

LEVELLING THE PLAYING FIELD: AN INVESTIGATION INTO  
PROBLEMS EXPERIENCED IN COGNITION AND TEACHING EFFECTIVENESS  
IN MULTI-CULTURAL PHYSICAL EDUCATION CLASSES IN THE WYNBERG  
AREA

by

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Aan Ma

Wysheid begin met die dien van die Here; almal wat dit doen,  
het ware insig. Die roem van die Here hou altyd stand.

Psalm 111:10

For Mommy

The fear of Jehovah is the beginning of wisdom. All those  
doing them have a good insight

Psalm 111:10

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## ABSTRACT

This study investigated the social influences on the Physical Education curriculum. It then also became necessary to investigate the role of the Physical Education teacher in improving cognitive deficiencies in students.

Subsequently, the following hypothesis guided this study: "Cognition, in a Physical Education lesson, in a culturally diverse environment is determined by an interaction of teaching effectiveness and environmental factors". A major aim of the research became to determine what these factors are.

The field of investigation was limited to the Wynberg area and concentrated on the cognitive aspects of Physical Education, ignoring the relationship between many other factors and teaching effectiveness and environmental factors.

Questionnaires were used to test the hypothesis. One was sent to 12 schools, one to a college of education and one to subject advisors. Ten male and nine female teachers from the secondary and primary schools in the area responded. The findings were grouped under the headings of "teaching effectiveness", "cognition" and "culture". The findings from one male and female college lecturers and the subject advisor's response were kept separate.

The conclusion was made that the environmental factors that influence teaching effectiveness are: workload of the



teacher, professional development, social standing, salary remuneration, status of the subject and teacher enjoyment. It was found that all these factors (except teacher qualification improvement) to be lacking in Physical Education in the Wynberg area.

Teaching effectiveness and cognition in the field of Physical Education are negatively influenced by disagreement and misconceptions about these factors. A case was made for an understanding of curriculum and cognitive theory rather than practical coursework. A lack of theoretical training is also evident in teachers who dissociate cultural values from the Physical Education curriculum.

A number of areas for research in the role of cognition in Physical Education were identified. This study advocated philosophical enquiry into the Physical Education curriculum and new curriculum content research at colleges. If Physical Education is to be meaningful in the changing educational climate, then cultural and cross-curriculum activities must be investigated.

1.

## PART ONE

### 1.1. THE SIGNIFICANCE OF THE STUDY

#### 1.1.1. A philosophy for Physical Education

Three mainstream philosophies can be identified in which the Physical Education curriculum operates; the conservative (Essentialism, Perennialism), the romantic (romantic naturalism) and the inner vision (existentialism) (Tanner, D. et. al. 1975:100).

An Essentialist view of Physical Education in the school curriculum is that the "school's full-time task lies in equipping students with intellect... The school is seen as being side-tracked from its central task of intellectual training when it ministers to the personal-social needs of youth by embracing such tasks as developing social skills, health and physical fitness, democratic citizenship and worthy use of leisure" (Bestor, A. 1955:120).

A Perennial view of Physical education in the school curriculum is that it is "valueless, not only on the grounds that it is non-intellective but because such studies readily become obsolete as a result of technological change... it is the skilled graduate, whose services are in greatest demand in the technological society" (Tanner, D. and Tanner, L.N. 1975:107). Students should be instructed in the perennial truths that can only be derived from pure reason. The primary aim of education in a democratic country "is to draw

out the common humanity of those committed to its change. This requires careful avoidance of that attractive trap, the ad hoc, that which may be immediately interesting, but which is transitory, or that which is thought to have some practical value under the circumstances of the time..." (Hutchins, R.M. and Adler, M.J. 1972:209).

A romantic naturalist view of Physical Education in the school curriculum is to deny the idea of a formal curriculum on the grounds that: "knowledge is subject to change and is senseless to plan in advance what it is that the child should be taught" (Tanner, D. and Tanner, L.M. op.cit:127). Goodman says that in place of a curriculum: "Incidental education, taking part in the ongoing activities of society, must again be made the chief means of learning and teaching... We must cut back on formal schooling because the present extended tutelage is against nature and arrests growth" (Goodman, P. 1970:86). In this case Physical Education would be reduced to mere play activities.

The existentialist view of Physical Education in the school curriculum is that Physical Education should "provide considerable time for private introspection and the study of moral questions concerning man's predicament" (Tanner, D. et.al. op.cit:134). The school must be "an environment in which the full exercise of the spontaneous human self is the avenue to authenticity as a person" (Morris, V. in Dropkin, S. 1970:258). The child is only responsible to himself and the sole responsibility of curriculum subject matter is to help the child free himself in society (Taljaard, J.A.L.

1963:73 in Nel,J.A.P. 1986:49 op.cit.)

All these curriculum philosophies have three commonalities; (1) society, (2) the world of knowledge and (3) the nature of the learner. All three of these commonalities are influenced by socio-political forces (Tanner,D.et.al. op.cit:186).

Therefore all curriculum research in Physical Education has to take note of such forces operating in society.

The modern day child experiences "subjection to physical denegeration... The child is unfit due to a lack of knowledge on how to devise a personal fitness programme as well as a reluctance towards physical exertion because of a lack of the necessary motivation. Because of aimless teaching of physical activities during Physical Education classes, the why's and how's of the necessity of general fitness is not explained to them" (CED. 1989:1).

There is therefore a need to rexamine teaching effectiveness of Physical Education so that the "educational possibilities of the subject can be utilized to the maximum"(Wilson in ibid. :34). The Physical Educator needs to set himself certain guidelines along which he moves in order to guide the child to a richer and fuller life in society. The teacher must realise that the presentation of Physical Education entails more than just everyday practical lessons. Through the "deliberate, well-planned, and calculated preparation the Physical Educationist must instill norms that are necessary for a positive attitude towards an active and healthy

lifestyle as well as the desire for life related fitness" (CED. *ibid*:34). It has been said that: " Life values and attitudes cannot merely be carried over theoretically or learned or memorised, the correct educational situations and opportunities must be created for pupils to gain practical experience" (Nel, J.A.P. 1994:5). Therefore, significant learning "occurs when the learner can perceive the relevance of the knowledge encountered" (Sharpes, D.K.1988:47).

In order for this significant learning to take place, the **purpose and outcomes** of Physical Education must first take place. The final outcome for Physical education is embodied in the total development of the student's physical, motor, skill, cognitive, social and conative dimensions of being human and not only practical (Nel, J.A.P. 1994).

The demands of South Africa in the last decade of the 20th century is such that the following question can be asked of Physical Education: "Can (Physical) Education be used to bring about social change?" (Christie, P.1988:12). The answer to this question can be found in the words of Robert McNamara, past president of the World Bank, on a visit to South Africa: "There is no social, political or economic problem you can solve without adequate education" (McNamara, R. in Christie, P. *ibid*:13). Because Physical Education addresses health issues, it can also address social issues. The normative aspects of Physical Education such as tolerance and sense of right and wrong can address political problems. By promoting a positive attitude towards health and fitness "Physical Education can contribute to effectiveness.

productivity and profits in the workplace" (Skein, W.A. and Nel, J.A.P.1992:12).

This need for Physical Education to contribute to social change requires, amongst other, a need for new teaching approaches (Facey,P. 1983:15). In order to contribute to social change, Physical Education has to look at its hidden curriculum. One of the elements of the hidden curriculum, is teaching methodology (Bernstein in Livingstone,B.1986:105). However, in South Africa. "schooling has fallen into a spiral of deteriorating quality, and reconstructing education comes increasingly to mean not escaping the unjust legacies of the colonial era but simply trying to maintain some form of systematic schooling" (Morrow,W. 1994:27)

Therefore, if teaching methodolgy theories are to contribute to social change, then it must take into account the goals of the teacher, the goals and traditions of the individual school and the goals of the school community (Wilkinson,L.C.1982: 214). Nel underlines this by saying that: "... the expectations and demands which society and the individual places on the teaching of Physical Education must be taken into consideration... therefore there must be a direct link between the community needs and expectations and the curriculum content" (Nel, J.A.P. 1994:2.4 op.cit). Modern day communities are "characterised by smaller houses and gardens, smaller flats that do not have the facilities for children to climb, scramble, roll and throw...This kept them fit and active...but this is no longer part of the modern

city child's life... Therefore the school must help to keep children fit but the compulsory two half hour periods of Physical Education per week is not enough" (Capraro,A. 1993:7). This lack of physical activity and exercise is further compounded by the fact that an alarmingly high percentage of students are not involved in organized sport due to parental attitudes and financial constraints (Nel, J.A.P. et.al. 1993:5,36).

It is clear that good health is certainly more than just the absence of disease. It reflects a state of mental, social and physical fitness and well-being (Lee,N.C.et.al. 1990:8).

Physical Education can contribute to social change "by preventing the physical degeneration of the student in the modern world and preparing him physically by inculcating in him a physical conscience so that he will be ready to accept responsibility for his own fitness" (Nel, J.A.P. 1993:2 op.cit.). This contribution is not gender, class or culture specific because: "the survival of modern humankind is being threatened by modern civilization illnesses such as stress, heart diseases, obesity digestive sicknesses etc. " (Nel, J.A.P. 1990:4). These diseases are common to all humankind.

The educational value of sensible physical activity for children is thus undisputable. James Fixx mentions that physical exercise for children promotes: "Longevity, non-obesity, self-confidence and self-esteem" (Fixx,J. 1979:110).

In order for a Physical Education curriculum to lead to teaching effectiveness it must take note that: "... education must be aware of the framework or ideology in which it operates and use this to inform content and methodology. Progressive education for liberation stresses democratic practice democratizing knowledge and methodology... New content and methodology is also needed to address the educational injustices caused by Apartheid and racism. Minority White education received ten fold more money per child than Blacks. For Blacks this meant lack of facilities, overcrowded classes and underqualified teachers (Livingstone,B. 1986: 107-108).

Restoring a culture of teaching will require conceptual innovation- the kind of innovation which will not only change teachers' understanding of their professional responsibilities, but imaginatively reconstruct the practices of teaching and the institutions of learning (Morrow,W. op.cit:28).

In order for Physical Education to address the social imbalances of the past, it must amongst other, prepare students for life skills (Sharpes, D.K. op.cit:30). If not, the danger exists that Physical Education will become subject to an Essentialist view in which " the performing arts, vocational studies, Physical Education and other areas of the curriculum are regarded as frills" (Tanner,D. and Tanner,L.M. op.cit: 109).

This requires a new look at the scientific foundation of



Physical Education. There must be a "move away from a paradigm determined scientific research that is nothing more than a one-eyed-subject-idiotism...the choice or preference of only one paradigm can lead to the researcher only seeing certain problems and is blind for the other" (Engelbrecht, S.A. 1993:10). The essence of Physical education must be sought in its function and not in phenomena like movement, games, sport body and man (Engelbrecht,S.A.op.cit:9).

Therefore, this study hopes to make a contribution to the field of Physical Education by looking at social influences on the curriculum and the role of the Physical Education teacher in improving cognitive deficiencies in students.

2.

## PART TWO

### 2.1. STATEMENT OF THE PROBLEM

This research was guided by two questions:

The main question was: "How can cognition be improved in a multi-cultural Physical Education class?"

The subsidiary question was: "Does the teaching of thinking influence teaching effectiveness in a Physical Education lesson in a school undergoing political change?"

### 2.2. HYPOTHESIS

These questions were transformed into the following hypothesis: "Cognition in a Physical Education lesson in a culturally diverse environment is determined by an interaction of teaching effectiveness and environmental factors."

A major aim of this study was to determine what these environmental factors are.

3.

