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AN INVESTIGATION INTO WHETHER PHYSICAL  
EDUCATION IS BEING TAUGHT AT DEPARTMENT OF  
EDUCATION AND CULTURE SECONDARY SCHOOLS IN  
THE CAPE PENINSULA ACCORDING TO THE  
PRESCRIBED PHYSICAL EDUCATION SYLLABI.



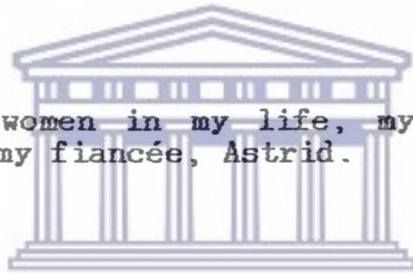
Presented to the Department of Human  
Movement Studies and Physical Education of  
the University of the Western Cape in  
partial fulfilment of the requirements for  
the degree BA (HMS and Physical Education)  
Honours.

Advisors:

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To the two women in my life, my mother,  
Rachel, and my fiancée, Astrid.



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## ACKNOWLEDGEMENTS

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AMvB

## TABLE OF CONTENTS

Chapter One		
Statement of the Problem . . . . .		1
1.1 Background . . . . .		1
1.2 Statement of the Problem . . . . .		3
1.3 Hypothesis . . . . .		3
1.4 Delimitations . . . . .		3
1.5 Limitations . . . . .		4
1.6 Assumptions . . . . .		4
1.7 Definitions . . . . .		5
1.8 Abbreviations . . . . .		6
Chapter Two		
Review of Related Literature . . . . .		7
Chapter Three		
Research Procedures . . . . .		11
3.1 Selection of Participants . . . . .		11
3.2 Instrument of Measurement . . . . .		12
3.3 Administration of the Questionnaires . . . . .		13
3.4 Analysis of Data . . . . .		13
Chapter Four		
Discussion of the Results . . . . .		15
Chapter Five		
Conclusion, Shortcomings and Recommendations . . . . .		34
Bibliography . . . . .		38
Appendices . . . . .		41

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## LIST OF TABLES

Table	Page
1. Frequency Distribution of the Variable <i>Syllabus</i> (Is the syllabus being taught or not?)	17
2. Cross Tabulation of Gender and Syllabus	20
3. Cross Tabulation of Syllabus and Whether the pupils only want to play games	21
4. Cross Tabulation of the Relevance of the PE Syllabus content to the needs of the community	22
5. Cross Tabulation of the Syllabus and Whether the lack of workable equipment influences it	23
6. Cross Tabulation of Syllabus and the Educational Qualifications of the Teachers	24
7. Spearman Correlation Coefficient of the variable Age and Whether the PE syllabus as used to Domesticate the pupils	26
8. Frequency Distribution of the health of pupils each teacher is responsible for	29
9. Frequency Distribution of the health of pupils and its effect on the teaching of PE	30
10. Frequency Distribution as to Whether the pupils had breakfast/lunch	31

## CHAPTER ONE

### 1.1 BACKGROUND

The educational system in South Africa today is in a state of flux. (Kloppers 1990:24). Father Smangaliso Mkatshwa emphasized that education was completely intertwined with the economic, political and social structures of society (Van den Heever 1987:1). Therefore, if we want to understand the schooling system in a particular society, we can't just look at schools. We also have to look at the society in which they operate (Christie 1985:17).

For the purpose of this research the focus will be on the South African society and how the curriculum is influenced by the norms and values of society.

The South African society is presently experiencing a transformation, concomitant to this are tremendous political and economic upheavals which are responsible for the education system being in a state of flux.

All school syllabuses are developed at the instigation of the Committee of Heads of Education (CHE), but it is the Joint Matriculation Board (JMB) which is the final arbiter. After the instigation the task of drawing up the core syllabus is delegated to one of the white provincial administrations (Kloppers 1990:9; Cleophas 1990).

After the completion of the core syllabus it is returned to the CHE for approval and to the JMB from where it is handed down to the various ethnic departments of education.

