they relate to the social structure (Durkin, 2005).

Bandura (1998) defines self-efficacy as the belief of an individual that he/she is able to control events that have an influence on him/her (Durkin, 1995). “Among the

mechanisms of personal agency, none is more central or pervasive than peoples' beliefs in their capabilities to exercise control over their level of functioning and environmental demands" (Bandura, 1998:206). The self-efficacy of an individual reflects the individual's prior history of attainment and reinforcement (Durkin, 1995). Self-efficacy is further defined as the self-evaluation of an individual's competency or ability to perform (Baron & Byrne, 1997). The researcher defines self-efficacy as an individual's perceived achievement, a dynamic, learned evaluation.

The words of Pajares (2005:243) encompass the command of self-efficacy: "... it is not simply a matter of how capable you are; it is also a matter of how capable you believe you are". Self-efficacy beliefs have diverse effects that span the areas of human functioning (Bandura, 1997). "Such beliefs influence aspirations and the strength of goal commitments, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributions for successes and failures and vulnerability to stress and depression" (Bandura, 1998:206).

High self-efficacy enhances personal accomplishment and well-being. People with high assurance of their capabilities approach difficult tasks as challenges to be mastered rather than threats to be avoided. "They heighten and sustain their efforts in the face of failure" (Bandura, 1998:206). In contrast, individuals with low efficacy beliefs doubt their capabilities and "...have low aspirations and weak commitment to the goals they choose to pursue" (Bandura, 1998:206).

"They slacken their efforts and give up quickly in the face of difficulties (Bandura, 1998:206).The far-reaching effects of self-efficacy regulate human functioning through cognitive, motivational, affective and selective processes" (Bandura, 1998:206). Efficacy beliefs have a pervasive effect on functioning and performance: "...self-efficacy beliefs help foster precisely the outcome one expects, which is the very heart of the *self-fulfilling prophesy*. Confident students anticipate successful outcomes" (Pajares, 2005: 342). The process of social learning underlies the role of social determinants in behaviour emulation. The effect of efficacy beliefs having been established, the sources of these beliefs are examined below. In the RRR project, sports students were acting as responsible role models, so that the Grade 3

learners could in turn emulate the behaviour. This was done by sports students teaching rugby to the learners.

2.6.1 Sources of self-efficacy

Most human behaviour is, of course, "...determined by many interacting factors; but people are also contributors to, rather than the sole determiners of, what happens to them" (Bandura, 1997:3). Individuals interpret information from four sources in the formation "...of self-efficacy perceptions: mastery experiences, vicarious experiences (modelling), social persuasions and physiological reactions" (somatic and emotional states) (Pajares, 2005:344). The following discussion also looks at the means of enhancing self-efficacy beliefs, as indicated by Pajares (2005). In the next section I deal with the different "...sources of self-efficacy, which are mastery experience, vicarious experience, social persuasion and physiological and emotional states" (Pajares, 2005:344-366). I then relate "these sources" to my investigation of role modelling in this project. These sources relate to each other in different ways.

2.6.1.1 Mastery experience

Children in middle childhood, entering formal schooling, acquire invaluable skills that provide the tools for further learning and negotiation of the world around them as social beings. School provides the platform for social comparison, and successful achievement builds the child's ego (as seen in Erikson's theory of psychosocial development, industry versus inferiority). Pajares (2005) states simply that success raises self-efficacy; failure lowers it.

In order to build efficacy beliefs, "...academic work should be hard enough to energise, but not so hard that it" paralyses (Pajares, 2005:344). Pajares points out that Bandura (1998:206) distinguishes between two types of "...self-confidence: one is a trait of personality and one comes from knowledge of a certain subject". It must be noted that mastery experiences are not always about succeeding. "This is because self-efficacy is not so much about learning how to succeed as it is about learning *how to persevere when one does not succeed*" (Pajares, 2005:345).

The child "...must gain knowledge of his/her capabilities in broadening areas of functioning as he/she expands his/her transactions with the environment" (Bandura, 1997:168). It is the experience and the consequent interpretation of the experience

that influence an individual's efficacy beliefs. The influence of observational learning on the individual's cognitive processes ensues. In the RRR project the sports students influenced the Grade 3 learners in order to develop the self-efficacy belief that they too can become better people.

2.6.1.2 Vicarious experience

Initially, the primary socialisation agents of the child are usually the parents. This changes as the young child enters the middle childhood years. The school environment provides a forum for further socialisation. Peer relationships and the social group are sources for learning the behaviour, norms and beliefs espoused by society. The teacher-student relationship is also very important in the child's development and socialisation. These formative years of schooling aid in shaping the child's enduring personality (Pajares, 2005).

“Observing the successes and failures of models perceived as similar in capability contributes to beliefs in one's own capabilities” (*“if he can do it, so can I!”*) (Pajares, 2005:346). This concurs with the assertion of Bandura (1998:206) that the “...greater the assumed similarities, the more persuasive are the models' successes and failures”. Pajares (2005:347) states that “...students who model excellence can imbue young children with the belief that they too can achieve that excellence”.

The above quote highlights that models do not only provide a social standard for comparison of personal capability. Children “...seek proficient models who possess the competencies to which they aspire” (Bandura, 1998:206). Competent models transmit knowledge through thought and action, thereby teaching young children effective strategies and skills in the management of environmental demands. The acquisition of better means of coping enhances the child's perceived capabilities, his/her self-efficacy (Bandura, 1998). The Grade 3 learners observed the sports students acting as positive role models, with the aim of emulating the responsible behaviour.

2.6.1.3 Social persuasion

Pajares (2005:348) states that “...self-efficacy beliefs are influenced by the words (and actions) of others, whether these be intentional or accidental”. Pajares (2005:348) believes that well-meaning words of encouragement “...can have a

positive effect on the child's perseverance in the face of adversity" and vice versa. However, Pajares (2005:348) also recalls the forceful phrase: "prove them wrong!" which expresses the coach's belief in the capability of his trainee as the fuel for positive performance.

When an individual is verbally persuaded that he/she possesses the capabilities with which to succeed, he/she is likely to mobilise and sustain greater effort (Bandura, 1998). Unfortunately, Bandura (1998:206) claims that "...it is easier to undermine these beliefs than to promote them". Bandura (1998:206) states that "...by constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioural validation". An individual with low self-efficacy will rather not make an effort or will give up quickly in any difficulty – thus "proving" to him/her a lack of capability.

Pajares (2005) noted the popularity in the realms of education and parenting of the notion to praise the effort rather than the achievement. Pajares (2005:350) posits this concept to teachers and parents for the enhancement of self-efficacy: "...foster the belief that competence or *ability* is a changeable, controllable aspect of development, and encourage effort, perseverance and persistence as ways to overcome obstacles" (Pajares, 2005:350). Thus, success is measured in terms of "...self-improvement rather than by triumphs over others" (Bandura, 1998:206).

To summarise: it is clear that social persuasion, as a source of efficacy, is closely linked to modelling and the role of role models. Verbal messages from a respected and influential source are assimilated more readily into the child's self-beliefs. The child's bodily and emotional reactions to adversity provide the final source for judging and enhancing self-efficacy beliefs, as indicated below.

2.6.1.4 Physiological and emotional states

There is a misguided belief that emotional expression signifies weakness. According to Pajares (2005:351), "...it is not the intensity of the physical indicator or mood state itself that is important, but the individual's interpretation of it. Thus, those with high self-efficacy take an energising view of the emotional state, but those beleaguered by self-doubt may perceive it as debilitating" (Pajares, 2005:351).

People rely on their emotional and physical states to judge their capabilities. They read tension, anxiety and depression as signs of personal deficiency. In activities that require strength and stamina, they interpret fatigue and pain as indicators of low physical efficacy (Bandura, 1997). Pajares (2005) states that negative feelings and undue anxiety about a certain task provide cues of something amiss. These feelings signify lack of confidence in ability and low self-efficacy and are a sign that the person in question would benefit from help and emotional support.

An interdependent relationship exists between depression and a low sense of self-efficacy. “A low sense one's ability to exercise control over stressors and highly valued outcomes gives rise to feelings of futility and depression” (Bandura, 1998:207). Deflated and dejected self-beliefs caused by depression, in turn, erode an individual's beliefs in his/her capacity to achieve, his/her self-efficacy. A vicious downward cycle is created with the combination of low mood and impaired social efficacy corroding feelings of self-worth.

Pajares (2005) further states that self-handicapping strategies are born out of fear and are aimed at the avoidance of the anxiety that accompanies the fear. The conviction is that “...it is less anxiety-producing to fail believing you didn't try than to fail knowing you tried your best” (Pajares, 2005:352). These strategies are commonly utilised by youngsters and include little or no effort on the task, self-depreciating “...talk, deliberate procrastination, setting goals so high and unattainable that failure can be viewed as failing with honour, and setting goals so easy that one cannot fail”. One strategy for lowering stress and enhancing self-efficacy is to foster and model optimism (Pajares, 2005).

In summary, the social environment has a powerful influence on shaping the efficacy beliefs held by the child. The child in middle childhood is at a critical developmental juncture where the broader social environment is gaining significance. As indicated, vicarious experience, observational learning and modelling are of particular interest in this study, as they pertain to the sense of efficacy of the primary school learner, which needs to be acknowledged by sports coaches. In the RRR project the sports students inspired Grade 3 learners to believe in their own capabilities to achieve self-efficacy through teaching rugby. In figure 2.4 I present the relationship between sources of self-efficacy.

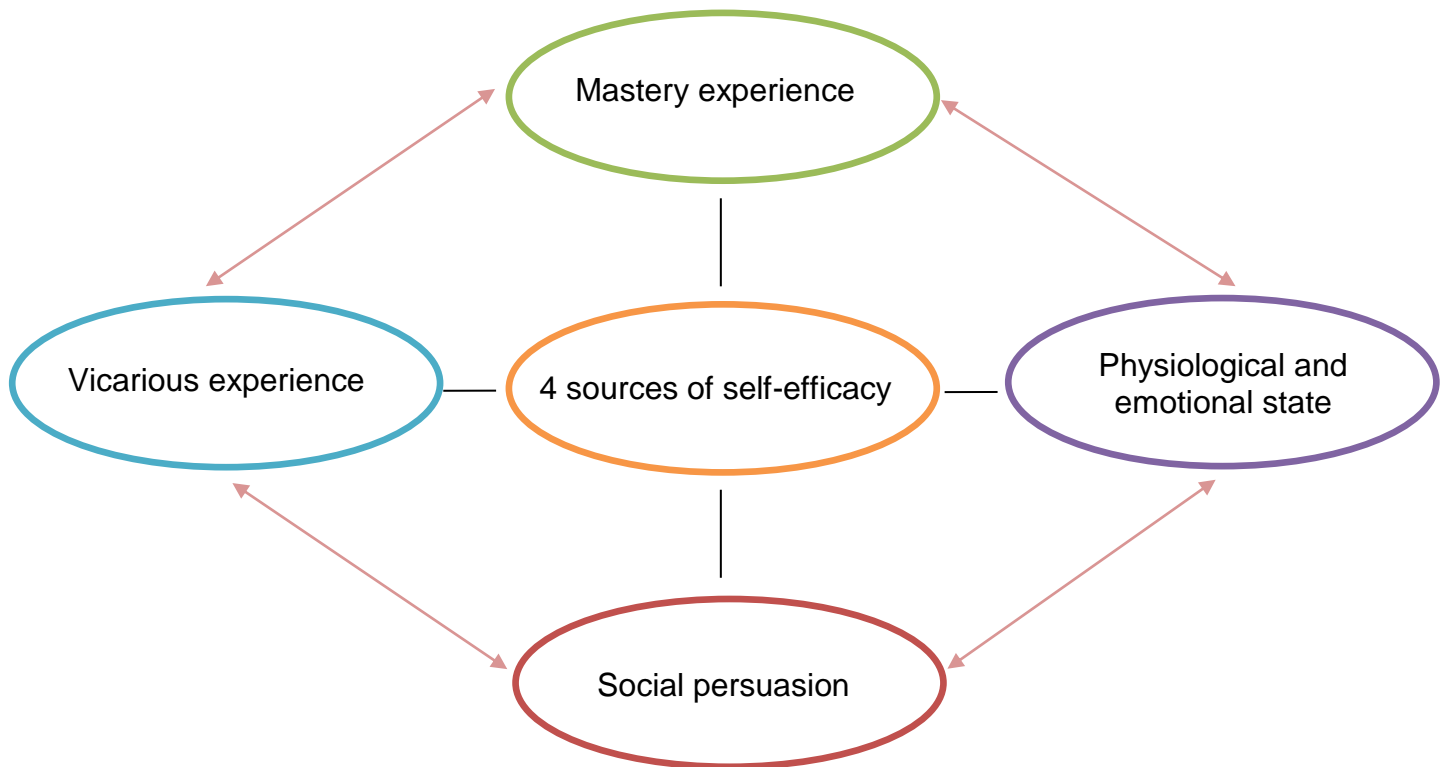


Figure 2.4: The relationship between four sources of self-efficacy

2.7 THE INFLUENCE OF SPORTS STUDENTS ACTING AS ROLE MODELS ON EDUCATION POLICY AND PRACTICE

The perennial question whether sport can contribute to the moral education of those (especially young learners) who take part in it has been the subject of continuous debate. There seems to be little conclusive evidence one way or another. The research that has been done by Shields and Bredemeier (1995) in North America has often produced some disturbing conclusions about the comparative moral maturity of athletes and non-athletes. Recently, Theodoulides and Armour (2001) have advocated that more care and attention should be paid to the issues of personal, social and moral development through team games and the coaching of these in light of the explicit goals identified in the National Curriculum for Physical Education (PE) in England (Department for Education, 2013).

Laker (2000) argued that the state of physical education needs a timely examination to place it in the current context of curriculum development. It is no longer good enough to say that we know technically how to teach, so nothing more is needed.

Hence Fleming et al., (2005) argued that physical education teachers need to know what qualities they are trying to teach learners and why those qualities are valuable: why is a learner who exhibits certain qualities better, preferable to or more educated than a learner who doesn't? Making judgments and drawing conclusions about learners' characters is not a straightforward pedagogical process.

I will demonstrate that sport is a necessary constituent of a complete education and that this needs to be captured in a national curriculum. Smith, Smoll & Curtis (1979) states that participation in sport is now starting to be recognised in the government's (and indeed society's) new focus on citizenship and the personal, social and health aspects of a young person's growth within a whole-school approach.

The RRR project intended to deliver the subject area of life skills (Department of Basic Education, 2011) at a level of increased importance in the education arena through modelling. This project offered learners an opportunity to play rugby as part of their school programme and to play a new role in society, setting specific goals of facilitating social responsibility, moral behaviour and democracy. Kavussanu (2001) proposed that rugby as a sport should offer an opportunity to transfer some desirable social and moral skills to young people.

Physical education teachers, their values, character and persona are a crucial factor in the moral education of the learners under their care. Who they are as critical, if not more so, than what they do. Theodoulides (2003:141) states that "...teaching strategies may count for nothing if implemented by the wrong sportsperson". The ethos that they create (which reflects their own values partly inculcated during their participation in sports, and their educational experience) provides the framework for learners to act and interact. Research by Fleming et al., (2005) has shown that the moral atmosphere is a powerful influence on the behaviour and attitudes of young children and that the coach is a significant contributor to that moral atmosphere. The ethos of the sport is crucial in moulding learners' behaviour in sports, and the physical education teacher's standards, expectations and character are a significant part of this ethos.

2.8 THEORETICAL FRAMEWORK

In attempting to understand the place of role models and how the mechanism of role

modelling appears to operate, this study discusses theoretical perspectives under two general headings, namely social cognitive theory and the social context framework. These will highlight specific theories which provide logical clues as to why role modelling occurs and needs to be investigated. In the next section I discuss social cognitive theory.

2.8.1 Social cognitive theory

Social cognitive theory evolved from the original work of Bandura (1986). Bandura (1986:21) states that "...from the social cognitive perspective, human nature is characterized by a vast potentiality that can be fashioned by direct and observational experience into a variety of forms within biological limits. Through this theoretical lens individual are viewed as proactive and self-regulating rather than as reactive and controlled by biological or environmental forces" (Pajares & Schunk, 2001).

The child and the environment are interdependent; in social learning theory this interplay is termed "reciprocal determinism". The characteristics of an individual "...will influence his or her selection in the social environment; these selections in turn influence the opportunities that he or she finds to develop skills and to learn about the consequences of particular attributes and behaviour" (Durkin, 1995:24).

It was suggested by Bandura (1986:22) "... that there was intra-individual cognition that encouraged him to extend his own work on observational learning theory". Observational learning is stressed as the vehicle for effective learning. Observation speeds up the process of discovery and the consequent imitation or emulation of behaviour (Durkin, 1995). "Children learn from models how the observed behaviour might aid or hinder them in fulfilling their needs in the future" (Owens, 2002:21). Social learning theory contends that learning also takes place when reinforcement is indirect; this is known as vicarious reinforcement (Owens, 2002). Vicarious consequences are modelled by others, as one of the most useful things models can do for us is to illustrate the consequences of their actions (Durkin, 1995). Bandura (1977) noted in his earlier work that "...learning would be a most tedious task if there was reliance solely on the effects of the learner's own actions". According to Bandura (1986:22), "...most learning is done by observation and hence relies to a large extent on the influence of role models".

This observation and ensuing emulation of the behaviour seen “...is mediated by four levels of process: attention, retention, production, and motivation” (Durkin, 1995:23). Thus the imitation or emulation of behaviour is not automatic and requires the cognitive process of information processing. Many factors influence the “attention-worthiness” of the modelled activity, such as the distinctiveness, power and attractiveness of the model. The modelled event requires comprehensibility to ensure retention. Production entails the necessary skills for reproduction of the modelled behaviour. Reinforcements are the vital motivational processes; they include vicarious reinforcement, direct external consequences and self-reinforcement (Durkin, 1995). Durkin (1995:25) states that “... [a]s a result of modelling and reinforcement, the self-incorporates societal standards and monitors whether behaviours are in line with adopted standards”. The above discussion has outlined the basic theory of social learning and how children are socialised as functional members of society.