## PART THREE

### 3.1. GENERAL

#### 3.1.1. DELIMITATIONS AND LIMITATIONS

This study was limited to the Wynberg area. It is left for a further study to do a broader geographical investigation on this topic.

Physical Education also encompasses normative, affective, social, conative, biotic, life skills and physical fields. This study emphasized the cognitive aspects of Physical Education and ignored the relationship between the above mentioned factors and teaching effectiveness and environmental factors.

#### 3.1.2 REMARKS

It was only for the sake of convenience that the male gender was used in this study. The findings of this study are therefore applicable to both genders.

## 4.1. METHOD OF RESEARCH

Questionnaires were used to test the hypothesis. One set of questionnaires was used in schools (See Appendix 1). The questionnaires were delivered and collected personally from the schools.

These questionnaires were sent to 12 schools to determine teaching effectiveness, cognition processes and how these two are influenced by cultural diversity. It was agreed that the names of the schools concerned as well as those of the respondents would not be mentioned in this study. Each school had an unique character.

SCHOOL	CHARACTER	AGE OF SCHOOL
1	English Medium. Boys High. Predominantly White. Affluent students. Excellent Physical Education facilities. 3 Qualified Physical Education teachers.	160 years
2	Dual Medium. Predominantly Coloured. Working and Middle class students. Poor Physical Education facilities. 1 qualified and 1 unqualified Physical Education teacher. Co-educational high school.	35 years

3	English Medium. Predominantly Coloured. Methodist ethos. Poor Physical Education facilities. Co-educational primary school. Working and Middle class students. 2 Physical Education teachers; 1 is qualified.	84 years
4	English Medium. Predominantly Coloured. Catholic ethos. Girls high school. Poor Physical Education facilities. Working to Middle class students. No qualified Physical Education teacher.	50 years
5	Afrikaans medium. Predominantly White. Middle class students. Excellent Physical Education facilities. Co-educational primary school. Two Physical Education teachers; one qualified and one unqualified.	35 years
6	English Medium. Predominantly White. Excellent Physical Education facilities. Middle to Upper class students. Boys primary school. 2 qualified Physical Education teachers	104 years
7	English Medium. Predominantly White. Private Catholic Girls primary and high school. Excellent Physical Education facilities. Middle and Upper class students.	160 years

	One qualified Physical Education teacher	
8	English medium. State aided Catholic school. Predominantly Coloured. Working and middle class students. Poor Physical Education facilities. Co-educational primary school. 2 Unqualified Physical Education teachers	60 years
9	Afrikaans medium. Predominantly White. Excellent Physical Education facilities. Middle Class students. Co-educational high school. 2 qualified Physical Education teachers	60 years
10	Dual medium. Predominantly Coloured. Poor Physical Educational facilities. Working and middle class students. Co-educational primary school. 2 qualified Physical Education teachers. Muslim state-aided school	65 years

The state of the Physical Education facilities was assessed by walking around the school and in some cases speaking to the Physical Education teacher.

The following were considered to be part of essential features of all good teaching in Physical Education (O'Donoghue, T. 1990):

1. There should be a plan.
2. Students and teacher should be dressed in sports attire.
3. Students should be brought quickly and efficiently to the place of activity.
4. Students and teacher should enjoy themselves.
5. There should be teacher intervention to promote cognition.
6. Students should be doing and experiencing something new and different every lesson
7. There should be a suitable conclusion with students being returned to the classroom as quickly as possible.

I set out to test all of these seven points but point number six was only possible for a case study.

Another set of questionnaires was sent out to a college of Education (See Appendix 2). The majority of Physical Educationist teachers in this study, with college qualification, received their training at this college. The purpose of this questionnaire was to ascertain to what extent teacher training institutions did not adequately prepare prospective teachers to deal with deficient cognitive processes in school pupils. The questionnaires were delivered and collected personally from the lecturers.

Two questionnaires (for male and female) were sent to Physical Education subject advisors from the ex: House of Representatives (See Appendix 3). These two subject advisors advise Physical Education teachers in the Wynberg area. Only

the male responded. Therefore this study can be regarded as a reflection of a major part of the Physical Education fraternity in the Wynberg area.

A covering letter accompanied all the questionnaires (See Appendix 4).



5.

## PART FIVE

5.1.

### LITERATURE REVIEW

In order to contextualize this study, the following areas were covered in the literature research:

5.1.1. Teaching effectiveness in the Physical Education classroom

5.1.2. Cognition theories in classroom practice

5.1.3. Cognition in a Physical Education lesson

5.1.4. Curriculum in Education

5.1.5. Developments in Physical Education teaching and practice: an international perspective

5.1.6. The teaching of Physical Education in a culturally diverse South African school

#### 5.1.1. TEACHING EFFECTIVENESS IN THE PHYSICAL EDUCATION CLASSROOM

It has been argued that teaching effectiveness is influenced by personal qualities of the teacher, cognitive processes and social forces (Woods, 1990:21). Teaching effectiveness in Physical Education is determined, amongst others, by external social factors such as workload of the teacher, professional development, social standing, salary remuneration and status of the subject. Recent research in Czechoslovakia has found that where these factors were impacting negatively on teachers, it resulted in "poor and superficial quality work, lack of motivation and anomie towards other teachers" (Antala, B. et. al. 1992). This notion that teaching effectiveness is determined to a large extent by factors

outside the teacher's control, is underlined by Broadhead who feels that "not enough attention has been given to factors that impinge on all teachers work which lie outside their control" (Broadhead, P. 1987:55-57).

Internal factors that effect teaching effectiveness are to do with commitment and interests which in turn are reflected by personal qualities of the teacher. Studies have shown that not all teachers are as committed to teaching as each other, or in the same way (Lortie,1975 and Lacey 1977 in Woods,op.cit.:11). Teachers differ in motivation for teaching. Some are thoroughly dedicated, others less so. Some of these dedicated teachers teach because they love to do so and love children (vocational commitment); some because they consider it a good professional job in which they can excel and advance (professional commitment); some for the material benefit (instrumental commitment). This concept of commitment is topical in the latter part of this century because morale in the profession has reached crisis level. Commitment will therefore inevitably affect teaching effectiveness (Woods op.cit.:11). It has already been suggested that by recognizing and appreciating loyalty to the teaching of Physical Education, full teacher involvement in activities relating to the subject, could be obtained. Examples of these are merit awards for 10 years loyal service and a special award for outstanding service as well as the establishment of various research committees that assemble experts in the field (CED, op.cit:49).

One agency that can help in lifting the morale of Physical

education teachers, is the inspectorate. Because of the oppressive nature of South Africa's education system up to 1994, the inspectorate in traditionally Black communities, have been associated with the Apartheid regime. However, as in Britain, " ...there are strong indications that the inspectorate is reviewing its role and position and its not easy to see what will emerge. But there are certainly a number of points at which they have great strength. The inspectorate is the only body with an opportunity to view the whole system. Hence it is able to make judgements of trends and tendencies which are frequently of considerable use to both local education authorities and schools to help a school or locality to a clearer self-appreciation... Moreover the Inspectorate is able both to highlight weaknesses in the system and to report good practices " (Sternhouse.L. 1975:186).

Although teachers do differ in natural teaching ability and skill, teaching effectiveness is heightened if the social circumstances afford "the opportunities to practice personal teaching skills and to reflect on one's teaching" (Woods, *ibid*:21). Even though teaching style plays a role in determining teaching effectiveness, this has become more a determinant of teaching efficiency. Most successful teachers use 'traditional' and 'progressive' teaching styles in various degrees. There appears to be more important factors running across the styles (Bell, R.E. 1981). This is not to say that teaching efficiency is not an important factor at all. Nel says that: "The correct educational climate, situations and opportunities must be created whereby the

learning content can be implemented in a variety of ways to achieve the educational aims i.e. cognitive, affective, social, conative and philosophical to full fruition. These situations can be competitive, co-operative, challenging, imitating, socializing, creating, discovering, experimenting or improving" (Nel, J.A.P. 1994:11). However, "the major reasons for the lack of results in research on teacher effectiveness are (a) the classroom situation has been oversimplified; (b) the relationship between pupil, teacher and curriculum has been ignored..." (Cooley, W. 1976 in Sharpes, D.K. 1988:19).

### **5.1.2. COGNITION THEORIES IN CLASSROOM PRACTICE**

A justification of why this research uses the field of cognition and not teaching strategy in order to address cultural tensions in a Physical Education lesson is necessary. As mentioned before, there appears to be more important factors running across teaching styles in determining teaching effectiveness. Moll underlines this by saying that: "One cannot choose to teach in a certain way simply on the basis of a description of one or the other teaching strategy; such a choice carry with it a vast amount of what only can be theoretically apparent" (Moll, I.C. 1989:720).

This study is driven by the notion that it is improvement of cognition interaction between teacher and student rather than teaching method that will enhance teaching effectiveness in a

culturally diverse setting. Physical Education has often been viewed as education "of" or "through" the physical, but education "about" the physical is surely just as important (Nel, J.A.P. 1994 op.cit.).

A criticism of fact-orientated and mindless teaching has been put forward by Perkins who calls for an integration of the teaching of thinking skills with subject content (Perkins,D. 1986:2). This theory holds the view that:"... understanding any piece of knowledge or any product of human intellect involves viewing it as a design, a structure shaped to a purpose" (Perkins,D. ibid:4). Out of this thinking, the theory, **KNOWLEDGE AS DESIGN**, emerged. At the core of **KNOWLEDGE AS DESIGN** is a belief that in traditional education: "the learning of facts proceeds well enough but critical and creative thinking languish... truths are sold to learners as givens to be learned, without context, without creative application and without critical perspective" (Perkins, D. ibid:xv).

A further theory that addresses cognition as a tool for improvement in teaching effectiveness is the **HEURISTIC THEORY**. This approach sees thinking skill as a matter of appropriate know-how, though the know-how invokes general-purpose heuristics rather than specific facts. What one needs is a resource pool of heuristics that is likely to be effective in a variety of problem situations, along with metaknowledge about situations in which specific heuristics are appropriate. This approach assumes that the learner's cognitive operations are already in place (Nickerson,R.S.

et.al.1985:191). Criticism against this approach is that "such training probably only works for individuals who are ready for it, that is to say, those who have the necessary cognitive foundation upon which to build (Brown, Bransford and Chi in Nickerson, R.S. et.al. ibid:191).

There is a however a growing body of evidence that the acquisition of knowledge is accompanied by cultural differences in patterns of learning and in cognitive styles. One study that addresses cognition in cultural diverse teaching, is the Instrumental Enrichment programme of Reuven Feuerstein. This programme is part of the COGNITIVE OPERATIONS THEORY. Feuerstein believes that the central purpose of education is not only change but to which extent desirable change is possible in the individual (Nickerson, R.S. et. al. ibid:148). Apart from poorly developed cognitive skills, the lack of a number of cultural and experientially developed needs also contributes to the non-awareness of problems (Feuerstein, R. et.al.1980:62). Consequently, when cultural disadvantaged students (cultural disadvantaged does not refer to the social or economic standing of a particular culture or group, it merely refers to the student who have not come to terms with the full understanding of his particular environment) are presented with a problem and instructed on how to solve it, they may not either understand the phrasing of the problem or the instructions on a purely verbal level (Jensen, 1963 in Feuerstein, R. ibid:63).