The various ethnic education departments (via the subject syllabi committees) must include all the material set out in these core syllabusses.

They may, in addition, add whatever material they wish, but may not delete any of the material in the core. Syllabus decisions in common with most decisions influencing education therefore rest upon decisions taken by the "white" authorities (Van der Berg 1983:30)

After 1976 the intense dissatisfaction (from the left of the political spectrum) with the educational policy forced the authorities, in 1986, to introduce National Curriculum Committees for all school subjects.

These committees are constituted of: one representative of the Department of Education and Culture (DEC - Head Office); two representatives of each of the four Provincial Administrations and one *observer* each from the Department of Education and Training (African), House of Delegates (Indians), House of Representatives (Coloureds) (Kloppers 1990:10; Cleophas 1990).

Thus, as one can observe, the whites have total control over the drawing up of the curriculum, and are thus able to determine the aims and objectives of the syllabus content.

Prof. Owen van der Berg sums up the situation in South Africa as follows:

The curriculum that is in place in our schools ... has been placed there by procedures which give the right of decision making to representatives of the dominant groups within society. The content which is required to be learnt and taught, the way it

is to be taught and learnt, the resources available for the task, the textbook and examination requirements to exercise control over that process, all these and more have been in the hands of the dominant minority.

(Van der Berg 1990:5)

## 1.2 THE STATEMENT OF THE PROBLEM

Two major research questions guide this study.

Are the current Physical Education Syllabusses (those of the boys and girls) being effectively implemented as prescribed by the Department of Education and Culture for its Senior Secondary schools in the Cape Peninsula (special emphases on the formal Physical Education lesson)?

To what extent do socio-political factors play a role in the effective teaching of Physical Education?

## 1.3 HYPOTHESIS

These two questions above have been translated into the following hypothesis:

That the current Physical Education syllabusses are not effectively taught at Senior Secondary schools in the Cape Peninsula, and that this could largely be ascribed to the socio-political constraints under which the subject has to be taught.

## 1.4 DELIMITATIONS

This study will be delimited to the Cape Peninsula (Appendix A), Senior Secondary schools under the control of the Department of Education and Culture in the House of Representatives.



Also to the male and female Physical Education teachers as well as the syllabusses that are taught in these schools.

This study will further be delimited to the use of the testing instrument, namely a questionnaire, developed by the researcher, assisted by Mr K. Naiker of the Psychology Department at the University of the Western Cape.

### 1.5 LIMITATIONS

The data for this study will only be drawn from the Cape Peninsula Senior Secondary schools under the control of the Department of Education and Culture.

The study will not determine nor evaluate the preparation (qualification) and training that the Physical Education teachers have received at their various educational institutions.

The extent to which the findings of this study can be generalized to the rest of South Africa and to other education departments has yet to be demonstrated.

### 1.6 ASSUMPTIONS

It will be assumed that the teachers (participants) are qualified to teach Physical Education.

It is also assumed that the participants selected represent a fair cross section of the Physical Education teacher population working for the Department of Education and Culture.

## 1.7 DEFINITIONS

As much as the researcher does not agree with racial classification, for the sake of clarity in this dissertation he will subject himself to the definitions found in the South African Population Registration Act of 1950 which classifies people in South Africa as follows:

### **African**

Persons of colour who are generally accepted as being members of Negroid or African origin and who have been classified as Bantu or Native.

### **White**

Generally persons with fair skins predominantly caucasian origin and who have been classified as White.

### **Indian**

Persons of colour who have their origins in India and who have been classified as Indian.

### **Coloured**

Persons of colour and of mixed blood who have origins from the abovementioned groupings and who have been classified as Coloured.

### **Black**

This study uses the term "Black" to refer to groups classified as "Coloured", "Indian" and "African". The term "black" is the accepted usage by the majority of blacks in South Africa.

