

**THE STATUS AND VALUE OF PHYSICAL EDUCATION  
AT PRIMARY SCHOOLS IN THE KUILS RIVER AREA  
WITH SPECIFIC REFERENCE TO CURRICULUM 2005**

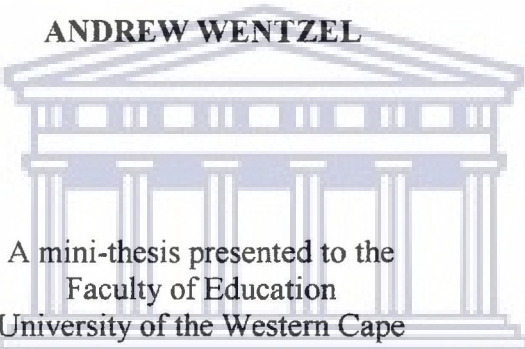


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**ANDREW WENTZEL**

The logo of the University of the Western Cape, featuring a classical building with a pediment and columns.

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**SUPERVISOR**

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**THE STATUS AND VALUE OF PHYSICAL EDUCATION  
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**KEYWORDS**

- Physical Education
- Human Movement Studies
- Primary Schools
- Curriculum 2005 (C2005)
- Learning Area
- Life Orientation
- Outcomes-based
- Compulsory
- Status
- Values



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## **ABSTRACT**

### **THE STATUS AND VALUE OF PHYSICAL EDUCATION AT PRIMARY SCHOOLS IN THE KUILS RIVER AREA WITH SPECIFIC REFERENCE TO CURRICULUM 2005**

The purpose of this project was to determine the status and value of physical education at primary schools as well as the extent to which it is offered. It is also hoped that this study will be useful in putting forward an argument for the inclusion or re-inclusion of physical education as a compulsory subject in the curriculum of schools.

There appears to be a decline in the teaching of the subject at primary schools. Time tables afford little or no time to the teaching of physical education. This has implications for the holistic development of pupils and for providers of physical education teachers. Such institutions would find it difficult to provide opportunities for in-service experiences in physical education for prospective teachers and may come to perceive such courses as not viable.

The impact on physical education of the attitudes of teachers and principals, and the introduction of Curriculum 2005 with its emphasis on learning areas, was also investigated. Comparisons of South African and world views concerning physical education is done via analysis of both local and international policy documents on education, physical education, and sport.

The type of research used was non-experimental descriptive research using a case study approach with multiple cases. These cases consisted of six selected primary schools in a particular socio-economic area. The focus of the study originally centred on the perceptions of teachers and principals regarding the value and status of physical education at their schools. The views of pupils were later also included.

The sampling strategy was both purposeful and convenient. Purposeful sampling ensured that informants were “information rich” with respect to information relevant to the purpose of the study, while convenience sampling allowed selection of participants as a matter of convenience. The sample was also based on replication logic because of the author’s prediction of similar results for each case.

Use was made in the study of a questionnaire to teachers and interviews with principals and later with students. The questionnaire consisted of both open-ended and closed questions, while the interviews consisted mainly of open-ended questions.

The decline of physical education at schools does not seem to be due to negative attitudes on the part of pupils, teachers or principals. Most teachers felt that physical education should be taught at schools, that they should be able to teach it, and that it was necessary for holistic development. It was also felt that physical education should be fun and that it was liked by pupils. Teachers do however not feel competent to teach it because of lack of experience and training. Principals agreed that too little time was awarded to the learning area of Life Orientation and that the inclusion of physical education within Life Orientation did not afford it enough time for effective teaching. The teaching of physical education by class teachers, with little or no training in physical education, was in most cases thought to be unsatisfactory. Principals were unanimous about the compulsory status of physical education. Pupils thought that physical education should be compulsory and that it served the larger pupil body as opposed to the limited number of pupils participating in sport. Pupil negativity towards physical education arose mainly from peer ridicule and teaching styles which were too prescriptive.

Because of the generalist nature of teaching in the primary school and the general agreement that physical education should be compulsory, teacher education programmes should contain training in all subjects, including physical education. The need for compulsory training in physical education is also supported by teacher involvement in sport coaching at schools. To coach effectively requires knowledge of sport and activity.

A re-think about the nature of physical education is required in South Africa. This re-think has to include teachers who are encouraged to become reflective practitioners. Physical education can no longer be confined to the school but has to include the off-school experiences of the child. A new teaching approach, integrating the aims of schooling and the needs of pupils and community, needs to be designed.



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## DECLARATION

I declare that *The Status and Value of Physical Education at Primary Schools in the Kuils River Area with Specific Reference to Curriculum 2005* is my own work, that it has not been submitted for any degree or examination in any other university and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Andrew Wentzel

November 2001



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Signed *awentzel* .....

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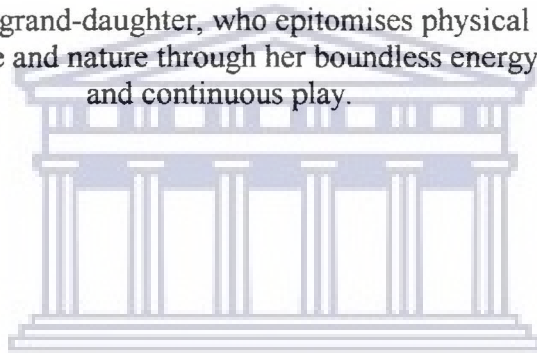
Finally, to all my colleagues with whom I have discussed physical education over the years. To them I quote the following:

“But how about the many ideas and procedures that one has picked up from discussions with colleagues? After the passage of time, one can no longer remember who originated the idea. After the passage of even more time, it seems to me that all the good ideas originated with me, a proposition which I know is indefensible.”  
(Day, 1979:vii)



## DEDICATION

To Wilder my grand-daughter, who epitomises physical activity  
in name and nature through her boundless energy  
and continuous play.



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## CHAPTER 1

### PHYSICAL EDUCATION TODAY

#### 1.1 INTRODUCTION

Starting as a primary school teacher, and presently as a lecturer at a college of education, I have taught physical education for the past 33 years. During most of this time schools were grouped under separate education departments according to race. So-called coloureds were placed under the House of Representatives (HoR), whites under the House of Assembly (HoA) and blacks (at that time referred to as African and previously as Bantu) under the Department of Education and Training (DET). At schools under the HoR and HoA, physical education was a compulsory subject and all classes had the right to two periods of physical education, as well as one period of health education, on a weekly basis. Schools under the DET had no curricular provision for physical education.

The compulsory status of physical education for HoR schools was emphasised during my training as a physical education specialist, as was the vital role physical education had to play in the holistic development of the child. The child was seen as a moral, spiritual and physical being actively participating in a particular social milieu, which required certain social skills. Lessons in physical education therefore had to enable the development of these aspects in the child. Physical education could thus not only be sports or physical activity for its own sake but needed to instill values and habits reflecting appropriate behaviour and attitudes to enable the child to function meaningfully in an “apartheid”<sup>1</sup> society. White schools for example introduced a Youth Preparedness Programme, with the express purpose of preparing young boys for military purposes in anticipation of a future defence of their apartheid state.

Physical education however, has always had its critics within the teaching profession. There were (and probably still are) many teachers who felt that such lessons amounted to nothing more than frivolous play, while others regarded physical education as too

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<sup>1</sup> The political segregation of persons into distinct groups based on race and skin colour.

militaristic in its discipline and nothing more than physical training. Such perceptions resulted in those who excelled at physical education activities being labeled as jocks and regarded as less endowed intellectually than those who pursued so-called academic subjects. This made it easier for teachers and principals to neglect physical education for the ideals of academia. Physical education time was used to “catch up” in, or afford more time to, other subjects. For example, at some schools physical education was abandoned for academic pursuits in the fourth term in preparation for upcoming examinations. What prevented such practices from becoming too common and generally acceptable, was the official policy concerning physical education (to be explored later on in Chapter 2) and the attitudes of committed teachers and principals who perceived certain values in physical education. Such individuals enforced its compulsory status and ensured that physical education remained part of the programmes of their schools.

Adding to the negativity surrounding physical education were activities performed seemingly in the interest of sport, (some which still occur at some schools presently) which took certain teachers and children out of the classroom, denying such children learning opportunities while others continued with their learning. I allude here to the extra athletic practices during teaching time or pupils leaving school early for sports events. These events while school was still in session, were (and still are) in my opinion unacceptable and should never be condoned. Such practices amounted to an infringement of the right of the child to a quality education and probably concealed a hidden agenda – the ambition of the school and teachers involved to gain prestige and status by winning specific events. In most cases the interest of the child was of secondary importance in school sport. Stories of principals and teachers attending practices with canes and heaping criticism on what they perceived to be poor performances, provided proof of this. Sport activities should be confined to after or before school if necessary.

Following the 1994 general elections in South Africa, a new curriculum, known as Curriculum 2005 (C2005), was introduced. C2005 is founded on the principle of the integration of the formerly separate fields of training and education. The distinctive characteristics of education, which included theory and knowledge (“head” matters),

previously seen as of a higher order than those of training, which included practice and skills (“hand” matters), would be fused into an integrated system of education. By implementing an outcomes-based curriculum it is hoped that pupils will acquire competencies that will enable them to deal with the ever-changing realities of the world they live in. Such competencies consist of skills, values and attitudes, which can only be acquired through teaching, which integrates theory and practice.

The new curriculum insists that all eight prescribed learning areas be covered. Nowhere is one area ascribed more importance than another. In my opinion however, paradoxically, by emphasising science, mathematics and technology, and by having a differential time allocation for learning areas, the Department of Education (DoE) has relegated certain learning areas, and therefore subjects, to lesser importance. This relegation applies more noticeably to the so-called practical learning areas like Life Orientation and Arts and Culture. These learning areas consist of clusters of many diverse subjects. These subjects, because of their nature, have certain specialisation and time requirements, but due to the time allocated officially to these clusters, very little contact time is in fact available to each subject. This leads to a prioritisation left to the discretion of the individual teacher or school and in this process certain subjects may be neglected. Non-examination subjects may be the first to be targeted for less time or may even be removed from the curriculum. Physical education is one of the subjects, which has fallen victim to this neglect.

This research therefore aims to establish how teachers and principals rank physical education as well as what educational value they ascribe to it. It is also hoped that research results could support an argument for the compulsory inclusion of physical education as a separate learning area in the school curriculum. Perhaps an argument for the inclusion of physical education as a separate learning area could be supported by quoting an extract from a letter by Nelson Mandela and Graça Machel titled “*At the service of the children of the world*” – “Despite the miracles of science, we see a generation, and the generations after them, lost. ... We join our lifelong struggle for justice with UNICEF’s mission to protect children’s rights, to help them meet their basic

needs and to expand their opportunities to reach their full potential.” From these lines it could be inferred that an academic education is not enough and that “full potential” demands not only academic achievement but could include the “practical” expertise required for sport and recreation, which is provided by physical education.

## **1.2 AIMS OF THE RESEARCH**

To determine the extent to which physical education is offered at primary schools, to determine its status, and to provide an argument for the inclusion or re-inclusion of physical education as a learning area in the primary school programme based on its educational value.

## **1.3 RATIONALE**

Over the last number of years I, as lecturer in the Human Movement Science Department of the Western Cape College of Education, have become quite concerned at what seems to be a decrease in emphasis on the teaching of physical education in schools. Less time is presently allocated to physical education on school timetables than was previously awarded to it when its compulsory status received proper consideration. In some schools it has now been completely dropped from the school programme. Reasons for omission could be the implementation of a new curriculum (C2005), the expectation that class teachers, with no or little training in physical education, teach it to their own classes, the effects of retrenchment of teachers (particularly practical specialists) or the designation of physical education as a non-examination subject. Whatever the causes may be, knowing the status of physical education at schools is important to institutions which provide such teachers. Schools which offer physical education are supportive environments for aspiring physical education teachers since such schools would have experienced staff, sufficient apparatus and the infrastructure required to provide student teachers with the necessary practical experience. A serious limitation to students of physical education doing their practice teaching at some schools is the lack of opportunity or limited opportunity to teach the subject, due to the school programme which excludes or offers minimal physical education. The problem is particularly serious at black schools where physical education is not offered at all.



To providers of specialist teachers of physical education, such training becomes irrelevant if the subject is phased out of the school curriculum since the subject, or teachers of the subject, will no longer be required at schools. In terms of the new curriculum (C2005) proposed for the primary school, physical education belongs to the learning area, Life Orientation. Life Orientation consists of a number of subjects including Religious Education, Physical Education, Health Education, Life Skills, and so forth. The grouping of physical education with other subjects into a single learning area with an allocation of 10% of total teaching contact time, may have resulted in the decreased emphasis on physical education as part of the learning programmes of schools. C2005 further requires generalist teachers for the primary school. Teachers are required to be competent to teach all of the eight learning areas in their classes, which suggests a training, which allows exposure to all learning areas. Such an exposure may result in only superficial experience of some subjects and therefore a lack of in-depth expertise to teach these subjects. It has been argued that certain subjects require certain aptitudes and perhaps certain subjects would be better taught by teachers who possess the required aptitude. Perhaps the time has come to debate specialist versus generalist teacher education and subject teaching versus class teaching. Both need to be critically assessed in terms of its effectiveness in the classroom.

Class teaching<sup>2</sup> requires the teaching of the entire curriculum to a particular class or grade. However, teachers often do not feel competent or inclined to do so. Certain subjects, commonly known as the practical subjects, of which physical education is one, could therefore be neglected or poorly taught. The attitudes towards physical education at primary schools may therefore exert an influence on the emphasis placed on physical education at such schools and impact on its inclusion in initial teacher training programmes.

Normally schools surrounding the teacher training institution are used for the purpose of practice teaching and it would be advantageous if physical education was taught there

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<sup>2</sup> Teachers with no specialized training in any practical subjects were regarded as class teachers and taught all subjects except the practical ones. Practical subjects were taught by specialist trained teachers.

and if teachers qualified to teach physical education were available to help practicing students. If physical education was not offered at these schools, students would have to go further afield to obtain practical teaching experience vital to their development as teachers. The placement of students at suitable schools and the organization of transport for students to schools would for example, become more onerous. The demographics of institutions have also changed from being predominantly single race or segregated institutions to institutions which reflect the demographics of a democratic South Africa, more so in some cases than in others. For example the demographics of the Western Cape College of Education has changed from being predominantly an institution for “coloured” persons speaking Afrikaans and English to one which has a student profile comprising mainly of Xhosa students speaking Xhosa and English. Student profiles will also have changed at former “white” institutions which may now contain all the previously racially segregated groups. Students choose schools for practice teaching based on factors such as medium of instruction and distance from their homes. They would normally choose schools in their communities. Xhosa home language speakers will choose Xhosa-as-medium-of -instruction schools for purposes of practice teaching. Apart from other problems such as language barriers and fear on the part of lecturers to travel into these areas, such schools do not offer physical education as part of their programmes. Students specialising in physical education are therefore denied the opportunity of teaching it effectively at schools in black townships such as Khayalitsha, Guguletu, Langa and Nyanga. If previously “white” and “coloured” schools at which physical education was a compulsory subject now also de-emphasise physical education, teaching opportunities for students of physical education would decline even further.

I believe in an education for children, which is holistic in nature. The revised education system of South Africa, C2005, intends such an education. However, the entry of South Africa into the global village with its competitive market orientated philosophy, has determined South Africa’s emphasis in education. Preparation to enable South Africa to compete in the international market place seems to be the main theme of education. This has resulted in an emphasis on science, mathematics and technology with funding (bursaries) being made available for these “special” subjects. These subjects are in fact

treated differently to other subjects by education authorities for purposes of funding. Academic and market oriented subjects are seen as more important than the so-called practical subjects which are relegated to positions of lesser importance. What seems to be forgotten is that a holistic education cannot be achieved if those subjects promoting the aesthetic, moral and/or physical are ignored or absent. This threatening “absence” is the dilemma facing physical education today and what is needed is a concerted effort by educationists to ensure recognition of the educational value of physical education and the contribution it makes to holistic education.

It may therefore appear that physical education is in danger of being marginalised or eradicated from the programmes of some schools. Forgotten are its effects on health promotion which refers not only to the physical but to the personal and social as well. Through participation in activities, which may be competitive or non-competitive, children may acquire health habits for life. Active children and adults are also able to avoid the ill effects of sedentary lifestyles encouraged by the modern technological age. Forgotten also is the fact that physical education has always been considered as a major contributor to discipline in schools. I want to distinguish here between the discipline regulated by teacher presence, rules and the fear of being caught breaking them, and internalised self-discipline, which is based on morals, ethics and a sense of right and wrong. Physical education provides situations, which require the discipline to not take advantage of the weak, to be fair and just, and take responsibility for one’s actions. Such discipline may decrease the incidence of misconduct at schools.

The study focuses on the perceptions of teachers and principals of the present status of physical education in the primary school, seeks to determine its educational value at these schools, and may finally argue for the inclusion, or re-inclusion, of physical education in the programmes of these schools as a compulsory subject. It is also hoped that this research may change the way physical education is viewed in these primary schools specifically and in primary schools generally, in terms of its significance and benefits.

#### 1.4 FRAMEWORK OF THE RESEARCH

This research into the status and educational value of physical education at primary schools is taking place at a time when significant changes are taking place in education with regard to the national curriculum for primary schools. A new curriculum grounded in outcomes-based education and named C2005, has been introduced into schools. Its planners claim that it is different from the previous curriculum and that it requires a paradigm shift from teachers, away from teacher-centred teaching to pupil-centred teaching. ✓

They also assert that this new curriculum is more democratic. Power relations have changed, shifting the emphasis from teacher-centred to pupil-centred teaching. Teachers are no longer expected to be dispensers of knowledge and no longer are pupils mere recipients of knowledge but must participate in their learning by taking joint responsibility for it. However, bearing in mind the lack of resources at some schools, and the socio-economic conditions under which the larger section of South African society lives, a disadvantaged group of persons remains. This makes taking responsibility for learning difficult if not impossible. Taking responsibility for learning requires for example that pupils do research, which requires books and libraries, which are not readily available to pupils in disadvantaged schools. Teaching now relies heavily on pupils' experiences which are generally poor, and since groupwork appears to be the main teaching strategy, facilitated by the teacher but driven by pupils, the amount of learning which takes place is questionable. Other disadvantages are that contributions made by some pupils in group situations may be minimal and provide little opportunity for challenging exceptional pupils.

Another concern is that although the new curriculum is supposed to be process and not product oriented, the fact that outcomes are pre-determined by the National Department of Education with obvious political undertones, seems to indicate a final product. This determinism militates against democracy.

According to Jansen (1999:147), C2005 has been hastily implemented with teachers confused by its strange and difficult concepts and language and unable to put it into practice. He describes OBE as a political response to apartheid schooling without concern for change at the classroom level. He says that defence of OBE comes mainly from First World countries and that First World successes would be difficult to achieve in the majority of South African schools with their legacy of poor resources. Physical education with its need for costly apparatus and facilities which require regular maintenance, its low ranking among other subjects or learning areas in the school programme, and its decreased significance within its own learning area in some schools, may therefore be regarded as less important than other subjects and therefore neglected.

To decrease its wage bill for teachers' salaries, the Department of Education introduced a rationalisation process based on new teacher-pupil ratios at schools. This has led to the retrenchment of teachers declared in excess according to these ratios. The employment crisis in schools brought on by the rationalisation process has led to fewer teachers being available for teaching and the omission of the so-called practical subjects from the programmes of some schools. Because of their non-examination status, "practical" subjects are often the first to be cut from the school programme with practical specialists the first to be eliminated via severance packages when schools cannot maintain pupil-teacher ratios. This leaves the teaching of physical education in the hands of class teachers who are expected to teach a subject of which they may have little or no experience and no training. While some try their best and even do a good job, others are unable to do so. Not all teacher education courses require that students be exposed to all practical subjects and therefore some teachers may have little or no experience of physical education.

Curriculum 2005 consists of eight learning areas. These learning areas contain, in addition to new subjects, the "old" subjects to be taught in an integrated manner. In this way physical education, along with other subjects, has been included in the learning area of Life Orientation. This has affected the independent status of physical education. Life Orientation has been awarded 10% of the weekly time for tuition. However the number

of subjects placed under this area, which includes religious education and life skills, makes the time available to physical education negligible. This becomes apparent when compared to the previous time allocation, which amounted to two 35 minute teaching periods for physical education and one 35 minute teaching period for health education. Perhaps physical education with its health education partner needs to be re-awarded its previous independent status. Failing this physical education needs to be given a higher priority in Life Orientation in view of its holistic educational benefits.

However, with its independence at present usurped, physical education is at the mercy of school programme planners who seem to have forgotten about or are unmindful of, its compulsory status. This means that physical education is in some cases excluded from school programmes. Some schools try to justify such exclusions by offering extra-mural sport programmes as an alternative to physical education. The weakness in such justification lays in the fact that extra-mural sport, which is normally competitive in nature, does not include all pupils, nor is it desired by all pupils. Substituting physical education with sport ignores the fact that physical education consists of activities and habits which not only promote physical development and health but mental and moral development as well. After-school sport activities deny participation to those not “good” enough to make the team or unable to do so because of travelling arrangements due to the distance to be covered to their homes to and from school each day. The exclusion of physical education from school programmes therefore denies children the right to a holistic education. I contend that physical education should be recognised as having a valuable contribution to make to the holistic development of the child.

Although not the central focus of this research, it would be interesting to examine the term physical education itself. Perhaps there would be some who would argue that such a label places too much emphasis on the physical. Perhaps another, more relevant or precise designation, that takes into account the diverse nature of physical education, highlighting its relevance in the holistic education of the child, could be found. Wellness Education, which emphasises more than just physical fitness and activity (psychomotor development) and includes the cognitive and affective domains, comes to mind.

## 1.5 RESEARCH QUESTIONS

Allison et al (1996:4) refers to research as “... a particular form of inquiry [and therefore defines research as being] concerned with seeking solutions to problems or answers to questions.” Central to research therefore is a specific problem, which requires answers to questions designed to provide solutions to the problem.

Research is also defined as “a process of identifying something unknown and then collecting data to make it known” (Gall et al, 1996:43). They further feel that each research question should be supported by a rationale. “The reader needs to know why the researcher framed the question or purpose, and how research findings relating to it are likely to advance knowledge and improve educational practice” (Gall et al, 1996:58).

Answers to the particular problem identified by this research will be sought by means of one main research question and 4 sub-research questions.