From a cognitive point of view, the cultural disadvantaged

student experiences an "episodic view of reality" that can be defined as "a lack of orientation toward seeking and projecting relationships, grouping, organizing and summing events". This impairment is a direct result of living in an environment that does not require complex responses in this particular area of study. This very fact makes the cultural disadvantaged individual accessible to modification and change (Feurstein,R. et.al. 1980:62,67 op.cit.). The converse is also true. This impairment may result in a "communication deficiency" where the teacher and student "do not feel the need to spell out in a clear way what they think since they consider that this is known to him as it is to the other" (Feurstein,R. ibid:68). Therefore, Feurstein rejects notions such as Physical and mental IQ, which is static and not accessible to modification.

Another theory that addresses cognition as a tool for improvement in teaching effectiveness, is SCHEMA THEORY. Schema theory departs from the premise that successful learning depends on how the learner interacts with the written and verbal text. It also refers to the matter of prior knowledge and the extent to which it influences what is understood from a verbal or written text (Bransford, J.D. et.al. 1982:141-150 in Sinclair,A.J.L. 1987:82a). Meaning is dependant on the background or schema knowledge of the learner. Learning differences in a class are thus also due to culturally different schema amongst students (Sinclair, A.J.L. 1987:9). A similar theory to schema theory is THE SOCIOLINGUISTIC APPROACH to communication in classrooms.

The sociolinguistic approach provides educators with "a richer understanding of life in the classrooms, revealing the diversity of students and the complexity of communication in this context" (Wilkinson, L.C. 1982:3). This theory is based on the premise that "truth, beauty and goodness are not autonomous values... They come to life in the way language functions..." (Engelbrecht, S.A. 1993:8).

One assumption that underlines this approach, is the structural and functional aspect of language. This functional aspect has been referred to as communicative or interactional competence. Communicative competence serves cognitive, academic and social as well as interpersonal goals. For effective student participation in a classroom, children must have more than academic knowledge alone. Mehan says that: "Students not only must know the content of academic subjects, they must learn the appropriate form in which to cast their academic knowledge... They must know with whom, when and where they can speak and act and they must provide the speech and behaviour that are appropriate for a given classroom situation. Students must also be able to relate behaviour, both academic and social, to varying classroom situations by interpreting implicit classroom rules (Mehan, H. in Wilkenson,L.1982:4).

A further assumption that is made by Sociolinguists is that students differ in their communicative competence. The special characteristic of the classroom may not be recognized by all students and they may experience a discontinuity between the classroom context and the outside world. If some



children do not understand the social situation and its communicative demands, then they may learn little from the classroom experiences in which they participate. The educational failure of some students is then caused, in part, by differences in "the communicative patterns between students and teachers who come from different cultural backgrounds "(Cook-Gumbers, J. and Gumpers, in Wilkinson,L.C. *ibid.*:5).

Pretorius says that: "Through manipulation of the consciousness, modern humankind is reduced to a mentality that allows its thinking, feelings and actions to be misused by mass media. The result of a communicationless education in a communicationless society" (Pretorius in van Deventer, K. 1992:328).

### **5.1.3. COGNITION IN A PHYSICAL EDUCATION LESSON**

If one considers that some authors have suggested that "there are differences between the language used at school and home" then this theory holds promise for an understanding of teaching effectiveness and cognition in a culturally diverse Physical Education class (Phillips,S. in Wilkinson,L. *ibid.*:6).

If it is accepted that communication is context bound and varies from setting to setting, then concepts such as "fitness for life-long activity" will have to be placed in context (Wilkinson,L. *op.cit.*:9; CED,1989:8). This "communicative competence" theory has demonstrated that "minority groups who do not do well in school had access to

well-developed community traditions and value-systems of their own, which are internally consistent and systematic...these differences at the level of both language and culture must now be seen as instances of variability-not of inferiority- so that failure of the school system to incorporate these differences into ... teaching strategies may be one of the causes that account for minority students' failure to achieve in school"(Cook-Gumpery,J. and Gumpery,J.J. in Wilkinson,L. ibid:16).

In order to overcome this difficulty of inconsistency between school and home environment, Nel suggests that: "... the activities or skills in a Physical Education lesson must have meaning to the students. They must be more skilful and must be able to do something which they could not previously have done and must bring about permanent change in their dexterity as a result of information and practice during the lesson" (Nel, J.A.P.1994:11).

The trend in present day Physical Education is that:

"Physical Education must in its own special way assist in preparing the student for the reality of life he will have to face as an adult... Through the mastery of values, norms and attitudes the student must be guided towards a blessed social relationship, positive self-image and decision making skills" (Nel,J.A.P.ibid:2). These decision making skills must empower the student to:

1. Have knowledge and insight into the objective value and possible applicability of activities so that the correct

attitudes towards a healthy and active way of life may be established.

2. Develop the cognitive ability of the student in movement so that he may be able to think for himself to gain a greater perspective and control over the execution of movements.
3. Hone the students perception, concentration and selective attention to generate meaningful and effective learning of activities.
4. Augment the student's anatomical and physiological knowledge of his own body because lack of knowledge could cause ill health, overmass, weak maintenace and a poor self-image.
5. Establish a well balanced interest in, and respect for his own body, by obtaining the necessary knowledge and insight, thus laying a broad foundation for a healthy lifestyle (Nel, J.A.P. 1994:8 ibid.)

Physical Education that is aimed at the development of good discretion by the student has as an objective the empowerment of students to understand all aspects of physical activity and sport in general. In order to achieve this, all activity during the Physical Education lesson ought to appeal to the cognitive level of the student (Nel, J.A.P. 1986:189).

#### 5.1.4. CURRICULUM IN EDUCATION

For as many researchers there are on curriculum, there are as many definitions. One definition is forwarded by Neagley and Evans: "Curriculum is all of the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities (Neagley, R.L. et. al. 1967:2). A further definition is given by Stenhouse: "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Stenhouse, L. 1985:4). Sharpes defines curriculum as "the teaching act... the curriculum is not a plan, but the plan in action. The curriculum is not a body of knowledge but someone knowing what to teach... This implies that curriculum is what the teacher does and what the teacher knows" (Sharpes, D.K. 1988:10). Another theory sees curriculum as "the reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience (Tanner, D. et. and Tanner, L.N. op.cit:43).

However, curricula have an existence in the form of blueprints but the only point of having blueprints is in order that they can be translated into action. It is in the school and the classroom that curriculum becomes a reality and its ultimate effectiveness depends, therefore, on its

being construed from the outset as something that has to be enacted (Reid,W.A. 1978:15).

Because curriculum is determined by morals, there is often a disunity between the morals of the real world and those of the school environment. This disunity has been noted by researchers since the early twentieth century. In 1916 John Dewey said: "...the weightiest problems of education is the isolation of the curriculum from life experiences" (Dewey,J. 1916:11). The absurd response of some researchers to this disunity between school and curriculum, has been to ask for the abolishment of schools which advocate that learning take place through informal, spontaneous arrangements where children and youths would learn directly from life. Only primitive societies, where knowledge is static, have been able to function without schools (Tanner,D. and Tanner,L.M. op.cit:49).

If the experience of the curriculum is to become worthwhile for students in the school and classroom, two obligations have to be accepted by teachers. First, they have to be in a position to justify what is being taught and how it is being taught. Second they have to be able to modify their behaviour in order that activities not seen as worthwhile can be avoided and they have to adapt themselves to changing definitions of what is worthwhile (Reid,W.A. ibid:15)

This is no easy task for the school which is always under pressure to confine itself to the narrowest and least contraversial functions- namely skill development and

knowledge transmission (the latter often being construed as information rather than knowledge). At post secondary level, the multiplicity of knowledge edifices and compartments of specialized knowledge are often taken as the spoils of inquiry rather than as the means of facilitating the solving of pervading life problems. Not only are the specialized knowledge compartments isolated from one another but when treated as self-serving domains they become remote from life experience (Tanner,D. and Tanner, L.M. op.cit:50).

This remoteness and isolatedness of curriculum at school and post-secondary level leads to "little attention being given to wider functions of the curriculum that transcend the separate subject fields. Insufficient attention is given to examining the scope and sequence of the curriculum or to improving the vertical and horizontal articulation of the curriculum... This neglect is an outcome of the rewards of specialization in the college and university, the organizational structure of the educational institution, the influence of tradition and the inertia that besets institutions that are based on traditions...When changes and innovations are implemented, they tend to be a response to fashions and trends rather than to the need for problem solving"(Tanner,D. and Tanner, L.M. ibid:57).

This remoteness of curriculum impacts negatively on culturally diverse communities (Sharpes,D.K. op.cit.54). One solution would be to have separate schools for separate groups but this is not only unconstitutional but inevitably leads to discriminatory practices and racism.

Problems experienced through cultural diversity in a school community entails language, cultural relevance and academic excellence. Preparing a child completely in the traditional culture may not lead to occupational or even cultural acceptance in the world beyond the home environment. On the other hand, maintaining only traditional curriculum units does not endear the student to the home culture (Sharpes,D.K. ibid:55).

In order to understand the functioning of curriculum in a culturally diverse setting, it is worthwhile to approach curriculum from an axiological perspective. Axiology is the branch of philosophy that deals with problems of value. It poses the questions: "What is good? What should man prefer? What is really desirable?" (Zais,R.S.1976:119). Axiological enquiry is divided into two main categories: ethics- dealing with concepts of right and wrong, good and bad as they apply to human conduct; aesthetics- dealing with qualities of beauty and enjoyment in human experience. Both of these categories of value questions obviously have a direct bearing on the curriculum.

Ethics concerns itself with matters of fairness, honesty, deception, cruelty, charity etc. These are seen as moral issues because they involve the quality of relationships between human beings. The main question that ethics asks, is: "What constitutes moral conduct?" This question is vital to curriculum decision making because it involves being aware of discrepancies between professed values and those that in fact

govern conduct, including the nature of human conduct (Zais,R.S. ibid:119). Curriculum planners and teachers foster dispositions and values they believe young people need most if they are going to live the good life and they ignore, discourage and suppress those that they think will inhibit it (eg. cheating and disrespect for the other).

Aesthetics concerns itself with that which is beautiful (Morris, V.C. 1961:234). As all conduct is not equally moral, so all conduct is not equally enjoyable. The central issue in aesthetic inquiry is: "What is the character of enjoyment?" (Zais,R.S.ibid:120). Rightfully, an aesthetic inquiry may ask if there is a difference in beauty between a skilful boxing match and a street brawl. Therefore if we are to establish the exact nature of aesthetic experience, we would be faced with selecting preferred experiences. Most individuals will admit that they do not always like or appreciate what they ought to. For example school students should be involved in extra-mural activities but prefer to watch television or play video games. In a situation such as this, where people do not like what they are supposed to, they are said to have bad taste. The tastes that an individual develops, affect the quality of his life. Aesthetic enquiry has produced general principles for judging aesthetic merit and it generally is conceded that in many areas agreement does exist on what we ought to like (Zais, R.S.ibid:121).

In so far as the curriculum is concerned with "preferences and dispositions that lead to the good life, it will clearly



be interested in the promotion of good aesthetic taste"  
(Morris, V.C. op.cit:10).

It is clear that there is a need for debate in the field of Physical Education on philosophical foundations for the subject because "the question about Physical Education in the school curriculum is primarily a question concerning a life view" (Nel, J.A.P. 1986:3 op.cit.).

### 5.1.5. Developments in Physical Education teaching and practice: an international perspective

The worldwide crisis of the school today can also be described in terms of the relationship between the school and its social environment. Historically, schools have always served its direct communities. Today however, societies are in constant change as far as social, cultural, economic and political spheres are concerned. Under these circumstances the school has to reform in order to adapt to the changed situation, the new needs, ideals and demands of society. If recent world trends in Education are compared with local trends, it appears that the problems experienced in South Africa are not as unique and exceptional as they may seem. By looking at the published results of international research, an opportunity is provided for finding applicable solutions (van Loggerberg, M.C. 1989:576). A further reason why an international perspective on Physical Education is important is because: " world-wide problems and controversial issues within the field of Physical Education suggest there are global concerns" (Hardman,K. 1992:5).