All these factors associated with the social cognitive approach to role modelling have specific and important practical applications in the sphere of sport and physical activity. The model's “...communication by means of symbolic representations of words and images, the precise process of interpreting and observing cues plus the factors which motivate behaviour can all be applied in the understanding of individuals' subsequent involvement in physical activity” (Bandura, 1997).

Adopting the self-efficacy approach (Bandura, 1997) as part of the social cognitive theory, “...it is proposed that the ability of role models to influence learners to carry out a particular type of behaviour may depend on the characteristics of these models”. If a role model is acceptable to a learner and demonstrates a highly skilled activity, then the learner is more likely to be motivated to carry out a particular behaviour. This behavioural mechanism is thought to be moderated by three factors: (a) self-efficacy expectancy (learners' beliefs in their capabilities to carry out the necessary courses of action to satisfy situational demands); (b) outcome expectancy (learners estimate that a given behaviour will lead to certain results) and (c) outcome value (if the learner values the expected outcome, then they are more likely to change their behaviour). The self-efficacy theory has particular relevance to involvement in physical activity (Bandura, 1998).

2.8.2 Social context framework

Whereas previous theoretical frameworks have focused on observation and a cognitive factor associated with the learner, another approach which may be particularly effective is one in which there is significantly increased interaction between the role model and the learner (Bandura, 1986). The main feature of this approach is one of context, especially if learning or modelling occurs within the real-life environment that accepts the behaviour modelled. The framework is analogous to a master/apprentice relationship where the learner, under the tutelage of the expert, carries out the job (Bandura, 1986). Honey (1997) compares the process with one in which the mentor motivates the learner through role modelling and through guiding, advising and coaching. The expert guides the learners to execute the positive and expected behaviour. As the learner embraces the behaviour, the scaffolding (Vygotsky, 1978) is gradually lesser until the learner is able to participate fully and in a holistic way. In the RRR project, language activities were included as well as the facilitation or teaching of responsibility as a democratic value in order to promote holistic civic development. In figure 2.5 I present the relation of sports students with young learners.

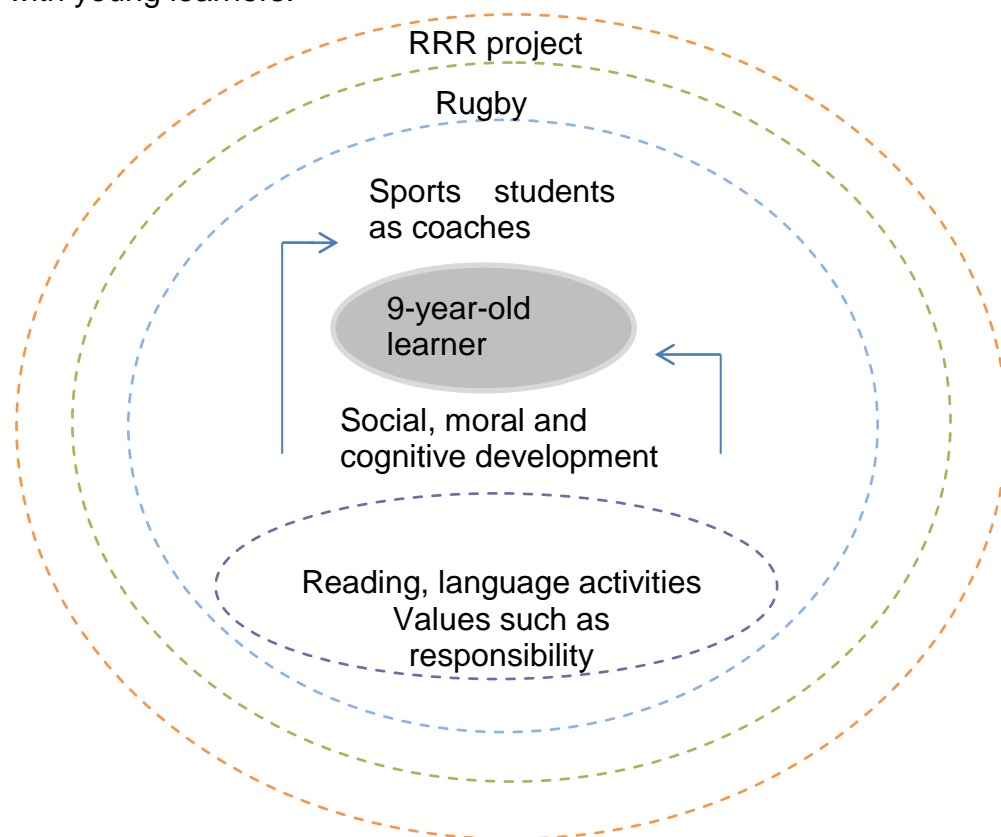


Figure 2.5: The relationship of sports students with young children

2.9 SUMMARY OF THE CONTENT OF THE CHAPTER

This chapter discussed role models and their influence on young learners' understanding of responsibility and citizenship. I discussed the methods that sports students can use in order to teach the young learners in a holistic way. I also discussed the self-efficacy and moral development of young learners through role modelling and the developmental stages of sports coaches. Finally, I discussed the social cognitive theory and social context framework as outlined by Bandura.

Chapter 3 describes the research design and methods of the study used in order to examine the experiences and understandings of sports students acting as role models to young learners. The discussion focuses also on the research site and sampling and ethical considerations.

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CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter I present the research design I used in the study. I justify my design choices and explain my role as researcher. I begin by explaining the paradigmatic assumptions of this study, introducing it within the interpretive paradigm and confining it to case study research method. Furthermore, I explain the research process, ethical considerations and trustworthiness of my study.

3.2 PARADIGMATIC ASSUMPTIONS

A research paradigm can be seen as a set of assumptions or viewpoints about essential aspects of authenticity, which in turn reflect a particular ideology (Nieuwenhuis, 2007; Denzin & Lincoln, 2003). In this section, I outline the qualitative and interpretivist paradigms that underpin this research study.

3.2.1 Qualitative paradigm

The research design in a qualitative context is "...the entire process of research from conceptualizing a problem to writing the narrative" (Creswell, 2009:2). Silverman (2010) highlights the fact that qualitative research is concerned with investigating theories and using data which, although from a small sample, can be rich. Qualitative research embraces the view that "...as far as people's perceptions are concerned, there is no single and objective truth; different people in different places at different times interpret things differently" (Hartley & Muhi, 2003:103). The qualitative approach was chosen for this research study in order to provide space for sports students to narrate their lived experiences and to present a holistic view from their own perspective of acting as role models to Grade 3 learners through teaching responsibility.

Babbie and Mouton (2001:270) state that the "...primary goal of studies using this approach is defined as describing and understanding rather than explaining human

behaviour. Qualitative researchers attempt always to study human action from the perspective of the social actors themselves”. Thus the aim of such idiographic studies is “...to understand social life and the meaning that people attach to everyday life” (Fouché & Delport, 2002:79). It was more appropriate to use a qualitative than a quantitative method for the sports students in this study, as this method allowed me to establish a rapport with the students and gain a deeper understanding of the sample. It allowed me to identify the participants’ values and beliefs that underlie the focus of this research (Fouché & Delport, 2002). Rich data was obtained from the role models and the perceived effect it had on the personal beliefs, norms and behaviour of the young learners. According to Denzin and Lincoln (2003), all research is interpretive; it is guided by a set of beliefs and feelings about the world and how it should be understood and studied.

3.2.2 Interpretive paradigm

I selected interpretivism for this research study as the most relevant paradigm. Gephart (1978) stated that interpretivism is described “...as being directed at meaning and at understanding the social interactions between humans”. The mind interprets experience and events and constructs meanings from them. Meaning does not exist outside the mind. Willis (2007), as well as Fouché and Schurink (2011), agrees with Gephart (1978) when they reject the notion that the social sciences should apply research principles adopted from the natural sciences. Interpretivists believe that the subject matter of the social sciences is fundamentally different from that of the natural sciences. Consequently, “...a different methodology is required to reach an interpretive understanding or “verstehen” and an explanation that would enable the social researcher to appreciate the subjective meaning of social actions” (Fouché & Schurink 2011:309). Interpretivism assumes that the symbolic world of meanings and interpretation known as social reality is a distinctively human product (Nieuwenhuis, 2007; Denzin & Lincoln, 2003). Social reality, which can be regarded as social structure that is shaped and reproduced through various interactions in the course of people’s everyday lives, consists of shared understanding, meanings and cultural symbols (Denzin & Lincoln, 2003). People’s interpretations and experiences of themselves are therefore subjective in terms of their significant relationships and the way that they feel loved, accepted and valued (Nieuwenhuis, 2007).

An interpretivist researcher allows individuals to interpret things or events as they please, acknowledging that they can understand their particular social world better than any other person is able to do (Nieuwenhuis, 2007). Interpretive studies assume that people create and associate their own subjective and intersubjective meaning as they interact with the world around them (Orlikowski & Baroudi, 1991). An interpretive researcher thus attempts to understand phenomena through accessing the meanings participants assign to them. As an interpretivist researcher I attempt to understand sports students' experiences of acting as role models when teaching responsibility to Grade 3 learners.

Denzin and Lincoln (2003:33) mentioned that any researcher is guided by researchers' "...beliefs and feelings about the world and how it should be understood, even though some beliefs or interpretations may be taken for granted or seen as highly problematic" (Denzin & Lincoln, 2003:33). Role modelling can be studied from the positivist approach, where knowledge gained is objective and quantitative, but since rugby coaches' experiences of becoming and acting as role models to young learners are personal and subjective in nature, I decided against this approach. Instead, I focused on interpreting and understanding the rugby coaches' voices and perceptions of their experiences during the Reading, Rugby and Responsibility project (RRR project).

Humanist psychologists recognise that choices are made intentionally; therefore, people need to take responsibility for their choices (Scott & Myers, 2010). When the RRR project was contemplated, the chances of attaining beneficial results would improve if the participants knew what was expected of them and what the aim of the project was; they could then choose to adhere to their responsibilities (Avis, 2004; Nieuwenhuis, 2007). For the purpose of this study, the selected sports students were asked to teach personal and social responsibility to Grade 3 learners through reading big books to them and coaching them about rugby. Sports students were asked to write their reflections and comments at the end of each session, which I used as textual data.

3.3 RESEARCH DESIGN OF A QUALITATIVE STUDY

"Research designs are procedures for collecting, analysing, interpreting and reporting data in research studies" (Creswell, 2011:53) and "...decisions about

design, measurement, analysis and reporting all flow from purpose” (Patton, 2002:213; Thomas, 2011:27). A research design is the framework or plan for a study as a guide for collecting and analysing data; “...it is a blueprint that is followed in completing the study” (Churchill, Brown & Suter, 2010:78). According to Richards and Morse (2007:74), “...a research design is created by the researcher, is moulded (rather than dictated) by the method and is responsive to the context and the participants”. The choice of the design used in this study was informed by and aligned with the purpose of my study (Thomas, 2011), namely to explore, interpret and understand how sports students experienced role modelling when interacting with Grade 3 learners. My choice of design was also informed by my research questions (Thomas, 2011), namely:

Main research question:

- ❖ How did sports students experience role modelling to Grade 3 learners while teaching responsibility through rugby?

Secondary research questions:

- ❖ How did sports students perceive the notion of role modelling?
- ❖ How did sports students teach young learners responsibility through rugby?
- ❖ How can sports students acting as role models influence education policy and practice?

Qualitative designs can be categorised into three types – exploratory, descriptive or causal. The design of my study is explorative, as it aimed to discover ideas about and gain insight into sports students’ experiences of acting as role models (Churchill, Brown & Suter, 2010). My prime motivation was to examine the sports students’ interactions with and influence on Grade 3 learners in their social environment against the background of Bandura’s social cognitive theory.

3.3.1 Case study method

My philosophical outlook within the qualitative tradition informed my decision to use a case study method (Creswell, 2009). By inductive reasoning, I chose a case study, which by nature explicates phenomena inductively. The case study occupies a central position in this study. According to Rule and John (2011:3), “...a case study

is a particular instance, a circumstance or problem that requires investigation”. A case study provides for specificity and focus (Gray, 2009) on a specific phenomenon. The case study was found to be a particularly instructive method, allowing for a broader outlook and consideration of phenomena under study (Flick, 2009).

The case study method allows for data collection that can promote investigation of a theory (Gray, 2009) and can yield explanatory insight (Babbie, 2008). Maree (2007:75) confirms that “...a case study is therefore a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge”. I found this method to be illuminating, assisting me to obtain a deeper understanding of sports students' experiences of acting as role models to Grade 3 learners when teaching responsibility (Anderson, 1998). Thomas (2011) and Anderson (1998) argued that a case study offers an example from which your experience enables you to gather insight or understand a problem.

According to Bromley (Maree 2007:76), a “...key strength of the case study method is the use of multiple sources and techniques in the data gathering process”. The researcher determines in advance what evidence to gather and what analysis techniques to use with the data to answer the research questions. The case study method has the potential to provide a rich and comprehensive understanding of people (Maree, 2007). Case studies offer a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and the interaction between them. It opens the possibility of giving a voice to the powerless and voiceless, for example children or marginalised groups (Maree, 2007) such as the young learners in my case. This is essential for researchers to come to a deeper understanding of the dynamics of the situation (Maree, 2007).

Criticism of the case study method is frequently levelled against its dependence on a single case, and it is therefore claimed that case study research is incapable of providing a generalisable conclusion; but generalisation is not the objective of case study research (Maree, 2007). Case study research is aimed at gaining greater and deeper insight into and understanding of the dynamics of a specific situation. I envisage the potential of the case study method as possibly replicable at a different

study site, which would take this qualitative study to another level (Yin, 2011). The literature provides ample evidence of the acceptance of a single case as the object of a study. Maree (2007:79) characterised “...such singularity as a concentration of the global in the local”. Another metaphor often used in the social sciences is that a well-selected case constitutes the dewdrop in which the world is reflected (Yin, 2011).

Potentially, my case study produced “first-hand information” (Sarantakos, 2005:216) about sports students’ experiences of acting as role models to Grade 3 learners. This case study advocates role modelling in several spheres, such as the promotion of social responsibility, developing a love for reading amongst young learners, and above all coaching Grade 3 learners about rugby.

3.3.2 Research site, population and sampling

The population of a research study is “...the totality of persons, events, organisation units with which the research problem is concerned” (Strydom & Venter, 2002:199). The specific population in this case comprised the rugby coaches and the Grade 3 (Foundation Phase) school learners (in middle childhood) of the specific school from which the researcher drew the sample. A sample is a small representation of a population. The sampling method employed in the study was purposive and convenience sampling, “...because it illustrates some features or process that are of interest in this particular study” (Strydom & Delpont, 2002:334). The RRR project involved only 5 university sports students who acted as rugby coaches and 25 Grade 3 (nine-year old) learners. Although the students were the primary or main participants of the study, I needed to investigate the contribution of the learners to see their reaction to the sports students acting as role models. Therefore, although 150 Grade 3 learners were involved, I used data from only one classroom (25) because it was convenient for this purpose.

As this qualitative research used non-probability sampling procedures, the findings of the study cannot be generalised (Maree, 2007). As already described in chapter 1.5, the unit of analysis is the sports students and Grade 3 learners who participated in the RRR project. The school is located in Sunnyside, an inner city neighbourhood consisting mostly of apartments, where the majority of the school’s learners live. In table 3.1 I present the background information of participants.

Table 3.1 Background information of participants

Institution	Field of study and type of sport	Gender	Formal training	Medium of instruction	Action when participating
University students	Enrolled for BA sport science and rugby players	Both males and females	Second-year students	In many cases English was the students' additional language, but was used since it was the LoLT	Coaching Grade 3 learners in rugby and integrating language activities such as reading aloud. In addition, values such as responsibility were also facilitated
School learners	Foundation Phase (Life skills subject)	Both boys and girls	Grade 3 (Middle of year)	English as LoLT	Participated in project. They wrote a "book" about their experiences of the project.

3.3.3 Data collection methods and instruments

Data collection "...is inescapably a selective process" (Miles & Huberman, 1994). In this section I present the formal and informal phases of data collection (Evans, 2005). Since this study forms part of a larger RRR project, I found it suitable to analyse various data which had been collected earlier. The data consist of observation, field notes, sports students' reflections, Grade 3 learners' artefacts and visual data. I analysed data which was collected and documented during the course of the project.

3.3.3.1 Observation

Creswell (2009) and Hay (2005) described observation as the process during which researchers take field notes describing actions and activities of the participants as they occur at the location where the research is taking place. For the purpose of this study, the research school site or environment were observed during the launch of the project. These observations were made during the first visit, in which my supervisors and I observed the school culture before the implementation of the RRR project. Observation was repeated during the eight weeks of the implementation of the RRR project. The goal of these observations was to understand the sports students' emotions and actions while coaching Grade 3 learners in rugby. During these visits my supervisors and I had the opportunity to observe the student participants on the sports field of the school. Moreover, my supervisors and I observed also the Grade 3 learners' reactions while sports students interacted with them. The advantage of observation is that the selection of observation goals is flexible; researchers can adapt the primary goal of their observation at any time (Leedy & Ormrod, 2005).

Hay (2005:194) identifies two forms of observation, namely controlled and uncontrolled. Controlled observation can be defined as "...clear and explicit decision on what, how and when to observe". Uncontrolled observation is "...directed by goals and ethical considerations, but is not controlled in the sense of being restricted to noting prescribed phenomena" (Hay, 2005:194). For the purpose of this study, the data was collected through uncontrolled and controlled observation. Uncontrolled observation was done by observing all actions of sports students and Grade 3 learners as well as the atmosphere on the sports field during the activities. Controlled observation as indicated in table 3.2 was done by following an observation schedule. This was advantageous, as it allowed us to gain insight into the experiences of sports students acting as role models and when forming partnerships with them.