### 1.5.1 MAIN RESEARCH QUESTION

*What is the status and educational value of physical education in primary schools in the Kuils River area with specific reference to C2005?*

The main question constitutes the research topic. It has to provide meaningful research and more importantly, it has to be capable of being answered. There has to be absolute clarity about the main research question since a number of sub-research questions arise from it and time and energy could be wasted collecting information which cannot be used if the main question lacked clarity. Meaningful questions, according to Allison (1996:4), “indicate what it is that you will accept as an answer” and are not metaphysical such as: “Is there life after death?” nor judgmental such as: “Was DNA a more important discovery than penicillin?”, but are answerable as a result of inquiry alone.

The main question postulated above clearly seeks information about the status and value of physical education in schools in a particular area. This particular area is chosen because all the schools in this area have a similar socio-economic composition. Children are from middle class and working class families. While some pupils are more affluent,

others come from sub-economic housing areas and even squatter camps. Socio-economic conditions influence the quality of education. Certain schools can for example pay for extra teachers out of school funds generated from school fees. At such schools more subjects will be offered. Working class parents cannot normally afford to send their children to such schools and neither can they afford high school fees. The schools their children attend can therefore not hire extra help and may even forfeit certain subjects. Physical education may be one of these subjects. Other reasons for choosing the particular area were mentioned under the rationale for this research.

I have become aware of a decrease in the incidence of teaching physical education at some primary schools. Using the schools in this particular area would give an idea of the extent of the problem, and results may only be generalised to similar schools i.e. ex-HoR schools in the area and probably further afield in similar socio-economic conditions. The findings cannot however be generalised to all primary schools since past inequities in provision of resources for physical education still advantage some schools. Some schools are still poorly resourced in terms of physical education and some as mentioned previously, e.g. Xhosa-as-medium-of-instruction schools still do not have physical education included in the school timetable.

#### 1.5.2 SUB-RESEARCH QUESTIONS

The sub-research questions provide information that will support that of the main research question. These questions must be consistent with the aims of the research as expressed by the main research question.

- 1. *What is the official policy regarding physical education at Schools and to which extent is this policy implemented?*

The first sub-research question seeks to determine what official policy says regarding the teaching of physical education at schools at present and whether physical education still has its compulsory status. The official view of physical education may be influencing the practices occurring around it today. The comments of education minister Kader Asmal (Sunday Times: 25.02.01) suggest a ministerial awareness of the neglect of physical education at schools. Although his comments are welcome at a



time when physical education is under siege, the brief mention of developing children's bodies and minds seem to be overshadowed by political overtones. More important to Asmal, seems the values that would promote integration – “particularly in the racially mixed schools” (Sunday Times: 25.02.01). This political preoccupation with race and particular schools de-emphasises the necessity of physical education for all school children. It should be a priority in all schools children attend. Asmal also appears to be taking a step backwards in agreeing with the minister of sport, Ngconde Balfour, that “schools would see to the curriculum side of physical education.” Such a stance, which places the responsibility of curriculum implementation on the school, does not guarantee the inclusion of physical education as part of the curriculum and seems almost an abdication of ministerial responsibility. Schools have had at least two years to implement physical education with the introduction of C2005. The present perceived lack of physical education teaching at some schools seems to indicate an inability or lack of will on the part of teachers to do so. To remedy the situation may require, in my opinion, ministerial or departmental intervention at such schools. It seems that a return to a past form of “inspectoral” monitoring may be required.

- 2. *What perceptions are held by staff concerning the value and status of physical education in schools?*

*and*

- 3. *What views are held by principals regarding the value and status of physical education in school programmes?*

Sub-research questions 2 and 3 deal with the perceptions of staff and principals with regard to the value and status of physical education. The views of these persons are bound to be influential in decision-making about the offering of physical education at schools. Negative attitudes towards physical education from both or either of these parties may adversely affect decisions to include physical education, in a serious and meaningful manner, in the school programme.

- 4. *What effects did the implementation of C2005 and OBE have on the status and teaching of physical education?*

Sub-question 4 looks at what effects C2005, with its learning areas and its new outcomes-based teaching methodology (OBE), had on the status and teaching of physical education. Physical education teachers could argue that the nature of their subject with its practical and theoretical aspects and its emphasis on competencies, which include knowledge, skills, values and attitudes, has always been outcomes-based in nature. Assessing skills and knowledge may be done more objectively than values and attitudes such as sportsmanship, co-operation, etc., which depend on teachers' observation and subjective interpretation of overt behaviour. The harsh time constraints and the loss of independence of physical education, which seem to have accompanied C2005, also needs clarification.

## **1.6 RESEARCH DESIGN AND METHODOLOGY**

Adams and Shvaneveldt (in Edwards & Talbot, 1994:28) describe research design as a "plan, blueprint or guide for data collection and interpretation – sets of rules that enable the investigator to conceptualise and observe the problem under study." They also list four research designs i.e. survey research; experimental research; case studies; and progressive focussing. They define survey research as being used to obtain a "snapshot of settings/views/attitudes [and having] speed of gaining information" (in Edwards & Talbot, 1994:29). Survey research is therefore descriptive in nature.

The title of this research project indicates explicitly that the methodology to be used for this research would be descriptive. In descriptive research "a clear statement of 'what is' is an essential prerequisite to understanding 'why it is so' and 'what it might be'" (Allison et al, 1996:12). In this project, an activity, physical education in schools, will be described in terms of the value and status ascribed to it by school staffs, which include the principals.

The survey tools used to collect the information will be taped interviews with the principals and questionnaires completed by teachers. Both instruments will be semi-

structured containing both open ended and closed questions. Open-ended questions in the interview provide the researcher with space to probe into responses where additional information or clarification is required. According to James McKernan (1996:128) the interview can be used to generate and gather information. 'Generate' as opposed to 'gather', suggests that information in addition to that which the interview is designed for will be obtained. According to Edwards and Talbot (1994:86) interviews "give access to the more complex issues of what is meant by 'what is happening' and does not merely focus on 'what is happening'". This additional emphasis on the meaning of events and not merely on the events themselves, is what provides rich data. Richness is however only assured if the researcher uses the opportunity presented by the face-to-face situation to ask probing or pertinent questions.

The interview with the principals was piloted but, due to time constraints and the late inclusion of the questionnaire, intended to avoid bias (to be explained later), it was not piloted among teachers of the research site. It was evaluated by two colleagues in the Human Movement Science Department of the Western Cape College of Education for suitability and clarity. In retrospect, I admit to the unsuitability of the strategy used since it would not guarantee that the responses of the intended respondents would provide the required information. Much depends on their understanding and interpretation of the questions. The lack of piloting may prove problematic later and could prove to be a limitation of the study.

Validity of the collected data will be measured by triangulation using the two survey methods, documentary searches (journals, books, official policy documents) and personal experience. Triangulation is discussed further in Chapter 4: 4.8.

Previously I had intended to interview only the principals and the teachers who were teaching physical education. I however came to the conclusion that this could lead to biased responses since such teachers would probably be favourably disposed to physical education. This sampling method was therefore abandoned in favour of a more inclusive one. I decided to include all teachers of the selected schools in the sample.

A systematic sampling procedure was used. Six schools, all ex-House of Representatives schools, within a 10km radius of the Western Cape College of Education, used by the College for purposes of practice teaching were selected. The three main areas were Sarepta, Delft and Belhar. Two schools were in Sarepta, three in Belhar and one in Delft. My intention was to do at least six interviews (principals) and to collect at least one hundred completed questionnaires (teachers). Approximately 150 questionnaires would be handed out.

The confidentiality of the responses of the teachers and principals will be assured and maintained to prevent any differences of opinion becoming the basis for conflict, deterioration of personal relationships or victimization at the schools used in the study. No names, either of schools, principals or teachers will need to be provided. Although I may have to distinguish between schools, this will be done by referring to schools as schools A to F in the study.

## 1.7 CHAPTER OUTLINE

### 1.7.1 CHAPTER 1

Consists of a number of sections, which serve to acquaint the reader with the research project.

In the **introduction** the author briefly mentions his experiences as teacher and lecturer in physical education. He explains his particular orientation to physical education and based on his experiences and observations, sketches what has been happening at primary schools prior to, and subsequent to, 1994. A brief explanation of the effects of Curriculum 2005 and outcomes-based education on the delivery of physical education at primary schools ends the introduction.

The **aims** of the research relate to the status and value of physical education at primary schools while the **rationale** mentions the decreased emphasis on teaching in schools and its possible effects on teacher training. The author hopes to provide evidence of the

importance of physical education in the holistic development of the child and thereby ensure its inclusion in the programme of the primary school.

The research takes place within a **framework** reflecting changes in the education system without eradicating the past inequities in resources in schooling, loss of qualified teachers of physical education from schools due to the rationalisation process and the introduction of C2005 which advocates learning areas. By being placed in a particular learning area, physical education is denied its independent and compulsory status.

**Research questions** are discussed in terms of the information required. One main question and four sub-research questions are posed. These questions guide the construction of interviews with school principals and questionnaires for teachers.

The **research design and methodology** is briefly discussed explaining why both interviews and questionnaires are used. References are made to anonymity, validity and teacher bias and the importance of piloting and triangulation is mentioned. The sampling procedure is also briefly discussed.

#### 1.7.2 CHAPTER 2

Examines local education policy documents, both pre- and post-1994 spanning the late 80's to the present, seeking to provide a historical narrative of the location of physical education within the education system. The research tries to determine the present status of physical education, whether physical education is still viewed as compulsory, and what the relationship between physical education and Curriculum 2005 is. Teacher education policy documents are appraised to determine the position of physical education within teacher education programmes. International conventions are also considered to determine what effects, if any, such documents have on the practice of physical education in South Africa. The nature of physical education is also examined since the author claims that physical education conforms to the characteristics of outcomes-based education and has always been taught in an integrated manner.

### 1.7.3 CHAPTER 3

With the literature review, I investigate the concerns surrounding physical education as both a local and world-wide phenomenon. The value of physical education is questioned, as is the crisis the subject finds itself in both in South Africa and elsewhere. Comparison with other countries is also made to find out whether these countries have had similar experiences with physical education in their schools. I will also try to determine whether the literature supports a return to physical education in schools and whether a case can be made for the benefits of regular physical education. The nature of physical education in other countries will also be investigated in a search for improved ways of teaching the subject. A definition of the nature of physical education is sought which includes values other than the physical. A relevant physical education for the 21<sup>st</sup> century is discussed.

### 1.7.4 CHAPTER 4

Explains the purpose and relevance of the research and describes the empirical investigation undertaken. The author discusses the research design and methodology to be used. Descriptive research and the use of interviews and questionnaires are fully discussed. Description of the setting, sampling procedure, delimitations, limitations, and triangulation is provided. The collected data is interpreted and results are noted.

### 1.7.5 CHAPTER 5

This concluding chapter focuses on three aspects. **Findings** are discussed in terms of possible change.

**Recommendations** emphasise the importance of physical education and its inclusion in school and teacher education programmes.

The **conclusion** focuses on the status of physical education, its values in addition to physical and health benefits and an improved, more integrated method of teaching physical education.

## **CHAPTER 2**

### **A POLICY SURVEY**

In the following analysis of policy documents, both pre- and post-1994, local and international, I seek to uncover references to physical education, and to sport as a component of physical education, and to determine how these relate to the child's right to a basic education. Such references it is hoped, will provide a means of understanding the current "official" position of physical education in schools as well as offering supporting evidence for its justification and inclusion in the school curriculum. Relevant international charters, some to which South Africa is a signatory, will also be reviewed. These international conventions, although not legally binding on South Africa, may still place an educational obligation on South Africa to provide children with opportunities for physical activity and play, and therefore to include such activities in the curriculum of schools.

#### **2.1 PRE-1994 POLICY LITERATURE**

According to Jansen (1999:4), pre-1994 policy documents reflected both the political changes taking place in South Africa and a critical turning point in its curriculum debates. These documents which arose out of the co-operative efforts of the national liberation movement and the mass democratic movement on the one hand, and progressive left-wing academics on the other, anticipated the emergence of South Africa's first democratic state following national, non-racial elections. Prior to this historical event, the apartheid state had managed a centralised curriculum policy system which main aim was the maintenance of a particular hegemony favouring a privileged minority of the citizens of South Africa.

A new education policy would seek to transform a discriminatory education system into one promoting equality and redress, and the establishment of a non-racial and non-sexist democratic society. Such a democratic society would require what Saleem Badat called "a social democratic vision of education" (Badat, 1997:23).

Documents which provided the foundation for such a 'social democratic vision' included the National Education Policy Investigation (NEPI), the Education Renewal Strategy, the Policy framework for Education and Training, and the Implementation Plan for Education and Training. Although these documents clearly spelt out what the new education system should be, they are not very clear on the specific programmes or curriculum (content) required to achieve its aims. Although curriculum entails more than content and also concerns intention (purpose), process and values, content is necessary to link these concepts into a coherent system. All documents will therefore be examined for references to programme content or subjects to establish what consideration is given to physical education and/or sport.

#### **2.1.1 THE NEPI REPORT**

The National Education Policy Investigation (NEPI), which was to culminate in the NEPI Report, was conducted between 1990 and 1992. It was the product of a collaborative effort between the National Education Co-ordinating Committee and some progressive academics. The Investigation was quite comprehensive and resulted in twelve final reports, each analysing policy in a specific area in education with a view to providing feasible policy options for education in a democratic South Africa.

As mentioned previously, the emphasis in this research project pertains to programme content or subjects, and therefore the particular NEPI Report to be examined will be the Report of the NEPI Curriculum Research Group (1992). This report notes "the curriculum as central to the education process, questions what schools should teach, [and] who should make these decisions and how?" (NEPI,1999:1). The Report thus poses a critical question about decision-making concerning the curriculum in trying to determine the "balance between democratic participation and expertise in curriculum decision making" (NEPI,1999:5). In my opinion it is lack of expertise in curriculum design, ignorance of what constitutes a balanced curriculum, and a perception of some subjects as being "practical" and therefore non-academic and lacking academic capital, that results in some subjects being excluded from school programmes.



This raises the question of whether there are basic learning experiences that all students should have as part of their general education and whether a core curriculum of compulsory learning experiences ought to be considered. Policy options for the primary school indicate a need for a general education, which would develop conceptual skills, language, mathematics, science, social studies, technology and values. No direct reference in terms of policy for physical education or sport in the primary school, are made in the NEPI Report on Curriculum. An indirect reference may be inferred from the aims provided for the primary phase by the DNE (in NEPI, 1992:18): “In the primary phase ... the subject content covers a wide field so that pupils receive learning experiences in a broad spectrum of disciplines. In addition, pupils have to acquire the important skills of reading, writing, and arithmetic as well as perceptual and physical skills and suitable attitudes such as punctuality, neatness, diligence, conscientiousness, honesty, and, many others.”

#### **2.1.2 THE EDUCATION RENEWAL STRATEGY**

The NEPI, as an initiative of the opponents of the apartheid education system, was paralleled by a similar initiative from the reigning National Party. Their initiative, the Education Renewal Strategy (ERS), also identified major problem areas in education with the intention of devising short and medium term solutions for these. Working groups for these areas carried out their investigations and submitted reports.

Based on these reports the Minister of National Education announced a ten-year plan for education in 1986, which against a background of projected annual increases in learner numbers in the education system, would implement equal funding levels for the various education departments. However, the State budget for education decreased annually since 1986 due to the very low economic growth rates and the government’s commitment to curb public expenditure. In May 1989, the ten-year plan was shelved. Alternative funding for an expanding education system would have to be found. “A co-ordinated approach to rationalisation in education” was one of the Ministerial briefs to the ERS.

Present day rationalisation has affected the offering of physical education and the other “non-academic” subjects in the primary school. Some of these subjects are not offered since teachers of these subjects are the first to be made redundant. However the Report seems to encourage the offering of physical education with its concern about “shortage of physical education facilities” (DNE, 1992:11).

In 1989 the Minister of National Education requested the Committee for Pre-tertiary Academic Policy (COPAP) to do a fundamental revision of the curriculum. This revision was based largely on the policy document Educational Programmes for Pre-tertiary Education in South Africa in which learning experiences were contained in nine areas. These areas were linguistic, mathematical, scientific, human, social and academic, aesthetic, physical, technological, ethical and spiritual. The areas concerned with ‘human’, ‘aesthetic’ and ‘physical’ could be interpreted as referring to the so-called practical subjects, and especially to physical education with its human, physical and aesthetic characteristics. Physical Education is the only subject which, pertinently focuses on human movement.

The ERS also mentions that skills which should be “intellectual, psychomotor and social” in nature should be included in the curriculum (DNE, 1992:45). A general formative education for the primary phase is also advocated which entails exposure to all nine learning experiences in a balanced manner. This implies that all subjects, including physical education, should be part of a balanced school curriculum.

### **2.1.3 POLICY FRAMEWORK FOR EDUCATION AND TRAINING**

Just before the first democratic elections in South Africa in 1994, the African National Congress formulated the Policy Framework for Education and Training. This was a response to the apartheid education system, which was characterised by fragmentation along racial and ethnic lines. The policy framework places special emphasis on the redress of past inequalities, including the infrastructure of schools and facilities, especially among the historically disadvantaged groups.

One of the goals of the document was the ‘development of human potential’ which could be argued to have links to physical education or school sport. Such a connection is however not explicitly stated. The document is clear on its emphasis on language, mathematics, science, and library and information services but no direct reference is made to physical education and sport.

According to an investigation into the organisation and placement of school sport by the Centre for Education Policy Development, Evaluation and Management (CEPD) and the Education Policy Unit (Natal), the Policy Framework for Education and Training makes indirect references to physical well-being within the contexts of gender-related curriculum issues, early childhood development and learners with special education needs. It also notes “a privileging of male access to, and success in sports participation” (ANC, 1994:68).

#### 2.1.4 THE IMPLEMENTATION PLAN FOR EDUCATION AND TRAINING

In ‘*Ready to Govern*’ (May 1992) the ANC outlined broad policy objectives for the education and training system. This led to the detailed Policy Framework for Education and Training in January 1994. The framework for implementing this policy, The Implementation Plan for Education and Training, was completed in May 1994. The Implementation Plan is part of the overall Reconstruction and Development Programme.

Policy goals relating to languages (multi-lingualism), mathematics, science and technology are emphasised. The emphasis on Mathematics, Science and Technology was reflected by the presentation in 1997, of an implementation plan for the SYSTEM<sup>3</sup> Diploma in Education which was approved by COTEP<sup>4</sup> in 1996. No reference is made to health education or physical education related subjects. A possible reason for the silence on physical education and sport is provided by the document ‘*An Investigation into the Organisation and Placement of School Sport*’ (September 1999), which puts forward the idea that “African schools were notably disadvantaged in terms of sporting facilities with

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<sup>3</sup> SYSTEM (Students and Youth into Science, Engineering, Technology and Mathematics).

<sup>4</sup> COTEP (Committee on Teacher Education Policy)

the effect that few African learners participated in apartheid-era school sporting events. In this context, sport may not have been perceived to be a significant site of struggle for anti-apartheid activists in contrast to the multitude of other issues demanding attention” (CEPD/EPU Natal, 1999:10). This of course ignores the efforts of disadvantaged sportspersons who fought for social equality through the medium of sport e.g. The South African Council on Sport embraced the principle of ‘No normal sport in an abnormal society’.

## **2.2 POST-1994 POLICY LITERATURE**

### **2.2.1 THE WHITE PAPER ON EDUCATION AND TRAINING**

The White Paper on Education and Training provides policy intended to transform the former apartheid education system into a more democratic and equitable one. However, there is an admission in the White Paper to the effect that “policy is important, but execution is more important” (p.10 of 14, Chapter One). An emphasis on “execution” on the part of the State could be viewed as oppressive and undemocratic if those for whom the policy is intended have no say about its implementation. There has to be opportunity for public review and comments prior to implementation. No policy should be regarded as cast in stone by its makers.

There, however, seems to be State concern about its implementation. It is thus not surprising that in the area of policy implementation the White Paper is not so successful. Some of the policy options in the White paper are, for various reasons, unable to be implemented. One reason cited by the Minister is economic constraints. For example, the lack of progress made in redressing inequalities in resources and facilities between schools is ascribed to a lack of State funds. In my opinion it is not so much a matter of limited State funds as it is the inadequate budget apportioned to education. According to Taylor (2001:2) “the South African education budget, around 7% of GDP, is high by any standards, placing us in the 10% of developing countries.” However, the present reality in South African schooling requires a greater portion of the national budget to be successful in achieving the desired changes reflected in the White Paper on Education and Training. This ‘lack of funding’ may be part of the problem limiting the inclusion of physical

education at former ex-DET schools due to the cost of equipment and facilities required to offer the subject effectively. The limited State funding for education would also hamper the training or re-training of physical education teachers to offer quality physical education programmes. According to the White Paper “the young child’s learning, ..., must be entrusted to teachers who have specialised training in the educational needs of this age group” (p.20 of 22, Chapter 3). The White Paper is not explicit on what the ‘educational needs’ are but in terms of a holistic education, neuro-muscular and physical development must be included and therefore physical education becomes a requirement.

The White Paper acknowledges that education and training are basic human rights and that the State has an obligation to provide the opportunity for all citizens to develop their capacities and potential. The Constitution guarantees equal access to basic education for all. The term ‘basic education’ lacks a clear definition, both in the Constitution and the White Paper. “An important question [put forward in the White Paper] is whether basic education should be defined in terms of learning needs or school grades...” (p.4 of 24, Chapter Six). The White Paper claims to have defined basic education in terms of needs based on the World Declaration on Education for All (UN, 1990). It is however apparent that physical needs (movement, play, recreation) are ignored or neglected in favour of what is termed essential or appropriate mathematics, science and technology education. Reference is also made to arts, drawing, music, theatre, arts and crafts, but not directly to physical education. This leaves one wondering whether the lack of reference to physical education and sport implies that values relating to physical education and sport do not form part of the values and principles underpinning the current education and training system.

### **2.2.2 THE SOUTH AFRICAN SCHOOLS ACT**

In its preamble the South African Schools Act (1996: 2), declares that a new education system for schools will “lay a strong foundation for the development of all our peoples’ talents and capabilities, ...” The Act is however not explicit about what these ‘talents’ and ‘capabilities’ may be. It is, however, thought that some children are more practically than academically oriented, and although argument against such a dichotomy exists, what

is nonetheless evident is that education should provide for what is commonly referred to in layman's terms as the "practical" and "academic" and the physical and intellectual. There is a need to identify subjects to achieve such a holistic, balanced education. The only school subject directly leading to physical development is physical education. No subjects are however referred to in the Act. The only references to subjects may be inferred from the mention of the right to freedom of choice in connection with language and religious observance.