Britain (Semple,M. 1992).

In Britain, the Department of Education and Science,Physical Education Subject Working group addressed government policy by stating"... that schools should preserve and transmit values in a way which accepts Britain's ethnic diversity and promotes tolerance (Semple,M. 1992:36). Similarly, in the British National Curriculum Council document, "The whole Curriculum" , cultural diversity is given specific mention:

"In order to make access to the whole curriculum a reality for all pupils, schools need to foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender, equality, cultural diversity and special needs of all kinds are actively promoted" (National Curriculum Council, 1992:36). The implication for Physical Education is that all children in British schools should be allowed access to and given confidence in the different activities involved, regardless of their ability, gender or cultural ethnic background. Furthermore, all children have individual gifts which can contribute to the group but they should never be used as a basis for restricting access to or opportunity for any part of Physical Education.

Issues relating to religious practices should be dealt with so as to maximize student participation in the Physical Education programme. During periods of fasting, Muslim boys and girls can participate in the Physical Education lesson by observing, commenting, umpiring and choreographing. These activities will invariably have greater cognitive spin-offs than mere Physical exertion (Cambridgeshire County Council, 1990:2).

Kenya: (Wamukoya, E.K. 1992:30-32).

The political control of European powers brought an acceptance of British patterns of education. Despite several changes being brought about in the Physical Education curriculum, there is not much difference between the Kenyan and British system.

Physical Education is conceived as a non-intellectual subject and therefore subsidiary to "academic subjects". This is due to Kenya's population still believing in a traditional view that education is a means of selecting and socializing members of an intellectual elite in order to maintain standards of cultural excellence.

There is an urgent need to reconsider this attitude towards Physical Education as well as improving the quality relevance of Physical Education in Kenya.

Germany (Naul, R. 1992:14-18)

On 3 October 1990, East and West Germany united. Subsequently there has been a rethink of the elements and the structure of Physical Education.

There is a feeling that the Western styled open instructional methods are not suitable for the new demand of physical fitness and health promotion of body and mind. Physical Education has to be placed in its broader European context. There is a recognition that all Germans can benefit from their national traditions to improve the status and quality of Physical Education in their schools.

Czechoslovakia (Antala, B. 1992 op.cit.)

Communist rule came to an end in 1989. A fundamental problem that Czechoslovakia experienced ever since, was the reorientation of the concept of Physical Education in

schools. The ideas of humanism, democracy and freedom have brought with them elements of liberalisation. Presently, this is manifested in several schools where pupils only want to do Physical Education activities in which they are specifically interested. Also, students see the physical Education teacher purely as an activity organizer. These problems are being addressed by:

1. addressing the content of the Physical Education programme, by making it more broad ranging, interesting and attractive
2. addressing the teaching methods employed which should be aimed at improving the physical, functioning and movement development
3. replacing testing, measuring and grading of pupils with evaluation

Despite theoretical concepts aiming to create more positive attitudes toward physical, sporting and touristic activity, this has not been realised as witnessed in low pupil participation in various forms of leisure in school and extra-mural activities.

#### The People's Republic of China (Jones, R. 1992)

The People's Republic of China has experienced much turmoil since its formation in 1949. The Cultural Revolution of the 60's and 70's, unrest in the mid 80's and Tian An Men at the

end of the 1980's all involved schools, colleges and universities. The thrust of China's development of Physical Education is felt most keenly in the international sport arena.

Although there is a national curriculum, which lays out in detail the content of a balanced programme for primary and secondary ages, there are schools that concentrate on a narrow range of one or two activities. The structure of the Physical Education programme in the primary school is based almost entirely on national guidelines with the emphasis on athletics, gymnastics and games. At secondary level, 70% of the curriculum is based on national guidelines whilst the remaining 30% allows for school specialization. Within this 70%, athletics is the major component. China places great emphasis on achievement in international sport and sees the school programme as a fundamental part of this process.

Moral amongst teachers is generally low because of low salaries, buildings are in need of repair and classes are oversized.

#### Australia (Riley,C. 1992: 11-13)

In Australia, during October 1991, at a Physical Education conference, delegates reported that:"... there is a crisis in Physical Education and it occurs in the areas of early childhood, primary, secondary and tertiary education"

(Alexander,K and Sands, R.A. in Riley,C. *ibid.*:11).

Australia has a mixture of federal and state government, is very large and therefore one cannot assume that there is a

national system of Physical Education. However, most of the problems appear to be common to the whole country.

Physical Education was only introduced as a university degree course in 1973 and in the same year the first Physical Education inspector was appointed. During the mid-1970's, students were awarded bursaries whereby they were paid \$140 every two weeks for studying and guaranteed employment upon graduating if they agreed to become teachers. Primary and secondary school teachers were encouraged to upgrade their qualifications.

In 1981 there was a change in government which curtailed state spending. Many of the Physical Education programmes of the previous government were cancelled. Very soon outside agencies tried to fill this void but because these programmes were aimed at promoting sport and not Physical Education, hardly any educational benefits could be seen. In the late 1980's an 'Aussie Sports' document found that a large percentage of 1182 children tested for motor skills were lacking in this area. This research recommended that an urgent need exists to remedy the fundamental motor skill deficiencies in children.

#### **5.1.6. THE TEACHING OF PHYSICAL EDUCATION IN A CULTURALLY DIVERSE SOUTH AFRICAN SCHOOL**

To address the issue of Multi-Cultural Education (ME), in South Africa, Claasen proposes a policy that would include the following:

1. Education in support of the multi-cultural ideology;
2. A policy that is infused throughout the entire curriculum. Each subject should have a multi cultural vision;
3. Language aspect and teacher training in ME are of particular importance (Claassen,J.C. 1989).

Cultural transmission in the multi-cultural South African environment is problematic. The question arises: "Which culture should be transmitted if various groups are accommodated in the same school?" (Freeman, 1986 in Claassen,J.C. *ibid.*).

ME is education in support of multi-cultural ideology. Although groups are encouraged to maintain their own culture, students are introduced to other cultures. Multi-culturalism is the ideology midway between external cultural pluralism and assimilation. The former maintains separation of cultures whilst the latter advocates integration.

A critique against ME is that it does not address racism, which is at the core of educational inequality (Troyna,B. 1987: 307).

It is therefore necessary to see if Physical Education in South Africa has a multi-cultural vision and if it addresses racism. The proposed guiding principles of Physical Education in South Africa from 1995 are:

1. The education of Physical and Health Education is a



basic human right that demands equal opportunities for all.

2. Physical and Health Education must be guided by the goals of democracy, equality, liberty and justice within the framework of a non-racial, non-sexist society.
3. Recognition of respect for and sensitivity towards cultural and religious diversity is essential.
4. The curriculum should embody the principle of accountability. This should manifest itself in the explicit furtherance and progressive development of standards (Nel, J.A.P. 1994:34).

Since 1988 evaluation for boys have been formally introduced in the Physical Education curriculum in schools under the Cape Education Department (Cape Education Department, 1989:72) (See appendix 5 for a sample of the evaluation form for boys 8 years old. These evaluation forms are available for boys 8 to 18 years old). This evaluation is based on the premise that it is necessary and important to decide if the tuition is successful, if the aims were reached and if effective learning takes place (Nel, J.A.P. 1994:12 *ibid.*).

One of the proposed aims of Physical Education is "to bring the student to realise that freedom rights of the individual

must co-ordinate with the rights of his fellow human or fellow participant because no man has the right to total freedom without any responsibility" (Nel, J.A.P. 1994:10, ibid). Therefore it can be said that Physical Education is not only busy addressing multi-cultural and racial issues but also issues relating to democracy.

Documentation to be tabled soon also talks about Physical Education promoting life-skills. One of the aims of these life-skills is to "teach student creative thinking skills for originality and creativity" (Nel, J.A.P. 1994:10 ibid.). This same documentation calls for teaching to be student centred. This student centred approach " deals in essence with the interest of the student to maintain a useful life in the community" (Nel, J.A.P, 1994:11 ibid.).

From the above, it can be said that there are attempts to address multi-cultural and racial issues in the Physical Education curriculum. However, there is also a deliberate attempt to improve teaching effectiveness by envisaging the following:

1. A joint syllabus for boys and girls which would meet the needs, expectations and demands of the modern student and society.
2. The syllabus content must be expounded in such a manner that responsible teachers who must teach the subject, have sufficient and relevant content appropriated for boys and girls from which to select.

3. Three periods per class per week for Physical Education is required to deal with the effective teaching of practical as well as theoretical learning content.
4. Health Education, as an autonomous subject of equal standing with other subjects, should be included in the school curriculum in the primary school from Standard 2 to 5. Two periods per week for each class should be allowed.
5. Three periods per class per week are needed to teach Physical and Health Education as an integrated subject in the high school to ensure that all students are able to identify and appreciate all the relevant requirements, practical and theoretical, for the maintenance of an active and healthy lifestyle.
6. Provincial Education Departments must address the imbalance with regard to the provision and distribution of facilities and equipment. The availability of large apparatus [gymnastics] is not necessary, but a wide range of small apparatus would be most essential.
7. Learning should take place through practical and theoretical content. Presently, Physical Education tends to concentrate largely on physical aspects only, with no supporting theoretical background.
8. The upgrading of under-qualified, unqualified and

inappropriately qualified teachers.

9. To devise the syllabus in such a manner that the majority of activities can be taught without the availability of suitable indoor and outdoor facilities (Nel, J.A.P. 1994:13, 16, 34-36, 41 *ibid*).

## PART SIX

### 6.1. FINDINGS

Nineteen teachers at ten primary and secondary schools in the Wynberg area responded. There are sixteen schools in the Wynberg area. One school refused to respond. One school is for the hearing disabled and would lend itself to a study in adapted Physical Education. Three schools were overlooked by the researcher while one of the schools' did not have a Physical Education programme. Therefore this study can be regarded as a reflection of certain aspects of Physical Education in the Wynberg area. Both the male and female lecturer responsible for final year teacher training methodology of Physical Education at the teacher training college, from which the teachers in this study graduated, responded. Therefore this study can be regarded as a partial reflection of the effects of teacher training in Physical Education in the Wynberg area.

For the sake of convenience, I have grouped the findings under the following headings: Teaching effectiveness, Cognition and Culture. These three factors do overlap. The questionnaires were devised in such a manner so that the respondent would find it difficult to detect the intentions of the researcher.

For clarity, I also present the results from the teachers, college lecturers and subject advisors separately.

Ten male and nine female teachers responded while one male and one female college lecturer responded.

1. Teachers' response

Teaching Effectiveness:

This research indicated that all nineteen teachers, bar two, enjoy teaching Physical Education. Seventeen of the teachers are involved in some extra-mural activity related to Physical Education, indicating their enthusiasm for the subject.

Sixteen of the teachers indicated that they do not have much absenteeism in their classes. One reason for absenteeism is medical (girls menstruating) while one school indicated apathy as a reason for absenteeism.

Sixteen teachers indicated that they plan a Physical Education lesson for each term but eleven of them indicated that they did not write out their lessons.

Eleven teachers used the prescribed syllabus but thirteen of them felt that it was inadequate in addressing the lack of equipment in schools. Subsequently sixteen teachers would prefer a prescribed syllabus with detailed activities.

Sixteen teachers prefer following a set curriculum rather than drawing up their own.

Fourteen of the teachers taught in sports attire and all students at these nineteen school's did practical classes in

sports attire.