### 1.8 ABBREVIATIONS

- DEC Department of Education and Culture, one of the ethnic Departments in charge of Coloured education.
- CHE Committee of Heads of Education.
- JMB Joint Matriculation Board
- PE Physical Education.
- SSS Senior Secondary schools - schools which offer tuition from Std 6 to Std 10.



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## CHAPTER TWO

### 2.1 REVIEW OF RELATED LITERATURE

Of crucial importance to this study is a thorough understanding of the background to the drawing up of the PE syllabusses, the role of the government's apartheid policy, and how PE might be perpetuating the *status quo*.

In South Africa, as in other countries, schools are part of the wider society.

Christie (1985) claims that:

- they teach people the knowledge that society values.
- they teach people how the society expects them to behave, prepare them for work, grade them, pass or fail them. Your occupation after leaving schools depends on the standard passed.
- they are a power element to socialize the students.

It is well documented that the objective of the South African government is to use education to entrench their policy of separate development (apartheid) (Sonn 1989:4; Van der Berg 1990:5; Davies 1986:352; Hain 1982:237).

Even before the student unrest of the late 1970's and 1980's, there were moves afoot to introduce the separate development policy of the government into the schools, thus separating Blacks from Whites (Sached 1987).

Between 1953 and 1954 the government spent R17 a year on every black child in school and during the same period R128 on every white child (Christie 1985:78). No significant changes have occurred as pertaining to per capita expenditure. The South African Institute of Race Relations Yearbook (1987/88 pp.147-151) reports the following per capita expenditure:

Africans	R476,95
Coloured	R1 021,41
Indian	R1 904,20
White	R2 508,00

(see Appendix B)

If one also compares the pupil-teacher ratio (Appendix C), it illustrates the stark inequalities that exist between groups in South Africa. linked to the pupil-teacher ratio is the teacher qualifications in South Africa (Appendix D); the statistics speak for themselves.

This state of affairs was partly responsible for the student uprisings in 1976 and continues to today. Central to these boycotts was the desire of blacks for a more just and equitable educational system. The 1980's saw the birth of Peoples' Education; Zwelakhe Sisulu elaborates as follows on the concept of Peoples' Education:

**We are no longer demanding the same education as whites, since this is education for domination. Peoples' Education means education at the service of the people as a whole, education that liberates, education that puts the people in command of their lives.**

(Van den Heever 1987:1)

Van den Heever (1987:11) argues that Peoples' Education can only be realized if the people are intimately involved in the planning and implementation of educational policy and curriculum development.

The work of Hargreaves, Lacey and Hendry together provide an invaluable framework for raising much broader questions about the nature and purpose of schooling and of Physical Education within it, and a far more penetrating and detailed analysis of the social and cultural processes (of socialization, differentiation and selection) internal to the school system (Evans and Davies 1986:24 - as cited in Evans 1986).

The two authors go on to argue that it is impossible to divorce PE from the broader society as the curriculum is greatly influenced by societal norms and values.

John Hargreaves (1986:164) points out that PE, apart from religious education, is the only subject on the curriculum which appears to be purposely designed to serve a social integration function. No other aspect of the curriculum is theorized so overwhelmingly in terms of its moral and psycho-social significance.

Physical Education is conceived overwhelmingly with providing opportunities for monitoring and influencing pupils' social behaviour, for them to experience role-play and for learning to adjust to the demands of society (ibid).

Often the argument is advanced that Physical Education is politically neutral in that it does not reinforce the power of the dominant group in society. Those who support this

view often argue that firstly the aims of PE are universal, i.e. they are the same aims that are practised in other countries, and secondly that the content of the syllabus is of a practical and non-political nature (Kloppers 1990:5).

Owen van der Berg (CTPA 1988:88) sums up well the position held by those who argue that it is impossible for any subject to be non-political:

*Curriculum Design, the creation of educational environments in which students dwell, is inherently a political and moral process which involves competing ideological, political and intensely personal conceptions of valuable educational activity.*

One of the major problems that the curriculum is facing today is the fact that groups of people are still excluded from the conception, the planning, the execution and the evaluation of the curriculum/syllabus (Bantubathic Ntlangani - a paper delivered at the 1988 CTPA conference).