The regulation that no person may administer corporal punishment at a school to a learner hints at protection of the child against physical abuse and protection of the physical well-being of the child. The act however fails to spell out positive strategies to promote health and well-being. Physical education and sport, as compulsory components of an education curriculum and awarded sufficient time on the timetable will, it is claimed, promote the well-being and health of the learners.

The Act empowers school governing bodies to play a vital role in deciding what constitutes a quality education. Section 20 of the Act states that the "provision of quality education for all learners at the school" (1996: 14) is one of their functions. Based on their perception of what constitutes quality, governing bodies may determine which subjects are to be included in the school's programme and what the extra-curricular activities of a school may be. Governing bodies are also responsible for the provision of text books, educational materials, equipment and services for the school. They may use the school fund, all proceeds thereof and any other assets of the public school for educational purposes at, or in connection with, such school. The "cost" of subjects may be a consideration in its inclusion in the school programme. Whether the school has an appointed physical education teacher or one appointed in a governing body post, may be a decision by the governing body and is relevant to the provision of the subject at schools. Class teachers are often reluctant to teach physical education due to lack of training and expertise, and perceptions that the subject is not as important as the examination subjects.

### **2.2.3 POLICY ON HIV/AIDS**

The Ministry of Education acknowledges the seriousness of the HIV/AIDS epidemic and seeks to promote effective prevention and care within the context of the public education system. The Constitution and the education laws guarantee the right to a basic education without being unfairly discriminated against. “Learners and students with HIV/AIDS should have as full a life as possible and should not be denied the opportunity to receive an education to the maximum of their ability” (1999:8). This implies a balanced holistic education ensuring development in both the academic (intellectual or cognitive) and the physical.

According to the HIV/AIDS policy, current scientific evidence suggests that the risk of HIV/AIDS transmission during teaching, sport and play activities is insignificant. No mention is made of who conducted the investigation and how it was done. The possibility of infection is not excluded. However, certain contact sports like boxing and rugby are acknowledged to hold a higher risk of HIV/AIDS infection. Sport is normally the domain of physical education but the policy is silent on the implications of physical education and sport for the transmission of HIV/AIDS. Physical education is a compulsory school subject and it is during such lessons, which may include contact sport, that nose bleeds, cuts and scrapes occur. Blood and bodily fluids are potential sites of HIV infection. A more intense focus on the teaching of, and teachers of, physical education with regard to HIV/AIDS is required in the policy. Physical education is the most significant area in which physical injuries can occur at schools since by its nature physical education encourages physical activity, competition and personal involvement.

### **2.2.4 QUALITY EDUCATION FOR ALL**

The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) were appointed by the Minister of Education to investigate and make recommendations on all aspects of education for learners with ‘special’ needs including the support services required. In their report (1997) these committees recommended that emphasis in education be shifted to inclusive education. This requires a restructuring of the school system to make the

inclusion of all children in schools possible. Curriculum 2005 provides a learning environment that accommodates diversity in terms of learning rates, levels and styles.

Both Commissions felt that the education of children with disabilities should be an integral part of the education system. However, integrating learners from specialised institutions into mainstream schools is not easy. The inflexibility of the mainstream curriculum and attitudes towards learners with special needs may act as barriers to learning and make it difficult for such learners to access the curriculum. They may also be excluded due to ignorance and prejudice. This may be particularly true in the case of physical education where learners with physical disabilities are often prevented from playing sport or are not given the opportunity to do so. This contravenes the child's right to a basic education of quality. However, no matter how noble the principle of inclusion, mainstreaming will only work when providers of educators provide teachers with adequate training to deal with such students, and when curricula and school environs become user friendly and there is an admission that not all pupils will be suited to "normal" schooling. What is however important and should be obligatory, is that all children should receive the opportunity to experience "normal" schooling without prejudice.

The UN Committees on the Rights of The Child recognises the right to education of children with disabilities by stating that a "mentally or physically disabled child should enjoy a full and decent life in conditions which facilitate the child's active participation in the community" (UN Committee on the Rights of the Child, 1989: Article 23.1). Active participation could refer to participation in sport and recreational activities and to physical education within the community of which the school is a part.

The Report also refers to life skills programmes for learners with disabilities, which would include mobility. Mobility amounts to a reference to human movement as in physical education and sport and therefore necessitates the inclusion of physical education and sport in the school programme. Life Orientation in the Report is taken to mean the evaluation and participation in activities that demonstrate effective human



movement and development. The Report therefore notes that the needs of learners with disabilities should be acknowledged and addressed in school programmes.

## **2.3 INTERNATIONAL CONVENTIONS**

South Africa is a member of the United Nations (UN), of which the United Nations Education, Scientific and Cultural Organisation (UNESCO) is an extension. Therefore, charters or conventions adopted by the UN or UNESCO place obligation on South Africa to include certain principles into its policies.

### **2.3.1 INTERNATIONAL CHARTER ON PHYSICAL EDUCATION AND SPORT**

The First International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS I), which took place in Paris in April 1976, recommended that UNESCO develop and promulgate an international declaration, recommendation or charter on physical education and sport, proclaiming the right of everyone to high quality programmes.

In 1977, the Interim Intergovernmental Committee for Physical Education and Sport drew up a draft International Charter for Physical Education and Sport. The Charter declares that the practice of physical education and sport is a fundamental right for all and forms an essential element of lifelong education in the overall education system.

In 1978 the General Conference of UNESCO at its 20<sup>th</sup> session unanimously approved the International Charter for Physical Education and Sport and urged governments, competent non-governmental organisations, educators, families and individuals to be guided by the Charter and to put it into practice. The following articles taken from the Charter indicate the necessity of physical education and sport in education programmes. Article 1: “The practice of physical education and sport is a fundamental right for all – every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

Article 2: “Physical education and sport form an essential element of lifelong education in the overall education system.” Article 3: “Physical education and sport programmes must meet individual and social needs – in the process of education – general physical education and sport programmes must, by virtue of both their content and their time tables, help to create habits and behaviour patterns conducive to full development of the human person.”

### **2.3.2 CONVENTION ON THE RIGHTS OF THE CHILD**

The Convention on the Rights of the Child was adopted by the General Assembly of the UN in 1989. South Africa is a signatory to this convention and is therefore under moral obligation to implement its principles. The following rights accorded to the child can be perceived to pertain to physical education and sport: Article 28.1 – “States parties recognise the right of the child to education ... and make primary education compulsory and available to all.” Article 29.1 – “States parties agree that the education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential.” Article 31.1 – “States parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

The Convention does not explicitly recognise physical education and sport as fundamental rights of the child but mention of ‘play’ and ‘recreational activities’ suggests the importance of the inclusion of physical education and sport in the context of schooling. The intention to develop children to their fullest potential in terms of personality, talent, mental and physical potential, suggests that countries should provide an education that ensures the holistic development of the child. Such an education should include education not only for the physical but also through the physical i.e. physical education. The right to education should therefore ensure the right to physical education and sport.

### **2.3.3 THE OLYMPIC CHARTER**

The World Conference on Education and Sport for a Culture of Peace was a joint initiative of UNESCO and the International Olympic Committee (IOC) in July 1999. At the Conference, the contribution that sport and education could make to promote a culture of peace, was one of the themes reflected on. It was felt that education for a culture of peace through sport, physical education and olympism can play a key role in the establishment of the ideals of peace.

This combination of sport and education reinforces the importance of physical education in school programmes. According to Symonides, a speaker at the Conference, the recognition of the fundamental right to physical education and sport reflected in the International Charter of Physical Education and Sport (1978), poses the question of responsibility for its implementation and observance. He feels that the main responsibility rests with States which should, through educational policies, guarantee access to physical education to ensure the possibility of passive and active participation in sporting life for the whole population. The universal right of the child to education can be considered as assuring the right of the child to physical education and sport.

### **2.3.4 THE WORLD SUMMIT ON PHYSICAL EDUCATION**

The World Summit on Physical Education (Berlin, November 3-5, 1999) proclaimed a worldwide call for physical education and made an international recommendation for the advocacy of physical education and sport. This proposal resulted in the Berlin Agenda for Action, which was endorsed at the Conference. It called for all governments to increase their commitment to physical education and sport for young people based on the unanimous agreement from worldwide leaders of the critical role these activities play in health and economic, social and cultural development. A Call for Action was made to officials at MINEPS III<sup>5</sup>, which required MINEPS III to endorse the Berlin Agenda and to urge government leaders to implement policies for physical education as a human right for all children. This included providing well qualified educators and scheduled time

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<sup>5</sup> MINEPS III – 3rd International Conference of Ministers and Senior Officials responsible for Physical Education and sport.

within the curriculum in order to provide quality physical education at schools. At the Summit, international delegates also presented research evidence from around the world of the benefits of physical education, its important role in developing healthy active children, and its effects on cognitive development and academic achievement. Statements from various speakers at the Summit in support of physical education at local, regional or national level, were also presented.

#### **2.3.5 MINEPS I TO MINEPS III: MAJOR ISSUES IN PHYSICAL EDUCATION AND SPORT**

The First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS I) was held in Paris in 1976 on the initiative of UNESCO. Its aim was to design a framework for an international strategy for the development of physical education and sport. Physical education and sport were regarded as vital aspects of the right to education, as dimensions of the culture underpinning modern humanism, and as basic factors in the harmonious development of individuals.

MINEPS II was held twelve years later in Moscow in November 1988. It reflected on the challenges brought about by the dramatic national and international development of sport and the dangers which accompanied this development. It also examined physical education and adopted a set of recommendations to promote its development. These recommendations arose out of a need to “infuse strong new life into UNESCO’s action in physical education and sport plans.” Practical steps and realistic proposals were needed to promote the regular practice of physical and sporting activities throughout life.

MINEPS III took place in Punta Del Esta (Uruguay) in December 1999. A declaration and series of recommendations were adopted. The declaration notably proclaims “the importance of physical education and sport as an essential element and an integral part of the process of continuing education and human and social development.” The recommendations included specific activities, follow-up arrangements and new forms of consultation and cooperation, which may prove more dynamic, coherent and relevant in dealing with the new challenges facing physical education and sport.

One of the four themes addressed at MINEPS III concerned physical education and sport as an integral element of the right to education and continuing education. A claim is made that physical education and sport constitute the very foundation of education and that the body-mind dichotomy should be disregarded in favour of the principles of unity and parity. The role of physical education and sport is examined from within the education system on the one hand, and on the other, within an informal or extra-curricular framework. Whether in school or out, it seems necessary to encourage the regular pursuit of physical education and sporting activities which should be regarded as an integral part of any process of education and training.

The right to physical education and sport is viewed as a corollary of the right of every human being to education. There is therefore a need to ensure that physical education and sport is given enough space in the school curriculum and timetable and that qualified staff are available to teach the subject effectively. However, at the MINEPS III Conference (1999), Juan Antonio Samaranch, President of the IOC, recalled that the practice of sport is today a universal phenomenon but, “it is anything but a priority in countries facing socio-economic and political problems... and that the trend is for physical education to be reduced on the programmes of schools and universities all over the world, under the pressure of budget restrictions and preference given to other subjects.” However, according to Brian Kidd, a delegate at the World Summit on Physical Education (1999), “neglecting Physical Education will prove more costly than providing it.” It is believed that neglecting physical education impacts negatively on the health and well-being of children and youth around the world and leads to increases in juvenile delinquency and violence, resulting in increased medical and social costs. “Physical education can provide a large number of health, social, cognitive and economic benefits. Physical Education can and does provide a return on investment in other areas of spending, most notably health” (MINEPS III, 1999). International studies indicate that every \$1 invested in physical activity leads to a saving of \$3.2 in medical costs.

Speaking at the close of MINEPS III, UNESCO Director-General Koichiro Matura highlighted the fact that “it has been clearly recognised by all participants that physical

education and sport are an essential component of lifelong education and that every education system must give physical education an appropriate place to strike a balance and strengthen the links with learning in the classroom” (MINEPS III, 1999).

#### **2.4 TEACHER EDUCATION POLICY AND PHYSICAL EDUCATION**

Physical education has been pre-1994, and remains post-1994, part of teacher education programmes. The irony is that its status has always been that of optional subject at colleges of education while at schools (except for schools of the ex-Department of Education and Training<sup>6</sup>) it had a compulsory status. This meant that some schools would obtain the services of a qualified physical education specialist while others had physical education taught by class teachers who often lacked the necessary will or expertise.

Today primary school teachers for the primary school are required to be generalists, able to teach across the whole range of learning areas prescribed for the phase. The learning area under which physical education resides i.e. Life Orientation, has become a compulsory component of the primary school programme, without the status of its constituent components being defined. The degree therefore to which physical education is included in teacher education programmes, depends on the importance attached to it by the various teacher education institutions. However, teacher education programmes have always included some measure of physical education.

Policy for teacher education sets minimum standards for the education of teachers in South Africa. The 1994 ‘*Structural Criteria for Teacher Education in South Africa*’ document mentions ‘Developmental Play’ and ‘Infant Health’ as subjects in foundation phase courses, while in the intermediate phase physical education is designated an optional subject and Health Education is compulsory. ‘Developmental Play’ easily fits the mould of physical education.

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<sup>6</sup> A previous Education Department created by the pre-1994 apartheid regime specifically for students racially classified as black.

The *'Evaluative Criteria for Teacher Education in South Africa'* (Council for Teacher Education Policy [COTEP], 1994), states that students should be given experience across the primary school. All students should have knowledge of 'areas of experience' (what later came to be called learning areas). Life Orientation is one of these learning experiences and includes physical education and Health care.

The *'Norms and Standards and Governance Structures for Teacher Education'* (Committee on Teacher Education Policy [COTEP], 1995), was a discussion document meant to establish a national policy on teacher education in South Africa. A paradigm shift was required from teacher education institutions to move from dependency to greater independence. Institutions were afforded a larger measure of autonomy in drawing up curricula in contrast to having curricula designed and handed down by the Department of Education. The Department provided a broad curriculum framework with approved fields of study and practice, which seemed the only limitations. However, lack of expertise and experience in the design of curriculum, mainly at previously disadvantaged institutions, was a serious limiting factor. Life Orientation, which contained Physical Education and Health Education, was compulsory as an area of learning without the subjects within it having the same status. Physical education was still regarded as optional which meant that students could go through their whole period of training without experiencing physical education. This would of course impact negatively on physical education at schools.

The *'Norms and Standards for Teacher Education'* (COTEP, 1996), as well as the discussion document *'Norms and Standards for Teacher Education, Training and Development'* (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997), followed similar trends with regard to the status of physical education as indicated in the previous documents.

The *'Norms and Standards for Educators'* (Technical Committee on the Revision of Norms and Standards for Education, 1998-2000), shifted emphasis from core subjects to core or contextual roles for teachers. These roles were linked to competences required by

the teacher. Prescribed subjects were no longer presented by the Department of Education but the onus was on the institution to provide subject choices that would lead to the learning areas or specialisations required in the curriculum for the particular school phase. The area of Life Orientation was compulsory, which meant that the option of including physical education in programmes was available. The compulsory nature of physical education at schools however seeks a reconciliation between the status of physical education at schools and teacher education institutions. Physical education should have the same compulsory status at both institutions.

## **2.5 CURRICULUM 2005 AND PHYSICAL EDUCATION**

Prior to 1994 physical education was a compulsory subject for all schools except those of the ex-Department of Education and Training. Its compulsory nature was clearly reflected in official curriculum documents provided by the National Department of Education. The policy document, *'A Résumé of Instructional Programmes in Public Schools', Report 550 (97/06)*, in detailing time allocation for instructional offerings (subjects), clearly indicates the compulsory status of physical education. In the pre-C2005 era, physical education formed part of the compulsory core subjects in grades 4-6. In all other grades, from grades 1-12, physical education had a compulsory status as a general non-examinable subject.

Physical education syllabi, however, encouraged gender stereotyping in that separate syllabi were provided for boys and girls who were taught in separate classes. The Physical and Health Education Syllabus (Department of National Education, 1995), however states that Physical Education should avoid gender stereotyping. Similarly C2005 and the NCS<sup>7</sup> (2001), does not distinguish between physical education for boys and girls as was traditionally the case. One learning programme is presented to both sexes.

Physical education was also used for purposes other than physical development and recreation. In white schools it promoted the apartheid ideology to maintain white

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<sup>7</sup> NCS – National Curriculum Statement



sovereignty by the introduction of Youth Preparedness Programmes which encouraged militarism among white boys (Kloppers & Jansen, 1990) and prepared them for army duty. The present interim Physical Education Syllabus (Department of National Education, 1995) proposes that the rigid and militaristic nature of the traditional programme be replaced with a more co-operative and holistic programme.

Today physical education is still regarded as part of the national curriculum, but its compulsory nature is no longer emphasised and has become somewhat blurred. At present physical education is included under one of the eight learning areas in the school curriculum. However, this learning area known as Life Orientation, comprises of Life Skills, Physical Education, Health Education, Religion Education, Guidance, World of Work, Human rights Education and Personal development. Outcomes for this area are found in the nurturing of learners to grow intellectually, physically, spiritually, personally, socially and emotionally. Health promotion, human development and physical activity are two key activities in this learning area and provide an indication of the relevance of physical education in school learning programmes.)

However, the placement of physical education into a learning area with a number of other subjects has robbed it of its independence. Previously a certain amount of time was allocated to physical education (one hour per week) as well as to some of the other subjects now also included under Life Orientation. For example, Religion Education (one hour) and Guidance (half hour) had their own contact time allocation. These allocations were more than what is awarded to these subjects today as part of the Life Orientation learning area. In fact the Life Orientation area only receives 10-15% of the weekly contact time depending on the particular grade. This allocation is insufficient taking into account the number of subjects in the particular learning area.

Because of the limited time given to the learning area of Life Orientation and the number of subjects competing for this limited time, some schools have disregarded physical education and removed it from their programmes. No departmental provision is made in policy documents to ensure that physical education is offered at schools. Schools have a

degree of autonomy in the programmes they offer and as long as they remain within the basic framework provided by the policy document they can decide on the subjects they offer and to which degree. This freedom is reflected in the Intermediate Phase (grades 4-6) policy document, which states that “it does not provide a syllabus, and should not be used as such.”

## 2.6 CONCLUSION

It appears that there is worldwide support for quality, daily physical education in schools as well as unanimous agreement from leaders worldwide on the critical role physical education and sport plays in health and economic, social, and cultural development. There is also widespread concern regarding the significant reduction of physical education due mainly to changing school and governmental priorities. The reduction of physical education is believed to have led to “a phenomenal increase in juvenile delinquency, violence and to rising medical and social costs” (MINEPS III, 1999). As stated previously, international studies tabled at the World Summit on Physical Education (1999), indicate that every \$1 invested in physical activity leads to a saving of \$3.2 in medical costs.

In the present study, physical education is under threat. The low status of physical education, the State rationalisation process, the priorities of State and school, are all factors that have undermined physical education in schools. In South Africa this poor position of physical education continues in spite of information from international sources about its importance to the development and education of children. Even the recommendation by a Ministerial Task Team appointed on 21.02.2000 to draw up policy for Physical Education/Human Movement Science, that Physical Education should be compulsory and be provided on a daily basis in primary schools, has not been implemented.

There also appears to be some confusion regarding the relationship between physical education and sport. In 1999 the Department of Education and the Department of Sport and Recreation commissioned the Centre for Education Policy and Development,

Evaluation and Management (CEPD) and the Education Policy Unit (Natal) to investigate and report on the organisation and placement of school sport. Their report “views physical education as an element of sport [representing] that component of sport which occurs as part of the formal curriculum of the school” (99:xv). Such a view relegates physical education to the service of sports agencies outside the classroom or school grounds, and is contrary to international views on the nature and content of physical education, which encompasses sport. According to Marcellin Dally of UNESCO’s Education and Sport Unit, speaking in the UNESCO News in brief (2000:1) in referring to various world governments, “they are confusing physical education and sport with competitive sport.” This also appears to be the case in the above-mentioned CEPD report.

Unless the educational value of physical education is fully recognised by the State (a start was made with the joint press statement of the Ministers of Sport and Education on 21.02.01), the effects of poor provision will be far-reaching on the achievement of a balanced and holistic education for the children of this country. Emulating the Philippine Constitution, which states that, “(1) The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competition to foster self-discipline, teamwork, and excellence for a healthy and alert citizenry. (2) All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors” (Data College, 2001), would contribute to the provision of a basic education of quality.

## CHAPTER 3

### PHYSICAL EDUCATION: “AT THE CROSSROADS”

In this literature review I look at world trends in physical education to see whether what is happening in South Africa is in any way unique or extraordinary. A comparison of the practices of other countries with ours may assist us in facilitating change if such change is seen as desirable and possible. There should be no intention to transplant, just so, the system of another country into ours, but to use their experiences, successes and failures as signposts to change within South African conditions. The narrow view generally held in South African schools of physical education, as being mainly located in the physical domain, needs to be addressed and other views would be of assistance here. This literature review may also assist us in redefining the purpose and status of physical education.

#### 3.1 A GLOBAL PHENOMENON

Current concerns about physical education in South Africa are not unique, nor new as the following statement (in Hardman, 2000:29) made by a physical education lecturer from South Africa illustrates.

“Policy makers are ignorant of what PE is all about as they pay no attention to the subject in decision making regarding the school curriculum on a national level to ensure available funds or that it is represented in all schools.”

Ken Hardman (2000:29) views the above critical statement on policy as indicative of a negative attitude towards makers of policy on physical education in South Africa. He regards this criticism as a ‘tip of the iceberg’ representation of a situation apparent elsewhere in the world since the late 1980’s. He also reflects on the numerous conference themes and journal articles devoted to school physical education’s perceived critical situation, as well as national, continental regional, and international surveys, spanning 1993 to 1998. These events have highlighted the deteriorating position of the subject in

all regions of the world, and bear witness to physical education's low priority within education systems.

Similar concerns about the status and value of physical education, is reflected in a statement by Macdonald and Brooker (1997:155) to the effect that “throughout much of the industrialised world there has been recent talks of crises, critical crossroads, rethinking, and change with respect to physical education.”

Stroot, Tinning, Kirk, Evans & Glover (in Macdonald and Brooker, 1997:155), conclude the following about these global debates on physical education – “as the pressure mounts on schools to address, if not resolve, pressing economic, social and political issues within economically strapped education systems and already crowded curricula, the continuing viability, perhaps even existence of physical education in secondary schooling [and schooling in general], is in question.” For example, Riley (1997:21) mentions that during 1991 two conferences – ‘Physical Education in Crisis’ and ‘Junior Sport – Time to deliver’, focussed on the poor situation of physical education in Australian schools. A Senate Standing Committee was constituted in 1992 to look into and report on the situation. The Committee’s report concluded that physical education and sport were in an unhealthy position because of funding cutbacks, ‘overcrowded’ school curricula, lack of curriculum support at State level, reduction in specialist teachers, and shifting of decision- making to local school councils.