Table 3.2 Controlled observation schedule

Number	Actions to be observed	Yes	No	Comments
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1.	Sports students understand the notion of role modelling and act responsibly			
2.	Sports students act as role models			
3.	Sports students use big books to teach responsibility and language activities such as understanding of words in the story			
4.	Sports students involve Grade 3 learners actively in reading and promote learners' love of reading			
5.	Sports students teach Grade 3 learners ball handling activities			
6.	Sports students teach Grade 3 learners to play rugby with respect and teamwork			
7.	Sports students talk about responsibility and how it relates to Grade 3 learners' everyday lives			
8.	The Reading, Rugby and Responsibility project helps Grade 3 learners to develop gross motor skills			
9.	Other			

3.3.3.2 Textual data (sports students' reflections)

Textual documents can be defined as a form of communication aimed at replicating and creating accounts of reality. Such communication is a written confirmation of activities in an institution (Hatch, 2002; Freeboy, 2003). Textual documents can include newspapers, accounts, letters, diaries, journals and official documents such as minutes of meetings or curriculum guides (Linchtman, 2010). Using textual data in isolation may give researchers a distorted view, as it is easy to misinterpret

information if it is not considered in context. One way of preventing this is to triangulate data with data from other sources. In this study, the sports students' reflections were interpreted cautiously together with Grade 3 learners' artefacts to ensure trustworthiness of the study. The collected data was analysed to ensure that information obtained from the selected school was not misinterpreted. In this study I read through the sports students' reflections that they wrote down after each session with the Grade 3 learners to gain a deeper understanding of their experiences and perception of acting as role models. Another form of textual data I used was the "books" that the Grade 3 learners wrote about their experiences of the RRR project.

The sports students reflected about their experiences of becoming role models and recorded their perceptions of teaching responsibility to Grade 3 learners. They also reflected on the problems they faced when teaching responsibility to Grade 3 learners and solutions they considered. In addition, interpreting the textual data requires researchers to go about making interpretations cautiously (Hatch, 2002). The reflections of sports students about their experiences of acting as role models and the Grade 3 learners' artefacts formed the basis of this research project. In table 3.3 I present the activities of each week in the RRR project.

Table 3.3 Activities of each week

Weekly activities	Content	Media/ resources	Sports students' activity	Learners' activity
Week 1	Launching of the RRR project.	Photos. Videos. Big books.	Sports students introducing themselves to Grade 3 learners.	Meeting the sports students.
Week 2	Facilitating the values-responsibility and team work.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching tag rugby.	Listening to stories and answering questions. Learning to play tag rugby.



Week 3	Taking responsibility for the team.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching rugby – positioning of players.	Listening to stories and answering questions. Learning the positions in the game of rugby.
Week 4	Team work	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching rugby – scrums.	Listening to stories and answering questions. Learning to play scrum rugby.
Week 5	Hard working and helping others and responsibility to the team.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching team collaboration.	Listening to stories and answering questions. Learning team collaboration.
Week 6	Respecting others.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching rugby – hooking.	Answering the questions and role playing the story. Learning and practising hooking.
Week 7	Loving each other.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching ball handling and lineout throwing.	Answering the questions and role playing the story. Practising ball handling and lineout throwing.
Week 8	Taking care of each other.	Photos. Big books.	Reading stories to Grade 3 learners and asking questions. Coaching passing the ball.	Answering the questions and role playing the story. Practising passing the ball.

3.3.3.3 Field notes

Field notes are important when documenting collected data, as they allow researchers to preserve details of interaction that are needed for later analysis (Silverman, 2010). Researchers therefore make use of field notes to make sense of what is going on. Researchers can make field notes either immediately or after leaving the research site. (Berg, 2001). The content of the field notes depends on the context, the objective of the research as well as the quality and type of the relationship established with participants (Berg, 2001). In this study, the field notes were made of each weekly visit to the school and recorded which actions of the sports students were successful as well as ideas on how to improve the project and personal ideas that occurred to us as researchers.

The disadvantage of using field notes is that researchers may document vague, ill-considered details that may be judgmental in nature, making them difficult to understand (McMillan & Schumacher, 2010; Johnson & Christensen, 2012). In this study, field notes were analysed twice in an effort to ensure that data was sufficient and valid.

3.3.3.4 Visual data

Photographs were used to document the weekly activities. Silverman (2010:243) explains that "...visual data comprise a very broad category which can encompass anything from videos to photographs to naturally occurring observational data". This includes aspects of the environment (Silverman, 2010). In this study, photographs were used to document the research setting, namely, the school environment as well as the activities of sports students and the Grade 3 learners. This method helped to document details of the setting as well as specific factual data.

During the RRR project the photo voice methodology was used. "Photo voice is a process by which people can represent their community through a specific photographic technique" (Wang, 1997:369). It is a visual methodology aimed at strengthening the voice of participants, especially underrepresented, marginalised groups, in order to access their knowledge (Henry et al., 2010). Photo voice "...also promotes knowledge and critical dialogue about important issues. Through this methodology an attempt is made to reach policy makers" (Wang, 1997:369).

Photo voice research offers significant benefits. Taking pictures facilitates the active involvement of young people in shaping decisions that influence their lives. It allows youth to be research partners (Henry et al., 2010). The power of the research process is transferred from the researcher to the researched, and in this way the researcher gains access to the world of the participants through their eyes (Nelson & Christensen, 2009). Another benefit is the creation of a dedicated physical and social space in which researcher and participants can meet. The researcher is provided with an opportunity to listen deeply to the participants, and the participants are given the opportunity to speak about themselves and their experiences more easily than in their normal circumstances. The sharing of ideas could contribute to the participants' feeling of empowerment.

Added benefits of photo voice research are the value the photographs have in the sense that they may provide researchers with more details of the setting of the observations than what the researcher can recall from memory and field notes (Opie, 2004). Hatch (2002) adds that apart from providing researchers with details, photographs can also provide a sense of what the setting was like as well as factual information about the research study. According to Bogdan and Biklen (Cohen et al., 2007) photographs are an important instrument for obtaining the required answers and information. A potential challenge of using photographs is that researchers may be beguiled by their own interpretation of the captured image and thus detach the photographs from the context in which they were taken (Hatch, 2002). This could influence the value of photographs when analysed by researchers (Opie, 2004).

When photo voice research was conducted, photographs of the participants were taken by us, the researchers, that captured their actions and responses to the activities (Nelson & Christensen, 2009). These activities include the weekly interactions of the participants. In addition; videos were taken of the sports students and the Grade 3 learners. Consent was given by both groups to appear in the photographs and the videos. The photographs can be seen in Addendum C.

3.3.3.5 Informal conversational interviews

During the study we as researchers engaged in informal conversational interviews

with the participating sports students. Cohen et al., (2007) explains that such interviews, because of their informal and non-directive nature, constitute an interviewing strategy that allows for a more relaxed, flexible approach, as the questions emerge from the direct situation in which participants and interviewees occurred. Questions were therefore asked casually, in the natural course of conversation. Predetermination of questions, topics or wording consequently played virtually no role (Cohen et al., 2007).

Informal conversational interviews are advantageous as they allow researchers to build on observations made and to match an interview with a specific participant or situation (Cohen et al., 2007). Kaplan and Maxwell (2005) add that informal conversational interviews are particularly useful for obtaining a sense of participants' views and experiences. The potential disadvantage of using informal conversational interviews is that such interviews are less systematic; the data collected is often unorganised and hard to analyse (Cohen et al., 2007).

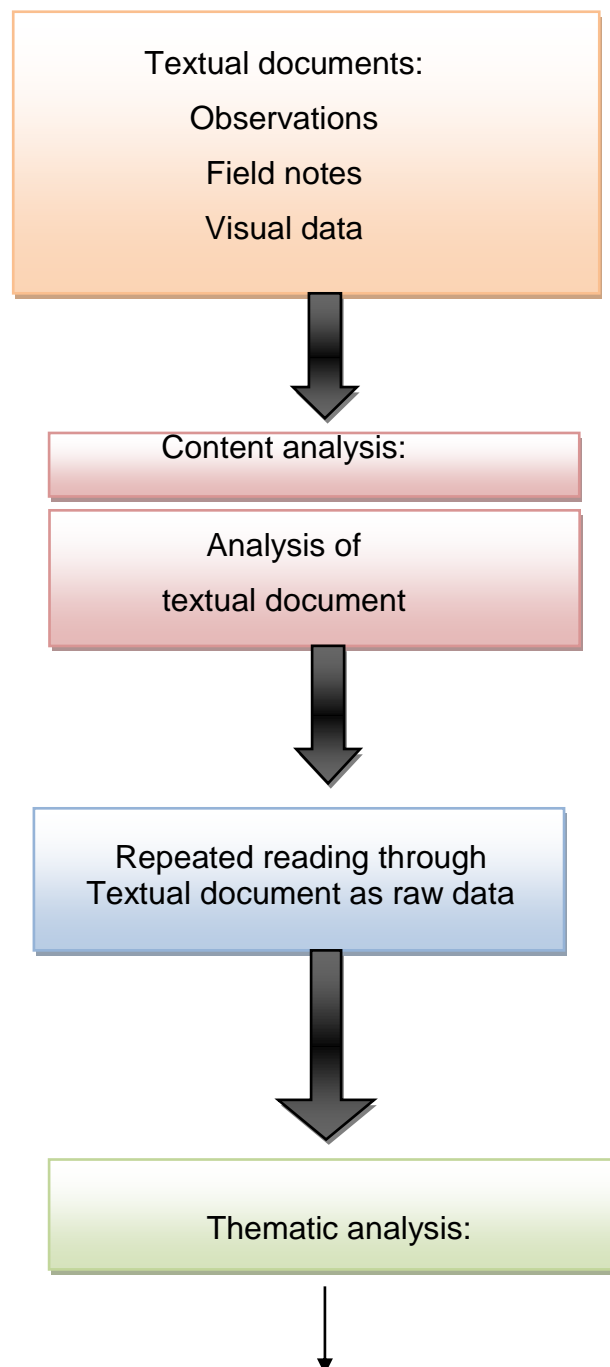
In this study we asked students questions as we observed them when coaching rugby to Grade 3 learners. Naturally, follow-up questions followed their responses. These answers gave us more insight into the thinking of the student participants. These informal conversational interviews also gave the student participants an opportunity to ask us questions or to comment on some of their actions. The interviews were documented during the weekly activities.

3.3.4 Data analysis and interpretation

In this study, I employed content analysis to analyse textual data. According to Neuendorf (Maree, 2007), content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content. It is a process of looking at data from different angles with a view to identifying "keys" in the text that will help me understand and interpret the raw data. Content analysis is an inductive and iterative process where I looked for similarities and differences in the text that would corroborate or disconfirm theory. After content analysis, I identified themes that emerged from the data (Cohen et al., 2007).

The potential advantage of thematic analysis is its relative flexibility: most researchers find it easy to use (Braun, 2006). Braun (2006) suggested that when a

researcher is working with different data collection methods, they can employ thematic analysis for easier summarisation of themes from the selected data sources. The limitation of thematic analysis is that it may be difficult to separate related themes from various data collected. During this study, I concentrated on achieving a systematic approach to working with the different types of data, as highlighted below.



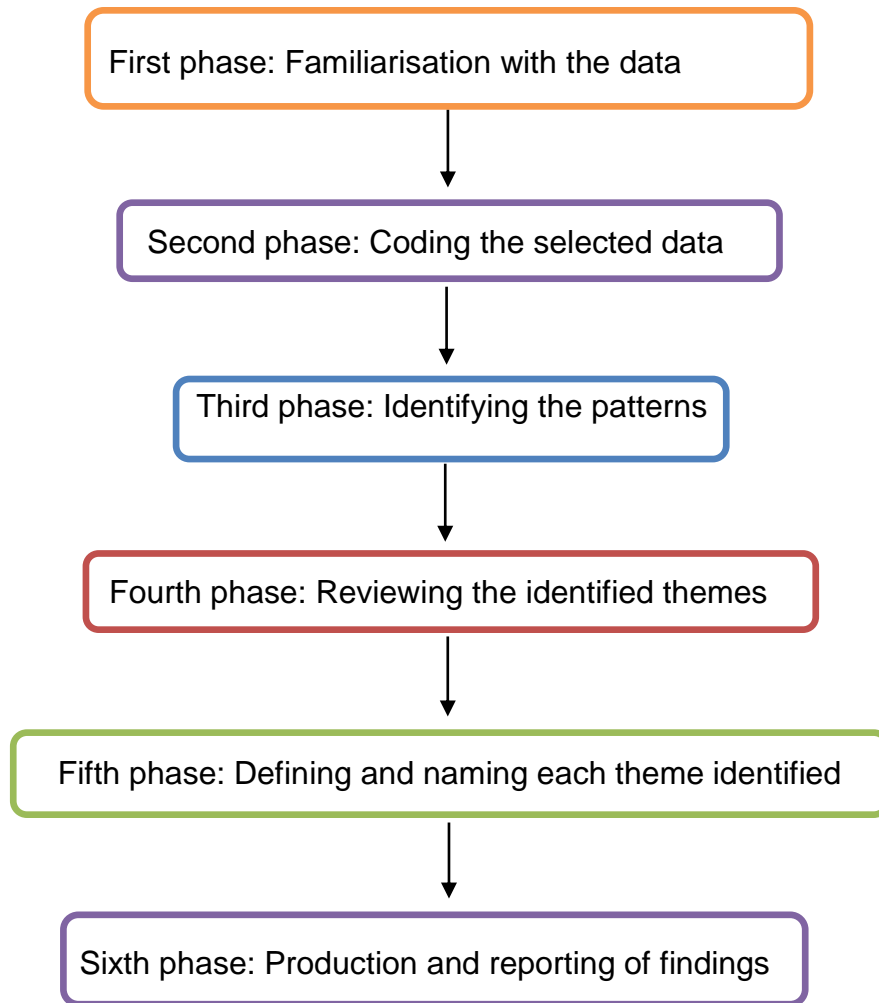


Figure 3.1: A visual representation of data analysis and interpretation
(Adapted from Mc Millan & Schumacher, 2010; Braun, 2006:79)

The process of identifying themes (thematic analysis) is described by Braun (2006:79) as “a method for identifying, analysing and reporting patterns within data”. I used my research questions as well as working assumptions to guide me through the process of data analysis. In the process of analysing data, I followed the six phases of thematic analysis as explained by Braun (2006). During the first phase, I familiarised myself with the textual data. This phase implied, for example, reading and re-reading the sport students’ reflections and writing down important ideas. In the second phase, I coded the selected data using code emerging (Mertler, 2006). In the third phase, I searched for patterns in order to identify emerging themes across the selected data.

After identifying initial themes, I moved on to phase four to review and identify

themes. This step ensured that I checked whether or not the themes identified during the third phase matched the codes identified in phase two, in order to generate a chart of overall broad themes. As I identified the themes, I completed phase five, which implied defining and naming each theme identified on level four. I concluded the process by producing a report of my findings and reviewing these findings. I discuss data analysis in chapter 4.

3.4 THE ROLE OF THE RESEARCHER

In qualitative studies, the role of the researcher is quite different. The researcher is considered an instrument of data collection (Denzin & Lincoln, 2003). In this project I acted as co-researcher. The leading researchers of the project were my supervisors. As a teacher of Foundation Phase learners I acted as researcher in this project. The knowledge I have of Grade 3 learners assisted me in my role as researcher. As a researcher I tried to be as objective as possible when collecting data.

3.5 ETHICAL CONSIDERATIONS

Merten (2010) maintains that ethical guidelines are needed to guard against the obvious and less obvious atrocities of research. These guidelines were applied in this study. As participation was voluntary, participants were allowed to withdraw from the study at any time. No inducements were offered to the sports students who took part in this study. Likewise, participants were fully informed regarding the process and purpose of the study, and informed assent was acquired beforehand. As the Grade 3 learners were indirect participants, they also gave consent (see addendum B). The sports students and Grade 3 learners were guaranteed safety in participation and were not placed at risk or harmed in any way. Similarly, the confidentiality, anonymity and privacy of participants were protected at all times. Lastly, the participants in the study were not exposed to any acts of deception or betrayal in the research process or in its published outcomes. The researcher applied for and received ethical clearance from the University of Pretoria (see Addendum B). This bound the researcher to observe the university's ethical code of conduct and procedures. The ethical principles are described in the next section.

3.5.1 Informed consent and voluntary participation

According to Cohen et al., (2000), informed consent implies measures according to

which research participants decide whether to participate in the research study after being informed of the details that would likely predispose them to participation. Voluntary participation implies that informed consent has been obtained, e.g. that participants are willing to participate in a study and that they are aware of possible risks of the study (Babbie, 2008). The participants in this study were provided with detailed information explaining what would be expected of them during the course of the study. This involved informing the participants of the nature of the study and that information obtained from this study would remain confidential. Prior to data collection, participants were informed about the process of the study and that their participation was voluntary.

3.5.2 Anonymity, confidentiality and no harm to participants

Anonymity implies that the identities of participants will be kept confidential (Babbie, 2008; Creswell, 2009; Berg, 2001). The participants in this study appeared to have no problems with anonymisation (O'Day & Goldstein, 2005) and agreed to their photographs being displayed as sources of qualitative data (Gray, 2009). Nevertheless, measures were taken to ensure that they were not exposed to any risk of harm. The participants in this study were protected at all times, and a sensitive approach was adopted when interacting with participants to make them feel comfortable at all times. Babbie (2008) states that social research should never injure the people being studied, even when they volunteer for the study. Babbie (2008) also notes that some of the information that participants are asked to reveal may be discomfoting, thus leading to possible psychological harm.

3.5.3 Trust

According to Ryen (2004:234), trust can be defined as a "...relationship between the researcher and the participants in which the researcher has a responsibility not to spoil the field for others in the sense that potential research subjects become reluctant to participate in further research". In this research study, participants were ensured that they would not be deceived or misled in any way. The researcher remained honest with participants at all times, which promoted a growing relationship of mutual trust (Thompson & Rudolph, 2000). This sense of trust remained an important element in ensuring data of high credibility, since the participants in this research study were required to disclose their personal thoughts and feelings.