Only two teachers took more than five minutes for their lesson to start and none of their colleagues complained that the students arrive late from the Physical Education class.

Fourteen teachers indicated that they had a reasonable amount of literature on Physical Education but seventeen said that they do not consult the local or the university library. Thirteen of the respondents were university and college graduates while one has a post-graduate degree.

#### Cognition:

Eleven of the teachers taught physical skills often. However, twelve of them seldom teach the cognitive component of these physical skills.

All nineteen of the respondents were in favour of Physical Education promoting physical activity in the lesson while only sixteen were in favour of adding the cognitive component to the activities.

All nineteen respondents feel that the Physical Education curriculum should promote health and fitness. All five schools, with a religious ethos and the one school with an overt cultural ethos, were in favour of cultural values being promoted through Physical Education.

#### Cultural:

Eleven respondents indicated that cultural factors did not affect their Physical Education programme. Of the seven respondents who were affected by cultural factors, four of them excuse the students from the lessons and continued with the rest while the other three modified their lessons.

All schools in Wynberg, except one, are over 30 years old.

## 2. College lecturers response

### Teaching Effectiveness:

Both lecturers enjoyed teaching the subject. The female entrance requirements is based solely on academic achievement while the male requirement is based on self-motivation, attitude towards the subject, sport skills and sport involvement. The college curriculum is based entirely on the prescribed syllabus. The male respondent however thought the syllabus was inadequate in addressing the lack of equipment in schools.

The male curriculum placed a reasonable amount of emphasis on attire of Physical Education teachers while the female component placed a scant emphasis on this matter.

Both male and female lecturers make their students aware of the term, professional. The males emphasized, recreation, fitness, health and sport-administration while the females emphasized attitude in class, dress, teacher behaviour outside of school and career options.



Both male and female component placed great emphasis on class management.

Both lecturers have a reasonable amount of books and literature on Physical Education and consult the local and university library regularly for new ideas.

The male lecturer has a post graduate degree while the female has a college diploma in Physical Education.

The male respondent regarded an effective teacher as one with a positive self-image, innovative and progressive, able to motivate others and himself, organised, healthy and unselfish. The female respondent regarded an effective teacher as one who acted professionally and played an effective role in society.

Both respondents preferred to draw up their own curriculum.

### Cognition:

Both the respondents felt that health, fitness and physical and cognitive skills should be promoted in the Physical Education curriculum. The male thought that recreation, while the female felt that socialization and affective should also be promoted in the curriculum.

The male curriculum consists of 33 1/3% classroom management,

33 1/3% theoretical understanding and 33 1/3% sport practical. The female curriculum consists of 25% classroom management, 25% theoretical understanding and 50% sport practical.

The males are taught physical skills often as well as how to teach the school pupils how to apply these skills. The females are taught physical skills often but are instructed in every lesson on how to teach pupils to apply these skills.

Neither of the two respondents felt that "physical IQ" plays a role in cognition in a Physical Education class. The female ascribed weak performance in Physical Education to a lack of understanding of the concept taught, a shortcoming in cognitive and motor functioning. The male respondent felt that weak performance in a Physical Education class was due to a lack of self-motivation

#### Cultural:

Both male and female curriculum covers the teaching of Physical Education in a culturally diverse setting. However, the male curriculum does not make any provision for cultural factors that may effect the Physical Education programme at the prospective teachers' school. The reason being that under the Apartheid education system, different cultures had different teaching systems. The females make provision for cultural diversity through national and folk dance, by using sport activities to bridge the gap between different cultures and games that are specific to certain cultures. The male did not specify how they prepare prospective teachers to operate in a culturally diverse setting.

Both male and female respondents felt that cultural and religious values should be promoted in the Physical Education programme.

Both respondents were active in sport, cultural and religious activities.

### 3. Subject advisors response

#### Teaching Effectiveness:

The respondent enjoyed teaching Physical Education. He thought that the Physical Education teacher had just the right workload. He described an effective teacher as someone with vision, planning, dedication, good voice intonation, initiative, discipline, who is knowledgeable, able to discipline and adaptable to changing situations. He thought that Physical Education did not enjoy the same status as examination subjects but could be improved by teachers and other officials changing their attitude towards Physical Education and improved facilities, greater financial support and teachers advertising their subject positively.

He preferred that teachers draw up their own curriculum with the help of an expert.

He thought that the present syllabus did not make enough provision for the lack of equipment in schools.

He described a professional teacher as someone who served as an example to his students, who planned systematically, who was disciplined and firm and who was knowledgeable and prepared to learn and adapt as circumstances dictated.

He placed a great emphasis on attire and class management of Physical Education teachers

He has a post graduate degree in Physical Education.

He is influenced by the Physical Education curriculum of other countries but did not specify which ones. He however stated that he extracts the best from all countries which could be applied in our diverse culture.

He thought that the political events since 2 February 1992 had not influenced the curriculum as yet. The syllabus was still the same but new ideas had been implemented by subject advisors, at times contrary to the syllabus.

He felt that Physical Education was at a low ebb in South Africa because of attitudes and laziness of teachers.

He thought that the Education authorities were not doing enough to motivate Physical Education teachers and thought that motivation could be improved by improving facilities, getting rid of lazy teachers, empowering subject advisors and teachers to take control of their subject.

He reported that male Physical Education teachers were

appointed on the basis of their organizational skills, knowledge, initiative, self-respect and discipline, personality and being an example to others.

He brings up to date, literature available to Physical Education teachers.

### Cognitive

He expected teachers to teach physical skills often and cognitive skills every lesson.

He had a reasonable amount of books and other literature on Physical Education and consulted the local library for new ideas.

He ascribed weak performance in a Physical Education class to a low Physical IQ, a shortcoming in cognitive functioning and poor teaching methods.

### Culture:

He felt that the curriculum should become more Africanized by including African dance, cultural games, presented as enjoyment or skill training, which could be transferred to major sports and catering for mass and elite sportspeople.

He felt that the teacher could make provision for cultural factors in the Physical education programme by being aware of what was happening in the community or by being involved in community projects. The teacher could also plan to teach

social skills through movement.

He felt that Physical Education should promote health and fitness, cultural, religious, physical, cognitive, social and aesthetic skills.

## PART SEVEN

### 7.1. DISCUSSION

For the sake of convenience, I have discussed the findings under the following headings: Teaching effectiveness, Cognition and Culture. These three factors do however overlap. Each group of respondents is discussed separately i.e. Teachers, lecturers and subject advisors.

#### 7.1.1. Teachers response; Teaching Effectiveness

It has been said that because "of the unique nature of the subject in the school curriculum... Physical Education teachers must enjoy the ... nature of their work" (McEwan, H.E.K. and Andrews, B.C.1988:3).

Enjoyment of the subject is even more important for the Physical Educationist than his /her colleagues teaching examination subjects because the "whole pedagogy and organization of the school is geared towards examinations" (Hargreaves, A. 1984). Because Physical Education is not an examination subject, it is often regarded as the subject to fill the 'non-academic' slots in the school time-table. It is therefore commendable to see that the vast majority of teachers in the Wynberg area enjoy teaching the subject. Some authors mention that the sole reason for exercise must be for enjoyment. To exercise, solely to prevent a heart attack is to miss the joy (Noakes, T. 1992:571). A teacher who does not enjoy teaching the subject can hardly expect his students to

enjoy exercise.

Seventeen of the teachers are involved in some extra-mural activity related to Physical Education, indicating their enthusiasm and motivation for the subject. Because teachers do not get paid for extra hours work, their motivation for involving themselves in extra-mural activity is driven by vocational and professional commitment. Extra-mural involvement in school activity "places the Physical Educationist in the privileged position ... of seeing the pupils from a totally different point of view from that of their colleagues" (McEwean, H.E.K. and Andrews, B.C. op.cit.:2). This can possibly explain why sixteen of the teachers indicated that they did not have much absenteeism in their classes. As mentioned earlier, one reason for absenteeism is medical (girls menstruating) while one school indicated apathy as a reason for absenteeism. However, this school does not have any qualified Physical Educationists.

It stands the teachers in this research well to note that sixteen of them plan their lessons for each term. McEwean says that "successful implementation depends on careful preparation and effecient organisation and effecient organisation invariably leads to positive and predictable outcomes" (McEwean, H.E.K. and Andrews, B.C. ibid:4). In order for the teaching content of the lesson to be effective, adaaquate planning is necessary. Mosston and Ikulayo says that: "The Physical Education lesson must be packed with challenging activities and purposeful movements. Every learner should benefit from every lesson. In order to achieve



this, the lesson should be adequately prepared before-hand (Ikulayo, P.B.1982; Mosston in Ikulayo, P.B. 1991). However, the fact that eleven of them did not write out their lessons, was disturbing. These teachers probably use the previous years lessons. In the ever changing cultural compositions of South African schools, this attitude of teachers will have to be reassessed.

A similar finding was made in Papua New Guinea with regard to Physical Educationist attitude towards syllabi and curriculum. O'Donoghue reported that teachers felt that:"... a syllabus with detail would be most welcome... it was for experts to decide what was to be taught and in what sequence" (O'Donoghue, T. 1990:20). A number of teachers (in The Papua New Guinea and this study) also expressed that a standard syllabus could be used to modify their lessons in order to adapt to their environment. However, this dependency on the syllabus will not address the lack of equipment as evidenced by eleven respondents.

It was disturbing to find that there were four teachers who do not teach in sports attire. O'Donoghue says that:  
" Inappropriate attire projects a lack of confidence on the part of the teacher" (O'Donoghue, T. *ibid*:20). That the students of all eighteen schools did practical classes in sports attire is surprising since "Physical Educators not dressed appropriately can hardly expect anything better from their pupils" (McEwean, H.E.K. and Andrews, B.C. *op.cit*:5) McEwean also mentions the professional implications that appropriate attire has in that:"The dress and general bearing

of Physical Education teachers can play an important role in the overall influence they exert in the school. (McEwean, H.E.K. and Andrews, B.C. *ibid*:5).

This research also shows that the respondents in this study exhibit teaching efficiency with regard to classroom management in that only two teachers take more than five minutes for their lesson to start and none of their colleagues complain that the students arrive late from the Physical Education class. Woods mentions that: "A characteristic of good classroom management is a crisp, orderly, punctual start to the lessons... a planned and tidy ending" (Woods, P. *op.cit*:2).

If academic qualifications are indicators of teaching effectiveness, then the teaching of Physical Education in the Wynberg area should be proceeding fairly effectively. Thirteen of the respondents are university and college graduates while one has a post-graduate degree. There is a need for subject specialists to teach Physical EDUCATION and not Physical TRAINING (Nel, J.A.P. 1994:35 *op.cit*).

#### 7.1.2. Teachers response; Cognition

Eleven of the teachers teach physical skills often. However, eleven of them seldom teach the cognitive component of these physical skills. The result of this is "wasteful physical activity engaged in during Physical Education periods" (CED 1989:2). If only the physical dimensions of Physical Education is emphasized, then it implies "a reduction in the

variegated existence of humankind to one of its *raison d'etre* and then there can be no talk of physical Education in its true sense" (Nel, J.A.P. 1986:131 op. cit.). Furthermore, Dewey mentions that: "Thought does not rise spontaneously; it must be evoked by the situation" (Dewey in Feurstein, R.S. et.al. 1980:62).

The situation becomes a concern when all nineteen of the respondents are in favour of Physical Education promoting physical activity in the lesson while only 15 are in favour of adding the cognitive component to the activities. It is clear that the teachers want the students to be active during the lesson but there are still some who see this activity as mere play and sport.