In the words of Bantubathic Ntlangani:

*When there is conflict between the curriculum and society's needs then the curriculum is not relevant and has to be overhauled to meet the needs of the society it serves.*

(CTPA conference 1988:88)

The literature cited indicates that there is a possibility that the PE syllabuses are not being taught at SSS as prescribed due to various socio-political factors. It is therefore the aim of this study to determine if the prescribed PE syllabuses are taught and also to determine what effect the socio-political factors have on the teaching of PE.

## CHAPTER THREE

### RESEARCH PROCEDURES

Only the facts that are relevant to the research design, technique, subjects and apparatus are presented here.

The research procedures basically outline the actual step-by-step progress of the study from the time of its conception to the processing of the results.

#### 3.1 SELECTION OF PARTICIPANTS

For the purpose of this study it was decided to make use of a random sampling of all the Coloured schools in the Cape Peninsula which are administered by the Department of Education and Culture in the House of Representatives.

The sample was drawn by means of the Basic Programmer Random Sampling and was done on a Commodore 64 PC at Hewat Training College.

The research population was 82 and a random sample of 20 was requested by the following means:

```
10 for x is equal to 1 to 20.
```

```
20 print int [82*RND(1)] + 1
```

```
30 next
```

```
Run
```

```
(int - integer)
```

```
(RND - random)
```



A random sample of 20 schools (40 teachers) was computed, but due to the sensitive nature of this research the names of the sampling schools selected are withheld for ethical reasons.

### 3.2 INSTRUMENT OF MEASUREMENT

Forty questionnaires were sent to the 20 selected schools (some of which had only one PE teacher). The same questionnaire was sent to both the male and female teachers at the schools.

The questionnaire was not based on any specific or established instrument in the field of educational research. It was drawn up by the researcher with the technical assistance of Mr K. Naiker of the Psychology Department at the University of the Western Cape. The data was processed by computer using the SPSS (Statistical Package for the Social Sciences) at the University of the Western Cape.

The questionnaire was divided into four sections:

*Section 1* dealt with the demographic details of the participant.

The aims were to ascertain the participant's gender, age, marital status, educational qualifications, etc. The participant was also asked in this section if he/she was at present teaching the PE syllabus as prescribed by the DEC. *Section 2* dealt with the attitude of the participants to the formal PE lesson. A wide range of questions was set in this section, the content ranging from the relevance of the syllabuses to the community's needs, to the fact that the syllabuses are used by the government as a means of domesticating the pupil.

*Section 3* consisted of questions related to the factors that might affect the teaching of PE at the schools. These questions were aimed at determining if socio-political constraints in any way affect the teaching of the syllabus. Questions ranged from the availability of facilities e.g. halls, workable equipment to the state of health and the dress of the pupils.

*Section 4* was an open-ended question section, where the personal views of the participants were sought in specific related areas. Some of the questions were, for example, "Is it possible to teach PE in the present socio-political conditions in South Africa?" and "Should PE be an examination subject?", etc. The data in this section was analyzed by means of content analysis.

### 3.3 ADMINISTRATION OF THE QUESTIONNAIRE

All the participants were contacted by telephone and permission was obtained to send the questionnaires to the various schools. All the teachers readily agreed to participate in the research.

A self-addressed envelope was included with every questionnaire to facilitate the return of the questionnaire by post.

### 3.4 ANALYSIS OF DATA

Each response to a question in the questionnaire was assigned a value, for example in Section 1:

Please indicate the highest educational level you have achieved:

Std 8 + Diploma	1
Std 10 + Diploma	2
B Degree	3
B Degree + Diploma	4
Post Graduate	5
HDE + PE Diploma	6

The participants were requested to cross out the number which applied to them.

In Sections 2 and 3 a points scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree).

For discussion purposes values of 1 (strongly disagree) and 2 (disagree) were grouped together and values of 4 (agree) and 5 (strongly agree) were also grouped. A value of 3 was indicated as a neutral response.