3.6 STRATEGIES TO ENSURE TRUSTWORTHINESS

During this study, credibility, transferability, confirmability, dependability and authenticity were taken into account. Denzin and Lincoln (2005) point out that trustworthiness indicates ways to ascertain validity, credibility and believability of the research. Trustworthiness, credibility, dependability and transferability (Denzin & Lincoln, 2005) are key principles of scientific criteriology for evaluating qualitative research (Mason, 2002). Some researchers add authenticity and confirmability to these criteria. Marshall and Rossman (2011:39) describe trustworthiness as the “goodness of qualitative research”. In this study trustworthiness was sought through a detailed description of the project and the research process, including the data collection. As data was collected by means of various collection strategies as described in this chapter, I could triangulate my findings. This resulted in dependability and trustworthiness of my findings from the raw data.

3.6.1 Credibility

Flick (2009) described credibility as establishing whether the evidence provided in the study is free from error and distortion. I perceive credibility as a measure of guidance against unnecessary omissions or misinterpretation of information during the research process. Flick (2009) described credibility as the accuracy of documentation, the reliability of the producer of the document and the freedom from errors. However, I agree with Silverman’s (2010) description of credibility as the extent to which any research claim has been shown to be based on evidence. I find this description practical and in line with the qualitative research approach.

In the same light, Rodwell and Byers (1997:134) agree that “...credibility is established through activities that increase the possibility that credible findings will be produced”. Prolonged engagement, persistent observation and triangulation help to increase the likelihood of congruence between the participant construction and the reconstructions. As mentioned above, the RRR project spanned eight weeks at the selected primary school. Findings were documented in detail, which allowed me to construct a historic record of the research proceedings that could serve as a form of quality control. As I analysed the data continuously throughout the project, I checked my emerging themes with the student participants as part of member checking.

3.6.2 Transferability

The significance and trustworthiness of a study depend heavily on its transferability, which is a quality similar to generalisability in the quantitative tradition (Gray, 2009). Transferability "...is achieved when readers feel as if the story of the research overlaps with their own situation and they intuitively transfer the research to their own action" (Tracy, 2010:845). Therefore, detailed explanations and documentation of the research setting and context are needed. If researchers are to accumulate rich, detailed information, Seale (1999) suggests that they spend ample time doing field work. The field work for this study was completed over a period of eight weeks, during which the selected research site was visited every Thursday morning as stated in chapter 1.

The findings of this study can be regarded as informative, since I gave a detailed explanation and therefore it can be used for future research (Edwards, 2001) and it can be applied to similar cases. Researchers can identify similarities and differences in the various studies conducted (Merten, 2010). Readers can judge how relevant the findings of this study would be in other contexts, given the detailed explanations and descriptions. Since only 5 sports students at one primary school participated, they represent a small range of the population. This study was aimed at providing in-depth insight into sports students' experiences of role modelling at this particular site rather than aiming at generalising the findings (Patton, 2002).

3.6.3 Dependability

Dependability in qualitative research is the alternative to reliability in quantitative research (De Vos, Strydom, Fouche & Delpont, 2005; Seale 1999). Central to establishing the dependability of research is an audit trail of procedural dependability (Flick, 2009). I relied on peer examination (Maree & Van der Westhuizen, 2009) of the data that had been collected to enhance the dependability of this study. I also reflected along with individuals who were not part of the study to share ideas, identify my blind spots and discussed my study with them. During my visit to the EASA conference in Mookgopong, I discussed the study with education specialists in order to establish multi-dimensionalities of views (Tobin & Begley, 2004). For me it has been a continuous journey of learning, validation and re-learning.

Thomas, Nelson and Silverman (2005) define dependability as the quality of the data in a qualitative study, including how well the researcher deals with change, based on previous data collection. Dependability implies “...that the same results will be obtained if the study were to be repeated” (Silverman, 2010:324). During this study, I aimed to achieve dependability by taking the textual data (sports student’s reflections) and using data from various sources (Hittleman & Simon, 2006). I also made use of coding, which allowed me to code and recode the data in order to be flexible and adaptable to change.

3.6.4 Authenticity

Authenticity can be defined as “the faithful reconstruction of participants’ perceptions” (McMillan & Schumacher, 2010:335). Bryman (2004) identifies fairness, catalytic authenticity and tactical authenticity as criteria for ensuring authenticity. Fairness implies that researchers represent different realities of the social setting fairly (Bryman, 2004). Catalytic authenticity implies that researchers should act as sources for utilising actions to exert a positive impact on the current circumstances of participants. Lastly, tactical authenticity implies that researchers should provide the participants with the means to take the necessary steps to engage in the process of change.

In striving to meet the criterion of authenticity, we as researchers worked in partnership with the participants to obtain different viewpoints regarding sports students and their understanding and experiences of acting as role models. The RRR project was implemented with the aim to exert a positive impact on the selected participants and the larger community by teaching rugby, enhancing the Grade 3 learners’ love of reading and at the same time teaching them about responsibility.

3.6.5 Confirmability

According to Babbie and Mouton (2001:149), confirmability can be described as the “...extent to which the findings of a study are the product of a focus of the topic of the study and are not based on bias” (Patton, 2002) of the researcher. I documented the data analysis process and I reflected on this process throughout the study. I also attempted to increase the confirmability of the study by seeking advice and guidance from my supervisors who acted as fellow researchers. I aimed to guard against my

own subjective perceptions and bias (Patton, 2002) through the process of continuous reflection.

3.7 SUMMARY

In this chapter, I discussed the research design, paradigm and methodology that I employed during this study. I justified my methodological choices by discussing their potential advantage to this study. I also discussed the ethical considerations and strategies used to ensure trustworthiness.

Chapter 4 presents the data which was collected as well as the analysis and the results of the study. In addition, the chapter discusses the perceptions of the sports students and how they felt about their experiences of acting as role models.

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CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

In this chapter I present and discuss the data analysis strategies as well as the themes which emerged from the study that explored sports students' perceptions and experiences of role modelling. Initial analysis of the data from each individual participant revealed valuable information about teaching rugby, developing values such as responsibility, facilitation of language, enactment of citizenship and becoming a role model. The links between the literature and the data were noticeable, and I was also able to identify some similarities and differences between the data and the literature in the data itself (Creswell, 2007).

4.2 DATA ANALYSIS PROCESS

According to Anderson (2007), there are two different types of data analysis, namely content and thematic analysis. Content analysis describes the substance of a study and provides an in-depth view of the various meanings of each individual participant. I used this type of analysis to obtain both a holistic outlook of the entire research process and an in-depth view of the different opinions of each sports student. I also applied thematic analysis to identify certain themes that emerged across the different data sets and then identified sub-themes for each of them. This strategy helped me to interpret the data sets obtained from each sports student. After analysing eight data sets, I compared the data from each sports student to detect differences and similarities.

Firstly, I looked at the attendance register to see which sports students had attended the sessions regularly. Only five students attended each of the eight sessions, and I coded them as participant A, B, C, D and E. I also coded the 25 Grade 3 learners who were involved in the project as indirect participants. Thereafter, I organised each data set according to the time line of the activities. As an interpretivist, I followed an inductive process (Creswell, 2011) when reading the sports students' reflections and

underlined the key points (see Addendum D for examples of my data analysis process). I based my analysis on the six steps commonly used in analysing qualitative data as described by Creswell (2011):

1. I prepared and organised the data for analysis by categorising the data according to type (i.e. reflections of sports students, learners' drawings).
2. I carried out an initial exploration of the data and coded it. This was done by reorganising the data according to each of the five participants. Thereafter, I read the sports students' reflections while making notes to record my first impressions. In order to make sense of the data. I then labelled and segmented the text to form descriptions and broad themes (Creswell, 2011).
3. I used codes to develop a more general picture of the themes. I re-examined the sports students' reflections guided by the question: What in the responses of the sports students provides answers to my research questions? (Creswell, 2011).
4. The findings were made by sorting the responses reflecting their perceptions and experiences of role modelling into emerging concepts, which I then grouped into themes and sub-themes.
5. Finally, strategies to enhance the trustworthiness of the findings were employed. Triangulation of the different data sets enhanced the accuracy of the study.

4.3 DATA ANALYSIS ACCORDING TO PARTICIPANTS

Heterogeneous sampling was used to select all interested students enrolled in Sports Science who took part in rugby at the University of Pretoria. Only 5 participants attended all the scheduled activities. They became the student participants. The learners (Grade 3) were also regarded as participants, but in the capacity of indirect participants. They generated data by writing a book on their experiences of the project and the roles of the sports students acting as role models in the project.

In order to protect the anonymity and confidentiality of the student participants, their names are not disclosed and they are referred to as participants A, B, C, D and E. The anonymity of the learners is also protected by coding the data they created. Data that was collected was organised and identified by these pseudonyms so that it could be recontextualised (Nieuwenhuis, 2007). The aim of the subsequent section is to discuss the data according to each participant to highlight the codes of the data that was collected. First I give a short description of each participant based on their background information (see Table 4.1).

The photographs of sports students presented data that was both interesting and of great value in eliciting responses from the student participants about their perceptions and their experiences of acting as role models. The data that was gathered from the sports students' reflections was enlightening and served as a source of rich information. Table 4.1 presents the profiles of the student participants.

Table 4.1: Profiles of student participants

Student and code	Gender	Race	Home language	Year of study	Age
PA	Female	White	English	3 rd year	26 years
PB	Female	Black	Sepedi	2 nd year	22 years
PC	Male	White	Afrikaans	3 rd year	25 years
PD	Male	White	English	1 st year	20 years
PE	Male	White	English	2 nd year	22 years

4.3.1 Learner participants

In this section I provide a short description of each of learner participants. This enabled me to come to a better understanding of their perceptions and experiences of participating in the RRR project. In table 4.2 I present the profiles of the learners as indirect participants. Most of the learners who participated in the RRR project were black Africans.

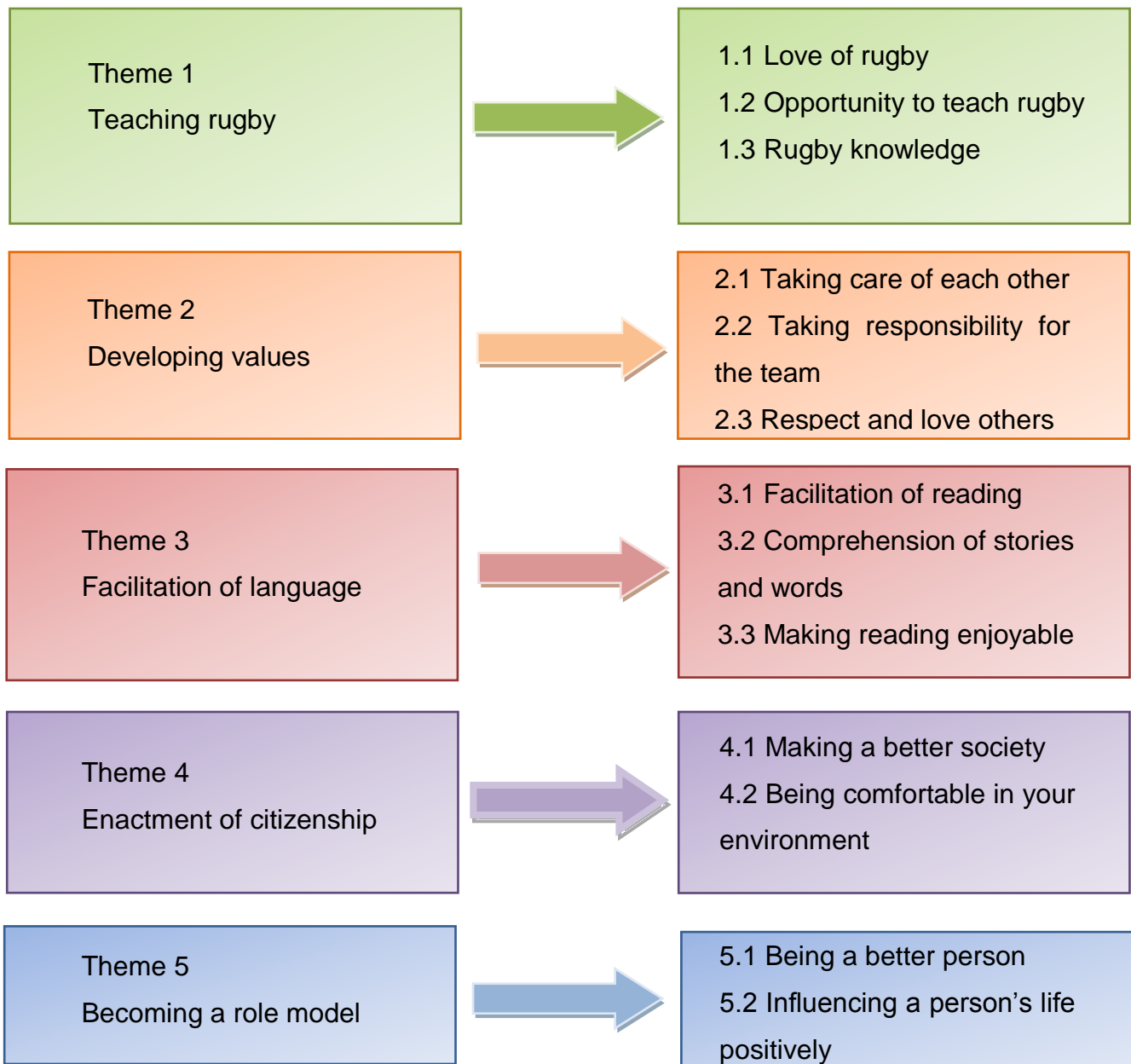
Table 4.2: Profiles of the learner participants

Learner and code	Gender	Race	Home language	Grade	Age
L1	M	B	Sepedi	3	9
L2	M	B	Sepedi	3	8
L3	M	B	Tsonga	3	9
L4	F	B	Sepedi	3	9
L5	F	B	Sepedi	3	8
L6	F	B	Tswana	3	9
L7	M	B	Sepedi	3	9
L8	M	B	Sepedi	3	8
L9	F	B	Tswana	3	8
L10	F	B	Tswana	3	8
L11	M	B	Tswana	3	9
L12	M	B	Tsonga	3	9
L13	F	B	Sepedi	3	8
L14	M	B	Sepedi	3	9
L15	M	B	Tswana	3	8
L16	F	B	Venda	3	8
L17	F	B	Zulu	3	8
L18	F	B	Tswana	3	8
L19	M	B	Tswana	3	9
L20	F	B	Sepedi	3	8
L21	M	B	Tsonga	3	9
L22	F	B	Tsonga	3	9
L23	F	B	Tsonga	3	9
L24	M	B	Zulu	3	9
L25	M	B	Sepedi	3	9

4.3.2 Results of the data analysis: Themes

The strategies used and the process of thematic analysis (Creswell, 2011) gave structure to the data by producing themes and sub-themes from the data. Figure 4.1 presents an overview of the themes and sub-themes that emerged.

Table 4.3: Overview of the themes and sub-themes



4.3.3 Theme 1: Teaching rugby

Theme 1 dealt with teaching rugby. One of the aims of the project was for the sports students to teach rugby to Grade 3 learners. This was done by sports students interacting with and demonstrating movements to Grade 3 learners. The sub-themes of this section were 1.1: love of rugby, 1.2: opportunity to teach rugby and 1.3: rugby knowledge.



Photograph 4.1: Sports students interacting with learners and acting as role models while teaching rugby

4.3.3.1 Sub-theme 1.1: Love of rugby

The sports students in the study expressed their love of rugby:

“...I love rugby, ooh! I really love playing it...” (PA; 11)

“... We had fun, yes I love rugby...” (PC; 10)

The Grade 3 learners also expressed their love for the game of rugby:

“We like twist the rugby ball and kick it up and down, we like it” (L3; 2)

“Rugby is one of the sports that we all love” (L4; 2)

“I like playing rugby because you can learn a lot” (L5; 2)

“I like playing rugby with my friends...I love rugby” (L7; 2)

“Rugby is my favourite sport; I love it” (L10; 4)

“I like rugby too much” (L12; 3)

“I love rugby” (L23; 3)

The Grade 3 learners mentioned that rugby was a fun and an enjoyable game to play:

“I really enjoyed playing rugby” (L7; 2)

“Rugby is a nice sport” (L8; 2)

“Rugby is when you play it” (L15; 4)

“Rugby can be the best fun game you can enjoy. I really enjoyed playing rugby” (L25; 3)

Sports students experienced the activities of the project as being relevant and elaborated as follows:

“We learned that rugby is such fun, children would like to play it. They liked every moment” (PB; 10)

4.3.3.2 Sub-theme 1.2: Opportunity to teach rugby

Sports students felt that their role in this study was to teach Grade 3 learners about rugby. The content taught was the roles of the player in each position such as fly half or wing. This was done by using explanations, word cards and actions by sports students modelling or demonstrating the movements of the rugby players in a team.

“...to teach the kids about rugby...” (PB; 3)

“...to teach Grade 3 boys and girls the game of rugby...” (PC; 4)

“...I got the opportunity to teach learners rugby...” (PD; 3)

Participant B expressed her passion for teaching learners rugby:

“I can offer as much as I have, like my time...the children will know there is an elder [person] who is willing to help them. It takes patience to teach young children. I have a big heart for them. I love giving my time” (PB; 5-10)

4.3.3.3 Sub-theme 1.3: Rugby knowledge

Participant C expressed the opinion that he was able to empower the learners with his knowledge of rugby:

“...yes, because of my rugby knowledge. I can empower their knowledge. I can help them to develop their ball sense skills. My knowledge of the sport made me an expert of the sport” (PC; 15-17)

In line with the number of rugby activities that needed to be carried out in the project, Participant D explained that the learners learnt:

“...to pass and catch the ball. They learnt the springbok front row and the numbers of the props and hookers. Yes, the ball handling skills, hand and eye co-ordination skills. Their hand and eye movement skills improved” (PD; 34-37)

4.3.4 Theme 2: Developing values

Theme 2 dealt with developing values. One of the aims of the project was for the Grade 3 learners to develop values such as responsibility, respect and caring for each other. This was done by the sports students teaching the learners rugby positions such as hooker, and reading stories to them which were linked to responsibility. The sub-themes of this section were 2.1: taking care of each other, 2.2: taking responsibility and 2.3: respect and love each other.