In the USA research by O’Sullivan in 1994 (in Macdonald and Brooker, 1997:155) noted that “dysfunctional aspects of physical education were found to include marginality of the subject and its teachers, inequity, a lack of meaningfulness to students and shared vision among teachers, and limited accountability, together with an over-emphasis on rules and routines.”

Responding to the threat facing physical education in their schools, Britain, the United States, Australia and New Zealand for example, have made moves to “formalise the recording of physical education outcomes with outcomes-based education underpinning

the nationalisation and rationalisation of schooling ...” (Macdonald and Brooker, 1997:158). The present situation in schooling in South Africa reflects what has happened in these and other countries world-wide.

As a response to the global situation regarding physical education, the International Olympic Committee (IOC) supported a world-wide survey of the state and status of school physical education. This survey entitled ‘*The World-wide Survey of Physical Education in Schools: Findings, Issues and Strategies for a Sustainable Future*’, revealed that in many countries curricular requirements for physical education seemed to be in place, but in some countries it was not in accordance with legal prescriptive or guideline expectations. Economically underdeveloped regions (including Africa) showed the highest discrepancies between legal requirement policy and actual implementation. This common global lack of implementation of curricular requirements is reflected in the following information provided by a physical education professor from South Africa and a government official from Vietnam.

“It is a compulsory subject in schools, yet the majority of schools do not present PE at all.”  
(PE Professor, South Africa in Hardman, 2000:29)

“In Vietnam, the time allocation doesn't reach requirements (and the) PE lesson is more likely to be cancelled than other subjects.”  
(Government Official, Vietnam in Hardman, 2000:29)

The Survey also reveals that with regard to curriculum time allocation there are clear gaps between official policy and actual practice. The general picture is one of reduced timetable allocation as illustrated by the following statements made by a physical education professor in Brazil and by Sollerhead (Hardman, 2000:30).

“For many years there were three classes per week for secondary schools (grades 3-5) and the upper level of high school (3 years). Now there is only 1 to 2 classes of PE per week.” (PE Professor, Brazil in Hardman, 2000:30)

“Time has been reduced from three hours a week to one hour a week during the last decade ... in the

compulsory school years ... the sports days in school (have also been) cancelled (with) total reduction of movement in school ... to about a third." (Sollerhead, in Hardman, 2000:30)

Hardman (2000:30) also mentions one regional and three national surveys conducted in 1997, 1998, 1999 and 2000, that have drawn attention to global reductions in physical education time allocation, in some instances to alarming levels, particularly in primary schools.

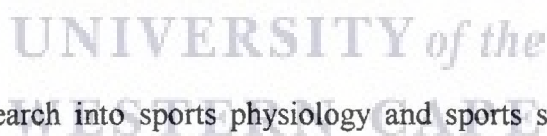
George Graham, a noted physical education professor, author and expert, speaking about the importance of physical education in a school curriculum to the Albemarle County School Administration on January 12, 1997, acknowledged the negative consequences of decreased time allocation for physical education but did not provide any solutions. "The problem, of course, is that there are only so many hours in the day and far too many subjects to teach. So what can be done?" (Graham, 1997:1).

Jones et al (1989:223) attempts a solution by suggesting that activities "in addition to the existing physical education curriculum, requiring extra time, effort and planning on the part of the physical educator" should be provided. These activities are to be done during breaks and after school. This strategy does not however address the problem, which is one of policy, but tries to 'make the system work' by placing the responsibility for providing the required time to ensure a quality programme on the physical education teacher. Physical educators, like the other teachers, also require their breaks to take care of their bodily needs and also have lives and responsibilities outside of school. The pupils may also not be in favour of such constant supervision and may need the space provided by breaks and after school for themselves.

### **3.2 SOME CRITICISMS**

In an editorial called Physical Education Curriculum, an unnamed American author says that "current physical education programs are useless" (Anon, 1999:1). His argument is based on the content and perceived goals of physical education of improving fitness levels and decreasing obesity. He feels that the content offered (sport and games) during

physical education lessons could be learnt informally with friends and family or formally on after-school sporting teams. His criticism does not however consider the socio-economic situation many school children find themselves in and neither does it offer an alternative content. He regards the exercise derived from physical education lessons as having no beneficial effects since obesity and unfitness has increased among school children. Improved fitness and decreased obesity could indeed be the outcomes of physical activity but not necessarily of physical education. He argues for physical education on a daily basis of at least 30 minutes in duration and emphasises “ the learning of a routine which pupils could utilise for the rest of their lives” (1992:2), without suggesting what such a ‘routine’ might entail. In fact, the word ‘routine’ may in itself have negative connotations in that it may exclude ideas of originality and variety. Physical education should not be about routines. It has to do with experiences that are fun and promote learning. Such learning includes values, morals and attitudes required by pupils to function effectively in society. Improving fitness levels and decreasing obesity should be regarded as spin-offs of physical education and not its sole emphasis since these benefits of physical activity may also be acquired informally after schools hours through play or club activities. Physical education at schools may therefore be useless because of its content.



However, literature and research into sports physiology and sports science reveal that regular continuous moderate exercise of at least 20 minutes in duration for 3-5 days per week will result in significant gains in fitness and decreases in obesity. Keeping in mind the crowded curricula of schools, and the new curriculum of South Africa in particular, three days of physical education/activity should perhaps be considered as sufficient.

In a curriculum article for *Education World* (Dunn, 2000:1) strengthens the above “useless” argument by noting that “school physical education programmes in the United States are in a sorry state.” The ‘sorry state’ however refers to the neglect of physical education in schools in terms of the provision of physical education on the timetable, and the time awarded to it. Only one state in the nation requires daily physical education in its schools. Although the time allocated to physical education may be problematic,



arguments for more time should not merely be based on the deficiency brought about by such poor time allocation but rather on the values that physical education can promote.

In an effort to put physical education back into American schools in a meaningful way, a number of physical education teachers from across the nation met with congressional representatives in Washington, D.C. on 15 May 2000, to support an amendment to the Elementary Secondary School Act. The Bill aims to provide funding to assist local school districts to develop minimum weekly and daily physical education programmes, acquire equipment, and support curriculum development and training. The Bill seems to be supported by the findings of a national opinion poll conducted in February 2000 at the request of the National Association for Sport and Physical Education (NASPE). Poll results indicate that “the vast majority of adults and teens agree that physical education should be mandatory in schools” (2000:2).

According to Jonathan, L. Ross, (Undated:1), traditional physical education appears developmentally inappropriate in that elementary school teachers often fail to realise that although children are in the same grade, they may all not possess comparable skill proficiency or be at the same developmental stage. Teachers set tasks or play games that assume that all students in the class have exactly the same needs. This results in developmentally inappropriate instruction denying children the opportunity to work at personal levels and therefore minimises their chances of success. “Individualising instruction is one way to meet the needs of every child ...” (Ross, Undated:3). This means that individual ability and aptitude should be taken into account in a strategy of differentiated or individualised instruction, which would apply whether games, dance, fitness or gymnastics is being taught. According to the article, physical education has, in the past, neglected many developmentally appropriate principles. Successful instruction in physical education has to take into account the individual needs of pupils. Kay (1998:175) feels that “physical education is about relative rather than absolute excellence, where pupils’ needs influence both the selection of content and the method of teaching it.” He goes on to suggest that elite performance should be an extra-curricular provision.

Evans & Davies; Kidd (in Macdonald & Brooker, 1997:159) feel that “the lack of inclusive practices in physical education has been problematic for many students, particularly those at the nexus of gender, ethnicity, and socio-economic status.” “Thus physical education continues to be challenged to embrace the goal of equity and relevance for each student in terms of race, sex, gender, religion, body shape, abilities, and cultural trends” (Evans & Davies in Macdonald & Brooker, 1997:159).

In South Africa for example, learners with special education needs (LSEN) form a distinct category of learners formerly taught in schools provided especially for such learners. This separation from the “ordinary” or “normal” pupils results in unfavourable stigmatisation or categorisation. There now appears to be an intention to place LSEN pupils into “normal” schools (mainstreaming). Such a move towards inclusivity will have implications for teaching. Physical education has a history of exclusivity in that it seemed to cater more to the physically well endowed. It has also ignored pupils with special needs but if mainstreaming takes place, reform in the method of teaching physical education will have to take place for physical education to be truly inclusive. A physical education for the special child is not the intention here but rather a physical education, which caters to the needs of all pupils in one class. There appears to be a scarcity of literature concerning inclusivity of this nature, which may indicate that such inclusivity is not part of “normal” physical education.

Macfadyn (1999:163) agrees that physical activity may be good for children but that a ‘one size fits all policy’ within a compulsory context means that individual differences will be disregarded. Negative feelings may be engendered in some pupils who may not have developed sufficiently to handle the activity with ease. Where excellence is the main criterion and mastery is demanded of pupils without regard to their abilities, pupils may become resigned to failure and later believe that physical education is not for them. Also being forced to do certain activities may turn some pupils off physical education.

### 3.3 AN IDENTITY CRISIS

According to Wood (1988:11), “physical education too readily serves as an empty umbrella term - a cover-all for anything remotely to do with physical education.” He also argues that physical education should not try to masquerade as an ‘education’ when in practice, the typical menu of traditional games, sport and fitness provided only a very poor positivist diet.” The question therefore is – what is physical education?, and, what is physical education for?

In July 1992 Elizabeth Murdoch speaking at a SAALPE conference outlined proposals for physical education, both as a subject and as a social practice (Murdoch,1992:21). Physical education as a subject refers to a ‘technical rationality’ defined by Stenhouse (in Murdoch, 1992:20) as a concern about objective learning outcomes without addressing aspects significant to the quality of life of young people.

The notion of ‘social practice’ assigns a social responsibility to physical education, which transcends the school and playground to encompass the community or society. Physical education as a social practice is possible when the specific technical skills associated with the activity are taught in combination with values promoting social awareness. The activity becomes a complex one, moving beyond mere technical skills of throwing or passing, and encourages appropriate social behaviour and functioning within social contexts. For example playing sport is a social practice which requires more than the skills associated with the game played.

Murdoch (1992) believed that a first issue to be resolved by physical educationists is to convince others that sport and physical education is not synonymous. The first ‘others’ to be convinced must be the pupils. The argument to be used to achieve this must be the physical education content or curriculum offered by the teacher. Macfadyan (1999:168) says that “where games dominate a curriculum there is a grave danger that pupils will interpret physical education as sport, if they are not exposed to a wider agenda of activities.”

According to Will Kay (1998:178), the weakness of physical education to defend itself on the curriculum as a subject, results from the many rationales it puts forward. Such rationales are linked to various perceptions of the purpose of physical education and include for example, 'sports education', 'health-related exercise', 'sport in schools', and 'teaching games for understanding'.

"In defining and limiting its focus, physical education's relationship with health, sport, recreation, and outdoor education has been and is problematic" (Senate Standing Committee on Environment, Recreation and the Arts, 1992; Macdonald and Brooker, 1997:156). "In particular, the pervasive and attractive images of sport confronting youth confound the role of physical education and, along with the production of extrinsic outcomes such as fitness and health, position physical education in the curriculum to serve the functional purposes of particular vested interests (e.g. health lobbies and elite sport agencies) beyond conventional education" (Macdonald & Brooker, 1997:157).

Macdonald and Brooker (1997:157) also note the irony of sport being appropriated as a political tool for rebuilding the social fibre of nations at a time when school physical education is failing to attract support from governments, communities, and many students. They view the confusion surrounding the role of physical education as part of what Kirk (in Macdonald & Brooker, 1997:157) has termed a crisis in the meaning of physical education for its range of stakeholders, and thereby, a crisis in the articulation of the process of becoming physically educated. This leads Kay (1998:182) to conclude that a unified focus on what physical education is, is required.

Kay (1998:177) also says that "the potential for physical education to act as a mechanism for transmitting certain social and cultural values is recognized by ... governments." This coincides with the views of Grundy, Warhurst, Laird and Maxwell (1994:111) to the effect that "curriculum is not value-neutral, but represents the dominant or hegemonic values of a society and/or community at that historical moment." Central governments rather than educationalists, design "education" policy for physical education based on a political rationale.

In the case of Britain in the mid nineties, policy documents focussed on elite sport and games rather than education, serving the interests of national governmental bodies of sport. The recent liaison in South Africa between Sports Minister (Balfour), Education Minister (Asmal) and Head of Sport and Recreation (Hendricks) also leaves one wondering whether sport or education interests are to be served. An emphasis on sport has implications for the physical education curriculum.

While focusing on sport or games may be useful in a time of dwindling resources due to state cuts in spending on education, Kay (1998:163) argues that “physical education is an end in itself and not a means towards other ends, such as providing for the needs of either the sports industry or politicians.”

### 3.4 THE STATUS OF PHYSICAL EDUCATION

Macfadyan (1999:163) suggests that “one serious ‘dilemma’ for physical education is the compulsory nature of the subject which helps give it credibility, but prevents pupils avoiding an activity they dislike or feel uncomfortable attending (when they are not given a choice of activity).” The compulsory status of physical education in the curriculum may offer security to specialist teachers and advocates of the subject, yet not be well received by pupils when it does not take into account their feelings and interests, and provides no opportunity to pupils to occasionally exercise choice in the selection of activities.

Macfadyan (1999:157) also says that many pupils find physical education “a worthwhile and enjoyable learning experience” while many others experience it as an unpleasant ordeal. Pupils’ experiences of physical education will effect later attitudes to physical activity. The negative perceptions of physical education by non-specialist teachers may well be the result of negative experiences of physical education during their formative school years.

To many persons physical education is of little value and has no, or very little, academic significance. This view has lead to physical education being “continuously undermined and ... undervalued as compared to other curriculum areas considered to be of a more

academic nature” (Almond & McGeorge, 1998:8). In England the time allocated to physical education has decreased yearly in spite of recommendations by the Central Council of Physical Recreation (1990) that a minimum of two hours per week be allocated to it. “When extra time is needed for ‘academic’ subjects, physical education often suffers” (Almond and McGeorge, 1998:8). [In South Africa the new curriculum, C2005, has resulted in a decreased time allocation for physical education. More time is allocated to languages and mathematics at the expense of the so-called practical subjects which, among others, include physical education. Even religious education, which offers moral education, now appears to have a decreased value in an increasingly market-oriented education system. This de-emphasis becomes evident when the present position of Religion Education in teacher education is investigated. The HEDCOM-approved COTEP Norms and Standards for Teachers Education dated February 1995, indicates six compulsory field of study for teacher education. In an explanatory document to the 1995 Norms and Standards, dated 11 August 1995, Dr A L Le Roux, the Director of Education, mentions the latitude given to institutions with the distribution of credits for their courses, and says that “only half a credit might be allocated to, say, Religion Education” (COTEP, 1995:6). It had however, still to be offered although, its emphasis had waned. In 1997 the six fields of study were replaced by four learning areas, which were the core compulsory outcomes for teacher education. These learning areas were Communications, Life Orientations, Literacies and Teaching Studies. Religion Education was placed under Life Orientation, which further decreased its former independent status. This de-emphasis seems to be happening wherever subjects are clustered and especially with subjects intended to promote aesthetic, physical or moral development.

Budget cuts in education have resulted in schools having to resort to fund-raising to maintain or improve quality programmes. Fund-raising also allows the retention of a particular status quo, an elitism formerly based on race and now on class. It appears that middle class and upper class families have more discretionary funds available to spend on their children’s education. From observation and information from colleagues, employing extra teachers or being able to afford the resources needed for extra or special courses, seems to be the preserve of the schools attended by such children. Monies collected via

fund-raising vary greatly depending on the clientele of the school. Working class parents often have difficulty in supporting school fund-raising projects and in an era of retrenchments and rationalisation of teaching posts, certain subjects will suffer, particularly at the schools their children attend. Physical education seems to be one of the vulnerable subjects.

Some schools, in employing external fund-raising, “have now succumbed to the billboard culture where school is just another place where the advertising dollar is spent” (Riley, 1997:24). In the Western Cape, and especially along the N1, billboards in school grounds make quite colourful and interesting reading. This means that business plans and sponsorship proposals will compete with educational issues for the attention of the principal and even some teachers placed in charge of fund-raising.

According to the National Association of School Principals, principals “are faced with mandates to emphasise and expand the traditional core subjects – language arts, mathematics and science” (Gabbard, 2000:1) and therefore have difficulty in scheduling meaningful instruction in music, art, technology and physical education. This argument seems to indicate that priority has shifted away from a balance between “academic” and “practical” requirements to a predominantly academic one.

However, what emerges from speaking with principals is that physical education is “an essential part of the core curriculum and, as such, deserves equal priority in scheduling with other curricular areas” (Gabbard, 2000:1). Reasons given for this by the principals in the study include beliefs that physical education promotes discipline, provides for excellence of the less academically oriented, and ensures a holistic education. However in spite of this acknowledgement of the importance of physical education, physical education will not get a high priority especially if a school’s goal is improving poor academic performance. According to David Satcher, United States Surgeon General, the country has “made a serious error by not requiring physical education” (Gabbard, 2000:1) since he, together with many other authorities, is “convinced that a quality physical education programme in elementary school is basic for preparing children for lifelong

physical fitness and good health” (Gabbard, 2000:2). What the Surgeon General has however omitted are some of the sentiments expressed by the above principals. Physical education has value other than health and fitness.

According to the Educational Resources Information Centre (ERIC) “physical education is an integral part of the total education of the child and virtually every state, district, and school in the United States requires physical education for its students” (Young, 1997:1). There is also an emphasis on the enjoyment of physical activity, to ensure that students can be physically active for a lifetime, by providing skills to ensure active lifestyles – physical activity should become habitual daily activities.

The Physical Activity and Fitness Research Digest (September 1999) mentions the Surgeon General’s Report (1996) which states that overall enrollment in daily physical education classes has declined among high school students from 42% in 1991 to 27% in 1997. Daily physical education is rare even for the lower grade levels. “Children who receive physical education typically have one to three days per week of enrolment” (Digest, 1999:1). Research indicates that activity levels decrease from childhood through adolescence and into adulthood. “ The activity trends in youth suggests that it is important to develop an appreciation for physical activity and develop lifestyle behaviours in children and youth that can be adopted and maintained into adulthood” (Digest, 1999:1). The Digest indicates that “sound physical education programmes would provide excellent opportunities to introduce students to behaviours that impact them through life” (1999:1).

A survey conducted by Opinion research Corporation International of Princeton, NJ, for the National Association for Sport and Recreation (NASPE), reveals that “current research findings and recommendations, including the *U.S. Surgeon General’s Report on Physical Activity*, the *Centre for Disease Control and Prevention’s (CDC) Guidelines for School and Community programmes*, and *Healthy People 2010 Goals*, indicate consensus on the importance of regular, quality physical education and daily physical activity programmes for all students, kindergarten through to 12<sup>th</sup> grade. However most school



districts across the nation are not living up to these recommendations” (NASPE, 2000:1).

Findings of the Report include the following:

- Adults and teens have similar attitudes towards physical education. 81% of adults and 71% of teens believe that “daily physical education should be mandatory in schools” (2000:1) I believe, because of competition from other subjects, physical education should be offered three times per week and the emphasis should fall on activity and not on exercise with its prescriptive nature. This allows a focus on the values accompanying activity, namely cooperation, sharing and fairness and on a broader definition of health than merely the physical.
- The majority of adults and teenagers strongly agree that “physical education helps children prepare to become active, healthy adults” (2000:1). To do this physical education must provide enjoyable activities that fit into the daily lives of children. Enjoyable physical activities will be carried into adulthood and beyond the school. Physical education would be more successful if it could develop links between school and community programmes.
- 91% of American adults believe that physical education classes does not interfere with the child’s academic needs, while 15% of adults and 21% of teens feel that “children should concentrate on academic subjects at school, and leave the physical activities for after school” (2000:2).
- Only 5% of students said they don’t like anything about it (physical education) (2000:2). Reasons for this could include developmentally inappropriate teaching methods, which ignore age and ability, activities which are too structured allowing pupils little freedom in choice of activities, and ignoring the physical activity patterns of young children. Peer pressure against physical education may be another consideration.

Perhaps the status of physical education is best summed up by Mackendrick (in Hardman, 2000:29) who observed that “physical education is not seen as a priority ... It is under severe attack and faces competition for time within the school curriculum. Often (it) is taught by teachers with little or no preparation in physical education methods. Budget

cutbacks are [also] impacting negatively on the time and resources required to teach a quality PE programme.”

### **3.5 THE VALUE OF PHYSICAL EDUCATION**

According to Armstrong & McManus (1994:25), “the primary school should provide an ideal environment for promoting an active lifestyle.” Achieving an active lifestyle in schools, including the majority of South African schools, is made difficult due to current staffing deficiencies with regard to physical education, negative perceptions of the subject, decreased time allocation, financial constraints, and well-documented “children’s resistance to participation in regimented compulsory exercise” (Armstrong & McManus, 1994:25).

Cale (1997:19) says that physical education can result in the habit of an active lifestyle through the provision of a curriculum which “incorporates teaching young people the necessary knowledge, understanding and skills to be able to exercise independently.” In my opinion, the ‘exercise’ mentioned by Cale has to be interpreted to refer to all physical activities, including recreational pursuits, and not simply to exercise routines. She goes on to add that schools are able to inculcate, what she calls, “physical activity behaviour”, because they have a captive audience, access to all young people, and physical activity. “Physical activity behaviour (like other health behaviours) is established in childhood (and persists into adult life)” (Puhl et al. in Cale, 1997:19).

The establishment of an active lifestyle relies on physical activities, which will promote such a lifestyle. According to Wittenberg (2000:1), “researchers [have] found that [teachers’] ideas about what constitutes health-related fitness activities may also explain the dearth of fitness activities in their classes.”

Sport has been widely used, but according to Ingham (1997:191), a broader focus than sport, even fitness (requiring activities like circuit training, rope jumping or running), is required to ensure the development of habits which would lead to an active lifestyle. This focus should respond to the needs of ‘ordinary people’ and requires the promotion of an

“ordinary body culture” instead of what Ingham (1997:191) calls ‘cultural elitism’. He explains cultural elitism as a social construction used in a radical democracy by politicians to laud the achievements of the few, while ‘ordinary culture’ praises and promotes the achievements of the many. The historical bias of physical education towards favouring the physically advantaged or talented athlete, and emphasising performance and competition, needs to be replaced with activities which encourage mastery, cooperation and promises a measure of success to all participants.

