Generic and first person reference

Generic

|  |
| --- |
| *Learners* struggled to find their way through *topics* and *course content*, as the order of the topics is not easy to understand. (D1)  Notably, not all athletes found injuries their greatest challenge during the transition from *school* to *senior level participation* in *track and field* in South Africa. (D4))  As an *auto-ethnographic study*, this chapter will *reflectively integrate* my own *perceptions* and *experiences* with those of the *research participants* and the *literature*. (D7) |

First person reference

|  |
| --- |
| The literature that *I* have consulted, as well as the theoretical framework and *my* research questions were all combined to make sense and attach meaning to *my* data… (D2)  However, the magnitude of the challenge soon ignited *my* competitive spirit. There was a mammoth job to be done. The real test of *my* leadership ability was about to unfold but *I* believed *I* had the faith that *I* could make a difference. (D7)  *I* ensured that *I* documented ideas and made notes on the margin of *my* field note book of aspects which seem conspicuous about progression. Then, *I* started with the process of coding… (D10) |

No first person reference

|  |
| --- |
| The data analysis and interpretation processed was guided by Epstein’s model of Parental Involvement. Data coded from the initial transcriptions from audio recordings of the seven semistructured interviews were categorised using Epstein’s six types of Parental Involvement themes. (D5)  The biggest contrast between the data and the literature was the finding that it was the  responsibility of the teacher to take control of his or her own professional development.  In the study, the participants could not substantiate how they chose the activities they  had completed up to that point (D9) |