In Section 4, content analysis was done, similar answers were grouped together, e.g. Section 4 Question 1 "What are your views on the teaching of Physical Education under the current socio-political conditions in South Africa?" categories were created for:

disadvantaged students

irrelevant syllabus content

socio-political conditions do not affect PE

reinforce status quo

lack of facilities, etc.

Frequency tables of all the variables were requested. Cross tabulation and Spearman correlation co-efficients of certain aspects which according to the researcher might influence PE were requested, e.g. gender and whether PE is being taught as prescribed.

## CHAPTER FOUR

### DISCUSSION OF THE RESULTS

The basis for this research is provided by the following questions:

1. *What is the relationship between the cultural values which children bring to Physical Education and those teachers require and transmit in the PE curriculum?*
2. *Does PE offer a medium for lessening the inequalities of opportunity, power and knowledge in our society?*
3. *Is PE strongly determined by wider ideological, economic and cultural forces?*

(Evans 1986)

While it is impossible to examine each question individually, they collectively guide this research project.

No specific distinction was made between the male and female syllabuses. Of the 40 questionnaires sent out by post only 23, or 53%, were returned. As this was more than the one fifth of 82 (the 82 schools in the Cape Peninsula) that is required for the research to be significant, the researcher went ahead with the analysis of the data. (Christensen 1977:280)

Of the 23 returned questionnaires, 57% were from male teachers and 43% from female teachers. This indicated a fair representation of the sexes.

Central to this research project was the question in Section 1 where the participants were asked to indicate if they are following the prescribed syllabuses. This variable was compared to various others like educational level, lack of workable equipment, etc.

Table 1 shows the frequency distribution of the question (is the prescribed syllabus being taught) as follows:

**69,6%** of the participants indicated that they are teaching the prescribed PE syllabuses;

**30,4%** indicated that they are not.

The fact that there was a fair percentage of the participants who indicated that they are not teaching the prescribed PE syllabuses, was already an indication that not all teachers were satisfied with the PE syllabuses.

To further clarify this discussion the variable Syllab was cross-tabulated with other variables such as gender/are the pupils only interested in playing games/are the PE formal lesson's aims and objectives relevant to the needs of the community/the lack of workable equipment/the educational qualifications of the participants.

TABLE ONE

LO SYLLABUS 11/12/90 PAGE  
 FILE NONAME (CREATION DATE = 11/12/90)  
 SILLAB

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUM
		FREQ.	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
	1.	16	69.6	69.6	69.6
	2.	7	30.4	30.4	100.0
	TOTAL	23	100.0	100.0	

VALID CASES 23



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At this stage it is necessary to mention that none of the above proved to be significant. For example, it was found that there was no definite relationship or pattern between whether the prescribed PE syllabuses are taught and the following variables of:

1. gender (refer to Table 2)
2. the pupils only want to play games (refer to Table 3)
3. the relevance of the aims of PE to the needs of the community (refer to Table 4)
4. lack of workable equipment (refer to Table 5)
5. educational qualifications (refer to Table 6).

A possible explanation for this insignificance could be due to the delimiting factor of having used a random sample from only the Cape Peninsula SSS under the DEC in the present study.

With the cross-tabulation of the variable gender with syllabus (Table 2) it was found that 23,1% of the males indicated that they are not teaching the prescribed PE syllabus (for men) compared with 40% of females who indicated that they are not teaching the prescribed girls' PE syllabus. The commonly held view is (Miller 1990) that the girls' PE syllabus is more flexible and less prescriptive than the boys' PE syllabus, yet the research indicates differently.

If the total of male and female teachers indicating that they are teaching the syllabuses are added it constitutes 136,9%. However, when this variable is cross-tabulated with whether the pupils only want to play games, the results indicate that 81,3% of the males and 71,5% of the females feel that pupils only want to play games. (Table 3) This finding now questions the validity of the total of 136,9% who indicated positively.