The situation becomes more critical if one notes that the modern day child suffers from physical unfitness. The child today "experiences a general poverty of movement due to mechanization, civilization development and particularly a lack of desire for physical exertion" (CED. op.cit:1; Nel in de Jongh, J. 1994:52). This physical inactivity, with smoking, may be the most important contributor to heart disease (Paffenberger, 1991 in Noakes, T. op.cit:571). Research in Rhode Island, America, has shown that 79% of respondents to a questionnaire for family members who died during exercise noted prodromal symptoms (any changes from usual health considered important by the individual especially such signs as easy fatigability, chest pain, indigestion or dyspnea) shortly before death, but the victims chose to ignore them (Connolly, C. and Einzig, H. 1987:13). Children must be "guided

in order to draw up their own fitness programme according to their own capabilities and must be encouraged to exercise on their own so that they can systematically accept responsibility for their own fitness and health problems" (Nel in CED. op.cit:15). Children must know about "hipokentic illnesses that, as a result of modernization and inactivity, that denegerates their life-quality" (Skein, W.A. et.al. 1992:6). By so doing, "teachers incur a heavy responsibility for they cannot escape being held accountable for deliberately altering the individual and social lives of human beings" (Zais,R.S. op.cit:120).

There is also a converse of physical inactivity in that "particularly adolescent swimmers and track athletes in South Africa are exposed to training regimes that can only be described as child abuse... Young children are exposed to excessively strenous and prolonged training programmes which are better left until they are physically and mentally more mature when they have the appropriate hormones, the muscle enzymes and the mental toughness necessary for optimum physiological and mental adaptation (Noakes,T.1986:500).

The child must also be made aware that successful sport participation requires a normative lifestyle in which factors such as smoking, alcohol and drug abuse does not fit (Nel, J.A.P. 1986:194 op.cit.). This normative attitude is best promoted through cognitive activity and effective teaching because "it is through effective teaching that the student obtains knowledge of these norms" (CED op.cit.:24)

Physical Education teachers should also note that research has shown that theory lessons can be used to motivate students to improve their fitness. This leads to a positive self-image and eventually to better sport and possibly even academic achievement (de Jongh, J. op. cit:56)

Although fourteen respondents indicated that they have a reasonable amount of literature on Physical Education, sixteen of them said that they did not consult the local or university library due to commitments outside of school and their heavy teaching programme. In order to assist teaching and learning effectiveness, the teacher "must make himself aware of the constant changes in the curriculum in order to respond accordingly" (Ikulayo, P.B. 1991:7). The effective teacher "has a command of a large repertoire of competencies, i.e. skills, abilities and knowledge which can contribute to effective teaching" (Medley, 1979 in Ikulayo, P.B. 1991 ibid.). A lack of reading materials for teachers leads to "lessons in which teachers resign themselves to using inadequate or unsuitable materials available in their schools and make no attempt to supplement or adapt them" (Woods, P. op.cit:2). It is necessary for the Physical Educator to keep himself up to date with the complexities of new approaches to teaching his subject so that Physical Education can enable the child to take up his place in the complicated adult world. The library is the link with the outside world in order to get up to date with the latest developments in the field of Physical Education (Nel, J.A.P. op.cit :34, 50).

All nineteen respondents felt that Physical Education should

promote health and fitness. There is general agreement in Physical Education literature that the major aim of the subject should be the promotion of health and fitness (Marshall, F.J.C., 1949:7; Davies, M.B. 1951:11; McEwean, H.K. and Andrews, B.C. op.cit.,1; CED, 1989:2;). This is because it is during childhood that: "... you can sow the seeds of health and fitness, when you can drastically improve your body's shape, performance and potential" (Thompson, D. et.al. 1987:11).

### **7.1.3. Teachers response; Culture**

Only the five schools with a religious ethos, are in favour of Physical Education promoting religious values. The fourteen teachers who feel that Physical Education should not be promoting religious values could take note what Nel says about religion and Physical Education: "Behind everything that man does, a religious motive is to be found that is born out of the true or false relationship between God and man...God therefore sets the task to the Physical Educator to purposefully inculcate a love for orderliness so that the student, without resistance, accepts the norms, principles and attitudes for an orderly religious life ... Students must be involved in such a way that they are motivated to lead an orderly religious life... This is only possible if the students possess the necessary knowledge on which a normative life is based so that their imagination is stimulated to maintain an orderly religious life (Nel, J.A.P.1986:17, 137 op.cit.). Furthermore, a teacher's association with religion

can "sharpen his appreciation of beauty, teach the values of belief, tolerance and virtues of sociation and provide a sense of critical judgement" (Woods,P. op.cit:165).

Only one school (with an overt cultural ethos) is in favour of cultural values being promoted through Physical Education. van Deventer addresses the issue of culture in Physical Education by saying that: "Movement development for the character formation in a multi-cultural society such as South Africa will be culturally determined. Controlled intercourse forms an important part of the adolescent because he is faced with various relationships in the temporary reality in which it is expected of him to act socially normative. Movement education, that is characterized by a variety of social interactions, must lead the child to character formation during social interaction" (van Deventer, K. 1992:461-462). Furthermore, an individual's lifestyle has a great influence on his health and sense of well-being. It also reflects his personality and philosophy (Lee, N.C. et.al 1990:18 op.cit).

The fact that all schools in Wynberg, except one, is over 30 years old, some also over 100 years, has educational implications for the Physical Education teacher. It has been said that: "Life and world view originates from a certain tradition ... and is dependant on the relationship between tradition and progress... For this very reason, rules, traditions and habits must be presented to the child so that he will realise that traditions and habits are obstinate grandeurs that are valid for all times" (de Klerk, 1967; van

Wyk, 1973; Hart, 1976 in Nel, J.A.P. 1986:20 -21op.cit.)). Therefore teachers have to conduct their Physical Education activities in such a way that they take note of the traditions of the school's past but also not stagnating into worn out methods and activities yet emphasizing universal values and norms.

Twelve respondents indicated that cultural factors did not affect their Physical Education programme. This could be due to minority groups in schools who felt compelled to fit in to the lesson because of subtle pressure from the dominant culture groups. Of the seven respondents who were affected by cultural factors, four of them excused the students from the lesson and continued with the rest while the other three modified their lessons. It was clear that there were still teachers who did not appreciate the complexity of a cultural diverse society. As mentioned in the literature review, boys and girls, due to religious reasons, who are compelled to be excused from Physical Education periods, can participate by observing, commenting, umpiring and choreographing. These activities could possibly have greater spin-offs than mere physical exertion. The teacher may also use one of the more "sick" or "problem children" to explain or demonstrate a particular skill.

#### **7.2.1. Lecturer's response; Teaching Effectiveness:**

As mentioned before, because of the nature of the subject, enjoyment is a vital ingredient to effective teaching in Physical Education. Both lecturers should thus be able to



make a contribution to effective teaching because of their enjoyment of the subject.

It appears that the college curriculum places more emphasis on class management at the expense of theoretical underpinnings of the subject. Grossman says that: "How teachers manage classrooms must depend on their ultimate goals for students. Management is not neutral but carries within it its own implicit theories of instruction as well as assumptions about schooling as a form of social control... Teacher education must not adapt teachers to existing conditions but challenge current practices and to work for change (Grossman,P.C. 1992:174). Research also indicates that pre-service teachers wrestle with issues related to the teaching of subject matter, asking themselves about the purpose for teaching before they had established classroom routines (Grossman,P.C. ibid:174). There is also evidence to show how first year teachers suggest that the course content of their studies can help them in teaching and learning of academic content or on ethical dimensions of teaching (Ball,1989; Comeaux and Gomey,1991; Grossman,1990 in Grossman, P.C. ibid:174).

This nonchalant attitude towards theoretical understanding is reflected in both lecturers' perception of effective teaching in that neither of them regard a teacher's theoretical understanding of the subject as a component of effective teaching. They both however ascribe weak performance in a Physical Education class to a shortcoming in cognitive functioning of the student.

It seems that the college curriculum misplaces the term, "professional". Woods refers to the professional teacher as someone who is: "...theory-friendly, concerned about educational and teacher development and sees teaching as a rational activity amenable to improvement on the basis of research and development" (Woods, P. op.cit:201). The male college curriculum confuses subject matter content such as recreation, fitness and health and sport administration with professionalism. Likewise the female curriculum confuses classroom management (attitude in class) and normative behaviour (behaviour out of school) with professionalism.

There is a contradiction in attitude towards drawing up an own curriculum between teachers and college lecturers. The conclusion one can draw is that the college curriculum does not empower the prospective teacher to draw up his or her own curriculum. This is possibly due to less emphasis on educational theory by the college curriculum.

### **7.2.2. Lecturers response; Cognition:**

It has been said that: "...it is the teachers who in the end will change the world of the school by understanding it" (Halsey, P. 1972:165 in Stenhouse, L. op.cit:208). Therefore it is necessary for those in charge of teacher training to be up to date with the latest developments in curriculum change and theory. This is best done by consulting literature, as is the case with the two lecturers.

The low percentage theoretical content that the college curriculum has, is disturbing because this leads to a philosophy that is employed chiefly "to screen the heterogenous collection of objectives thus far obtained so as to eliminate the unimportant and the contradictory ones (Tyler,R.W. 1931:548).

Tyler's conception of philosophy as a mere screen for selecting educational objectives appears to make its function mainly mechanical and somewhat external to the educative process. Under such circumstances, the Physical education teacher does not need to bring into question the existing health problems that the world faces nor does it enable the students to examine, through reflective thinking, possible solutions to their own health deficiencies. Instead, the school merely is expected to do the bidding of whatever powers and forces are most dominant in the larger society at a given time (Tanner, D. and Tanner, L.N.op.cit:101). Tanner says that "...educational practices must be governed by theory... in the absence of theory, learning becomes vulnerable to all sorts of whims and doctrines (Tanner,D.and Tanner, L.N.ibid:102)

The importance of a knowledge of curriculum theory is highlighted by Sharpes when he says: "The lack of acceptable or purposeful theory has led curriculum workers to generate goals and objectives, plans and schemes, collections of experiences, the exposition and treatment of subjects and disciplines, even lives to be lived, without common purpose in research" (Sharpes, D.K. op.cit:12). A teacher who is

incapable of drawing up his own curriculum can hardly be expected to help a child devise a fitness programme whereby "children must be made aware that acquisition of skills presumes a cognitive foundation (Nel, J.A.P. 1986:191 op.cit.). This is of particular importance to the college curriculum since both lecturers ascribe weak performance in a Physical Education class to a shortcoming in cognitive functioning of the student.

The role of theory in teacher training programs is indispensable if one considers what Tanner says: "The broader vision of education and the learner requires a broader vision of the curriculum and society. In this broader vision, cognitive goals cannot be considered apart from affective processes and moral principals" (Tanner, D. and Tanner, L.N. op.cit:186). No matter how 'trivial' an activity in a Physical Education lesson may seem to the teacher, it has to be brought to the conscious cognitive level of the child because "we need a theory of understanding that encompasses knowledge of all sorts, from the most concrete to the most abstract" (Perkins, 1986a:7).

According to the questionnaire the prospective teacher is thoroughly trained in physical skill development and transmitting these skills to children. However, the educational goal of the Physical Educator can only be realised "if he has clarity as regards the goals he is educating...these goals are determined by; (1) that for which he as Physical Educator stands, (2) that to which he binds himself and (3) that what he believes...his world view will

influence his teaching career" (Nel, J.A.P. 1986:234 op.cit.). The practical must "be supported by a theoretical foundation otherwise it remains purposelessness, insignificant and aimless" (Nel, J.A.P. 1994). The changing role of scientific enquiry is such that "the traditional partition between practice and theory has become unacceptable" (Smit in Engelbrecht, S.A. op.cit:8).