The value of physical education to health is well documented. DeWayne Wickham (1997:1) makes an indirect appeal for the reinstatement of physical education into schools by noting that “the decline of physical education in public schools has created a post-baby boom generation of slothful couch potatoes - teen and young adults whose muscles have atrophied and waistlines have grown prematurely to middle-age proportions.” It should however be noted that an active out-of-school lifestyle could prevent such sedentary ills. Such active lifestyles need not always revolve around sport or recreation. Some are forced on children through circumstance e.g. children selling naartjies at robots do so not for fun, but to help parents put food on the table. However, physical education can combat the evils e.g. smoking, drinking, etc., that accompany such a lifestyle, through health education.

Extensive research has proven that regular physical activity has significant health benefits. Such benefits include reduced risk of heart disease, cancer and depression as well as increased longevity.

To obtain these benefits require adherence to a regimen of exercise, which may not be desirable to all children. Success depends on the difficult task of designing a regimen which is both specific in its aim to achieve fitness as well as suitable to the needs and preferences of the individual. Such programmes would therefore contain elements of both compulsion and choice. One therefore needs to, as previously mentioned, avoid a ‘one size fits all policy’ with regard to the activities prescribed to encourage a healthy lifestyle.

However in spite of the proven benefits to health and wellness resulting from physical activity, Zahn (2000:1) says that society presents many reasons for young people to “discontinue their natural need for activity.” These include the media’s portrayal of sport as the domain of the elite, the easy and ready availability of non-active alternatives, the demands made on time by schooling, and the idea that one should excel at something or not participate.

In order to lend further credibility to their subject, physical educators also claim that physical education has benefits beyond the physical. “Physical educators were grasping for ways to justify exercise and physical education programs. If it could be shown that activity programs contributed to intellectual development, then they would gain credibility and be justified” (Kirkendall in Sallis et al., 1999:1). Much research has therefore gone into trying to prove a positive relationship between physical education and academic achievement.

According to Jensen (in Sallis et al., 1999:1) numerous links between mind and body have been documented, and there are reasons to believe that physical activity could aid learning. According to Sallis et al., (1999:1) “learning complex movement sequences stimulates the prefrontal cortex used in learning and problem solving, and this could improve learning.” Other researchers concluded that improved attention or cognitive performance could be due to the break physical education provided between tasks. Sallis et al., (1999:1) agree that “claims of the academic benefits of physical education have been made over decades, [but admit that such claims were] based on a shallow scientific foundation” and were far from definitive. They feel that a hypothesis that student physical activity alone enhances academic performance is questionable, but acknowledge that research does indicate that spending more time on physical education does not interfere with academic performance as claimed by some school administrators and others. Such persons award physical education an inferior status due “to its seemingly practical nature in educational contexts that favour overtly intellectual ability” (Kirk & Tinning in Macdonald & Brooker, 1997:157).

Many physical educators claim that physical education can be a vehicle for the transmission of values to pupils. Such values include fair play, sportsmanship and honesty. However Wandzilak et al. (1988:13) states that “little evidence exists to support a positive relationship between sports participation and values development”, while literature reviews reveal a negative correlation between the length of one’s involvement in sport and the generation of sportspersonlike values. Research has in fact found that non-athletes are more sportsmanlike than their athletic, more competitive peers. This was thought to be probably due to the ‘social’ or friendly nature of their competitions or games as well as the reasons for their participation.

Nucci (in Wandzilak et al., 1988:14) determined that values decisions are based on whether the individual interprets the issue at hand as being one that maintains norms or whether it has to do with justice or morality. According to Nucci, decisions based on social convention and norm maintenance require a lower level of social reasoning than decisions concerned with justice or morality. Therefore instruction in sports settings will fail to utilise or generate the higher stage thinking required for justice and truth. To many sportspersons, playing fair (to the rules) on the sportsfield does not transfer to playing fair in their everyday lives. One only needs to note the many instances of immoral or unfair behaviour exhibited by sportspersons off the field of play. Research indicates that if sport or physical activity is to contribute to values development, intervention strategies that employ higher order moral reasoning must be employed.

Miller et al. (1997:14) believe that ‘Physical education is a rich context for promoting socio-moral development.’ Having said that, they admit that physical education can do little to alleviate the multiple external challenges such as poverty, crime, and poor educational opportunities, which many school children face. I, as educator, admit to feelings of impotence as far as the elimination of poverty and crime are concerned but also feel educators should be able to influence educational opportunity in their classrooms.

Miller et al., (1997:115) state that values can only be observed indirectly via public, observable behaviour. They therefore contend that physical education is a potent context for socio-moral education since “overt behaviour, [as witnessed in the physical education class], constantly gives testimony to inner processes. Moreover, weaknesses and vulnerabilities – both physical and psychological – are often painfully obvious as one practices and performs in front of others.”

Miller et al.(1997:115), also defines sport as a moral process grounded in the concepts of fairness and freedom. They feel that since physical education teaches sport skills, physical educators are responsible for helping pupils grasp the underlying moral principles involved. These moral principles include moral perception, judgement, choice and implementation. According to Miller et al. (1997:117), moral perception is promoted through empathy; judgement requires mature moral reasoning; choice is influenced by motivational orientation; and implementation is regulated by the development of self-regulatory skills.

Empathy, according to Miller et al. (1997:117), helps a person perceive the interests, desires, needs, and vulnerability of others, all of which raise issues relevant to moral perception and action. Moral reasoning allows a better grasp of the moral issues at stake, an understanding of the logical relations and priorities among competing moral values, and enables coherent and defensible judgements about what action is best. Motivational orientation is related to choice – a task or mastery orientation, relative to an ‘ego’ or performance orientation, promotes a greater valuing of moral concerns. Self-regulatory skills require such interrelated competencies as impulse control, the ability to delay gratification, ego resiliency, and self-direction.

It thus appears that socio-moral development is possible through physical activity provided by physical education. However physical activity per se cannot achieve socio-moral development. Strategies to promote an active lifestyle are therefore irrelevant in the absence of strategies to develop children as socio-moral beings. These strategies, according to Miller et al. (1997:120-124), consist of cooperative learning; promoting

moral community; creating a mastery climate; and shifting power and responsibility from teachers to pupils. They also caution however that learning tends to be domain specific and therefore much that is gained in the classroom or on the playground may not carry over to the home or community. Involving the parents and community in socio-moral development is therefore necessary. The realities of the child's home and school need to be brought together if socio-moral education is to prove successful.

### **3.6 PHYSICAL EDUCATION FOR THE 21<sup>st</sup> CENTURY**

With the advent of the 21<sup>st</sup> century, education, and indeed physical education, is faced with the task of preparing itself not merely to respond effectively to change, but also to play an active role in creatively shaping future citizens and societies. No one can predict with absolute certainty what the changes may entail in what Green (in Kirk, 1997:182) calls "the 'new times' of globalised, televisual culture, flexible capital accumulation, and an increasing divide between rich and poor – in which the relationships between school subjects and the subjects of schooling need to be reassessed." Doll-Tepper (1999:35) says "we need to identify the political, economical, technological, social and cultural changes and to explore the challenges they pose for the practice, preparation of professionals and research in physical education and sport."

According to Lawson (1998:3) "post-traumatic stress syndrome is reaching epidemic proportions among children and youth in poor communities." He says that such stress is due to abuse, crime, rape, abduction, neglect, substance abuse and domestic violence, and that such children, their families and communities need support to ensure the well-being and healthy development of such pupils to enable them to be successful in school and have a future. The support Lawson refers to, has to include the eradication or alleviation of poverty since poverty is the one factor that makes success almost impossible to achieve.

Treating post-traumatic stress syndrome, according to Lawson (1998:3), requires complex change initiatives involving the helping professions and schools (and by implication physical education) in jointly considering the problem. Physical education is

thus part of a united front, but also has, as an individual field, to “respond to its own crisis by rejuvenating, reconstituting and transforming some of its operations to serve vulnerable people” (Lawson, 1998:2). “Visions, missions, goals, and research agendas have to be adapted to changing societal and global conditions” (Lawson, 1998:4).

Physical education’s focus on school children has confined it to schools only. Its lack of availability to out of school youth and adults has resulted in physical education having no links to society, community or family relationships. Lawson (1998:7) says that it is becoming clear that focussing upon children and youth apart from their families and their out-of-school peers is a flawed strategy” and that “schools as stand-alone institutions concerned primarily with students’ learning and academic achievement” have lost touch with the out-of-school realities of children. The extra-school environment has to be considered if schools are to be effective in preparing the child for society. Similarly society cannot abdicate its responsibility of working with schools to ensure relevant, quality education for its children.

According to Lawson (1998:17), a new pedagogy should prepare teachers who are sensitive and culturally responsive, and prepared to work collaboratively with social workers, nurses, school psychologists, school counselors, parents and various health-related professionals.

The prospect of change however, “presents teachers and teacher trainers with a critical choice: to continue to move forwards in a familiar and comfortable direction, or to choose a distinctly different, challenging, potentially threatening, direction of development as we approach the new millenium” (Penney, 1999:4).

One strategy to deal with such change might be, as Fernandez-Balboa (according to Kirk, 1997:182) suggests for physical education teachers, is to be “proactive shapers of the future rather than reactors to others’ initiatives [and] to imagine possibilities and alternatives that are not bound by convention or past practice.” Penney (1999:5) “argue[s] that there is a need for a review of the ‘specialisms’ that provide the focus and



organisational framework for our curricula.” She agrees with Young (1998) that new ‘connective specialisms’ be developed in which subject communities move beyond a view of subjects as ‘ends in themselves’ and address the complex contexts in which the knowledge they give access to might be applied. Penney (1999) stresses the transformative, not merely reproductive, potential of curricula and says that before a ‘connective specialism’ can be developed, the needs of the society it is intended to serve must be identified. The form of physical education curricula can no longer give the “appearance of legitimating a view of physical education as comprising merely a collection of activities” but should emphasise that “the primary focus of physical education is the education of children in and through physical activities and contexts” (Penney, 1999:5).

To achieve this education through physical activity, Sherman (1999:1) speaks of a “teach-practice-teach” instructional style. This refers to an integrated approach to the teaching of physical education where ‘academic’ content is taught together with skills during regular physical education lessons. Placek (in Sherman, 1999:2) defined integrative instruction in physical education as “a curriculum in which subject matter from other subjects is included in PE classes, ... or where social or thinking skills are consciously selected and specifically taught.” The teaching method of Sherman claims that physical education has its own academic content while that of Placek views physical education as providing opportunities for holistic education through a curriculum which integrates the various subjects, including physical education, with each other.

Sinclair and Sinclair (in Sherman, 1999:2) in providing a model for integrating sport psychology content with the physical education curriculum, proposed an integrated mental management approach which “guides the systematic and progressive development of effective mental skills during the regular practice or class schedule of the athlete or student”. Sherman (1999) therefore sees integrative instruction as a holistic approach to teaching children since it is concerned with, (and values) more than just teaching, children motor skills, games, sports, and fitness activities. He goes on to say that “integrative instruction is built on the premise that combining mental skill instruction

with physical instruction is not only a more practical and logical method of teaching children, but also a proactive and preventative approach that could have positive carry-over effects throughout the students' lives" (Sherman, 1999:2). Sherman also believes that learning strategies, defined by Anderson (in Sherman, 1999:2) as "the cognitive tools used to systematically manage the thought processes associated with knowledge and skill acquisition", (including self-talk, imagery, and goal-setting – three mental management skills), be incorporated into the physical education environment. Singer (in Sherman, 1999:2) valued identifying and learning pertinent "strategies that would enhance the operation of cognitive processes and in turn facilitate learning and achievement."

Fernandez-Balboa's emphasis on the importance of the role of teachers, pinpoints the training of new teachers, and the re-training of "old" teachers, as of crucial importance. This implies changing existing teacher education programmes so that "the [new] knowledge base of physical education may equip physical educators to become agents of change" (Kirk, 1997:182). Kirk also feels that a critical pedagogy is required for reform in physical education teacher training but advocates that any new pedagogy be preceded by research. Research is required on the changing nature of the physical activity field in higher education; the nature of changes over time to school physical education programmes; the relationship between physical education teacher education programmes and school physical education programmes; the effect of popular culture on the views of pupils; teachers as agents of change; and the development of creative thinking skills in student teachers within the context of a critical pedagogy perspective.

However even assuming that such a research-proven new pedagogy is put in place, questions concerning the success of its implementation still arise. How would the change process proceed, who would need to change and when has sufficient change taken place, are all vital questions. The following paragraphs provide some possible answers to these questions.

Sparks (in Murdoch, 1992:16) adapted the change model of Fullen by placing the process of change on a continuum ranging from relatively easy to extremely difficult.

"RELATIVELY EASY"

- 
- 1 The use of new or revised materials for example a new book or curriculum package
  - 2 The use of new skills, teaching approaches, styles and strategies, that is, changes in the practices of teaching
  - 3 The transformation of those beliefs, values, perspectives and ideologies that inform pedagogical assumptions and practices. This may involve a substantial reorientation of personal educational philosophies and a major definition of self.

EXTREMELY DIFFICULT"

In explaining the change continuum of Sparks, Murdoch (1992:17) says that at the easy end of change educators simply read and apply, within their present practice, orders and non-statutory guidance. On the next level, others will change their methods of teaching and learning. These two steps however will not lead to success until, at the final level, a change of attitude towards the new approach to children's learning has been achieved.

As a first step then teachers have to change, which is a difficult process. In South Africa the introduction of outcomes-based education seeks to change teaching from a teacher-centred to a pupil-centred process. Determining the success of the change process may prove even more difficult. Charting teachers' progress en route to change is not easy and is separate to an evaluation of the new programme or the effects it has on children – both issues for other research. Attitude change, which is the final stage on the change continuum, can only be evaluated indirectly by observing the behaviour of teachers. Behaviour can be manipulated to reflect attitudes not really internalised but necessary to impress evaluators and achieve a good rating.

However no matter how complex and difficult the change process, Doll-Tepper (1999:37) still emphasises that "quality physical education, professional training and research are

indispensable components for future developments. Working together collaboratively and building new alliances and partnerships will be the key to success in a globalised world.”



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## **CHAPTER 4**

### **A SMALL SCALE EMPIRICAL INVESTIGATION INTO THE STATUS AND PERCEIVED VALUE OF PHYSICAL EDUCATION**

This chapter, which follows on the review and analysis of both local and international policy and literature about physical education, describes my investigation of the position of physical education at six local primary schools. The reasons for the research is explained in terms of purpose and relevance, the research design and methods of collecting data are described, and the data collected is interpreted. I acknowledge that the sample used limits the generalisability of the findings.

#### **4.1 PURPOSE OF THE STUDY**

The purpose of this research project was to uncover and explain the present status of physical education and make explicit its value in primary schools in relation to my contention that physical education is being under-valued and not receiving the attention it deserves. The data collected in this investigation with regard to the position of physical education at a selected number of schools, will be analysed and interpreted to determine what is happening with respect to physical education at these schools, and therefore possibly at other schools in the area in similar socio-economic circumstances, bearing in mind the limited generalisability of the findings. It will also be used to provide a motivation for a revision of current teacher perceptions about physical education so that physical education may take up what I regard as its rightful position in the school curriculum. By “rightful position” I envisage the re-positioning of physical education as a compulsory core subject in school curricula with its particular values and specific importance for the holistic development of school children with regard to the physical, academic and social aspects of education.

The information acquired has allowed me to put forward recommendations that may lead to appropriate action which may influence the perceptions and attitudes of all persons concerned, towards physical education. The intent of these recommendations is to bring about relevant change with regard to the phenomenon under scrutiny. The notions of

recommendation and change imply future evaluation of any change, whether these are in attitudes towards physical education or in the presentation of the subject itself. Inherent in change therefore is future research and investigation.

The probability of change is reflected in the view of Gall et al.(1996:28) of social reality which claims that qualitative research is based on “the assumption that features of the social environment are constructed as interpretations by individuals and that these interpretations tend to be transitory and situational.” The transitory and situational nature of social reality in fact makes change inevitable. However, the implementation and associated evaluation of any recommendations aiming at change is beyond the scope of this research project.

#### **4.2 TYPE OF RESEARCH**

To satisfactorily achieve the purpose of the study, a non-experimental approach to research, which provides description and explanation rather than prediction based on cause and effect, was used. Non-experimental research nonetheless requires “a careful, systematic, patient investigation undertaken to discover or establish facts and relationships” (Charles, 1995:5). According to Merriam (1988:6), this investigation needs to be designed as carefully as an ‘architectural blueprint’ since it is “a plan for assembling, organising, and integrating information (data) [which will] result in specific end products (research findings).” This view concurs with the view of Adams and Shvaneveldt as mentioned previously in Chapter 1 p.14.

This research design is based on a case study approach where, as explained by Gall et al.(1996:544), “... multiple cases [are studied] in order to test the generalisability of themes and patterns.” The focus of the study was on the perceptions of teachers and principals of six selected primary schools regarding the value and status of physical education. The phenomenon of interest was studied in the school setting, taking into account the perspectives of the various participants at each of the selected schools. These participants originally consisted of the principals and teachers of each school since the

sub-research questions focussed on the views of principals and teachers (Chapter 1:13). A later decision was made to include the views of pupils as well.

The following four concepts are clarified so that the reader may understand the research design:

- The *phenomenon* is the matter of interest to the researcher. In this project the phenomenon refers to the current position of physical education within the primary school curriculum.
- The *case* refers to a particular aspect of the phenomenon. The aspect studied in this project was the status and value of physical education in primary schools in the Kuils River area and in relation to Curriculum 2005.
- The *focus* refers to the aspect of the case on which data collection and analysis will concentrate. This research focused on the perceptions of teachers and principles with regard to the status and value of physical education at primary schools.
- The *unit of analysis* is an aspect of the phenomenon that can be sampled. In this investigation, the unit of analysis consisted of the teachers and principals of six primary schools selected for the purpose of the research project.

Conducting the study at six schools allowed for a comparison of, as well as a general view of, the phenomenon of interest at these schools. This view may generally be held at other schools in similar socio-economic conditions in the area under investigation i.e. schools previously designated for “coloured” pupils in the Kuils River area.

#### **4.3 RELEVANCE OF THE STUDY**

My current view regarding the present position or status of physical education developed over a long period of observation of the practices concerning physical education at primary schools. This view is consolidated by information acquired in discussions with colleagues, educators and pupils during practice teaching<sup>8</sup> at various schools. The information gleaned from these experiences evoked a need on my part to determine, through research in the ‘systematic’ manner mentioned above, the current view of

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<sup>8</sup> Placing of student teachers at schools for a certain period of time to acquire practical teaching experience.

physical education. This investigation examined the status and perceived roles of physical education, and the effect the neglect of physical education has on learners in schools in terms of holistic development, values and discipline, and on the schools themselves.

This investigation included the identification of reasons for the present perceptions of physical education in terms of its value and status, and for its poor position within the school curriculum. Negative views of physical education exist in spite of the official compulsory status of physical education and the many documents and articles reflecting on the importance and value of physical education world wide.

The research is of personal relevance to me, who as a teacher and lecturer of physical education during my professional life in school and teacher training colleges, has seen the changes undergone by physical education in curricula during the years. The fact that this research project is an examination requirement for the master's degree is of lesser importance than the desire to re-locate physical education again firmly within the curricula of schools.

My concerns around the relevance of this research include whether the information and knowledge to be gained will make a difference to educational practice, whether results would prove useful and have practical value, and whether the research would provide new information.

The research questions as noted on p.11 in chapter 1, clearly indicate a need for information about the status and value of physical education. These questions sought to establish whether a relationship exists between the current position of physical education and the implementation of Curriculum 2005. I have tried to determine whether Curriculum 2005 had an effect on the position of physical education and if so, whether this effect advantaged or disadvantaged physical education. This information was sought by means of questionnaires and interviews.



Through the study of policy documents, official policy about physical education and its status was examined. If departmental documents proved the subject compulsory, this research could determine how such a status influences perceptions about physical education and offer arguments for its inclusion in school programmes. Silence about the compulsory status of physical education in the Curriculum 2005 documents may be one of the reasons for the poor perceptions concerning the values of physical education at present. The only reference to physical education in Curriculum 2005 is the use of the term human movement.

The value of physical education has been supported by renowned scholars during many international conferences and conventions dealing with physical education and the rights of children in education. A wealth of literature exists to argue for the inclusion of physical education in school curricula.

The opinions and views of teachers and principals are indicative of the status of physical education at schools. Supportive colleagues and principals will do much to discourage negative attitudes towards physical education and can influence decisions about the offering of physical education at schools. It is hoped that this research provides information and arguments which leads to positive attitudes towards physical education.

#### **4.4 SETTING**

This investigation took place in the schools in which the phenomenon was deemed to have occurred. It attempted to make sense of, or interpret, the phenomenon in terms of the meanings principals, teachers, and later students, as the inhabitants of the setting, brought to it. Since I had no intention of seeking cause-and-effect relationships or of predicting the future, “there [was] no manipulation of treatment or subjects; [and] the researcher [took] things as they [were]” (McMillan and Schumacher in Merriam, 1988:7). My primary concern was the description and explanation of the phenomenon and to provide information against which the present attitudes towards physical education may be assessed and which would provide an avenue for informed change to occur. I however

admit that my explanation of the phenomenon, based on an interpretation of the findings, may be influenced by my subjectivity.

The schools studied were selected according to the sampling methods described later in this chapter. These schools are in Delft, Belhar and Sarepta. All are in areas previously designated as “coloured”<sup>9</sup>. Such schools were previously under the control of the ex-House of Representatives. Although a single, national education department now exists, the inequities of the past have proven hard to eradicate. Conditions reflecting inequality still exist at these schools, and although access to all schools is now possible to all pupils, irrespective of race or any other distinction, discrepancies in resources still exist at the different schools. These inequalities affect the quality of teaching and learning at these schools, eroding the enthusiasm of teachers to educate, and of pupils to learn. These inequalities seem set to continue unless differentiated State intervention to address the resource needs of individual schools is applied. By ‘differentiated’ I suggest that schools initially be funded according to their needs and deficiencies. Such needs and deficiencies include physical resources such as school facilities and human resources in terms of fully qualified teachers and other support personnel. The qualifications of un- or under-qualified teachers for example, need to be upgraded as a first priority. However, attached to this differentiated form of funding are conditions of improved performance within a certain period, for example five years, failing which funding reverts back to the principle of equality of funding for all schools.