Photograph 4.2: Sports students demonstrating values by doing an activity with the learners

4.3.4.1 Sub-theme 2.1: Taking care of each other

Sports students felt it was important to care for each other:

“...by reading them stories, we teach them valuable life lessons, and that shows we care about them” (PA; 56-58)

“It’s about caring for one another... and listening to others and showing concern for others, yes about people who care for each other” (PC; 25-27)

“Yes, I learnt to look after others and take care of each other” (PB; 30)

“I am willing to go out my way to do a good deed at least once a day. I was always there for them, taking care of them” (PD; 25-26)

The Grade 3 learners learnt about the significance of caring for each other and wrote the following in their self-made books:

“We learnt to care about our team and not to be selfish” (L15; 2)

“We learnt about caring for your friends and others” (L7; 2)

“We learnt that we must be nice to our friends” (L18; 3)

Sports students also noted the importance of helping each other:

“...helping each other...yes, that it is important to help our friends” (PC; 42)

“I learnt to be kind to others” (PE; 22)

4.3.4.2 Sub-theme 2.2: Taking responsibility for the team

The aspect that came to the fore in the data was taking responsibility for the team.

Sports students elaborated as follows:

“...when you play in a team and follow the rules, you learn about responsibility” (PA; 76)

“...learners have to be responsible with looking after the balls” (PE; 78)

Sports students experienced the activities of the project as being relevant and appropriate in helping them to be more responsible:

“I learned that I should be more aware of my actions and be even more positive” (PC; 70)

“I should be more responsible than ever before” (PA; 69)

“...that I should be accountable for my actions” (PE; 36)

Interestingly, sports students felt that playing rugby helped the learners to behave responsibly:

“They learn through rugby to take responsibility for their action. To be able to play a good and fair game. Yes, be responsible for every player” (PB; 53-56)

“Yes, this presents the responsibility that you should listen and you will be listened to...being accountable for your actions” (PE; 36-37)

“I think the learners learn to be responsible because they see us being responsible, by being here every week” (PA; 13; 44-46)

“Yes, the children learn through rugby to be able to participate in team work and to work hard” (PB; 79-80)

In addition the Grade 3 learners explained their understanding of responsibility as follows:

“Our responsibility is to work hard at school, to grow nicely and not to swear” (L1; 3)
“In rugby we don’t fight. We don’t push...we are a team” (L2; 2)
“My responsibility is to go to school every day, read my book and learn rugby” (L3; 2)
“My responsibility is that I must learn rugby and listen to my coach” (L19; 2)
“My responsibility is to learn how to play together with my team” (L20; 2)
“My responsibility is to do the right thing and to be good to others” (L23; 3)
“My responsibility is not to be angry with your team when they do a mistake, I should support my rugby team” (L25; 3)

4.3.4.3 Sub-theme 2.3: Respect and love each other

The sports students experienced the activities of the project as being relevant and appropriate in helping the Grade 3 learners to develop respect and love others:

“It is important as it carries with it discipline and respect. Yes, it teaches them discipline” (PD; 4-5)
“We teach them mutual respect towards each other...to respect all their team mates, boys and girls, and to support each other” (PC; 47-49)
“They are learning to work together as a team and to have respect...they learn different morals”

Sports students mentioned that they learned the value of respect throughout their participation in the project. They also expressed a feeling of attachment and compassion for the learners as follows:

“I learnt to love the kids more and to love what you do” (PD; 30)
“I have learned to always respect myself and others around me” (PB; 40)
“We grew mutual respect towards each other” (PC; 44)

Grade 3 learners explained their mutual experience of respect and love during the time of the project as follows:

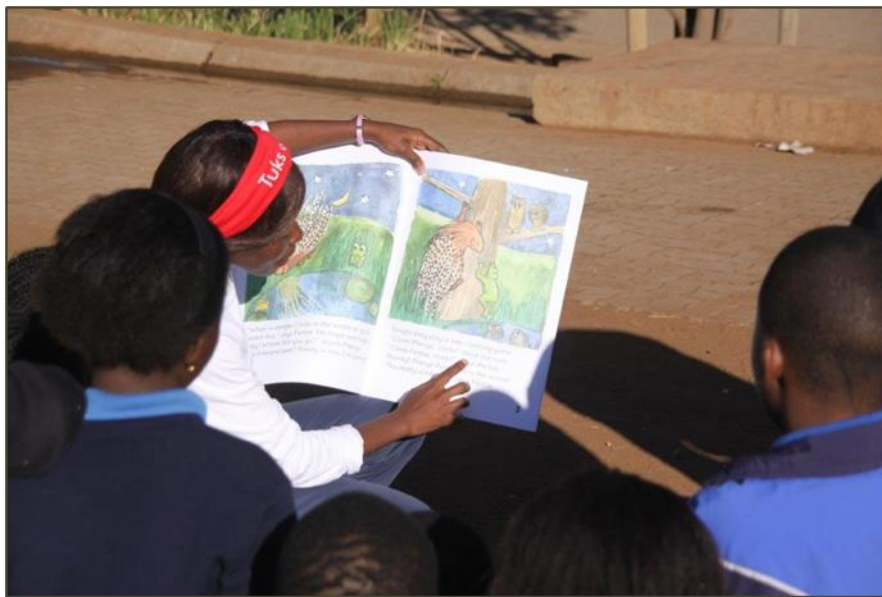
“I learnt that we should love each other and not to bully others” (L8; 3)

“We learnt about loving, to be polite and respect yourself and others” (L22; 3)

“We learnt about respecting yourself and others, being on time and respect your teacher. Listen and love others” (L23; 4)

4.3.5 Theme 3: Facilitation of language

Theme 3 dealt with facilitation of language. The sports students used big books to teach Grade 3 learners by reading aloud, with the aim of enhancing the learners’ reading skills, such as word recognition, listening and speaking. In addition, the sports students also focused on thinking and reasoning as a language aspect. The sub-themes of this section were 3.1: facilitation of reading, 3.2: comprehension of stories and words and 3.3: making reading enjoyable.



Photograph 4.3: Sports students reading aloud from a big book

4.3.5.1 Sub-theme 3.1: Facilitation of reading

Sports students felt that it was important to teach reading to the Grade 3 learners:

“...they interact and also learn new things” (PA; 44)

“I could teach them things that they wanted to learn” (PD; 71)

“We teach them something new in every story” (PE; 50)

“The reading was short...but very informative and to the point” (PE; 22-23)

What was significant in the data was that sports students noticed that learners were enthusiastic about the stories:

“The kids are all very still and listening to a story. Yes, they like to answer questions about what we asked in the story” (PA; 13-15)

“They like to talk about the story afterwards” (PC; 60)

Grade 3 learners agreed that sports students enhanced their reading skills:

“Rugby students helped me to read many books and I start to read fluently and understand the story” (L13; 3)

“I can spell a lot of words...” (L1; 4)

Interestingly, sports students noticed that the stories were linked to responsibility:

“...the stories tie in well with responsibility teaching and team work” (PA; 14)

“...the story teaches the learners discipline and respect” (PD; 17)

4.3.5.2 Sub-theme 3.2: Comprehension of stories and words



Photograph 4.4: Learners engaged in answering questions showing understanding of stories and words

The sports students used role play to enhance learners' understanding of the story:

"We could improvise more and use our examples to help the learners understand the story" (PB; 35-36)

"The stories that I read, we role played, so the children lived the stories and played different characters" (PC; 64-66)

"Every learner in the team role played the story" (PE; 56)

The sports students expressed their understanding that learners needed to concentrate in order to understand the story:

"...should concentrate to understand what you read" (PB; 18-19)

"...that you have to understand what you are reading and think a little bit further" (PD; 25)

"...they learn to focus and concentrate" (PE; 26)

4.3.5.3 Sub-theme 3.3: Making reading enjoyable

Sports students noted that there were many opportunities during the project to make reading enjoyable:

“They liked it, I make sure that I make reading lessons enjoyable” (PC; 51-52)

“...they enjoy reading with me, and I’m sure it makes them want to read more” (PD; 41-42)

“They seem to enjoy the stories and pictures which would make them want to read and enjoy reading” (PB; 35)

“I can make the process more enjoyable” (PC; 31)

Resulting from the sports students’ use of big books and word cards, learners expressed their love of reading as follows:

“I love reading, it makes me smart” (L5; 2)

“Reading is amazing; I’m starting to love it. It brings joy to me, it is great, I love it” (L1; 4)

“It was nice reading stories” (L2; 4)

“I liked reading the most, reading changed my life” (L14; 2)

“I love reading, because rugby students bring nice books for us to read. They made me love reading very much” (L16; 3)

4.3.6 Theme 4: Enactment of citizenship

Theme 4 dealt with the enactment of citizenship. Activities in the project were focused on both the sports students and the learners acting as responsible citizens. Aspects of citizenship that were focused on were taking responsibility, caring, collaboration with other team members and people. The sub-themes of this section were 4.1: making society better and 4.2: caring for the environment.



Photograph 4.5: Sports students used media like pictures to teach citizenship

4.3.6.1 Sub-theme 4.1: Making society better

Sports students agreed that their participation in this project could have a positive influence on society:

“The manner you owe society to act in the right way” (PD; 62)

“You don’t let other people and yourself down, and you do good deeds to the society” (PD; 69)

“Working together with other team mates towards a common goal” (PC; 79)

“...do your best to help others grow and become better to make society better” (PD; 21-23)

4.3.6.2 Sub-theme 4.2: Caring for the environment

The project equipped the sports students with skills needed to teach young learners to take care of the environment:

“Be comfortable in your environment” (PC; 27)

“When they see dirt in the water area they must keep it clean” (PC; 28)

4.3.7 Theme 5: Becoming a role model

Theme 5 dealt with becoming a role model. The project gave the sports students the opportunity to grow and become better people. In addition, they had the opportunity to influence young learners positively. The sub-themes of this section were 5.1: being a better person and 5.2: influencing a person's life positively.



Photograph 4.6: Sports students dressed in rugby clothing and acting as role models

4.3.7.1 Being a better person

Sports students elaborated on their experiences of acting as role models as follows:

“...the RRR project motivated me to be more involved with community projects” (PA; 71)

“After this successful project it really taught me how one can be a role model” (PB; 66)

“I am a better person than I thought I am. I have learnt to put myself into other people's shoes to understand how the outside world can be” (PB; 59; 68-70)

“I have learnt to build my confidence for the future...” (PC; 92)

“Yes, one girl told me I was her role model, which made me want to be a better person” (PE; 60-62)

4.3.7.2 Influencing a person's life positively

Sports students expressed their perception of role modelling in terms of the noticeable influence they had on the lives of the learners as follows:

“It's only about having a great impact on a person's life” (PB; 63)

“It made me realize we can do a lot more for people by just being there. It made me understand what being there for the children means” (PE; 49-51)

“I did not realize we would have such an effect on the children...the way in which I should be set as an example for others to copy and someone inspiring others. It has transformed me to be friendlier as a leader in future. It also equipped me to be a great leader” (PC; 1-4)

4.4 SUMMARY

The data from the sports students who participated in this case study revealed their experiences and understanding of acting as role models to Grade 3 learners. Exploring the topic of sports students acting as role models enlightened me as to how they understood and experienced role modelling and teaching responsibility to Grade 3 learners.

The Grade 3 learners, as indirect participants in this study, were excited to participate in the RRR project. They stated that their interactions with sports students changed their lives as they enjoyed reading more. Irrespective of the commitment of these learners to learn the game of rugby, their desire to ensure responsible behaviour was clearly noticeable.

I presented the empirical data in this chapter in terms of the sports students and Grade 3 learners. Data from the sports students contained ideas that represented the changes that should be made in order to teach young learners responsibility. Data from the Grade 3 learners contained ideas that showed the learners were inspired to become responsible future citizens. I studied the sports students closely in order to come to a profound understanding of how they experienced acting as role models. Chapter 5 presents a summary of the sports students' experiences and understanding of acting as role models, and I link this information of role modelling to

the national curriculum. In chapter 5 I offer interpretive comments throughout the discussion, using the theoretical framework and relevant literature as a background.

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CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The objective of this study was to explore sports students' experiences of acting as role models when teaching responsibility to Grade 3 learners. The literature review (Chapter 2) revealed that role models have long been acknowledged to play an important role in the development of young children (Zirkel, 2002). Similarly, the empirical data as discussed in chapter 4 indicated that sports students acting as role models influenced young learners to develop responsibility. To summarise my findings from both the literature as well as the empirical study, I outline the main results of my study while revisiting my data and the literature surveyed. I also answer the research questions that guided this enquiry. The results are arranged in order to answer my research questions while indicating the implications of my study according to Bandura's social learning theory. Lastly, I summarise and conclude the study and offer suggestions for future research.

5.2 SUMMARY OF THE RESEARCH FINDINGS

In this section I present the summary of the findings from the literature and the empirical study. The literature studied in Chapter 2 revealed that participation in sport helps children and young adults who have begun to show responsible behaviour to become more caring and to support and help others, ultimately demonstrating maximum sensitivity and responsiveness to the well-being of others (Hellison, 2011). The empirical study found that sports students inspired young learners to develop values and responsibility through modelling. Furthermore, sports students acting as role models have positively influenced young learners to become socially responsible citizens. Ultimately, sports students acting as role models said they had become better people themselves and had experienced personal growth. In the following section I compare my findings with the literature as a way of literature control as suggested by Middeljans (2015:124-138).

5.2.1 Similarities between the literature and the results from the study

In table 5.1 I present the emerged themes and sub-themes and indicate the similarities between the existing literature and these themes. There were similarities between the literature and all the themes and sub-themes. In the following table I provide an interpretive discussion to indicate my understanding.

Table 5.1: Comparison of results with existing knowledge: Supporting evidence

Theme 1			
Teaching rugby			
Sub-themes	Author and year	Existing knowledge	Interpretive discussion
1.1 Love for rugby	Scanlan et al., 1993	Doing sport involves a positive emotional response to a sports experience that may include feelings such as pleasure, liking and fun.	It emerged from the data that sports students and the Grade 3 learners enjoyed their experience of participating in rugby.
	Light et al., 2013	Rugby coaches maintained that players should enjoy being part of the rugby club.	Both sports students and Grade 3 learners enjoyed being part of the RRR project.
1.2 Opportunity to teach rugby	Edward et al., 2011	Approaches to effectively teaching and coaching rugby.	The sports students taught Grade 3 learners ball handling skills, passing and catching the ball and the positions as well.
	Horne et al., 1999	Effective coaching behaviours are considered those that result in positive outcomes for athletes.	Sports students were coaching rugby effectively to the Grade 3 learners and the results were considered to be positive.
1.3 Rugby knowledge	Feltz et al., 1999:765-776	Coaches' confidence in their ability to coach and lead their team to a successful performance.	Sports students were able to coach and lead their team because of their rugby knowledge.
	Feltz et al., 1999:765-776	Coaches can implement their knowledge and skills to affect the learning and performance of their athletes positively.	Sports students used their knowledge and skills to coach and lead the team of Grade 3 learners successfully.

Theme 2			
Developing values			
Sub-themes	Author and year	Existing knowledge	Interpretive discussion
2.1 Taking care of one another	Kavussanu, 2006:575-588	Participation in rugby is linked to pro-social items such as “helping an opponent off the floor”.	The Grade 3 learners demonstrated pro-social behaviour during their participation in the RRR project.
	Light et al., 2013	Rugby should promote fair play and other moral and ethical behaviour.	Sports students promoted fair play and responsibility when teaching Grade 3 learners rugby.
	Hellison, 2011	Participation in sports helps children and young adults who have begun to show responsible behaviour to become more caring, supportive and to help others (ultimately demonstrating maximum sensitivity and responsiveness to the well-being of others).	Sports students became more caring and supportive and showed support through teaching rugby to the Grade 3 learners.
2.2 Taking responsibility for the team	Hellison, 2011	An ultimate goal of Taking Personal and Social Responsibility (TPSR) is that such caring for others extends beyond the sporting field into the lives of the young people.	The sports students attended the project every Thursday, which showed they were taking personal responsibility for the project.
	Feltz et al., 1999:765-776	Highly efficacious coaches should demonstrate more effective motivation and more commitment to coaching, more character development coaching and lead their team to successful performance.	Sports students demonstrated commitment; they were available every Thursday and successfully taught Grade 3 learners responsibility through rugby and reading.
2.3 Respect and love others	Light et al., 2013	Rugby should develop respect and values in young men.	Sports students and Grade 3 learners developed respect through participating in the RRR project.
	Romand & Pantaleon, 2007:58-77	The benefit of sport is its ability to instil moral character and values.	Sports students helped the Grade 3 learners to develop morals and values through role modelling.
	Edward et al., 2011	Rugby empowers students to create and react, cooperate and compete.	The sports students were empowered through coaching rugby and they were able to cooperate with team mates.



Theme 3			
Facilitation of language			
Sub-themes	Author and year	Existing knowledge	Interpretative discussion
3.1 Facilitation of reading	Clark et al., 2009:6	More boys than girls said that a sportsperson inspired them to read.	In this study sports students inspired Grade 3 learners to read more.
	Clark et al., 2009:6	Primary pupils were more likely to have role models and more likely to say that having a role model who likes reading is important.	The Grade 3 learners were influenced by the sports students as their role models to love reading.
3.2 Comprehension of stories and words	Clark et al., 2009:6	Even if a celebrity is not famous for their reading skills, young people said the materials they recommended would encourage them to read.	The sports students received training which equipped them with the necessary skills to read stories to the Grade 3 learners, and the learners were inspired to read more.
3.3 Making reading enjoyable	Clark et al., 2009:6	Children who enjoy reading have a wider range of people who could inspire reading, including family members, neighbours and sportspersons.	Sports students acting as role models inspired Grade 3 learners to enjoy reading more.
	Clark et al., 2009:6	Most children and young people said that their role model could promote reading by providing reading recommendations or explaining why reading is important.	In this study, sports students used big books to read stories to the Grade 3 learners, which was important for learning about responsibility.