### 7.2.3. Lecturers response; Culture

It is an important view of the lecturers that they regard cultural values to be promoted through Physical education because "the general lack of student interest in specific subjects may also be reflective of the clash of social values of the student, and of the student's home environment, with that of the school...For the poor, for minorities, for the linguistically different, the school curriculum may be perceived as containing little cultural value" (Sharpe, D.K. op.cit:100). However, by exposing the child to not only other cultures but also to norms and values that are universal to all cultures, the Physical Education lesson can become more meaningful to the learner. A person "participates in as many cultures as the culturally different groups he mixes in... He carries with him the currency of these groups—their common understandings and language—rather as a traveller carries a pocket full of coins from each of the lands he has visited... therefore education exists to give people access to cultural groups outside of their own (Stenhouse, L. op.cit:7).

Despite that both respondents felt that the curriculum covers the teaching of Physical Education in a cultural diverse setting, their response on the culture content of curriculum indicated that they emphasize the us and them syndrome. By not emphasizing cultural factors in the male curriculum because of government policy, is to negate that "schools make culture available by providing pupils the opportunity to take part in learning groups" (Stenhouse,L. ibid:9). The importance of culture in teaching is emphasized by van Deventer when he says that: "Man lives both in a natural and cultural world. Nature for man is necessary but not sufficient because he must do something to ensure his survival. Cultural activity is an instruction from God" (van Deventer, op.cit:123-124). The female response containing references such as "other cultures, bridging the gap between different cultures and specific to certain cultures" and not referring to commonalities, is the product of years of forced political separation between people. The role of the Physical Educator should be to prepare the individual "when he is taken up in the (multi-cultural) society with its variety of situations and relationships" (Nel, J.A.P. 1986:19).

### 7.3.1. Subject advisors response; Teaching Effectiveness

It appears as if the subject advisor uses teaching efficiency characteristics to describe an effective teacher. Although he mentions knowledge (but does not specify what kind of knowledge) as a characteristic of teaching effectiveness, qualities like planning, good voice intonation and discipline are but "a mere checklist of points that might be useful in a teacher appraisal process where that is conducted by somebody else observing the teacher" (Woods,P. op.cit:5). The view that the Physical Education teacher has just the right amount of workload, is not shared by all. Lynne Brown's statement that "we need more teachers at schools (in the Cape Peninsula) to bring down the pupil/teacher ratio" indicates the overburdened workload of the teacher (Brown,L. in South, 1994:3). Bethell also mentions that "the more you do as a teacher, the more there is to do" (Bethell,A. 1980:22-23 in Woods,P. op.cit:182).

The suggestions that the subject advisor has on improving the status of Physical Education is not shared by all academics. For the inspectorate to raise the status of teaching, it must use its capacity to "work at a national level in surveying problems, in communicating information and the insights across local authorities and in bringing together for in-service conferences and workshops, teachers from all over the country" (Stenhouse,L. op.cit:186).

The subject advisor's opinion on teachers drawing up their own curriculum with the help of experts, is shared by Sharpes

when he says: "... it is better for teachers themselves to plan a curriculum than have someone plan it for them...a uniform curriculum, offered to all equally, may not immediately reveal true individual difference" (Sharpes, D.K. op.cit:18,36). It is however necessary for the subject advisor to define the term, "expert".

The term, professional, as the subject advisor uses it, is not also shared by all academic researchers. A knowledgeable teacher might not necessarily be a professional one but one that has the "powers of critical scrutiny" is regarded as a professional. A true professional teacher, is one with critical and creative powers (Woods,P. op.cit:201). This becomes a problem when he also places a lot of emphasis on bureaucratic practices such as class management and attire. The inspectorate should balance "professional improvement" (by placing professional improvement in proper perspective) with "personal enrichment" of the teacher (Woods,P. ibid:183).

The subject advisor is quite right when he says that he is influenced by the curricula of other countries because the universality of Physical Education is such that its "common quality running through its essence constitutes its world of ideas... the curriculum should broaden not constrict the sense of global understanding" (Sharpes,D.K. op.cit:20,56). All the countries mentioned in the literature review are experiencing similar problems to South Africa because of political and economic changes of the last decade.



There seems to be a tendency by the subject advisor to confuse the term, curriculum, with the term, syllabus. It may also be a mistake to believe that curriculum change is brought about by subject advisors attitude towards syllabus. Literature dispells the notion that only syllabus content determines curriculum practice. Sharpes says that: "the economic dimension of curriculum development is central to understanding how it gets done in schools...The low rates of economic growth when associated with significant population increases in the developing world lead to very real declines in expenditures per pupil. These imbalances in educational services are often translated into lower salaries resulting in more inexperienced teachers, an increase in the pupil-teacher ratio and more temporary teachers... All these combined factors influence the amount and quality of curriculum development within a nation and a school " (Sharpes,D.K. ibid:8). Research has shown that "teaching cannot be divorced from political and socio-economic context" (Woods,P. op.cit:20).

By ascribing the low point of Physical Education in South Africa to teacher attitudes and laziness, is an indictment on teachers as well as the inspectorate. Improving facilities and getting rid of lazy teachers is viewing curriculum that "stands in lonely isolation, waiting for a cosmetic face-lift, a repair and tune-up to set it on its way". (Sharpes,D.K. ibid:8). Research has shown that for "the true Physical Educationist, his subject field is important because he feels it his calling" (CED, op.cit:46). The inspectorate has a responsibility to arrange workshops and seminars to

increase the morale of the Physical Education fraternity whereby the "action orientation will involve projects on their own practice, discussion based enquiries, practical workshops exploring ideas and a focus on how the groups can help each other to learn. This could lead to a building of networks of co-operating teachers working in small groups, creating a powerful medium for scrutinising practice and the means by which ideas become more accessible" (CED, *ibid*:46,47). This is also contrary to the suggestions given by the subject advisor how to motivate the Physical Education teacher.

Although, the factors used to appoint male Physical Education teachers are important for effectiveness and efficiency, knowledge about the subject should be the most crucial in determining a position on the permanent staff at the school. "The teacher needs to take on to his agenda a desire to understand the nature of social science, the value problems it raises and its relation to the questions at the centre of the course. Only when he has gone some way towards structuring his own understanding of these issues can he adopt the pedagogy of his subject field" (Stenhouse,L. *op.cit*:91,92).

The subject advisor did not mention the type of literature made available to teachers but it is important that relevant literature be made available to teachers "in order to keep them up to date with the latest developments in Physical Education" (CED, *op.cit*:49). It is the practice in one of the old ethnic education departments to distribute a quarterly

journal to all members of its Physical Education association. Teachers are encouraged to contribute and in this way they are motivated because of their work being published (CED, ibid:49). This is one practice that must be continued when a new education department is established in South Africa.

### 7.3.2. Subject advisors response; Cognition

Although, the subject advisor expects cognitive skills to be taught every lesson, it must be born in mind that "a child will learn to play volleyball better through playing it than by listening to a teacher talk about the rules...Physical movement is one of the strongest forms of memory association" (Sharpes,D.K. op.cit:58). Well planned play activities also has cognitive spin-offs.

It is important for subject advisors to be literate on the latest developments in Physical Education because they must have "convincing motivations about WHY Physical Education is important and to what needs it must see to. Self investigation must be done w.r.t. strategic educational objectives in the teaching of the subject so that the necessity of the subject can be seen and it gets its well-deserved place on the school timetable" (CED, op.cit:52). This is best done through attending seminars and reading.

Although progressive researchers will ascribe weak school performance to poor teaching methods and a shortcoming in cognitive functioning, they dispell the subject advisor's suggestion of low Physical IQ. Feurstein believes that IQ

"is of limited usefulness to educators who are interested in producing cognitive change because it gives no clue to the process that determines the level of an individual's performance relative to that of other individuals within a normally distributed population (Feurstein, R. op.cit:148). Therefore, a shortcoming in cognitive function cannot be ascribed to a low Physical IQ.

### **7.3.3. Subject advisors response; Culture**

By attempting to Africanize the Physical Education curriculum in isolation from other cultures is to deny the child the opportunity "of a development in a positive attitude in children because no culture has all the answers and all cultures can learn from each other" (Sharpes,D.K. op.cit:59).

The subject advisor's view of accomodating cultural aspects in the Physical Education curriculum is what Albert Einstein says about schools: "Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation... the aim must be the training of independently acting and thinking individuals who see in the service of the community their highest life problem" (Einstein,A. in Tanner,D. and Tanner,L.N. op.cit:154).

Also, it is not enough for the Physical Education teacher to simply be involved in community projects. The Physical Education teacher and the curriculum need a conceptual framework that ask questions such as:"How do values come into

being? How do they shape personality? How do they affect individual choice making?" (Tanner,D. and Tanner,L.N. ibid:425). In this way the teaching of social skills through movement, as the subject advisor suggests, does not result in aimless physical activity. These questions are also necessary for all the values which he favours.

## PART EIGHT

### 8.1. CONCLUSION

A lack of understanding the why and how of Physical exercise in a Physical education lesson leads to aimless and purposelessness activity. An improvement in cognitive deficiencies is determined by the interaction of environmental factors and teaching effectiveness and not by unscientific notions such as Physical IQ. Environmental factors that influence teaching effectiveness are workload of the teacher, professional development, social standing, salary remuneration and status of the subject.

This study found that all these factors, with the exception of professional development, are lacking in Physical Education in the Wynberg area. It should however be mentioned that this is said with only one aspect of professional development in mind, namely, teacher qualification improvement.

Teaching effectiveness and cognition in Physical education lessons in the Wynberg area are also negatively influenced by the finding that there is widespread disagreement amongst teachers, college lecturers, subject advisor and academic literature regarding the above mentioned environmental factors. This study also found that not only is there disagreement, but also misconceptions about these factors amongst the Wynberg schooling fraternity, especially among the college graduates. An understanding of curriculum and

cognitive theory is more essential than practical coursework in order for the teacher to positively influence cognition in a Physical Education class.

This lack of theoretical training is also evident in teachers who disassociate cultural values from the Physical Education curriculum. The Physical Education teacher can promote universal cultural norms in the multi-cultural classroom during social interaction. This however can only be done if the teacher's curriculum is made relevant to the child's daily experience and can influence cognitive change. For the teacher to affect cognitive change in the classroom, he needs to have an understanding of factors influencing curriculum, cognition and Physical Education.

This study also found that enjoyment is a factor that teachers, lecturers and subject advisors have in common. This is a necessary aspect of effective teaching as is supported in literature on the subject. This, enjoyment of the subject, coupled with extra-mural involvement in school activity, places the Physical Educationist in the privileged position of seeing the pupils from a totally different point of view from that of their colleagues and gives him the opportunity of not only exerting an influence on the cognitive level but also on the normative. The suggestion made here is that if the teacher does not have the necessary theoretical knowledge, there will be a drop in teaching effectiveness and cognitive functioning in children. This opens up the possibilities for new criteria for the appointment of Physical Education teachers and promotion posts. Criteria

could be qualifications coupled with enjoyment for teaching the subject.

The changing political and educational climate in South Africa calls for a new look at subject content and approaches to teaching. If Physical Education does not heed this call, it will only have itself to blame if it is removed from the school curriculum.

This study also found that there is a crisis of low morale in the international Physical Education fraternity. Those factors that influence teaching motivation (vocational, professional and instrumental commitment) will have to be addressed by education authorities in order to avoid an exodus of teachers from the profession and a resultant drop in teaching effectiveness.

This research therefore retains the hypothesis.



## PART NINE

### 9.1. RECOMMENDATIONS FOR FURTHER STUDY

This study lends itself for further investigation into a number of areas within the realm of Physical Education.