The pupil compositions of some schools (those historically better resourced) now appear to be influenced by financial, as opposed to racial considerations. This seems to indicate the emergence of a form of elitism based on a distinction in terms of class. Children of well-to-do parents attend the better-resourced schools, bringing with them the financial means to maintain the resource level of these schools. Such schools cannot be compared to the schools attended by the children of poverty stricken parents unable to contribute

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<sup>9</sup> Prior to the formation of a single national department of education, schools were racially segregated. Four separate education departments existed to see to the needs of the then apartheid regime-designated racial groupings in South Africa. These education departments were not equally funded by the State.

financially to improve school resources to any significant level. This study therefore excludes these advantaged schools.

The schools in this study were also chosen because of their geographic location and the population group or community they serve. Choosing schools from the same area or socio-economic background ensures some control over extraneous variables such as inequities in resources and ethnic and cultural differences. Such variables would have had to be considered if schools were randomly selected from the greater Kuils River area but may now be discarded as possible reasons for differences in attitudes towards physical education in the selected schools. The choice of the above schools is thus based on an assumption by the researcher that these schools are similar to one another.

#### **4.5 SOURCES OF DATA**

The sources of information required to determine the position of physical education at schools in the study, are the perceptions of educators and pupils concerning physical education. The process of collecting such information is defined by Bless and Higson-Smith (1995:18) as descriptive research, that is, “a collection of specific data leading to the presentation of a general view of a particular situation.” The reference of Bless and Higson-Smith (1995:18) to a “particular situation” implies that these research findings can only be generalised to schools in the same area and socio-economic circumstances, and not to primary schools generally.

As already mentioned, the sample studied consisted of six schools. This meant that six school principals were interviewed. This number of principals were chosen because qualitative research does not require too large a sample and because of the costs involved in conducting interviews in terms of finance and time. All the teachers at each school were however handed questionnaires and asked to complete them. Since teachers make up the other section of the research sample, and are in fact a captive audience, such an enlistment strategy was easily achieved. This meant that in excess of 100 respondents were available, a number which I regarded as adequate for the purposes of this study. A decision was also made later to include the views of pupils by means of group interviews.

Sampling methods included purposeful and convenience sampling. According to Gall et al. (1996:218) purposeful sampling is used to ensure that the participants selected are “information-rich” with respect to information concerning the purpose of the study. In conducting purposeful/purposive sampling, according to Bless & Higson-Smith, 2000:92, “the choice of participants selected depends on the judgement of the researcher regarding the characteristics of a representative sample.” Purposeful sampling does not guarantee population validity i.e. such samples will not necessarily be representative of the population under study but provide enough valid information to achieve an in-depth understanding of the phenomenon.

Convenience sampling allows the researcher to select participants as a matter of convenience. Convenience sampling depends on conditions, which make it easy and advantageous to choose certain schools. In this sample, the schools are located within a 5-10 km radius of my workplace and I knew the principals and some of the teachers at the schools. These schools are used as practice teaching venues for the college, which employs me. The distance from the schools and my relationships with the principals made access to the schools easy. I also had no difficulty in arranging visits to these schools. A relationship of trust was also easy to build up.

The sample was also selected on the basis of replication logic, which allows the study of multiple cases, which according to Gall et al. (1996:218), states that two or more cases are studied because the researcher predicts the same results for each case. This prediction is thought to be possible in the case of this study because the researcher assumes that all the schools share a common social and economic milieu and would therefore be similar in their views on physical education. The study of multiple cases enables researchers to test or develop theories.

This research project is grounded in a personal theory that negative perceptions about physical education influence the position of physical education in the school curriculum and ignore the values inherent in physical education. Since I assumed that teachers held these negative views, I felt that the selection of six schools would allow for multiple data

to make sense of what is happening at schools and confirm or refute my theory. If the results verify the theory, the probability of applying or generalising the findings to other schools in the area from which the sample was chosen, is possible. It must be remembered that generalisation equates with probability since, “basically, sampling means abandoning certainty in favour of probability” (Bless & Higson-Smith, 1995:86).

The whole sample was not treated with the same instrument. A distinction was drawn between pupils, teachers and principals of the schools as separate groups. Interviews were administered to pupils and principals while teachers completed questionnaires. I did not think it would be feasible to interview all teachers and therefore used questionnaires which I thought would be less time consuming and easier to manage than interviews. The representivity of the sample was greatly increased since all teachers were given questionnaires. Important concerns about participant bias or orientation, and how to minimise this, follow.

The sample included three principals who were physical education specialists and three who were not. One of the principals was a woman. This purposeful selection of principals in terms of physical education specialists and non specialists was done to see whether the orientations of principals would influence the provision of physical education at their schools.

To prevent biased findings which could result from selecting only physical education specialists or teachers who taught physical education, all teachers at the selected schools were included in the study. General class teachers who did not teach physical education were thus also asked to participate in the study.

Schools were also chosen according to the way physical education was offered at these schools. Two schools had physical education offered by specialist teachers, while two schools had class teachers teaching physical education in spite of having limited or no training. Of the two remaining schools, one had both a specialist and class teachers

teaching physical education while the other had a physical education teacher on its staff but offered no physical education.

#### **4.6 DELIMITATIONS**

As noted earlier, specific schools were chosen for this study. In choosing these schools, the ex-DET schools with little or no physical education due to a lack of resources and a particular attitude towards physical education, and the ex-HoR schools, which had huge resources and offered physical education, were excluded from the study. These characteristics are mentioned because of the influence such orientations and attitudes have on the subject at such schools. Results of this study are therefore limited in their generalisability to such schools. Generalisability will only be possible to schools within the chosen sample area and possibly in other areas where similar conditions exist.

#### **4.7 LIMITATIONS**

One of the problems of this particular research was a shortage of time. As a part-time student employed in a full-time teaching position, finding the time and energy to do research was not always easy. For example, the interviews for the study were conducted during school hours and this required careful planning so as not to disrupt schools and keep appointments with busy principals.

Teachers' questionnaires were handed to teachers by a teacher at each of the schools. I knew some teachers at each school(ex-students) and they were prepared to help me. They issued and collected the questionnaires. Although the return of completed questionnaires was quite satisfactory, with hindsight I acknowledge that the responses could have proved more pertinent if I had given the coordinating teachers precise information about the questionnaires, concerning issues of clarity.

A covering letter to all participants would also have proved helpful and should have been included. The letter would have established a degree of rapport with the participants and reduced the anonymity of the researcher.

#### **4.8 TRIANGULATION**

Triangulation is defined as “the use of multiple data-collection methods, ... as corroborative evidence for the validity of qualitative research findings” (Gall et al., 1996:773). Triangulation is therefore used to enhance the validity of research findings. However, Sandra Mathison (in Gall et al, 1996:575) observed that “triangulation in social science research sometimes does not produce convergence, but instead produces inconsistencies or contradictions among findings for the same phenomenon.” In spite of this “the opportunity to use multiple methods of data collection is a major strength of [qualitative] case study research” (Merriam, 1988:69).

Interviews and questionnaires would be the research tools used to provide information about the phenomenon of interest. Together with documentary evidence (journals and books) these instruments would assist in triangulation to validate the data generated.

Triangulation is also supported by presenting the same questionnaires and interviews to all the schools in the sample.

#### **4.9 RESEARCH INSTRUMENTS**

Since the researcher needed to determine the opinions of the respondents with regard to the status and value of physical education at primary schools, data would be collected by means of semi-structured interviews and questionnaires.

##### **4.9.1 INTERVIEWS**

The interviews used in this study would elicit responses from the principals of the six schools. Principals manage schools and therefore responses could have the intention, whether sub-conscious or not, of presenting the school in a favourable light. Responses may therefore be more inclined to be the “right” ones since “honest” responses may be perceived by principals as threatening and reflecting badly on their leadership abilities. “Right” in this instance refers to an ideal state and ignores reality. Such responses reflect bias on the part of the principals.

Prior to conducting the interviews with the principals of the six schools selected for the study, a decision was made to pilot the interview at a school similar to the schools chosen for the sample. Negotiations were conducted with the Principal who, with a Head of Department of the school, agreed to the interview. This school was also chosen because of its closeness to the researcher's place of work, approximately three kilometres away. This allowed me to do the interview at the school during school hours. The request to conduct the interviews was done personally two weeks in advance. It was planned to last at least thirty minutes and would be recorded in writing by the researcher.

The pilot revealed the following:

- No communication problems surfaced with the interview being conducted in English and respondents gave no indication, either verbally or through body language, that they found any questions threatening. Neither were they reluctant to answer any questions.
- It would be advisable to remind interviewees of the intended interviews a day prior to the actual interview. In the case of the pilot, both interviewees had actually forgotten about the interviews. The researcher, however, chose not to attempt to determine, or speculate on, the reason for this.
- One interview took place in the Head of Department's classroom and the other in the Principal's office. The office with its quiet and private atmosphere proved more suitable than the classroom where there were frequent interruptions. The researcher considers it advisable not to have interviews in classrooms, especially when there are pupils present. The interviewer also felt uncomfortable in this situation, regarding it as unethical to use the tuition time of pupils for personal considerations.
- The taking of notes during the interview also proved problematic. Although tape recorders are susceptible to failure, they still provide a better way of recording interviews than note taking. Note taking makes it difficult to maintain eye contact during the interview "conversation" and led to a concern in the researcher that this could be regarded as a lack of interest by the interviewee and a lack of what mediators call 'I care listening' which reflects an interest in what the respondent is saying because of his/her value as a person and not only because the information



supplied would be useful to the researcher. The researcher was also concerned that his body language, because of his note taking, could be perceived by the interviewee as indicating a lack of interest and result in negativity towards the interview.

- The interviewer's refusal of an offer of a cup of tea during an interview with one of the principals affected the spirit of the interview. It became a stiff and business-like affair with the air of an oral examination and the respondent trying hard to supply the "right" answer. Such answers, although appropriate, are not necessarily a true reflection of the respondents opinions.
- Prior to starting an interview, the researcher should stress the fact that there are no correct or wrong answers. There are only honest responses. Interviewees should know that they have the freedom to "pass" on any questions, and that they are in no way obliged to answer questions they do not wish to.
- An interview is not the place for a heated debate, discussion or trying to prove one's point. The researcher's purpose is to seek answers to particular questions and not question the answers provided because it does not agree with his perspective. The researcher is seeking to uncover the perceptions of the participant. "An interviewer should also assume neutrality with regard to the respondents knowledge" (Merriam, 1988:79).
- A tape recorder would allow the interviewer more freedom to observe the participant during the interview. This enables the researcher to check up on body language and to pursue some questions more fully. It must be remembered that non-verbal communication can be a significant source of information. It is this source of information, which the tape recorder is not able to record. An untaped interview places heavy reliance on memory since the researcher is unable to record verbatim all that he hears because of his involvement in the interview "conversation". Relying on memory is not very effective.
- Careful consideration should be given to the opening remarks of the interview. Rapport must be established as soon as possible. Interviews should start with a request for personal information regarding name, position, subjects responsible for, etc., with the intention of putting the respondents at ease. The opening should focus on the relationship of trust between researcher and interviewee.

Based on the pilot interview, the interview was revised and refined. It now consists of a series of twenty-five structured, mainly open-ended questions with space provided to probe into responses where additional information or clarity is required. According to James McKernan, as mentioned previously in chapter 1 p.15, interviews can be used to generate and gather information. The researcher had this 'generation' in mind when he probed into responses in an effort to gain access to information in addition to, or complementary to, that which the interview is designed for. Along similar lines, Edwards & Talbot (1994:86) state that interviews "give access to the more complex issues of 'what is happening' and does not merely focus on 'what is happening'." This emphasis on the meanings of and reasons for events, instead of on the events themselves, provide "rich" data. "Rich" here refers to the quality, detail and depth of data.

All participants were asked similar initial questions but the probing questions for further information depended on the responses of the individual interviewees. The probing questions steered or prodded respondents to supply focused answers. I had to however guide against being selective concerning the responses provided by the participants. Reality is socially constructed by individuals and should therefore not be measured against the perspective of the researcher. Therefore, although there may be differences in responses, the data will be richer because of it and still remain reasonably standard across respondents. It is for this reason that McKernan (1996:129) calls an interview "a personal contact situation in which one person asks another questions which are pertinent to some research problem." The emphasis on 'pertinent' stresses the importance of focussed questioning relevant to the research project, while 'personal contact' reminds one that the researcher is physically present and able to probe into responses. It is this freedom to probe, which characterise focused interviews and allows the researcher to explore issues in real depth so that the interviewee's stance on the issue may be determined. Interviews lasted approximately 30 minutes and were tape-recorded at each of the selected schools.

#### **4.9.2 QUESTIONNAIRES**

As mentioned in Chapter 1, the main reason for the inclusion of a questionnaire for teachers in this study, was to avoid bias. A one-sided or biased view of the phenomenon

of interest could arise if only the views of one distinctive group taken from the sample were considered. It must be noted that in this particular instance, the sample refers to a selected number of schools, and the schools in turn consist of different categories of participants. The primary participants in this study are the principals, teachers and pupils, while the Governing Body, parents and non-teaching staff could be regarded as secondary participants. Another reason concerns the generation of a more complete picture of the phenomenon of interest through comparison of the responses of the different categories of participants. This form of triangulation was used to determine the validity of the responses collected.

As previously mentioned in 4.9.1, the responses of the principals could reflect a biased view. Similarly gathering only the views of teachers, who “have nothing to lose” and are protected by anonymity, may provide more valid data yet also not provide a complete or unbiased picture of the phenomenon. However, using a multi instrument and multi-participant approach with individuals at different levels in the school hierarchy to gather data for this study, may lead to a more balanced or unbiased view of the situation. In fact the views of parents, pupils and the community concerning the phenomenon could prove invaluable in constructing the complete picture. In this regard Patton (in Merriam, 1988:79) recommends that “the interviewer assume a ‘presuppositional’ stance – that is, he or she presupposes that the respondent has something to contribute, has had an experience worth talking about, and has an opinion of interest to the researcher.”

The late inclusion of the teachers’ questionnaire left no time for the questionnaire to be piloted among respondents similar to those chosen for the sample. An evaluation by two of my colleagues was in retrospect a poor substitute for testing the questionnaire in field conditions. The comments of Thomas and Nelson (1985:14) to the effect that “the interview and the questionnaire are essentially the same technique insofar as their planning and procedures” provided the basis for the construction of the questionnaire used in this study. The findings of the pilot interview were useful in the construction of the questionnaire.

Another short-coming was the lack of a covering letter to respondents explaining the importance of the study, ensuring them of anonymity and asking them for their cooperation. This meant that the researcher was simply “some-one out there” who was making further demands on their limited resources in terms of time and energy. The changes in education, which teachers are at present grappling with, leave many teachers tired and demotivated. My absence could also however have had the advantage of not influencing the responses of teachers who may have been intimidated to supply the “correct” answers because of my presence.

I relied heavily on the “contacts” I had at each school. I knew teachers at all schools to the extent that five of them were ex-students who had completed their training at the college where the researcher is presently employed. The exception is a peer who is also at present engaged in master’s degree studies. I had enlisted these teachers as “supervisors” with the permission of the school principals who were informed of the contents of the questionnaire. These teachers agreed to accept the responsibility of issuing and collecting the questionnaires. Such a method of distribution and collection of questionnaires is allowable according to Allison et al. (1996:95) who state that “distribution within an organisation can sometimes be done through supervisors, and replies may be collected the same way provided you can assure confidentiality.” Since respondents were not required to identify themselves on the questionnaires, except for gender and rank, confidentiality proved not to be a problem. The assistance of these teachers allowed the researcher significant savings in time and effort.

However, questionnaires have a distinctive disadvantage not shared by interviews. Interviews have the researcher present while questionnaires do not. This has greater implications for the questions contained in the questionnaires than in the interview. With a questionnaire no researcher is nearby to rephrase or clarify what the questions mean. The researcher who uses a questionnaire has to rely solely on the clarity of its questions. “Questions need to be understood in familiar language, [preferably that of the respondent],...” (Merriam, 188:79). Questions must also be pertinent requesting specific information otherwise irrelevant or invalid data may be a consequence.

The format of the questionnaire used in the study is a semi-structured one consisting of both open-ended and closed questions. Open-ended questions allow the respondents considerable freedom to express feelings and expand on ideas. However, people generally find questionnaires an encroachment on their time, which makes them reluctant to answer questionnaires and even less inclined to answer open-ended questions which takes more time than closed ones to answer.

The questionnaire, similar to the interview, consists of twenty-five questions. Twenty of the items of the questionnaire were closed questions while only five were open-ended. The open-ended questions followed the closed ones so that an easier section of the questionnaire could be completed first, and thereby encourage the respondent to complete the whole questionnaire. To further ensure its completion, the questionnaire was also started with an “easy” question, i.e. one which was non-threatening and not difficult to answer. The closed questions were short questions less than one line long and responses were limited to yes, no or not sure. Considering that space was required for the recording of responses, the questionnaire was quite short, containing only two pages. The length of the questionnaire was conducive to a good return of completed questionnaires judging by “an analyses of ninety-eight questionnaire studies [which] showed that, on average, each page added to a questionnaire reduced the number of returns by about 0.5%” (Borg & Gall in Thomas & Nelson, 1985:188).

Because of the homogeneity of the sample (all were teachers with perceptions of physical education at their schools) and because the distribution and collection system occurred at each site, the majority of respondents completed and returned the questionnaires. The total number of returns equaled 108 of 152 questionnaires handed out which amounted to 71% of the questionnaires distributed. No follow-up letters were sent because of the good return rate and also because the respondents were anonymous. No names or any other means of identification were required in the questionnaire.

On inspection of the returned questionnaires it was discovered that the open-ended questions were not answered as well as the closed questions were. Reasons for this could

be the nature of the questions in the two sections in which the questionnaire was divided. The open section required more effort and consideration than the closed section, and could have been perceived as more difficult by the respondents. The closed section required the respondents to choose an alternative, which could be done without much effort even if the respondent did not really understand the question.

I was also frustrated by some of the responses to what I thought were carefully planned questions, which would result in fairly certain responses. I had to however, remind myself that it was the interpretations of the respondents that mattered and not my interpretation since they would supply the answers. "Data collection methods [like questionnaires] typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals" (Gall et al., 1996:288). These emerging limitations amplify the disadvantage of not having piloted the questionnaire.

As mentioned in the abstract, only the teachers and principals were originally regarded as sufficient sources of data and only their opinions were sought. With hindsight, and bearing in mind the categories of participants mentioned previously, the importance of a contribution by pupils was recognised and I decided to include the views of pupils in the study. The main focus in education is on the pupils and this makes it imperative that their opinions be acknowledged and considered. The importance of pupils is also reflected by Nelson Mandela and Graça Machell in chapter 1 p.7.

I decided to interview two groups of pupils from two different schools. Each group contained six pupils and comprised of equal numbers of boys and girls. Teachers assisted in a purposeful sampling method, which applied three criteria. The groups were to be made up of pupils who liked physical education, pupils who were not too enthusiastic about it and others who participated in school sport after school. Selecting only pupils who liked physical education would have resulted in bias in favour of physical education.

The pupils were selected from schools, which had specialist physical education teachers. Such schools normally offer physical education on a regular basis. Grade six and seven

pupils were chosen for the group interviews since I felt that they would speak more readily than pupils from lower grades. They would also have had a longer exposure to, and experience of, physical education. To ensure pupils of confidentiality, they were not requested to provide their names or the classes they came from. The anonymity of the schools would be assured by referring to them as school 1 and school 2.

The interview was semi-structured consisting of both open and closed questions. Pupils needed more clarification than the other participants. This highlighted the importance of piloting interviews, especially those intended for children. This interview could unfortunately not be piloted due to its late inclusion in the study. A copy of the pupils' interview is included in the appendix p.115.

#### **4.10 INTERPRETATION OF DATA**

According to Charles (1995:6) research is oriented through the research question(s), which “provide excellent guidelines for obtaining information [and] are, therefore usually answered on the basis of evidence and logical thought.” To use the information provided by the research instruments as basis for answering the research problem therefore requires a logical analysis of the responses by the researcher.

In the research instruments, use was made of both open-ended and closed questions. An analysis of the responses of the questionnaire and those of the interview will be done separately with the following differences and similarities noted:

- Both the questionnaire and the interview contained open-ended questions while the questionnaire also contained closed questions.
- The open-ended questions of the questionnaire were reduced to five categories. Each of these categories included up to four responses decided by the researcher as providing information common to or synonymous with the particular category.
- The closed questions of the questionnaire offered three choices as far as responses were concerned. Respondents could choose either yes, no or unsure. The data would be interpreted on the basis of the frequency of the responses.
- All tape-recorded interviews were transcribed and are included in the addendum.

Since “research deals not with absolute certainty but with probability” (Charles, 1995:13), I acknowledge the fallibility of my categories since I had to “apply [my own] logical treatments to qualitative data” (Charles, 1995:105). Through logico-inductive analysis, I matched the data obtained through the open-ended questions. Similar responses were grouped into particular categories on an interpretation of their meanings by the researcher. Results will be expressed as verbal statements.

“Devising categories involve both convergent and divergent thinking” (Guba & Lincoln in Merriam, 1988:135). Merriam (1988:155) feels that categories should be internally homogeneous (all items in the category should be similar), as well as heterogeneous i.e. “difference among categories ought to be bold and clear.” Categories should reflect the purpose of the study and should be exhaustive as well as mutually exclusive, i.e. a response may only appear in one category.

#### 4.11 RESULTS

##### 4.11.1 THE TEACHERS’ QUESTIONNAIRE

As previously mentioned the questionnaire consisted of both open-ended and closed questions. Questionnaires were completed and returned by 108 respondents. Not all the respondents answered all the items on the questionnaire. Particularly some of the open-ended questions were either badly answered or not answered at all. The results were as follows:

##### 4.11.1.1 OPEN-ENDED SECTION OF TEACHERS’ QUESTIONNAIRE

**Table 1: Category 1: Teachers opinions on teaching of physical education**

ITEM	No. of Responses
PE is not taught at school	14
Should be taught by specialists	9
PE is taught poorly	11
PE should be taught/is necessary	40
No. of respondents for category 1	76



Category 1 concerned the opinions of teachers with respect to physical education and its status at schools. Seventy-six participants responded to the various items eliciting their opinions of physical education. The majority of responses suggested that physical education should be taught at schools. Other opinions, less significant in numbers, suggest an awareness that physical education is not taught at some schools and that it is taught poorly. Nine teachers felt that physical education should be taught only by specialists.