To further support this argument a cross-tabulation was done of the variable *syllabus* and whether the lack of workable equipment influences the teaching of PE. Here the results indicated that 81,3% of the males and 100% of the females felt that the lack of equipment adversely affects their teaching of the formal PE lesson. (Table 4) This finding is further supported by the findings of the "Race Relations Survey" 1988/89 on issues like per capita funding (page 245), school buildings (page 261), etc.

From the results one can deduce that there is a serious lack of workable equipment at the schools which participated in the research. The question that can, however, now be asked is is it then possible for 136,9% of the teachers to indicate that they are following the prescribed syllabuses when 181,3% of them also agree that the lack of workable equipment and facilities at their school constrains the teaching of the formal PE lesson?

The correlation between the educational qualifications the participants had achieved and the teaching of the prescribed PE syllabuses is displayed in Table 6. Although the relationship proved not to be significant [ $p = 0,3852$ ], the results did indicate that 81,3% of the participants who hold only a Std 10 + Diploma are saying that they are teaching the prescribed PE syllabuses, compared to 28,6% of those holding a B Degree + Diploma who indicated that they are not teaching the prescribed PE syllabuses.

The results of this finding falls outside the scope of this project, but those who in future might wish to do this research might include this problem statement in their research.



TABLE TWO

LOSILLABUS

11/12/90

PAGE 41

FILE NONAME (CREATION DATE = 11/12/90)

\*\*\*\*\* CROSS TABULATION OF \*\*\*\*\*  
 GESLAG BY SILLAB \*\*\*\*\*  
 \*\*\*\*\* PAGE 1 OF 1

GESLAG	SILLAB		ROW TOTAL
	1.	2.	
1.	10	3	13
	76.9	23.1	56.5
	62.5	42.9	
	43.5	13.0	
2	6	4	10
	60.0	40.0	100.0
	37.5	57.1	
	25.1	17.4	
COLUMN:	16	7	23
TOTAL:	69.6	30.4	100.0

2 OUT OF 4 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 3.043

CORRECTED CHI SQUARE = .17416 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = .6764

RAW CHI SQUARE = .76456 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = .3819

PHI = .10232



TABLE FOUR

LOSILLABUS

11/12/90

PAGE 44

FILE NONAME

CREATION DATE = 11/12/90

\*\*\*\*\* CROSS TABULATION OF \*\*\*\*\*  
 SILLAB BY H1  
 \*\*\*\*\* PAGE 1 OF 1

	H1					ROW TOTAL
COUNT						
ROW PCT						
COL PCT						
TOT PCT						
SILLAB	1	1	5	9	1	16
		6.3	31.3	56.3	6.3	69.6
		25.0	71.4	81.8	100.0	
		4.3	21.7	39.1	4.3	
	2	3	2	2	0	7
		42.9	28.8	22.6	0	30.4
		75.0	23.5	18.2	0	
		13.0	8.7	8.7	0	
COLUMN	4	7	11	1	23	
TOTAL	17.4	30.4	47.8	4.3	100.0	

7 OUT OF 8 (87.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY OF LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = .304  
 CHI SQUARE = 4.98124 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .1732  
 CRAMER'S V = .4653

**TABLE FIVE**

LOSILLABUS

11/12/90

PAGE 45

FILE NONAME

CREATION DATE = 11/12/90

\*\*\*\*\* CROSS TABULATION OF \*\*\*\*\*  
 SILLAB BY S1  
 \*\*\*\*\* PAGE 1 OF 1

		S1					
		2.	3.	4.	5.		ROW TOTAL
COUNT							
ROW PCT							
COL PCT							
TOT PCT							
SILLAB	1	2	1	4	9	16	
		12.5	6.3	25.0	56.3	69.6	
		100.0	100.0	57.1	69.2		
		8.7	4.3	17.4	39.1		
	2	0	0	3	4	7	
		0	0	42.9	57.1	30.4	
		0	0	42.9	30.8		
		0	0	43.0	17.4		
COLUMN		2	1	7	13	23	
TOTAL		3.7	4.3	30.4	56.5	100.0	