The roles of cognition in the social, affective and normative domains as well as that of teacher motivation in influencing cognition in a Physical Education lesson could be used for further study. Because of the emphasis on economic reconstruction in South African society, the role of cognition in a Physical Education class for affecting change in economically disadvantaged students and schools.

Because the findings of this study also indicated that there is a lack of theoretical understanding of cognitive theories, it will be worthwhile to investigate the possibility of new curriculum content for colleges offering Physical Education. The role of tertiary institutions and the inspectorate in enhancing teaching effectiveness and cognition in the Physical Education curriculum could also then be investigated.

Philosophical enquiry into Physical Education curriculum and cognition is lacking in academic research. It is therefore necessary to conduct research into these areas.

Teachers in this study were, to a large extent, negative towards Physical Education promoting cultural values. This research however pointed out that there are theories that use

culture as a determining factor in cognitive deficiencies in a Physical Education class. An investigation into the fields of culture, cognition and Physical Education could thus be conducted.

This study also found that there were attempts to make Physical Education part of a cross-curricular curriculum in South Africa. Therefore, a study into cognition theory as a foundation for the utilization of Physical Education in a cross-curricular curriculum could be researched.

# APPENDIX ONE

## QUESTIONNAIRE

MAKE A (X) IN THE APPROPRIATE BLOCK

MALE	FEMALE
------	--------

1. Do you enjoy teaching Physical Education?

Y	N
---	---

2. Are you coaching or managing any activity related to Physical Education at your school? eg. sport or hiking

Y	N
---	---

3. Do you plan a Physical Education programme for each term?

Y	N
---	---

4. Is your Physical Education programme based on the prescribed syllabus?

Y	N
---	---

5. Do you write out your lessons?

Y	N
---	---

6. Would you prefer a prescribed syllabus with detailed activities or rather than drawing up your own curriculum?

Y	N
---	---

7. Do you think that the present syllabus makes enough provision for the lack of equipment?

Y	N
---	---

8.1 How often do you teach physical skills? eg. circuits

Seldom	Often	Every lesson
--------	-------	--------------

8.2. How often do you teach cognitive skills? eg. planning a circuit routine

Seldom	Often	Every lesson
--------	-------	--------------

9. Do you teach in a track suit and sport shoes?

Y	N
---	---

10. Does your pupils wear sports attire or do they do Physical Education in their school uniform?

Y	N
---	---

11.1 Are there many students who absent themselves regularly from the Physical Education class?

Y	N
---	---

11.2. If yes, is it for

Medical reasons
Bunking
Any other: Please mention

12. How long does it take you to start your lesson?

<5min	5min	>5min
-------	------	-------

13. Do any of your colleagues complain that your pupils arrive late from the Physical Education class

Y	N
---	---

14. Do you have a reasonable amount of books and other literature on Physical Education?

Y	N
---	---

15. Do you consult the local or university library for new ideas?

Y	N
---	---

16. What Physical Education qualifications do you have?

None	B.A/B.Sc	Hons	College	M.Ed/Phil
------	----------	------	---------	-----------

17. Does cultural factors affect your Physical Education programme? eg. religious holidays, community sport preferences etc.

Y	N
---	---

18. If yes for no.18, what do you do?

Cancel your lesson/s	Have a theory lesson	Continue with the rest of the class	Modify your lessons
----------------------	----------------------	-------------------------------------	---------------------

19. What values do you think Physical Education should promote? Any amount

Health and Fitness
Cultural
Religious
Physical skills

Cognitive skills
Any other: Please mention them

20. Are you active in any of the following community activities?

Sport	
Cultural	
Religious	

21. In what year was your school established (More or less)?

---

THANK YOU FOR YOUR CO-OPERATION

## APPENDIX TWO

### QUESTIONNAIRE

MAKE A (X) IN THE APPROPRIATE BLOCK

MALE	FEMALE
------	--------

1. Do you enjoy teaching Physical Education?

Y	N
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2. What criteria is used for admission to the Physical Education course?

Academic	Self-motivation	Anything else
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- 
3. What percentage of the curriculum does the following occupy?

Classroom management	Theoretical understanding
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4. Does the curriculum cover the teaching of Physical Education in a cultural diverse setting?

Y	N
---	---

5. Is your Physical Education curriculum based on the prescribed syllabus?

Y	N
---	---

6. Would you prefer a prescribed curriculum with detailed activities or would you rather draw up your own curriculum?

Y	N
---	---

7. Do you think that the present syllabus makes enough provision for the lack of equipment?

Y	N
---	---

8.1 How often are physical skills taught? eg. circuits, netball and soccer skills?

Seldom	Often	Every lesson
--------	-------	--------------

8.2. How often are the students taught to teach the school pupils how to apply these skills?

Seldom	Often	Every lesson
--------	-------	--------------

9.1. Are the students made aware of the term, professional?

Y	N
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9.2. If yes, what points does the curriculum emphasize?

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9.3. What emphasis does the curriculum place on attire of Physical Education teachers ?

Little	Reasonable Amount	A Lot of Emphasis
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9.4. What emphasis does the curriculum place on class management of Physical Education ?

Little	Reasonable Amount	A Lot of Emphasis
--------	-------------------	-------------------



10. Do you have a reasonable amount of books and other literature on Physical Education?

Y	N
---	---

11. Do you consult the local or university library for new ideas?

Y	N
---	---

12. What Physical Education qualifications do you have?

None	B.A/B.Sc	Hons	College	M.Ed/Phil
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13. Does the curriculum make provision for cultural factors that may affect the prospective teachers' Physical Education programme? eg. religious hoidays, community sport preferences etc.

Y	N
---	---

14.1. If yes for no.13, how?

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14.2. If no, why not?

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15. What values do you think Physical Education should promote? Any amount

Health and Fitness
Cultural
Religious
Physical skills
Cognitive skills
Any other: Please mention them

16. Are you active in any of the following community activities?

Sport	
Cultural	
Religious	

17. How would you describe an effective Physical Education teacher?

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18. To what would you ascribe weak performance in a Physical Education class ?

A low Physical IQ	A lack of understanding of the concept taught
A shortcoming in cognitive functioning	Any other explanations

THANK YOU FOR YOUR CO-OPERATION

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F.Cleophas (mr.)

**APPENDIX THREE**  
**QUESTIONNAIRE**

MAKE A (X) IN THE APPROPRIATE BLOCK

MALE	FEMALE
------	--------

1. Do you enjoy teaching Physical Education?

Y	N
---	---

2. Do you think that the Physical Education teacher has a...

Too easy workload	Just right amount workload	Too heavy workload
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3. What qualities would you say describe an effective teacher?

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4.1. Do you think that Physical Education enjoys the same status as examination subjects?

Y	N
---	---

4.2. If not, how can it be improved?

---

5. Should the curriculum become more Africanized?

Y	N
---	---

5.1. If yes, how?

---

5.2. If no, why not?

---

6.1. Would you prefer a prescribed curriculum with detailed activities

Y	N
---	---

or

6.2. would you rather prefer teachers to draw up their own curriculum?

Y	N
---	---

7. Do you think that the present syllabus makes enough provision for the lack of equipment?

Y	N
---	---

8.1 How often do you expect teachers to teach physical skills eg. circuits, netball and soccer skills?

Seldom	Often	Every lesson
--------	-------	--------------

8.2. How often do you expect teachers to teach cognitive skills?

Seldom	Often	Every lesson
--------	-------	--------------

9. How would you describe a professional teacher?

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10. What emphasis do you place on attire of Physical Education teachers ?

Little	Reasonable Amount	A Lot of Emphasis
--------	-------------------	-------------------

11. What emphasis do you place on class management of a Physical Education class?

Little	Reasonable Amount	A Lot of Emphasis
--------	-------------------	-------------------

12. Do you have a reasonable amount of books and other literature on Physical Education?

Y	N
---	---

13. Do you consult the local or university library for new ideas?

Y	N
---	---

14. What Physical Education qualifications do you have?

None	B.A/B.Sc	Hons	College	M.Ed/Phil
------	----------	------	---------	-----------

15. How can a teacher make provision for cultural factors that may affect the Physical Education programme? eg. religious hoidays, community sport preferences etc.

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16. What values do you think Physical Education should promote? Any amount

Health and Fitness
Cultural
Religious
Physical skills
Cognitive skills
Any other: Please mention them

17. Do you think there is a low morale amongst Physical Education teachers?

Y	N
---	---

18. To what would you ascribe weak performance in a Physical Education class ?

A low Physical IQ	A lack of understanding of the concept taught
A shortcoming in cognitive functioning	Any other explanations

19.1. Are there any other countries that influence your thinking about the Physical Education curriculum in South Africa?

Y	N
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19.2. If yes, which ones?

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20. How do you think the political events since 2 February 1992 influences the Physical Education curriculum?

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21. Do you think that Physical Education in South Africa is on a sound footing? Is it being taught at most schools and are pupils benefiting from it?

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22.1. Do you think that the the Education authorities are doing enough to motivate Physical Education teachers?

Y	N
---	---

22.2. If yes, how?

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22.3. If no, how do you think this can be done?

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22.4. What criteria do you use for appointing a Physical Education teacher?

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23. Are you able to make up to date literature available to Physical Education teachers?

Y	N
---	---

Thank you for your kind co-operation

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F.Cleophas (mr.)

SAMPLE OF BOY'S PHYSICAL EVALUATION FORM

PUPIL EVALUATION					LEERLING-EVALUERING						
BOYS 8 YEARS SEUNS 8 JAAR		NAME/NAAM					STD./ST.		YEAR/JAAR		
Test/Toets					1	2	Comment/Kommentaar				
Percentage/Persentasie											
Mass/Massa											
Height/Lengte											
Pulse rate/Polsspoed											
Attitude/Gesindheid											
Extra-mural sport/Buitemuurse sport											
Standard	Percentile	Chin-ups	Long jump	50m dash	1 600m walk/jog	Push-ups	Abdominal curls	Supple-ness	Hand-wall-toss	Rope skip-ping	Motor skill
Standaard	Persentiel	Ken-op-trek-ke	Ver-spring	50m nael-loop	1 600m stap/draf	Op-stote	Maag-krul-le	Le-nig-heid	Hand-muur-gooi	Tou-spring	Moto-riese vaar-dig-heid
Excellent	100	11	199	8,0	6:01	46	66	29	31	140	10
Uitstekend	95	7	181	8,3	6:23	36	57	25	26	90	
	90	6	174	8,5	6:41	35	51	22	23	81	9
Very good Baie goed	85	5	169	8,6	6:58	32	46		21	75	
	80	4	166	8,7	7:04	30	45	21	20	69	8
Good Goed	75		161	8,8	7:11	29	43		19	64	
	70	3	156	8,9	7:24	27	41	20	18	60	7
Reasonably good Redelik goed	65		150	9,0	7:37	25	40	19	17	57	
	60		146	9,1	7:44	24	39		16	55	6
Average Gemiddeld	55	2	141	9,2	7:59	22	38	18	15	52	
	50		136	9,4	8:08	21	37	17	14	50	5
	45		133	9,5	8:25	20	35	16	13	47	
Below average Onder gemiddeld	40	1	131	9,6	8:45	19	33	15	11	44	4
	35		128	9,8	9:06	17	30	14	10	41	
Weak Swak	30		124	9,9	9:25	16	28	12	9	36	3
	25		118	10,1	10:14	14	25	11	8	31	
Very weak Baie swak	20		113	10,5	10:57	12	24	10	7	29	2
	15		105	10,7	11:11	10	21	9	5	25	
	10	*	*	*	*	*	*	*	*	*	1

\* = less/minder, longer/langer



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