Theme 4			
Enactment of Citizenship			
Sub-themes	Author and year	Existing knowledge	Interpretative discussion
4.1 Making a better society	Gordon, 2010	Early exposure to sporting activities is vital in creating a sense of citizenship and community in young people.	Grade 3 learners were exposed to rugby, which taught them to be responsible citizens.
	Kennedy, 1991	The pursuit of understanding morality was to identify what would bring about happiness, peace and joy, in short, the good life.	In this study the sports students introduced rugby to Grade 3 learners, which was identified as a sport that would bring about fun, responsibility, respect; in short: create responsible citizens.
4.2 Being comfortable in your environment	Kennedy, 1991	Participation in sports plays an important role in constructing our society for the future.	Participation in rugby played an important role in helping Grade 3 learners and sports students to become responsible future citizens.
	Eley & Kirk, 2002:151-166	Participation in sports will help address issues such as community safety by giving young children a sporting alternative to occupy their time and reduce the risk of lapsing into antisocial behaviour.	The sports students together with Grade 3 learners played rugby and that helped them to develop socially acceptable behaviour such as love, caring, respect and responsibility.
	Eley & Kirk, 2002:151-166	The benefits of participating in sports are also evident from an education perspective, because it is central to the issue of how young children should be taught about their rights and responsibilities as citizens in the community.	The participants learned that as much as it is their right to participate in rugby, they also had the responsibility to play fair and to love, care for and respect their team mates.

Theme 5			
Becoming a role model			
Sub-themes	Author and year	Existing knowledge	Interpretative discussion
5.1 Being a better person	Horne et al., 1999	All coaches emphasise the importance of developing better people, as defined by their social context, through rugby.	By participating in the Reading, Rugby and Responsibility project, sports students together with Grade 3 learners became better people.
	Horne et al., 1999	They saw part of their role or responsibility as coaches as being to develop “good people”, thus contributing to their players’ development as people beyond rugby.	The sports students were responsible, they were acting as role models to Grade 3 learners in developing values and they became “good people” through rugby.
	Ryan, 2008	As much as the coaches wanted their teams to win, this desire was underpinned by a view of better rugby players making better people.	Through participating in the RRR project all participants became better people as citizens of society.
5.2 Influencing a person’s life positively	Horne et al., 1999	Effective coaches are generally those who, through their behaviours, produce positive outcomes in athletes.	It emerged from the data that sports students had a positive influence on Grade 3 learners through coaching rugby.
	Horne et al., 1999	Character-building efficacy concerns the coaches’ beliefs in their ability to influence their athletes’ personal development and positive attitude toward rugby as a sport.	The sports students had a great influence on the Grade 3 learners, who developed personal skills and a positive attitude towards rugby as a sport.
	Light et al., 2013	Rugby coaches are able to make not only rugby players, but to make a great person and great people.	Sports students were able to make the Grade 3 learners great rugby players and influenced them to be great learners.

5.2.2 Contradictions between the literature and the results of the study

Some of the literature did not correlate with the results from the study. In table 5.2 I present contradictions between existing knowledge and the results from the study. The following table provides an interpretive discussion to indicate my understanding.

Table 5.2: Comparison of results with existing knowledge: Contradictory evidence

Theme 1			
Teaching rugby			
Category	Author and year	Existing knowledge	Interpretative discussion
1.1 Love of rugby	Cotè et al., 2007	Early introduction to rugby has been linked to children drop-out, burnout and decreased enjoyment.	It emerged from the data that sports students enjoyed and were excited to introduce the game of rugby to Grade 3 learners, and they loved the game.
1.2 Opportunity to teach rugby	Mitchell et al., 2003	The complexity, physicality and structure of the rugby game present a real challenge when introducing children to the game during childhood.	Sports students experienced joy and excitement when teaching the Grade 3 learners the game of rugby.
1.3 Rugby knowledge	Cotè et al., 2007	Coaches maintained that the competitive game structure can lead to early position specialisation of young players, which can have a negative impact on development.	It emerged from the data that early exposure to rugby can have a positive influence on the social and physical development of young learners.
	Cotè et al., 2007	Sticking solely to rugby from a young age was detrimental to children's development.	Playing rugby at an early age was beneficial for young children's development.



Theme 2			
Developing values			
Category	Author and year	Existing knowledge	Interpretative discussion
2.1 Taking care of each other	Flanagan, 1991	The extent of young people's involvement in high-contact sports such as rugby was associated with less mature moral reasoning and greater self-reported tendencies to be aggressive in both sport and daily life.	Sports students displayed responsible behaviour when coaching rugby and in daily life.
2.2 Taking responsibility	Flanagan, 1991	Participation in sports is certainly not characterised by a series of moral dilemmas that require one to judge the right solution in each new case.	The participants in this study learned morals and values as a result of their participation in rugby.
	Cotè et al., 2007	Rugby coaches' thinking that they are Graham Henry or Warren Gatland on the sideline when you are dealing with eight-/nine-/ten-year olds.	Sports students were promoting responsibility through teaching rugby to the Grade 3 learners.
2.3 Respect and love others	Light et al., 2013	Most rugby coaches were seen to be constantly shouting during matches.	It emerged from the data that communication between sports students and Grade 3 learners was seen as crucial, hence it was promoting respect.

Theme 3			
Facilitation of language			
Category	Author and year	Existing knowledge	Interpretive discussion
3.3 Making reading enjoyable	Clark et al., 2009:6	Some role models are insensitive to children's interests and may hamper a child's enthusiasm for reading.	Sports students acting as role models were very much interested in promoting the love of reading in young learners.

Theme 4			
Enactment of citizenship			
Category	Author and year	Existing knowledge	Interpretive discussion
4.1 Making society better	Flanagan, 1991	Young people's participation in sporting activities does not necessarily make a contribution to a better society.	Sports students become better people through role modelling. They become responsible citizens of society.

Theme 5			
Becoming a role model			
Category	Author and year	Existing knowledge	Interpretive discussion
5.1 Influencing a person's life positively	Clark et al., 2009	Not all role models have a positive influence on young children.	It emerged from the data that sports students acting as role models had a positive influence on young learners.

5.2.3 Comparison of results with existing knowledge: silences in the literature

When comparing the results of the study with the literature, certain silences were found in the literature. In Table 5.3 I present the gaps in the existing literature in relation to my results on role modelling.

Table 5.3: Results of the study not stated in the literature

Research gap identified	Findings from the study
There is little evidence in the literature regarding the effect of sports students acting as role models when teaching responsibility to young learners by using rugby.	Sports students acting as role models influenced the Grade 3 learners positively by teaching them values, such as responsibility, through rugby. The RRR project gave the sports students the opportunity to grow and become better people.

5.2.4 Comparison of results with existing knowledge: new insights

There were new aspects that emerged from this study. These aspects are described in table 5.4 below and are also discussed in section 5.6 as the possible contribution of this study.

Table 5.4: New insights from the results of the study

I have noticed in the study that sports students can become inspirational through modelling.

Sports students developed personal growth and became better persons through acting as role models. They became more empowered and more responsible as future citizens. For someone to become a role model he/she doesn't have to be famous and have a lot of money.

Rugby as a sport plays a significant role in helping young people to develop morals and values.

5.3 ADDRESSING THE RESEARCH QUESTIONS

The purpose of this study was to explore and describe the understanding and experiences of sports students acting as role models. The specific research objective

was to explore the sports students' experiences of role modelling when teaching responsibility to Grade 3 learners. With the help of sports students' reflections and learners' drawings and writings, I developed a better understanding of what the sports students expressed as their experiences of role modelling than had previously been the case.

This section answers the secondary research questions before addressing the main research question, namely: How did sports students experience role modelling to Grade 3 learners when teaching responsibility through rugby?

5.3.1 Secondary research question 1: How did sports students perceive the notion of role models?

According to Bandura (1986:20), a role model is somebody to be emulated. The findings correspond with the definition of a role model as "... somebody to be copied: someone to look up to and often as an example to emulate" (*Encarta World English Dictionary*, 2004). It was evident to me as a researcher that the participants viewed a role model as someone inspiring emulation; see evidence offered by participant C. The notion of aspiration and the desire for emulation were evident in the findings of other participants: "...someone who you look up to and hope to be like them one day. They are responsible and do things you admire" (Burton et al., 2003:238).

Role models foster the belief that "*if he can do it, so can I!*" (Pajares, 2005:346). Pajares (2005:347) postulates that "...students who model excellence can imbue other students with the belief that they too can achieve that excellence". Durkin (1995) states that we need other people in order to determine what is distinctive about our own self. This study found that sports students acting as role models can inspire young learners to behave responsibly (Participant C).

Role models are essential to the process of observational learning. Durkin (1995) states that as a result of modelling and reinforcement, the self-incorporates societal standards and monitors whether behaviours are in line with adopted standards. Owens (2002) stressed that children learn from models how the observed behaviour might aid or hinder them in fulfilling their needs in the future. It emerged from the data that sports students acting as role models can play a significant role in teaching young learners responsibility.

5.3.2 Secondary research question 2: How did sports students teach young learners responsibility through rugby?

Bandura's (1986) theory of observational learning stresses that children learn from models how the observed behaviour can be imitated or emulated. Most learning is done by observation and hence relies to a large extent on the influence of role models. Data from this study showed that the sports students acting as role models influenced young learners to develop values such as responsibility through rugby. Moreover, empirical data showed that the Grade 3 learners were inspired to copy the responsible behaviour observed from the sports students.

The answer to this question emerged from sub-theme 2.2. It is of the utmost significance to have role models in the continuum of child development. The finding that *"they learn through rugby to take responsibility for their action"* suggests that there is not one overriding influence in the life of a child, but rather that the sum of the interactions with role models is integral in developing the self-concept and self-efficacy beliefs of the child. The development of the self-concept is an inherently social activity, according to Durkin (1995), who claims that children are engaged in interactions with more mature beings who are very interested in them and who provide both context and guidance. As authority figures, role models provide a framework for the growth of a child.

The child in the middle childhood years is exposed to a broadening social environment. Each interaction within these role models allows for learning – observing, thinking, absorbing and integrating the norms, values, beliefs and behaviour espoused by society. According to Kennedy (1991), when you move "...from the playing fields to the tasks of life, you will have the same responsibility resting on you". This is the process of socialisation leading to enhanced social functioning (Durkin, 1995).

5.3.3 Secondary research question 3: How can sports students acting as role models influence education policy and practice?

When the sports students were asked about their experiences of reading stories to Grade 3 learners, they immediately responded to the question by making a link between stories and responsibility. This aspect of language emerged in sub-theme

3.1. With regard to enhancing reading skills in young children, it was clear that sports students acting as role models played a significant role in inspiring Grade 3 learners to love reading. Clark et al., (2009:23) state that "...after the immediate social environment, sportspersons are the most frequently mentioned role models".

It was clearly important for the learners to have role models who could help them read and understand what they read. Sportspersons are important figures who can inspire young children to read and promote reading by providing recommendations or explaining why reading is important (Clark et al., 2009).

According to Curriculum Assessment and Policy Statement (Department of Basic Education, 2011), learners should acquire knowledge, skills and values. Sports students taught the Grade 3 learners values through reading and rugby. This aspect of values emerged in theme 2 and was clearly a very familiar concept to the sports students. It is evident that the pursuit of understanding values and morals was to identify what would bring about happiness, peace and joy, in short, the "good life" (Kennedy, 1991).

5.3.4 Main research question

How did sports students experience role modelling to Grade 3 learners when teaching responsibility through rugby?

The secondary research questions form the basis for answering the primary research question. The answer to this question therefore flows from the answers to the research questions, from theme 1, 2, 3 and 4 and the observations that were made during each visit to the school, learners' writings and the field notes.

Sports students felt that it was important for young learners to have role models that they can look up to. Zirkel (2002: 358) states that young children pursue only that which they can imagine as possible. Thus it is the modelling of behaviour and goal attainment that motivates the children's sense of opportunity. Sports students in this study strongly felt that in their experience of modelling, learners developed a sense of citizenship and responsibility through playing rugby.

Sports students noted that young learners needed role models to enhance their reading skills. Grade 3 learners in particular need role models to help stimulate them

to read. Therefore, a change in education practices is needed so that role models get the opportunity to enhance the reading abilities of the learners.

Involving role models in education practices will not only benefit the learners academically, but socially as well. Learners need role models to help them develop a sense of citizenship and values. Role models play an integral part in teaching responsibility to young learners. The sports students pointed out that emulation is crucial to the developing child. They stated that when learners saw them acting responsibly, they also displayed responsible behaviour.

Sports students mentioned that Grade 3 learners enjoyed the stories. The Grade 3 learners learned responsibility through reading stories and playing rugby. The content of the story books linked well to teaching responsibility. They acted out part of the story, and that helped them to develop socially accepted behaviour. The sports students felt that through the RRR project, the Grade 3 learners would grow up to be responsible citizens.

Sports students also pointed out that playing rugby was essential to help young learners develop their gross motor skills. The Grade 3 learners learned ball handling skills and eye-hand coordination. They mentioned that playing rugby would help young learners to become physically strong and healthy.

The sports students pointed out that being a role model was not about money and expensive material. Role modelling is about the influence you have on the lives of the young learners.

From the literature and observation, it became evident that it was not sufficient for young learners to be taught about responsibility; they had to be exposed to responsible role models to inspire them. Young learners cannot simply develop values without having access to positive role models. Bandura's (1986) social cognitive theory states that young children can emulate behaviour through observing a role model. Thus learners in this project learnt values such as responsibility from sports students acting as role models through rugby. Moreover, the objective of Curriculum Assessment and Policy Statement (Department of Basic Education, 2011) is that learners must be equipped with knowledge, skills and values. In the

RRR project, sports students were acting as role models to teach Grade 3 learners rugby, reading and values such as responsibility.

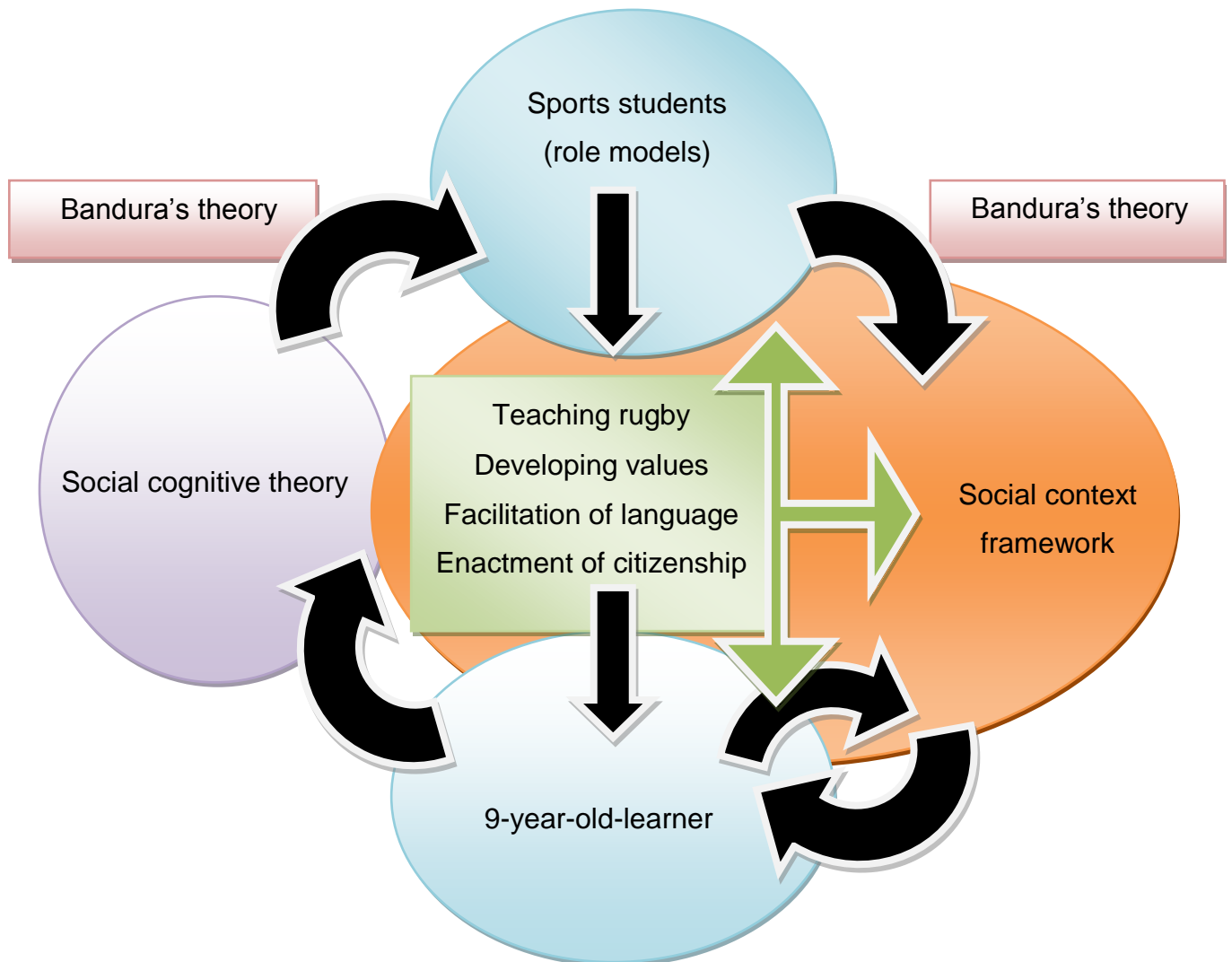


Figure 5.1: The interweaving of results and theoretical framework

As illustrated in figure 5.1, sports students (role models) are situated at the top of the diagram because of their ability to influence and inspire young learners. A learner will observe models in a social context and be inspired to change his/her behaviour. Thus, the young learner can emulate the desired behaviour of the models through the social context and social cognitive theory of Bandura (1986). These theories were two of the principles on which I built my study. The social context framework is presented in a large circle in order to highlight the increased interaction between the sports students (role models) and the learner. These two theories helped me in the process of data analysis. I read the voices of sports students interacting with Grade 3 learners (Bandura, 1986) and I made findings guided by the social context framework, in

which I reflected on their experiences and perceptions of role modelling (Bandura, 1997). Figure 5.1 also contain the themes that came to the fore from my study. The themes are situated at the centre of the diagram, indicating aspects that must be present in the learner's life to be a responsible citizen.