**Table 2: Category 2: Content of physical education**

ITEM	No. of Responses
Gymnastics	29
Sport/Games	45
Dance/Aerobics	18
Healthy Life Style	35
No. of respondents for category 2	84

The responses indicate that the content of physical education should be concentrated mainly in physical activities. Sport was seen as the most important component of physical education. The inclusion of activities promoting a healthy lifestyle also received a high priority.

**Table 3: Category 3: The value of physical education**

ITEM	No. of responses
Promotes Holistic Development	33
Inculcates Discipline	10
Builds Teamwork	13
Provides Relaxation	14
No. of respondents for category 3	84

The major contribution of physical education was thought to be the promotion of the holistic development of the child, both in terms of physical and mental or cognitive development. Other values proposed by teachers included the need for children to get

away from the stresses of academic work, the instilling of discipline, and the inculcation of a sense of cooperation and teamwork.

**Table 4: Category 4: Content of Life Orientation**

ITEMS	No. of Responses
Health Education	33
Religion / Moral Education	20
Guidance	10
Sexuality / AIDS	10
No. of respondents for category 4	75

Health Education was regarded as very important for inclusion in the learning area of Life Orientation. Other components should be Religious or Moral Education, Sexuality and Aids Education, and Guidance.

**Table 5: Category 5: One-word description of physical education**

ITEM	No. of Responses
Fun/Enjoyment	44
Necessary	15
Well-being	16
Dislike	12
Total no. of Respondents	88

Respondents used a large number of words to describe physical education. I grouped what I thought to be words similar in meaning into four word categories, which included most of the words used by the respondents. For example, the category Fun/Enjoyment included words like exciting, cool, interesting, refreshing, challenging, and relaxing. Under the category Dislike words like apathy, frustration, incompetent, exhaustion, unnecessary and “ugh” were included. The category Well-being included words like health, physical, fitness, exercise, development, therapeutic and good. The category Necessary included words like essential, valuable, important and compulsory. Bearing in mind these categories, most respondents felt that physical education should be fun and

enjoyable. Others described Physical Education as necessary, as ensuring the well-being of pupils and some indicated a dislike for physical education.

#### 4.11.1.2 CLOSED SECTION OF TEACHERS' QUESTIONNAIRE

The closed questions indicated the following response frequencies:

ITEMS	No. of Responses			
	True	False	Unsure	Total
PE offered regularly at school	44	49	15	108
PE period used to catch up with other work	43	36	29	108
PE not liked by pupils	1	93	14	108
PE should be a compulsory subject	97	6	5	108
After-school sport makes up for PE	18	74	16	108
Participation in school sport is compulsory	21	73	14	108
Schooling ensures holistic development	101	3	4	108
PE has role in holistic development of child	99	1	8	108
Teachers would discard PE if given the option	12	69	27	108
PE should be taught only by specialists	59	34	15	108
PE has no educational or other value	0	106	2	108
Class teachers should be able to teach PE	51	36	21	108
Most class teachers feel incompetent to teach PE	61	20	27	108
Most class teachers prefer not to teach PE	40	21	47	108
		<b>YES</b>	<b>NO</b>	<b>Total</b>
Number of teachers who teach PE		32	76	108
Number of classes taught by teachers		30	-	-
Teachers volunteering to teach PE		52	56	108
Teachers who would opt out of PE if possible		28	43	-
Teachers involved in coaching sport		80	28	108
Teachers with experience/qualifications to teach PE		35	73	108

In general, teachers were divided concerning the degree to which they thought Physical Education was taught on a regular basis at schools. While a small number (14%) were unsure of how frequently Physical Education was taught at schools, the rest were evenly split on the matter. Findings suggest that physical education was taught regularly at some schools and not so regularly at others. A look at individual schools in the study indicate that teaching frequency at schools was perceived to range from 0% to 100%.

There appears to be a general perception that physical education should be taught only by specialists. This perception appears to be quite pervasive although, generally, teachers agreed that class teachers should be able to teach the subject. However, 37% of all teachers felt that class teachers would prefer not to teach physical education, 44% of all teachers were not sure whether teachers would prefer not to teach physical education, and only 19% indicated that teachers would prefer to teach physical education.

Most class teachers feel incompetent to teach physical education. This feeling of incompetence seems to be common at all the schools investigated. Very few teachers (32 out of the total of 108), taught physical education at school although each school has teachers teaching the subject. These teachers taught a total of thirty classes. In some cases, teaching is done by specialists, while in others class teachers teach their own classes.

Teachers are almost equally split on the matter of volunteering to teach physical education. Generally, 48% of all teachers felt that they would volunteer while 52% would not.

This research further indicates that teachers generally (68%) agree that they have little or no experience of, or qualification in, physical education. In spite of this, 80% of the teachers involved in this study claim to coach sport at school yet feel that extra-mural sport could not make up for not having physical education as part of the normal school curriculum. Most were aware that at their schools participation in sport is not compulsory for pupils. Compulsory sports participation seems to be a characteristic of the formerly white ex-model C schools<sup>10</sup>.

Most teachers agreed that schooling ensures holistic development, that physical education has a role to play in this holistic development and that physical education has educational and other values. They are also generally agreed that physical education is liked by

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<sup>10</sup> Model C schools referred to the formerly all-white schools which received better funding than schools for the other racial groupings.

pupils. Teachers were virtually unanimous on the issue of physical education as a compulsory subject at schools and were generally agreed that physical education is liked by pupils. Only 10% of all the respondents felt that the subject should either not be compulsory or were unsure of its status.

Some teachers agreed that the physical education period was used to catch up with work in other subjects. However, very few teachers felt that they would discard physical education even if it was possible to do so. Of the 71 teachers who responded to the question of opting out of physical education if they had the opportunity, only 28 said they would.

#### 4.11.2 THE PRINCIPALS' INTERVIEWS

Interviews were conducted with the principals of the six selected schools. All interviews were tape-recorded with the permission of these principals. To ensure the anonymity of the schools, schools would be referred to as schools A to F. A transcript of each interview was made and is included in the appendix.

Two principals had difficulty with rating learning areas, being of the opinion that all learning areas were equal in importance. The learning area of Language Literacy and Communication (LLC) seems to be viewed as the most important learning area. The placing of Life Orientation (LO) in terms of importance, ranged from 1<sup>st</sup> position to 5<sup>th</sup> position. Irrespective of its ascribed position, principals recognised the importance of LO and described it in various ways – “the soul of education”; “one cannot be a full person without life skills”; “it brings forth the human being in the child”; and “prepares children for life”; were some of the descriptions. It was also described as an all encompassing learning area needing to be included in all other learning areas.

In terms of the content of Life Orientation, principals felt that the 10% of the weekly contact time allocated to the learning area was insufficient, given the breadth or scope of the learning area. The feeling was that outcomes for Life Orientation would not be achieved with the limited time allocated to it. Life Orientation includes many subjects

which like religious education and physical education, were formerly subjects in their own right, each requiring a specific amount of contact time. The number of periods available for Life Orientation does not enable teachers to do justice to its individual components. Some schools, however, used 50% of the time available to Life Orientation for the teaching of physical education.

Although many schools offer physical education, the practice of physical education ranges from instances of classes having regular twice weekly physical education periods on the timetable, to instances where classes have no lessons. In most cases class teachers are expected to teach physical education to their own classes irrespective of their experience or training in the subject. Although the presence of physical education specialists played a role in the offering of physical education to most classes at schools, there were cases where specialists were not utilised to their full potential. Some schools appear to be concentrating on the other aspects of Life Orientation to the exclusion of physical education, especially where the teaching of physical education is left to class teachers. At some schools certain teachers were put in charge of teaching physical education for the school and at such schools physical education was offered on a regular basis. In other cases only certain grades, particularly grades 5 – 7, received regular physical education from a teacher, or teachers, assigned that responsibility. In the case of class teachers, it was often taught at the teacher's discretion, which meant that it often was not taught at all since teachers preferred to teach the other "easier" components of Life Orientation instead. This research indicates that approximately 30% of the class teachers at these schools taught physical education to their classes. This means that 70% of the classes at these schools are not exposed to physical education. The former regular exposure to physical education seems to be, at least at some schools, a thing of the past.

Only one school, where a physical education specialist had taken a voluntary severance package, claimed that the rationalisation process had affected the offering of physical education at that school. All the other principals felt that the process of rationalisation had not affected the offering of physical education at their particular schools.

Although teachers seemed willing to teach physical education, the standard of teaching, especially by class teachers was not seen as satisfactory. Some principals commented on the stark differences between the commitment to, and teaching of, physical education by specialist physical education teachers and non-specialist or general class teachers. Some principals had a very high regard for the specialists. A concern for some principals was the issue of dress code for physical education, which was disregarded not only by pupils but often by teachers as well.

In terms of knowledge of physical education, physical education specialists were regarded as being knowledgeable about physical education while it was felt that non-specialist class teachers had limited knowledge of the subject. One school, which organised physical education workshops for its teachers, felt that its class teachers were as a result equipped to teach physical education. There is a feeling that all teachers should at least have a basic knowledge of physical education to be able to teach this component of Life Orientation to their own classes.

Principals were unanimous about physical education being a compulsory element of the school programme in spite of what is actually happening, as mentioned previously at some schools. Reasons cited for compulsory physical education were the needs of children for exercise, the opportunity for movement leading to physical development, the exposure to various codes of sport affording opportunities of sport careers, and its importance as a requirement for holistic development. It was strongly felt that no school programme should be without physical education.

All principals felt that physical education contributed to the child's holistic development and also contributed positively to the prestige and discipline of the school. It was regarded as necessary for encouraging co-operation and spiritual, mental and physical development. It was seen to build character and provide satisfaction and a sense of achievement for those pupils not academically strong. This seems to imply that the academic under-achiever would necessarily be good at physical activity. It is possible that pupils may fare poorly, or well, at both "academic" and "practical" activities. I

therefore feel that a sense of achievement arising out of sport or physical activity is possible to all pupils and not only to those seen as less academically inclined. One principal felt that teachers of physical education definitely influence children for the better, especially when such teachers are good role models.

According to the principals, their staff had mostly positive attitudes towards physical education. Only one felt his staff was apathetic towards physical education. Staff, however, generally felt physical education to be of value. Sport is seen to be part of physical education and most staff willingly co-operate in its promotion and assist with coaching after school hours.

To investigate my assumption that experience and training in physical education by principals would favourably influence decisions to offer physical education at schools, I questioned principals on their exposure to physical education. Half of the principals interviewed had specialist training in physical education and years of experience in teaching the subject. The other half had general training in physical education as part of their teacher training ranging from 0 – 2 years. All principals except one had taught physical education prior to their present position. The specialist principals are still presently involved in sport and coaching in their communities and at school. These findings did however not support my assumption and will be explored further in my discussion of the research findings.

Principals commonly felt that the content of physical education should include fitness, codes of sport, health-related topics, personal hygiene, muscular development, life skills and dance.

To improve the teaching of physical education, principals suggested a proper dress code, giving pupils choices for activities, using available apparatus, teaching combined and co-ed classes, love and enthusiasm for physical education, an enjoyable and relaxed atmosphere during lessons, the encouragement of creativity, improved facilities and commitment by the teacher.



All principals felt that no matter what other schools did with physical education as instruction, they would retain physical education in their programmes. It would remain a compulsory subject. One school felt they would “take on better teaching methods” from other schools and physical education would always remain an integral part of the school’s programme but improvements would be considered for adoption.

#### 4.11.3 PUPILS’ INTERVIEWS

Pupils generally liked physical education. Negative feelings towards physical education arose not because of the content of the subject but because of peer ridicule when some pupils could not do the required activity. Some activities were perceived to be boring. Girls also wanted to participate in traditionally male dominated sports like soccer and cricket. Girls felt less enthusiastic when as they put it, their energy levels were low and when they were tired, for example during menstruation.

Pupils recognised the necessity of activity outside the classroom context. They did not wish to be indoors the whole day. They felt that physical education should be compulsory because it reduces work stress by providing a break from academic work by taking them out of the classroom. Apart from the fact that physical education was thought to be fun and provided exercise, pupils believed that it taught values and provided motivation to attempt new activities.

From what pupils say, schools seem to be concentrating on the life orientation learning area of the new curriculum. This sometimes meant the exclusion of physical education. One school is offering physical education on a regular basis while the other school had offered some physical education lessons last year but was offering none this year. Life orientation seems to be equated with life skills and the skills to be taught vary from school to school.

At these schools physical education was taught by certain teachers (specialists) and children were happy with the way it was taught. Some however thought that physical education was sometimes taught too formally not allowing freedom for personal

expression. They felt they should be allowed to do some activities in ways other than those prescribed by the teachers or do activities of their own choosing. Pupils also appeared to be more accepting of teachers who were encouraging instead of critical of their efforts.

At one school, other work is often done during the physical education period. There is a feeling by pupils that teachers do not like physical education and would prefer to use the time for other work, especially examination-based work. Pupils also felt teachers regarded the interval as sufficient break from academic stress.

Pupils were quite clear in their beliefs that sport after school should not replace physical education. They felt that not all pupils qualify for selection to teams or were able to function effectively in the competitive sports arena. School sport was seen as too competitive and specific. They regarded physical education as being capable of catering to the activity needs of all pupils, serving the main purposes of fun and enjoyment. They felt that physical education taught more than just sport and activity and mentioned values such as perseverance, motivation and dealing with winning and losing.



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## **CHAPTER 5**

### **RESEARCH FINDINGS**

In this concluding chapter, research findings are discussed and recommendations are offered. The necessity of further research is acknowledged and teachers are encouraged to become reflective about their practice.

#### **5.1 DISCUSSION**

Previously the number of physical education specialist teachers employed at schools was a fairly reliable indicator of the degree to which physical education was offered at schools. This research no longer supports such a practice and a positive relationship between the offering of physical education and the presence of physical education specialists can no longer be assumed *per se*. The fact that two schools in the study which have physical education specialists do not offer physical education, suggests that factors other than training should be considered. Such factors could include the paucity of apparatus and facilities, and the poor position of physical education within the new national school curriculum.

The research sample was purposefully selected to include three principals with specialist training in physical education to determine whether my assumption that the orientations of principals influence the offering of physical education at their schools, is supported. Results from the study do not support an assumption that principals with specialist training would ensure that physical education is offered at their schools. Schools in the study, which had principals with specialist training in physical education, did not offer physical education. It appears that other factors like qualified staff, adequate facilities, and more importantly, perceptions concerning the value of physical education by principals, irrespective of training, play a more significant role in determining whether physical education is offered.

Many schools are struggling with the implementation of Curriculum 2005. To many teachers this means including without question all the prescribed learning areas in the

new curriculum. In the case of Life Orientation, there are too many subjects to be covered. Life Skills, one of the subjects, is broad to the point of vagueness, resulting in a plethora of subjects included at the discretion of the teacher. All these subjects draw on the scarce time resources of the Life Orientation area.

The offering of physical education is influenced by its inclusion under Life Orientation in Curriculum 2005. This has disadvantaged physical education in terms of status (loss of independence) and time allocation. The time presently awarded to physical education is insufficient for effective teaching. One could therefore assume that many schools now regard physical education as an optional subject among many others. This means that physical education may be excluded in spite of a recognition of its contribution to the inculcation of values, discipline and the holistic development of pupils by all the research participants. Principals in the study were especially vociferous in their beliefs that schools should not exclude physical education because of the disadvantages this would entail. Yet in spite of their beliefs and the many arguments put forward for the inclusion of physical education in school curricula, some schools in the study do not offer physical education. It therefore appears that what principals say is good for their schools and pupils, and what they actually allow to be done at their schools are not congruent.

The unanimity of teachers and pupils on the necessity of compulsory physical education and the general conviction that extra-mural sport cannot replace physical education in the school curriculum, provides a positive ranking of physical education and indicates a need to prioritise the subject within the Life Orientation learning area. The lack of emphasis on physical education in curriculum documents is reflected by the mention of only two outcomes which, specifically refer to physical education or activity. Curriculum 2005 seems to focus too heavily on learning areas without the prioritisation of the content of such areas. This has led to the neglect of some subjects in favour of others without considering ramifications in terms of holistic development or education. Schools are inclined to offer subjects which are “easier” to offer because of lesser demands in terms of resources. A lack of resources may be one of the reasons why physical education was

(and still is) not offered in the former DET<sup>11</sup> (Department of Education and Training) schools.

A general perception however still exists that physical education should only be taught by specialists. Such a view might be due to a lack of confidence on the part of teachers to successfully teach physical education. This lack of confidence may be the result of feelings of incompetence and a lack of knowledge and experience of physical education. Such feelings from non-specialist teachers also impact negatively on the offering of physical education at schools.

A comment made by the principals on the proper dress code for physical education for both teachers and pupils, is relevant in the sense that formal clothes do not lend themselves to demonstrations and sweaty practical activity. Conducting lessons properly should start with the proper dress code. However, the financial limitations confronting poor parents should also be considered. Proper dress for physical education should not necessarily be seen as uniform prescribed clothing but may be defined as clothes which allow pupils freedom in performing the activities required by physical education. Neatness and functionality, as opposed to uniformity, should be enforced where children are unable to afford a prescribed uniform.

A discussion of the latest curriculum developments is also necessary at this stage. Curriculum 2005 (C2005) was the first national curriculum statement of a post-apartheid South Africa. Introduced in 1997, it would be implemented in all grades by 2005 and hence its name C2005. Its complicated design features and language made C2005 difficult to understand and implement. This led to it being revised between June and July 2001, and named the revised National Curriculum Statement (NCS). According to the national department of Education, “improved teacher orientation and training, learner support materials and provincial support” (NCS, 2001:9), would better implement the revised NCS.

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<sup>11</sup> In the apartheid era of separate education departments, DET schools were for black pupils only. Such schools received the least funding by the State.

The revised NCS still consists of eight Learning Areas arranged in the designated numbers of Learning Programmes for each school phase. For example, the Foundation Phase still has three Learning Programmes, the Intermediate Phase has five and the Senior Phase has eight. Of the eight design features of C2005, others which have been included in the NCS are the Critical and Developmental Outcomes, Learning Outcomes and Assessment Standards.

There are five focus areas in the Life Orientation area, i.e. health promotion, social development, personal development, physical development, and orientation to the world of work. These five foci provide the Learning Outcomes for Life Orientation in each of the phases for the General Education and Training Certificate (GETC) and are compulsory. Learning Outcome 4 which states that “the learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development” (NCS, 2001), clearly indicates the compulsory status of Physical Education in the primary school.

The relevance and values linked to Physical Education in this research project are reflected in the description of Life Orientation as “central to the holistic development of learners ... [and being] concerned with the social, personal, intellectual, emotional, spiritual and physical growth of learners, ...” (Life Orientation – Revised NCS, 2001:12).

## **5.2 RECOMMENDATIONS**

Most of the schools in the study offered some time to physical education. The present Curriculum 2005 document is, however, silent on the number of periods and time to be allocated to physical education. International recommendations advise daily teaching of physical education averaging forty-five to sixty minutes. I recommend that an integrated physical/health education be offered as an independent compulsory subject three times per week with each session lasting thirty-five minutes. Effective physical activity to bring about health benefits requires a frequency of three to five times per week. The emphasis in physical education should not fall only on the physical but rather on the inclusive concept of wellness. Physical education should also be seen as a vehicle for promoting

social and moral values. The definition of physical education needs to be re-visited to re-define its purpose to meet present day challenges which requires individuals endowed with a composite physical, mental, moral, ethical, emotional wellness.

The feeling by teachers that they should be able to teach physical education to their own classes in spite of feelings of incompetence, lack of qualifications and training, has implications for the design of curricula for teacher education at universities or other tertiary institutions. This is especially true in the case of primary school teachers who are expected to teach their own classes across all learning areas. The inclusion of physical education as a subject of study should therefore be a compulsory component of initial teacher training programmes for teachers in the General Education and Training Phase or primary school, i.e. grades 1-9. This would address the concerns of teachers and principals about the short-comings with regard to the teaching of physical education. In fact, teacher education programmes should allow exposure to all areas of learning.

Physical education as a compulsory aspect of teacher training is supported by the fact that most teachers are involved in coaching sport at their schools. In fact, applications for posts at schools require that prospective employees state their extra-mural sporting activities. The coaching and management of sport is an integral part of physical education courses. It supplies teachers with the necessary knowledge and expertise to teach sport at school and in the community.

In serving teachers, a lack of basic knowledge of physical education should be addressed by means of short in-service physical education courses. The major part of the course should focus on in-service training at the school to which the teacher is attached and could, for example, follow a short six-week contact course.

At all the schools in the study, the practice of extra-mural sport was not regarded as compulsory. The researcher is dubious that schools can provide for the sport or activity preferences of all pupils and therefore recommends that participation in sport should remain voluntary and that pupils be allowed to participate if they so wish. The sport

practiced extra-murally normally takes the form of competition, which may be taken to extremes and lead to feelings of inferiority because of failure to succeed in pupils not disposed to competition or lacking in the skills required for success in sport. Enforced participation in sport may be an infringement of the child's right to freedom of choice.

The emphasis on sport in physical education should not fall on competitive sport but rather on activities which promote fun and recreation. The choice of participation in competitive sport should be left to the pupil. The emphasis in physical education should thus shift from sports participation to activity participation. This may entail research by teachers to discover the after-school activities of the child so that what is offered at school is not totally isolated from what happens at home. Pupils should also be encouraged to contribute to the types of activities offered during physical education lessons. Taking ownership of physical education programmes may heighten the participation levels of pupils and by placing emphasis on activity instead of success, the competitive element which pervades sport, is tempered with fun and enjoyment.

### **5.3 CONCLUSION**

The main focus of the research was on the status and value of physical education. One of the factors promoting status is prescription. The fact that physical education is compulsory lends it a certain status. This mandated status is not necessarily good since forcing individuals to offer or participate in physical education is not desirable. I believe that the status of physical education should not be dependent on its mandated compulsory nature but rather on what it offers and how it is offered. The quality and relevance of the programme should be the chief criteria. A relevant programme should win the regard of teachers, principals and pupils. The opinions of pupils are especially important since they are the recipients, and hopefully not the victims, of such programmes. The views of pupils were therefore vital to this research project and neglecting their input would have been a serious omission.

Pupils, teachers and principals were convinced that physical education promoted both educational and other values. It is the definition of these "other" values that need to be



specified. Physical education is generally regarded as education of the physical with its main emphasis on physical well-being, fitness and activity. No doubt health benefits are important, but it should not be the only purpose of physical education. The time has come for physical education to clarify and clearly state what these “other” values are, and more importantly, how it aims to achieve these values. An ‘education through the physical’ together with an ‘education for the physical’ is now required.

Fundamental principle no. 6 of the Olympic Charter in force as from 11 September, 2000, states its goal of world peace in the following manner: “The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play” (Olympic Charter, 2000:1). Answers to how physical education, within the school setting, can promote peace (as stated in the Olympic Charter, 2000:1), as well as cooperation or moral development, need to be found. These and other such questions will require research within both the classroom and the community. The school cannot be isolated as a research site and research must follow an approach, which integrates school and community. The child’s life and experiences out of school cannot be disregarded since these environments influence each other.

Teachers should be encouraged to do research. Reflecting on their practice may prove viable and teachers should be made aware of this method of enquiry as reflective practitioners. Research as a subject has been lacking in teacher education programmes for teachers of the primary school. Such a shortcoming amounts to a serious flaw in teacher education in that teachers are robbed of taking the initiative to explore and experiment or discover innovations through reading and research. This situation needs to be remedied as soon as possible.

There is a personal need to conduct research that may provide a better understanding of the questions posed earlier. If physical education has the potential to promote these

values, answers have to be found to how this may be done in the reality of the classroom during the physical education lesson.

The following study keeps coming to mind, the purpose of which would be to construct and test a physical education programme for promoting cooperation and peace. The programme could be designed for use in the primary school (Grades 4-7) and could be conducted via action research in grade 6. The main research question would investigate how physical education could contribute to social cohesion and a culture of peace. The sub-research questions would inquire:

1. How could physical education help pupils deal with conflict?
2. What role might physical education play in promoting discipline?
3. How could physical education ensure constructive use of free time and contribute towards the elimination of juvenile delinquency and gangsterism?

Finally I would like to end off this research project with the following anonymous quotation drilled into our memories by our former Physical Education lecturer at the ex-Hewat College of Education, the late Mr. R.C.A. Victor. This quotation reflects many values of relevance to Physical Education and the area of Life Orientation.

“A sportsman –  
Is a man who does not boast –  
nor quit – nor makes excuses if he fails –  
He plays fair and as well as he can –  
He enjoys the pleasure of risk –  
He gives his opponent the benefit of the doubt –  
And he values the game more highly than the result.”

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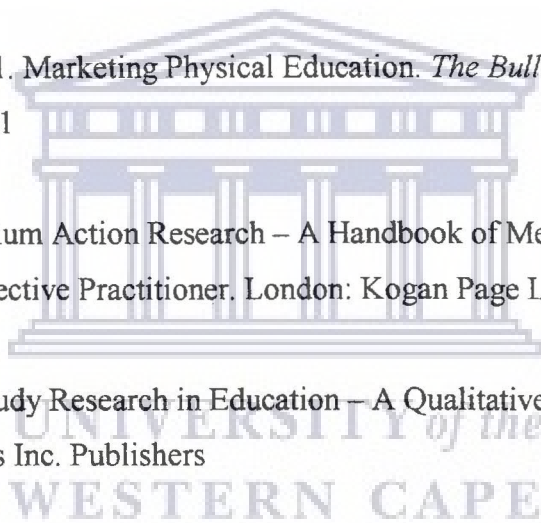
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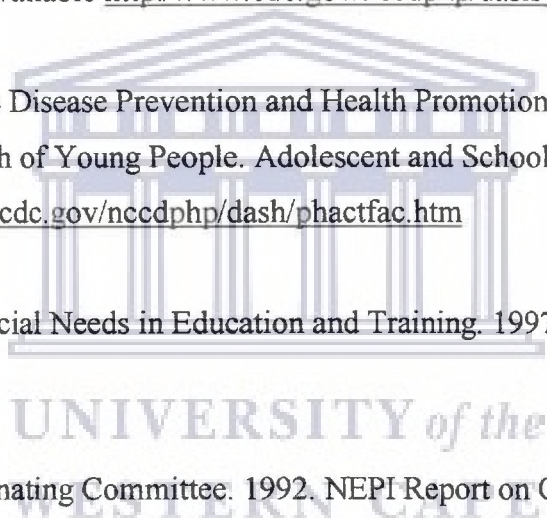
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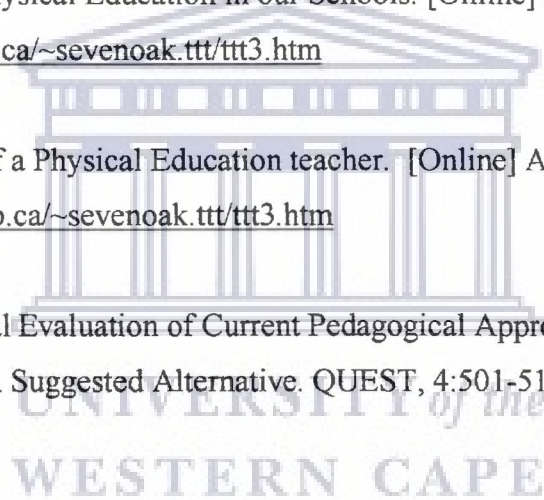
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## APPENDIX

### PUPILS' INTERVIEW SCHEDULE

1. Do you have physical education classes regularly? How many times per week?
2. Do you do other work during physical education periods?
3. Do you like physical education? Why?
4. Should physical education be compulsory? Why?
5. Does participating in afternoon sport make up for not having regular physical education? Explain.
6. Is it compulsory at your school to participate in sport?
7. What do you think teachers feel about physical education?
8. Why should children have physical education? – what values?
9. Who teaches you physical education?
10. Which teachers would you prefer to teach you physical education? Why?
11. What do you think of the way physical education is taught at your school?
12. What would you like to be taught during physical education lessons?
13. Can you express your feelings about physical education in one word?

## TRANSCRIPTS OF PUPILS' INTERVIEWS

Question	School 1	School 2
1	PE regularly – twice per week	No PE – now doing LO. Had little PE last year, Sport offered in the afternoon
2	Never do other work, always get PE except when teacher is busy.	Do other work – life skills in LO, feelings, etc.
3	Like PE – exercise and fun, does not like to stay in class. Not too enthusiastic about PE – others laugh at you when unable to do it.	Like PE – esp. the boys. Not always liked – esp. when tired and low in energy (girls/menstruation).
4	PE should be compulsory – should not be removed – exercises the body, refreshes, teaches sport, reduces work pressure	Should be compulsory – allows exercise, cannot concentrate in class too long, need a break, people get stressed.
5	No – sport done after school – will not give you the break during the day. Sport practices only one thing. PE allows you to learn a lot of things – not only play sport – some are not good enough. Those not chosen will lose out – PE is for these people. Sport is for competition while PE is for fun.	PE and sport should be given. Sport is too specific – soccer practices mainly the legs. Sport is too competitive, too serious. PE provides relief from work stress, provides more fun than sport, more enjoyable
6	Not compulsory to participate in sport	Not compulsory to participate in sport
7	Teachers don't like PE - they want to give us work. They want to give us other work.	Teachers think you can do that stuff at home. More attention is given to exam work. Teachers too serious with other work. Teachers feel intervals can be used to refresh pupils.
8	Teaches different sports and makes you fit. Teaches us to have fun. Teaches that sometimes you can lose – everybody cannot win. You can take it up further in clubs. Encourages you that you can do things, which you think you cannot.	Refreshes you. Is for enjoyment, boosts energy levels, is fun
9	Both specialists – preferred these teachers.	Specialists
10	Would prefer these teachers	Prefer to be taught by these teachers
11	Happy with way it is taught	Taught too formally (girls). Too strict, too much scolding, always do it this way. Boys' teacher more encouraging and teaches well.
12	Was being taught gymnastics, dance, sport, work with hoops. Was not sure of what else to be taught.	Some games too boring. Boys had interesting games. Girls would like to play boys games e.g. soccer, cricket.
13	Enjoyable, nice, fun, kind-of, average	Nice, exciting, enjoyable, fun, great, "duidelik".



## RESEARCH QUESTION:

WHAT IS THE STATUS AND EDUCATIONAL VALUE OF PHYSICAL EDUCATION AT PRIMARY SCHOOLS IN THE KUILS RIVER AREA IN RELATION TO CURRICULUM 2005 (C2005)

### TEACHERS' QUESTIONNAIRE

GENDER: .....

RANK: .....

Indicate your responses with a  $\surd$ .

1. Physical Education (PE) is offered on a regular basis at your school

True                      False                      Unsure

2. In many instances the PE period at school is used to catch up with academic work or for other purposes.

True                      False                      Unsure

3. Pupils at our school do not like PE

True                      False                      Unsure

4. PE has not changed much from the time I attended school.

True                      False                      Unsure

5. Participating in sport after school makes up for not having PE during the day.

True                      False                      Unsure

6. Participating in sport at our school is compulsory for all pupils.

True                      False                      Unsure

7. Some teachers are reluctant to assist with extra-mural sport at our school.

True                      False                      Unsure

8. Most class teachers would prefer not teach PE at our school.

True                      False                      Unsure

9. If class teachers had a choice they would remove PE from the programme.

True                      False                      Unsure

10. PE should be taught only by a specialist.

True                      False                      Unsure

11. PE has no educational or other value for pupils

True                      False                      Unsure

12. All class teachers should be able to teach PE to their own classes.

True                      False                      Unsure

13. Class teachers feel incompetent to teach PE to their classes.

True                      False                      Unsure

14. The PE teacher should be in charge of all sport at school

True                      False                      Unsure

15. Do you teach PE at school?                      YES / NO

16. If yes how many classes do you teach?    OWN / 2 / 2+

17. Would you volunteer to teach PE at school?                      YES / NO

18. If you are teaching PE to your class at present would you opt out if the opportunity presented itself?                      YES / NO

19. Are you involved in coaching sport at your school?                      YES / NO

20. Do you have any experience or qualification to teach PE at school?                      YES / NO

21. What is your opinion of PE as taught at your school?

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22. What do you feel should be taught during the PE lesson?

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23. What value does the teaching of PE have for your school and its pupils?

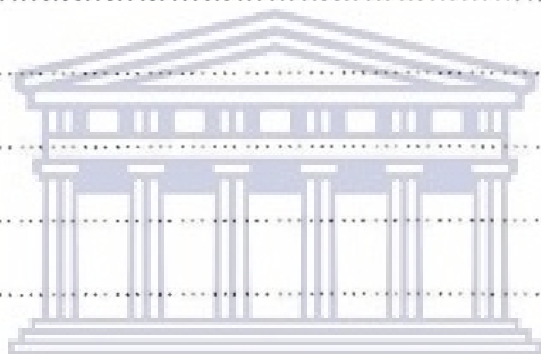
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24. Which subjects or topics would you include under Life Orientation?

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25. In one word express your feelings when you describe PE

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**Thank you for your time and for participating in this questionnaire.**

## RESEARCH QUESTION:

WHAT IS THE STATUS AND EDUCATIONAL VALUE OF PHYSICAL EDUCATION AT PRIMARY SCHOOLS IN THE KUILS RIVER AREA IN RELATION TO CURRICULUM 2005 (C2005)

### INTERVIEW SCHEDULE: PRINCIPALS

**General:** Principal is asked to supply information about the school and its location, the number of pupils, the number of teachers, involvement of parents, economic background, etc.

1. Rate the eight learning areas from the most to the least important for inclusion in the primary school.
2. Explain the reason(s) for your ranking.
3. Is the 10% contact time allocated to Life Orientation a fair reflection of the importance of this area?
4. How does this time allocation compare to the time allocations for other learning areas?
5. Physical Education (PE) is one of the subjects included under Life Orientation. Is PE offered at your school?
6. How much time, in comparison to the other subjects in the Life Orientation learning area, is allocated to PE?
7. If PE is not offered at your school could you supply a reason(s) why?
8. If rationalisation has affected the offering of PE at your school, could you explain how and why?
9. Who is presently responsible for teaching PE at your school?
10. Do you find the teaching of PE satisfactory by these teachers?
11. Are these teachers willing to teach PE?
12. Do all such teachers have at least a basic knowledge of what is required to teach PE?
13. What is your opinion of a school programme which does not contain PE?
14. What values, educational or otherwise, are attached to the offering of PE at your school?
15. How would you respond to the statement that PE with its sports component, contributes towards the prestige and discipline of a school?
16. What do you think is the general staff attitude towards PE?
17. Have you had any training in Physical Education? If yes. Elaborate.
18. Have you ever taught Physical Education? If yes, elaborate.
19. What do you think should be the content of PE?
20. Could you suggest ways of improving the teaching of PE?
21. Has what has happened with PE at other schools affected its offering at your school?
22. Do you rate PE as important enough to keep its compulsory status?
23. How important do you rate PE at your school? Why?
24. What do you understand by the holistic development of the pupil?
25. What role can PE play in the holistic development of the pupil?

**Thank you for your time and cooperation.**

## INTERVIEW TRANSCRIPTS - PRINCIPALS

### SCHOOL A

**General:** School in Delft, sub-economic area. 1320 pupils. 80% Xhosa speaking, poor parental involvement in school. Low school fees of R30 yet not all parents pay. Staff consists of Xhosa, English and Afrikaans speakers.

1. **Rating of learning areas:** Maths, Science, Technology, Languages, EMS, Life Orientation, A&C, HSS. Life Orientation could also be put first and Languages on par with first three mentioned.
2. **Contact time:** Not agree with 10% - more time needed for LO. 2 periods for LO with 1 for PE.
3. **PE offered:** by class teachers? Grade 7's have one teacher responsible
4. **Rationalisation :** No effects on offering of PE
5. **Teaching quality:** not satisfactory, teachers not really willing e.g. not properly attired
6. **Teachers' knowledge:** no basic knowledge except for sport possibly.
7. **PE as requirement:** school should not be without PE – children need movement.
8. **Value of PE:** opens up future opportunities in sport – sport careers, jobs in sports injuries. PE includes discipline thus necessary at schools. Contributes to holistic development.
9. **Staff attitudes:** sport orientated, very supportive. Agree that PE is necessary.
10. **Own training:** is qualified PE specialist, taught subject for years – very enjoyable.
11. **Content of PE:** Add health, injury prevention and care, nutrition, various sport codes should be introduced.
12. **Improving PE teaching:** creativity to be encouraged, give pupils opportunity to choose own activities, Need for apparatus.
13. **Influence of other schools:** no effect – school will continue to offer PE even if other schools do not. PE should remain compulsory and does contribute to the holistic development of the pupil. (character, physique, values, morals)

## SCHOOL B

**General:** School in Belhar, sub-economic area, working class parents, poor parental involvement. School fees R120 per year, not paid very well – parents apathetic (some handed over to attorneys). No. of pupils = 833 with 22 teachers.

1. **Rating of learning areas:** Languages, NS, LO (the soul of education), HSS, Technology, A&C, EMS, Mathematics.
2. **Contact time:** 10% not enough (should be given 15%) [society in moral decline – sick]
3. **PE offered:** not this year due to lack of manpower. Sport done in afternoon. Grade 7 had classes last year. PE neglected at moment
4. **Rationalisation:** no effects
5. **Teaching quality:** teachers willing to teach – school has three specialists including 1 female.
6. **Teachers knowledge:** specialists
7. **PE as requirement:** programme without PE not advisable – affects discipline, attitudes, exposure to codes of sport.
8. **Value of PE:** great educational value, co-operation, discipline, etc. Contributes to prestige and discipline of schools. Physical activity is necessary. Ensures holistic development – physical, morally spiritually. Satisfies holistic requirements
9. **Staff attitudes:** mixed reaction, some are apathetic
10. **Own training:** PE specialist, taught 15 years, actively involved in sport
11. **Content of PE:** health, fitness, utilise spare time constructively, exposure to codes.
12. **Improving PE teaching:** more groupwork, mass training, combined classes, co-ed classes, class teachers should teach own PE.
13. **Influence of other schools:** no effect, will always have PE. Should retain its compulsory status

## SCHOOL C

**General:** School in Sarepta. 27 teachers and 982 pupils. Some middle class children and many from sub-economic housing scheme – unemployed parents / casual workers. Poor parental involvement. School fees started with R50 per child, now R160 per child – decision by governing body.

1. **Rating of learning areas:** Languages / Maths, technology / AC, EMS, HSS. Life Orientation the all encompassing learning area – brings forth the human being in the child – should be included in all the other learning areas.
2. **Contact time:** 10% too little – more time needed. Based on past contact time – not yet in line with present methodology of teaching.
3. **PE offered:** not as in past – other LO elements are done.
4. **Rationalisation:** has effected offering of PE – a specialist had left.
5. **Teaching quality:** LO elements satisfactorily taught. Teachers willing to teach PE however only other LO elements are taught.
6. **Teachers knowledge:** 2 specialists are on the staff. Other teachers have a basic knowledge.
7. **PE as requirement:** school without PE will not work – children need physical activity and exercise. No school should be without PE. PE should remain compulsory – has staff support. Teachers will have to explain why they are not doing it.
8. **Value of PE:** discipline, sense of achievement, physical development, fitness, improved cognition. Very important – holistic development of child in all aspects. Teaches discipline, teammanship, co-operation.
9. **Staff attitudes:** positive to PE e.g. freely gives off time to morning athletics without complaint. Contributes to prestige and discipline, which is important to school. There is a noticeable influence of PE teachers on pupils.
10. **Own training:** none except for 1<sup>st</sup> year teacher training at college. Has never taught PE.
11. **Content of PE:** greater emphasis on leadership roles. Life skills to be included. Advise pupils on possibility of professions as sportspersons.
12. **Improving PE teaching:** teaching with commitment, teaching extra-murally, relaxation should be a key element.
13. **Influence of other schools:** will not deter school from having PE. Will take on better teaching methods.

## SCHOOL D

**General:** 1011 pupils & 30 teachers. Parents quite involved, room for improvement. School fees R200 per pupil per year – used attorneys last year to collect money. Pupils predominantly middle class, few upper class and some from squatter camps.

1. **Rating of learning areas:** Languages, LO, Maths, Tech, AC, EMS, HSS, NS.
2. **Contact time:** LO includes 4 subjects. 10% too little i.e. 4 periods for LO with only 1 for PE.
3. **PE offered:** is offered – no specialists, class teachers responsible
4. **Rationalisation:** has not affected teaching of PE.
5. **Teaching quality:** not all class teachers teach effectively/satisfactorily. Generally teachers are willing to teach PE.
6. **Teachers' knowledge:** have basic knowledge of PE – enough to teach it, also workshops are held.
7. **PE as requirement:** Schools should include PE in their programmes. Not in favour of leaving it out – PE extremely important.
8. **Value of PE:** makes provision for those not academically strong. Contributes to the prestige of school & brings about discipline. Contributes to prestige of school and brings about discipline. Warrants its compulsory status. PE ensures the holistic development of the child. Develops cooperation, discipline, etc.
9. **Staff attitudes:** staff has positive attitude towards PE and school sport programmes, offer assistance even after school. Realises the value of PE.
10. **Own training:** PE specialist, very involved in community and still coaches at school. Has taught all grades from 3 – 7.
11. **Content of PE:** games, sport, sportsmanship, personal hygiene, muscular development and discipline. Norms and values of society.
12. **Improving PE teaching:** love and enthusiasm for PE, ensure safety, create enjoyable and relaxed atmosphere to awaken enthusiasm in pupils.
13. **Influence of other schools:** will not be influenced by what happens in other schools with regard to PE. PE will continue to be offered.



## SCHOOL E

**General:** School in Belhar, 967 learners, 25 teachers. Good parental involvement but can still improve. Small number of parents middle class, rest from Section 13 sub-economic housing estate. School fees R200. Some pay reluctantly. Legal steps will be taken with parents who do not pay. Uses a rebate strategy to encourage payment.

1. **Rating of learning areas:** LLC, LO, Maths, Science. Difficult to rate – all subjects important. Cannot be a full person without life skills.
2. **Contact time for LO:** more time needed for LO
3. **PE offered:** is offered at school. At least once a week. Time should be given to PE specifically – at present integrated and taught at teachers' discretion. Done by class teachers while specialists do grades 5, 6 & 7.
4. **Rationalisation:** has had no effect – have 3 specialists.
5. **Teaching quality:** not really satisfactory e.g. dress code not adhered to. Distinct difference between class teachers and specialists.
6. **Teachers' knowledge:** not all have a basic knowledge of PE – perhaps only one year experience during training. planning and leadership is provided.
7. **PE as requirement:** schools should have PE in programme. Otherwise child not developed in totality. Must retain compulsory status.
8. **Value of PE:** develops many aspects – cooperation, sharing, caring. Contributes to discipline and prestige of school. Ensures holistic development – body, spiritual & mental. Develops muscles, mind, attitudes and values.
9. **Staff attitudes:** good / positive
10. **Own training:** 2 years of teacher training. Taught for number of years – own class + grades to 7.
11. **Content of PE:** dance, health education, aspects of life skills.
12. **Improving PE teaching:** proper dress code, use of available apparatus.
13. **Influence of other schools:** will follow own course. Will not abandon PE even if other schools do so.

## SCHOOL F

**General:** School in Sarepta. Parallel medium, 1390 pupils & 36 teachers. Middle class area - also children from squatter camp. Parents well involved. School fees R200 Not yet used legal means to get fees, arrangements made with parents to pay. Easy payment method over 4 months.

1. **Rating of learning areas:** all ranked as important. Pupils need exposure to all areas.
2. **Contact time:** LO needs more than 10% - prepares children for life. PE given 2 periods per week / 50% of time allocated to LO.
3. **PE offered:** yes – 3 PE specialists, one recently acquired.
4. **Rationalisation:** no effect on teaching of PE.
5. **Teaching quality:** taught by specialists. Teaching very satisfactory – high regard for PE teachers.
6. **Teachers' knowledge:** specialists have the necessary knowledge
7. **PE as requirement:** would recommend that schools have PE. Should not be dropped. Will always have compulsory status.
8. **Value of PE:** ensures development of body, discipline, health habits, sportsmanship. Adds to prestige and discipline of school. Ensures holistic development – physical, mental, moral. Discipline, character building & values.
9. **Staff attitudes:** very positive. Help with all codes. Females coach traditional men's codes.
10. **Own training:** no training in PE. Had to teach PE at P2 school for 2 years.
11. **Content of PE:** contributions to healthy body and mind. Must be enjoyable.
12. **Improving PE teaching:** improve facilities, necessary apparatus, emphasise dress code, children should also choose activities on occasion. Theme is enjoyment.
13. **Influence of other schools:** will not be affected, will always have PE I schools programme.



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