In conclusion, it became apparent from the study that sports students (role models) can inspire young learners through rugby. The learners may be influenced from a young age to be responsible. It is important that sports students (role models) teach them values such as responsibility and respect through rugby. Sports students wanted to make a change in the lives of young learners through teaching them rugby. As an interpretivist, I had an opportunity to study the sports students acting as role models and interpret their experiences of teaching responsibility to young learners.

5.4 ENHANCING THE RIGOUR OF THE STUDY

A case study is about investigating in-depth data without claiming to generalise findings. In this study, I explored the experiences of sports students acting as role models when teaching responsibility to Grade 3 learners. The participants (sports students) were volunteers and did not represent all of the country's cultures. Sports students in other social or cultural groups may have different perspective on role modelling. To enhance the rigour of my study, I took the actions described in the following sections.

5.4.1 Transferability

Zucker (2009:) maintains that the trustworthiness of a study is dependent on the transferability of the study. According to Baxter and Jack (2008), the transferability of a study is limited when a case study is selected as the research method. The participants of the study were selected by purposive sampling, and this in turn indicates that there may be some areas that were not included in the study and that sports students from different areas might have different perceptions. Therefore, I cannot generalise my results to all sports students in South Africa; but it might be possible to transfer the results from my study to similar cases.

5.4.2 Confirmability

There is always the risk of researcher bias in a qualitative study (Babbie & Mouton, 2001). I had my own personal views of the research topic, and it was essential to eliminate those personal interpretations and focus only on the data. However, I did rely on my personal interpretations of the data, and thus there was the possibility of subjectivity and biased interpretation rooted in my personal beliefs and ideas. Despite the fact that it is not possible for a researcher to be totally unbiased, I endeavoured to counter this through reflexivity (Mark et al., 2011). These authors maintain that researchers either confirm the data they already know or they discover new truths. I made use of field notes in which I recorded my thoughts, feelings, actions and beliefs and on which I reflected. The collected data confirms the data that already exists. I also discovered new data that emerged from the study.

While I acknowledge the limitations of my research project, I also attempted to strengthen the findings of the study by documenting each process in order for my results to make sense (Zucker, 2009). In addition, I acknowledge that there is not one truth – there will always be different opinions and feelings about a specific issue (Denzin & Lincoln, 2003). Throughout the study I was consistent, approached every group of data in the same way and led the groups in discussions that would be trustworthy. In addition, I kept the research questions in mind throughout the study in order to be able to focus on the phenomenon and to answer the questions at the end of the study.

5.5 RECOMMENDATIONS

The study revealed the sports students' perceptions and understanding of their experiences of acting as role modelling when teaching responsibility to Grade 3 learners through rugby. During the study, the sports students voiced certain ideas that captured my attention; bearing these in mind, I recommend the following.

5.5.1 Recommendations for training and practice

The findings of this study have implications for the implementation of role modelling in schools. This implementation should be rooted in the foundation phase educators' teaching responsibility in the classroom. Role modelling will not become a reality without proper implementation programmes. In addition, it is important for foundation

phase teachers to teach responsibility from a young age and work with children in order to transform negative behaviour into socially accepted behaviour.

It was evident that the majority of learners wanted to implement responsibility in their everyday lives and that they believed that everybody should be treated with respect. It is vital for schools to emphasise these perceptions of responsibility so that young learners are not influenced by other people who may have a negative view of role modelling. If foundation phase teachers can train learners from a young age to respect and love other people, they will be empowered to teach other people to behave in the same way. The government, in turn, should ensure that a culture of responsibility is established in South Africa by new generation of learners who believe that role modelling should be implemented in South Africa.

5.5.2 Recommendations for further research

In view of the results discussed in chapter 4, I recommend the following topics for further studies:

- ❖ How policy addresses the use of sports students as role models in the national context.
- ❖ An in-depth study of the manner in which role modelling may be included in the curriculum and the best ways of teaching young learners responsibility.
- ❖ Further research of the perspectives of role modelling among sports students from every culture in South Africa and their ideas on how they would implement it to benefit society generally.
- ❖ Sports coach training and programmes that would promote responsibility in young children.
- ❖ School practices that include developmental programmes in different sporting disciplines.

5.6 CONCLUDING REMARKS

The implementation of role modelling is neglected not only in South Africa, but also in other countries. It emerged from this study that young learners were able to display socially acceptable behaviour when they were exposed to responsible role

models whom they can emulate. In the main, young learners can learn responsibility through playing rugby, and they need positive role models to look up to. There was a common desire among all the participants in the study that everybody should be treated with respect and take responsibility for their actions. In addition, the sports students realised their important role of role modelling and that they were able to act as positive role models.

It was evident from the data that playing rugby helped young learners to develop a sense of responsibility. Playing rugby, particularly at a young age, plays a vital role in educating learners to become responsible citizens and can play a significant role in developing social and personal skills in young children.

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ADDENDUM A

FULL PROJECT PROPOSAL

All Children Reading: A Grand Challenge for Development Round 2
Concept Note

Reading, Rugby and Responsibility

May 2014

Organization: University of Pretoria

Strategy: Efficacy and replication

Focus Area: Family and Community Engagement

Project Leader: Dr Ina Joubert

Senior lecturer, Department Early Childhood Education, Faculty of Education,
University of Pretoria

Tel: +27 12 420 5636

Fax: +27 12 420 5595

E-mail: ina.joubert@up.ac.za

1 Executive Summary

The project **Reading, Rugby and Responsibility** will evaluate a new concept of teaching reading by involving families and sportsmen/women to coach their sport and teach reading using both tablets and books. The idea is to present the learners with role models who, whilst coaching them will teach values such as respect and responsibility and will teach them to read using up-to-date technology. Parents and the community will be involved to enhance the effectiveness of the teaching process. It is envisaged that the children will develop a love for reading and improve their reading skills and, at the same time, learn values that will benefit the community as a whole.

The project Reading, Rugby and Responsibility is a pilot project to test the concept. The sport chosen to introduce the concept is rugby. A school in the inner-city of Pretoria/Tshwane, the Sunnyside Primary School, has been identified for the pilot study. Rugby players will introduce 'tag' rugby, a type of touch rugby for young players, to Grade 3 learners (approximately 120 learners; both boys and girls) during school hours. A period allocated to Life Skills will be used. The rugby players will also use tablets as well as Big Books and word cards to practice reading skills with the children. Applications (apps) will be used to teach English as a first additional language as it is the language of learning and teaching of the school but not the home language of most of the learners. The apps will also teach the children reading skills as well as other language skills such as listening and speaking.

The rugby players will receive training by the University of Pretoria's Early Childhood Education Department. The training will involve the use of the technique of reading aloud, the use of apps on the tablets and questioning techniques. This training will also be offered to parents.

The parents of the children will be invited to be trained as rugby coaches and will also receive training sessions in the use of tablets. This will allow the parents to support their children in the learning and reading processes.

The success of the concept will be assessed by monitoring the development of reading skills of the learners. A baseline assessment will be made to allow for the determination of progress. The school will assist in assessing the learners and monitoring their development. Evaluations like one-minute reading tests, miscue analysis and other assessment methods will be used.

Once the concept has been proven in the pilot phase, it will be duplicated in other contexts, i.e. in other under-resourced schools in South Africa. It may also be tested in other countries and will be extended to include other types of sports like netball and hockey. Collaboration with international partners in the USA, UK and Australia is envisaged and contacts have already been established with researchers.

2 Innovation Viability

This project's innovation lies in the fact that it does not focus exclusively on teaching children to read but looks at the broader development of children and fostering an environment where sportsmen/women and parents function as positive role models and work together with teachers to enhance academic success and positive development of the children. The focus is on the holistic positive development of the young children, their parents and the community through participation in sport and creating an enthusiasm for reading. The use of technology gives an additional motivational factor.

The children come from the inner-city community, a community that is diverse in terms of race, language and culture and displays relatively high levels of crime, violence and lawlessness. This project will improve the reading skill of these children and will give them a chance of a better education and a better future. The majority of the children come from low-income families and have had little or no exposure to technology. By centring the learning process on the use of tablets, the interest and motivation of the children to participate in the project will be enhanced significantly. In addition, their ability to use modern technology will further enhance their skills in general.

Furthermore whilst coaching rugby, the students will also talk about the values in terms of playing rugby, in particular values such as respect and responsibility, e.g. to have respect for the game of rugby, respect the rules of the game, respect the other players, the responsibility to look after the clothes and ball. It is hoped to instil a value system of respect by providing positive role models.

The involvement of parents is a crucial aspect of the project. The involvement of parents in their children's academic performance generally leads to higher marks. In addition, involving the school and the parents in the project will have a positive influence on the community. It is hoped that the project will bring about behaviour change and empowerment of the adult students, the children, their parents and the community.

3 Application and Sustainability

The poorly developed reading skills of South African levels are of great concern. The ability to read is one of the most important abilities that learners acquire and will impact on their academic performance. Enhancing the reading skills of learners will enhance their academic potential and will allow for improved qualification, improved employment opportunities and improved socio-economic wellbeing. The University of Pretoria has therefore developed a new concept to create an environment in which the learning of reading is enhanced. The project focuses on Grade 3 learners (both boys and girls).

The factors that will positively contribute to the success of the project are:

- tuition in small groups (5 learners per group) allows for individual attention
- positive support from facilitators (players) as well as parents
- the multilevel approach ensures the children can be reached on various levels and a personal relationship is being developed between the coaches/facilitators and the learners
- enhanced role that parents will play in the project as there is a strong relationship between the involvement of parents and the reading achievement
- ongoing monitoring of reading achievement
- the use of technology may change the negative attitude that some learners have with the written word
- having access to new technology will motivate the children to participate
- the children's ICT skills will be improved together with the reading skills
- For many of the children the language of instruction is not their first language. This project focuses specifically on teaching English as first additional language. English reading and writing skills will be enhanced by programmes that include sound recognition, phonics of English, stories in English and English vocabulary.
- initial training and supervision of the project by the Department of Early Childhood Education will ensure high quality and relevant interventions.

The University has initiated the project in 2014. A school was identified and a draft agreement was drawn up to clarify the role of the parties involved. The Rugby team of TuksSport are involved as part of the University's required community engagement outreach. The project leader has also discussed the concept with potential overseas partners in the UK, USA and Australia where the project may be rolled out in future.

4 Monitoring and Evaluation

4.1 Monitoring and Evaluation Plan

#	Indicator Type	Indicator	Definition & Unit of Measurement	Responsibility	Frequency	Data Sources	Baseline	Target
1	Reading ability/reading skills as a baseline assessment/evaluation. The school follows the national curriculum of South Africa where the skills are given for each Grade. For this concept we focus on the Grade 3 reading and other language skills.	On Grade 3 level learners should be able to read simple structured sentences in English. They should be able to answer questions set on a text (e.g. story) read to them.	One minute reading test, Reading by using the 'look-and-say' methodology, Miscue analysis	Project leader, researchers and teachers teaching the Grade 3 learners.	Monthly evaluation	Researched and well-known instruments published in accredited texts (research articles as well as academic books). These instruments will provide data which will be used for the research projects of the students as well as the overall data used for the project. Data will be kept in each learner's profile files – in the possession of the project leader.	Baseline and throughout the project as the project will be based on action research methodology; baseline, middle of the project (monthly base) and end of the year.	To understand the learners' ability: Grade 3 boys and girls
2	Reading	Reading fluent	One minute reading test	Project leader, researchers and teachers teaching the Grade 3 learners.	During the first week of the project	One minute reading test (Gunning, 2012). Data will be the completed tests kept in a systematic order –in each learner's profile files.	Baseline	Grade 3 boys and girls in the pilot project



#	Indicator Type	Indicator	Definition & Unit of Measurement	Responsibility	Frequency	Data Sources	Baseline	Target
3	Reading comprehension	Comprehend words in a text as well as the tag rugby terminology written on the word cards: 'look-and-say methodology'	Questions, by using the word cards. Learners have to read the words on the word cards	Project leader, researchers, adult students (rugby players)	Every week as a new concept is introduced as well as monthly to evaluate all concepts introduced during that month	Field notes which will indicate the use of a class list and a rubric with the criteria for the oral 'test' – learners need to read the word on the word card and explain the meaning thereof.	Baseline and on-going	Grade 3 boys and girls in the pilot project
4	Reading comprehension	Comprehend the meaning of a text in a story book	Miscue analysis designed on the specific text	Project leader, researchers and teachers teaching the Grade 3 learners.	Monthly evaluation	Each learners answers to the miscue analysis will be kept in their profile files	Baseline and on-going	Grade 3 boys and girls in the pilot project



4.2 Theory of Change

Outputs	Intermediate Objectives	Indicators	Project Outcome
Learners playing rugby	Relationship building between learners and coaches, providing learners with role models, reiteration of values	Number of coaching sessions, improvement of rugby skills	Values enhanced, love for sport, potential increase in number of black rugby players in South Africa, community values enhanced
Parents coaching rugby and parents teaching reading skills	Foster relationship between learners and parents	Increased involvement of parents in the lives of their children	Improved academic performance, enhanced skills of parents
Rugby players coaching rugby and teaching reading	Enhance the social awareness and social responsibility of students	Number of sessions	Increased social involvement of students (give-back attitude)
Learners improving reading literacy	Improved reading skills Improved academic performance	Improved scores in reading assessments, improved marks	Improved academic performance, improved education, improved career opportunities, improved socio-economic status
Concept tested	Prove that concept is successful and roll-out to other schools nationally and internationally	Results showing improvement in the form of research papers	Improved literacy in schools where the model is being used.



4-3 Work Plan

Reading, Rugby and Responsibility			2015				2016			
Outputs/Activities	Responsible Party	Inputs	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Launch of the project during morning assembly. Rugby players with their uniforms and Big Books demonstrate reading, as well as the use of a tablet in front of the learners	All stakeholders	Inform the learners, teachers and invited parents of the school about the project	x							
Base assessment of Grade 3 learners during school hours	ECE, UP		x							
Training of rugby players to teach reading	ECE, UP TuksSport, UP		x							
Training of parents to teach reading	ECE, UP		x							
Coaching of rugby to learners	TuksSport, UP	Coaching equipment, first aid bag, T-shirts, pants, refreshments	x	x	x	x	x	x	x	x
Training of parents as rugby coaches	TuksSport, UP		x	x	x	x	x	x	x	x
Teaching learners to read using tablets	ECE, UP	Tablets (50), books (20)	x	x	x	x	x	x	x	x
Assessment and monitoring of learners	School		x	x	x	x	x	x	x	x



Reading, Rugby and Responsibility		2015				2016			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Outputs/Activities	Responsible Party	Inputs							
Evaluation of project	ECE, UP							x	x
Research articles & outputs	ECE, UP							x	x
Conference attendance (1 national, 1 international)	ECE, UP					x	x	x	x



5 Organizational Capacity

Principal Investigators: Dr I Joubert, Dr N Phatudi, Me D Hannaway, Mr M Gilbert, Mr P Human, Dr J Joubert (Students: Masters' (MEd) – Me F Masola, PhD – Me T Viviers)

Departments/faculty/section of university: Early Childhood Education (ECE) (Faculty of Education) and TuksSport, both from the University of Pretoria (UP)

Team members; personnel:		
TITLE, INITIALS & SURNAME)*	Department	Role and contribution to project
Dr Ina Joubert	ECE	Project leader
Mr Morris Gilbert	TuksSport	Coordinator of Rugby team, students playing for Tuks rugby team
Mr Pote Human	TuksSport	Head Coach of Rugby team, students playing for Tuks rugby team
Dr Jaco Joubert	Sport & Leisure Sciences, Faculty of Humanities	Assist in co-ordination of student (Rugby team, students playing for Tuks rugby team) involvement in project
Team members; students:		
Students playing for Tuks rugby team	TuksSport	Community service, coaching children on rugby and interacting with them on language matters such as reading by using tablets and Big Books and life skills.
Postgraduate students: MEd student: Francinah Masola PhD student: Donna Hannaway PhD student: Tiane Viviers	ECE	MEd student: Thesis with research focus: The influence of role players on children's becoming responsible citizen. She has already registered and is working currently on her research proposal. PhD student: Thesis on the exploration of the use of technology as a tool for teaching and learning in the early years of the primary school. She has already defended her research proposal on Faculty level and in her second year of study. PhD student: Thesis with research focus: Evaluation of project: Reading, Rugby & Responsibility. She is intending to register in August 2014.



6 Summary Budget

Categories	Year 1		Year 2		Total		Donor	Match
	US\$		US\$		US\$			
Personnel	\$3 813		\$5 720		\$9 533			
Allowances and Benefits	\$2 479		\$3 813		\$6 292			
Travel - Local	\$8 446		\$10 353		\$18 799			
Travel- International	\$16 683		\$18 589		\$35 272			
Equipment	\$18 637		\$11 440		\$30 077			
Supplies	\$5 720		\$7 626		\$13 346			
Contractual Services	\$8 103		\$8 580		\$16 683			
Branding and Marketing	\$3 337		\$3 813		\$7 150			
Other Direct Costs	\$5 720		\$7 150		\$12 870			
Sub Grants								
Total Direct Expenses	\$72 842		\$77 084		\$149 925			
Total Indirect Expenses	\$3 813		\$4 767		\$8 580			
Grand Total	\$76 655		\$81 850		\$158 505			

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ADDENDUM B

LETTERS

Letter from the Dean

FACULTY OF EDUCATION
EARLY CHILDHOOD EDUCATION

Prof I. Joubert
Acting HOD
Department of Early Childhood Education
Faculty of Education, University of Pretoria

07 April 2015

Dean: Prof I. Eloff
Faculty of Education
University of Pretoria

Dear Prof Eloff,

Re. Permission to involve TuksSport students in MEd research project as secondary data by student Francinah Masola (04419537)

I herewith submit a request (as supervisor of the above student) that permission be granted for her to use the data created by TuksRugby and TuksSport students (as secondary data) who were involved in a community engagement project in 2014, titled *Reading, Rugby and Responsibility*. The project became part of my post-doctoral project where I already received ethical clearance with the number UP10/04/03.

As the project was initiated and coordinated by myself, I involved Early Childhood Education staff members such as Mrs Donna Hannaway and a MEd student, Francinah Masola. Although Mrs Hannaway resigned I would also like to request permission for her to continue as co-supervisor of this student. The title of the student's research project is:

*SPORTS STUDENTS' EXPERIENCES OF ROLE MODELLING IN TEACHING
RESPONSIBILITY TO GRADE 3 LEARNERS*

The students who participated in the project were asked by TuksRugby and TuksSport to write reflections after the weekly engagement with the grade 3 learners. The purpose for this request was that the staff of TuksRugby and TuksSport wished to monitor the level of engagement of the students and to submit a report to the Director, TuksSport. All ethical principles were followed as consent from each student, parents of grade 3 learners, school and TuksRugby and TuksSport management.

Brief description of envisaged MEd research

The phenomenon to be investigated in her study is the challenges faced by sports students when acting as socially responsible role models in teaching grade 3 learners responsibility through reading and rugby.

Role models are a universal phenomenon and referred to as socializing agents (Louw, Van Ede, Ferns, Schoeman & Wait, 1998:322). The presence of socializing agents seems to be important in the early years of a child's development. The phenomenon of role models can be studied by looking at the person who is acting as a role model and the one who is observing the role model and is therefore being influenced by the role model (Bee & Boyd, 2004). Both perspectives include positive



and negative features and attitudes. Role modelling also includes different facets, such as the specific context, the purpose, sex and age group, and there are various kinds of role models such as role models in sport, movies, television, pop culture etc. (French and Pena, 1991). In many cases the role models are portrayed to the public mainly by mass media. However, in her study the experiences of the students will be explored to come to an in-depth understanding what **is** means to **act as a** role model.



Head of Department

Date: 07/04/2015



Dean of Education

Date: 7 April 2015

Prof Irma Eloff
Dekaan: Opvoedkunde
Dean: Education

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Letter signed by Head of sport students



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

READING RUGBY RESPONSIBILITY: A multilevel project

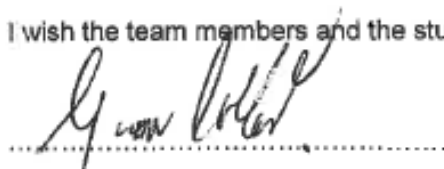
Mr Gert van Coller

Head TuksRugby

I acknowledge the piloting of this project in 2014, commencing in June 2014 as explained in the proposal given to me. I agree that the nature of the project is both a research and community project where TuksRugby players as well as other TuksSport students are involved. I support therefore the following:

- The contribution of all the members of the team of the project (provided in the proposal given to me)
- The application of funding for the project to become a sustainable project as from 2015
- The contribution of the students for data in the form of their written reflections, individual interviews, focus group interviews and photos of them engaging in the activities with the children (consent letters to parents and students provided)
- The voluntary participation of all team members and students
- The contribution of the staff members involved for data in the form of individual interviews
- All meetings between project leaders and school management

I wish the team members and the students involved success with the project.



.....

Gert van Coller
gert.vancoller@up.ac.za

Signed consent letters from sport students



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Individual consent for participation in a Research Study
A research project of the University of Pretoria
Project title: **Reading, Rugby and Responsibility**

Invitation to participate

We would like to invite you Cheniek Den Heyer to participate in a research study. Your participation is voluntary and you may withdraw from the study at any time. However, in order to take part in this research you will be requested to sign this consent form which gives you permission to participate in this study.

Description of the research

This study aims to capture your experiences being part of a social responsible community engagement partnership with an inner-city school. Furthermore, we would like to understand what in this partnering relationship is not working and also how it should be done differently to strengthen the partnership in future.

Risk and inconvenience

We do not foresee any risks in your participation of this study. If any problems do arise we will avail ourselves to you and ensure that you comprehend all the proceedings and feel comfortable to continue in the study. Your identity will not be revealed to anyone and any information that we acquire from this study will be kept confidential.

Confidentiality

All the information we acquire from this study will be kept strictly confidential and will only be made available to the research team. Please note that all information collected will be used anonymous. The only exception is if there is a serious problem concerning your safety or that of any other person in which case we are required to inform the

appropriate agency. If such a concern does arise, we will ensure that we discuss the matter with you before taking action. All the information obtained from this study will be stored in locked files in research offices at the University of Pretoria.

Benefits

We hope that knowledge generated from this study may benefit theory building on partnerships with sports students acting as role models related to literacy and responsibility for young learners. There are no financial benefits to this study.

What are the rights of the participant in this study?

Participation in this study is purely voluntary and any participant, may at any time during the study, discontinue their participation related to the research activities. You will not be affected in any way, should you decide not to participate or to discontinue your participation related to the research activities in the study.

Research-based activities

We would like you to reflect on a regular basis on your experiences when participating in this project. You will be assisted by reflection guidelines. This activity will include written reflections and short interviews. We would also like to interview you on a regular basis to learn about your experiences. We would like to take photos of you when you act as role models. Please feel free to ask about anything that is unclear about the project. Feel free to contact the project leaders and Dr I Joubert as the research supervisor: ina.joubert@up.ac.za

Informed Consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and the information about this study will be processed anonymously. I may, at any stage, without any prejudice, withdraw my consent to participate in the research-based activities. I have had sufficient opportunity to ask questions and (of my own free will) declare that I may participate in this study.

- (a) Writing your name below means that you voluntarily consent to participate in the project and that you are aware of what will happen to you in this study.

Name: Cheniek (Please print)

Signature: Cheniek Date: 28 Aug 2014



- (b) ¹Writing your name below means that you voluntarily consent that we may take audio recordings of you during the project and share these during discussions with you as well as in reports that we may write about this project.

Name: Cheniek Den Heyer (Please print)

Signature: Cheniek Date: 28 Aug 2014

I, Cheniek Den Heyer herewith confirm that the person above has been fully informed about the nature, conduct and risks of the above study.

¹ This point is only relevant for face-to-face or telephonic interviews.

RRR Parent consent letter



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Parents and Principal
Sunnyside Primary School
Sunnyside, Pretoria

29 August 2014

Dear Madam/Sir,

Permission for the implementation of the Reading, Rugby and Responsibility (RRR) project at Sunnyside Primary School

Aim of project: To provide TuksSport students, enrolled at the University of Pretoria, the opportunity to act as social responsible citizens and acting as role models for young learners by reading stories to them and introducing rugby as a sport to them.

Partners in the project:

- Department Early Childhood Education, Faculty of Education, University of Pretoria (UP) – Dr Ina Joubert (senior lecturer), Dr Nkidi Phatudi (senior lecturer), Mrs Donna Hannaway and Me Fransinah Masola (MEd student)
- TuksSport – TuksRugby: Mr Morris Gilbert, Dr Jaco Joubert and Mr Pote Human
- Rugby players and sport students (Males and females)
- Sunnyside Primary School: learners, parents, Grade 3 teachers, Grade 3 HOD's, Principal

Actions and activities in the project:

- Rugby players and sport students visit the school on Thursdays 7:30 – 8.30 (September – October 2014 as a pilot study) – starting 4 Sept. The Grade 3 teachers will be present.
- Read a story from a big book to the small group of Grade 3 boys and girls (15 in a group) on the sports grounds of the school. Students ask them then questions about the story to enhance their literacy skills.
- Introduce them to activities related to rugby such as catching the ball as well as vocabulary related to rugby. Learners then participate with learners in the activity. Please note: There will be no physical/contact rugby matches.
- A master's student Me Francinah Masola, who is a Grade 3 teacher, will do her research on the role of the TuksSport students becoming role models as part of their social responsibility. She is currently enrolled at UP. Therefore, we will be collecting data by observing the students 'working' with the learners and taking photographs of

the activities at school during the RRR time period. No learner will be exposed in the photos and all data collected will be used anonymously. The results of the project will be published by referring to participants in an anonymous way.

- There are no costs for parents involved in this project.

For any further details or concerns: please contact Dr Ina Joubert ina.joubert@up.ac.za, 012 20 5636 (office)

PLEASE NOTE THAT ALL DATA COLLECTED WITH PUBLIC FUNDS MAY BE MADE AVAILABLE IN OPEN REPOSITORY FOR PUBLIC OR SCIENTIFIC USE.

Permission for the implementation of the Reading, Rugby and Responsibility (RRR) project at Sunnyside Primary School

Please complete the form beneath and send only the form (this page 2) back to the Grade 3 class teacher by **3 September 2014**.

I, _____ parent of _____
in Grade 3 gives (permission / not permission) that my child may participate in the RRR project of the University of Pretoria and that the results may be published.

Signature parent(s)

Contact number

Date:

---000---

ADDENDUM C

PHOTOGRAPHS

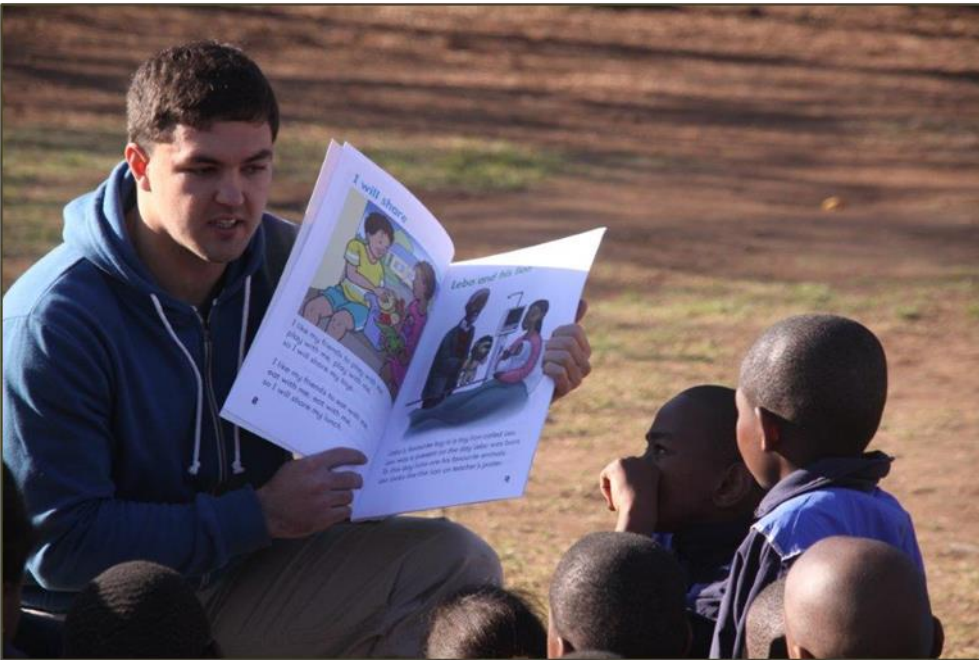




















ADDENDUM D

EXAMPLES OF DATA ANALYSIS PROCESS

Learner's writing

Responsibility
 They sayed that we must know Responsibility. Our responsibility is to work hard at school, to grow nicely, to not swear!

174

I have learned a lot about rugby, by and I like to play rugby with my friends outside. I really want to be a rugby player. I want to play a match with the blue bulls. I really enjoyed to play rugby with the blue bulls. I thank a lot from Kabonga, Beni, and Ingeta. I read the "Three little pigs" And Ingeta stories.

177

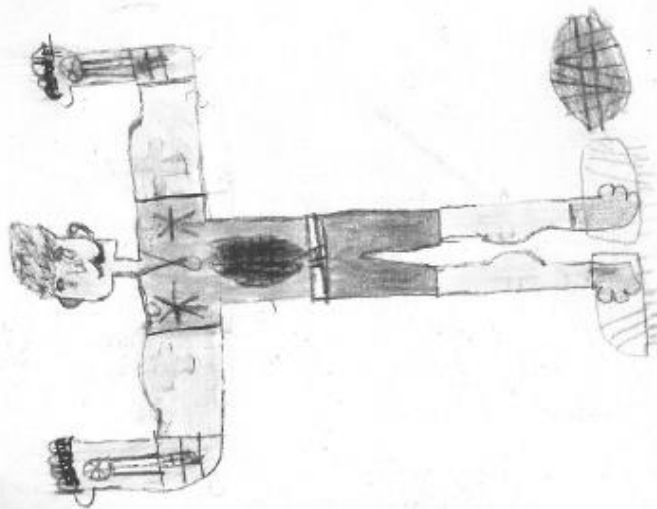


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Responsibility
They say that we must know
Responsibility. Our responsibility is to work hard
at school, to grow nicely, to not swear!

L 24

Writing about Rugby



17

At rugby I have fun ^{with} my friend. We all enjoy the game of rugby. Rugby is nice because we work as a team. My ability is to help my team. We all had a nice time. We had nice times and bad times too. We all are winners! We have to stick as a team on with. We will be a rugby team. We are reading books at rugby. We all had fun. We read at rugby. We have responsibility and reading books and playing rugby.



Student's reflection

RRR project: Reflection questions – 30 October 2014 (last day)

Name:

Type of sport you do and years involved:

Best performance(s) as yet: Participating in the crosscountry nationals ⁵⁰⁰ position

The idea of the project is for you to become and act as *role models* for reading and responsibility when teaching Rugby.

Did you think of yourself as a role model for these learners? Give reasons for your answer.

63 Before No, but after this successful project, I did and
64 really touch me how one can turn to be a role model.

Did your idea of yourself as a role model change in this project? If so – give reasons.

65 Yes, I thought to be a role model you have to have lots of
66 money + famous but its only about having a great impact on a persons life.

How did this experience of being a role model influence your thinking of yourself as a role model?

67 It had a huge influence to me when it comes
68 to thinking about myself. "I'm a better person than I thought I was"

How did this experience of being a role model equip you for your future?

69 I'm a blessed person and I must learn to put myself
70 in other people's shoes to understand how the outside world can be.

What did you do during the project to act as a responsible role model?

71 I gave my best and love what I did. from
72 the first day had passion for what I was
73 signing for. THANK YOU SO MUCH FOR GIVING ME THIS
74 OPPORTUNITY IT REALLY CHANGED MY LIFE. GOD BLESS YOU.



RRR project: Reflection questions – 28 August 2014

How do you understand your role in this project:

- 1 Need to be responsible, reliable. It also
- 2 teaches me to be a great leader and teacher
- 3 (as I always wanted to be) being on time is important
- 4 To teach the kids more about rugby.

What do you think you can offer/contribute to this project:

- 5 I can offer as much as I have like my
- 6 time, if I had more I will still make a
- 7 contribution to it.

What do you think young learners will learn from you in this project:

- 8 Firstly rugby and mentorship can also
- 9 be taught, they will know there is an elder
- 10 who is there willing to help.

What do you think you will learn by participating in this project:

- 11 I will learn to be responsible, caring
- 12 and a role of a leader. And most of
- 13 all will be rugby.





RRR project: Reflection questions – 10 September 2014 – 2nd day.
Responsibility

Name:

How do you understand *responsibility*?

29 To be an example of a great/good leader

Why is *responsibility* important in sport?

30 To be able to play a good and
31 fair game + enjoyable

Do you see yourself as a *responsible* person? If yes – give reasons:

32 Maybe, because in some situations
33 you will find yourself as the follower who
is responsible

About *responsibility*: What did you teach the learners? And how did you do this?

34 with pictures and a game example.

About reading: What have the learners learnt today?

35 They are responsible to take
36 care of their health eg eating healthy

About rugby: What have the learners learnt today?

37 Support + Honour your team-mates
38 and give positive attitude

What do you think you can improve on next time/next week:

.....
.....

Please hand in. Thank you!



RRR project: Reflection questions – 25 September 2014 – 3rd day.

Positions 1-3

Name:

About reading: What have the learners learnt today?

39 That they must go home in their
40 time, and when the parents call them
41 they must LISTEN!

About rugby: What have the learners learnt today?

42 About the position of the front row
43 eg the 2 props and the hooker

Was it easy for you to teach about rugby? If so – Why?

44 Yes, because most of them knew the
45 game plan and we use easy examples for those
46 who don't understand.

What do you think you can improve on next time/next week:

.....
.....

Please hand in. Thank you!

47 I enjoyed the story because we could
48 improvise more and use our own
49 examples, it taught me how to respect
50 and tell your parents goodnight
51 before you sleep, it shows love and
respect.



RRR project: Reflection questions – 23 October 2014

Name:

The idea of the project is for you to be *role models* for reading and responsibility when teaching Rugby.

What do you think responsibility means?

S2 Being a person you want the world to look up to and keep it as you want yours to be.

What forms responsible behaviour when playing rugby?

S4 Be responsible for every player and field
S5 love what you do

Does rugby playing help children to behave responsible? If yes, explain.

S1 Yes, learn to look after each other and
S1 take care of each other

What do you think a role model is?

S8 Someone you can look up to and
S9 can help you achieve great stuff.

What characteristics do you need as sport students/rugby players to be a role model?

Responsibility, accountable, comitiment

What do you regard as your best characteristics to be a role model? Give reasons.

S1 Responsibility, someone can't look up to
S2 you if you not responsible.

Thank you!