7 OUT OF 8 (87.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = .304  
 CHI SQUARE = 1.2339 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .6099  
 CRAMER'S V = .28156



The variable *age* was also computed and compared to the variables of whether age in any way influences the communication between the teacher and the pupil and secondly if age influences the attitude held by teachers as to whether the South African government via the DEC is using the formal PE lesson as a measure of social control. (refer to Table 7)

It was found that no significant relationship exists between these variables, which indicates that both those below and those above the age of thirty feel that the formal PE lesson does not break down the communication between the teacher and his pupils. The importance of the teacher in the whole process of the Africanization of the curriculum is emphasized by Prof. Manahoe:

It is only the teacher who can effectively liberate his pupil from the fetters of mental colonization and stagnation by promoting critical, analytic, productive thinking who can translate into action and articulate the feelings, thinking, aspirations and expectations of the black communities.

A significant relationship was, however, found to exist [ $p=0,015$  - (for significance  $p$  less than  $0,05$ )] between the variables age and whether the PE formal lesson is used to domesticate the pupils. (Table 7) The significance means that the younger teachers felt that the government is using the formal PE lesson to domesticate and discipline the pupils, whereas the older teachers felt that this was not the case.

A possible explanation for the difference in opinion might be that the younger teachers, those below the age of 30, were still at school, college or university during the turbulent years of student resistance to apartheid education in the 1970's and 1980's. (Christie 1985:219-255)

TABLE SEVEN

LOSILLAB

11/12/90

PAGE 48

FILE NONAME      CREATION DATE = 11/12/90

\*\*\*\*\* SPEARMAN CORRELATION COEFFICIENTS \*\*\*\*\*

VARIABLE PAIR =====	VARIABLE PAIR =====	VARIABLE PAIR =====	VARIABLE PAIR =====	VARIABLE PAIR =====
QUD	-.3440	QUD	-.4616	
WITH	N( 22)	WITH	N( 22)	
H9	SIG. .058	H12	SIG. .015	

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED



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The second aim of the research was to determine to what extent socio-political factors affect the teaching of the prescribed PE syllabuses.

In Table 8 is reflected the number of students that each teacher is responsible for in his PE classes. The results indicate that 47,8% are responsible for between 250 and 300 pupils. This result, combined with the results found in Table 5 (lack of equipment), and in Appendix B (per capita government expenditure), strongly supports the views held by Miller (1990) and Kloppers (1990:25) that under the present socio-political conditions the teaching of PE according to the prescribed syllabus is not possible. The conduct analysis done on Section 4 also indicates that the majority of the teachers felt that the prevailing circumstances in the community make it impossible to teach PE according to the prescribed syllabus.

It is clear that those who were responsible for the drawing up of the curriculum must have deliberately ignored the current situation in the community. Davies (1986:359) states that, while white schooling has enjoyed lavish facilities and offer excellent opportunities, black schooling is the victim of massive inequalities ranging from totally inadequate financing to understaffing.

Kloppers (1990:23-24) and Davies (1986:361) point out the serious malnutrition that is prevalent in Black schools. It is virtually impossible to carry on with a vigorous Physical Education programme.

The research data in Table 9 indicates that 34,7% of the teachers agree that the state of health of their pupils does influence the effective teaching of PE according to the prescribed syllabus. However, 39,1% indicated that it plays no significant role, a possible explanation might be the fact that the sample represents



schools over a wide spectrum of financial income. The sample was drawn irrespective of the social class that the school community belongs to.

In Table 10 the teachers were asked to indicate whether the fact that their pupils had any breakfast/lunch in any way influenced the teaching of PE. The results show that **47,8%** of the teachers agree that it plays a major role, whereas only **30,4%** did not agree. The Executive Director of *Operation Hunger*, Mrs Ina Perlman, mentions that in 1985 as many as 1,5 million people were on the verge of starvation and that rural hospitals were reporting as many as 60 hunger-related deaths a month. (Kloppers 1990:24)



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TABLE EIGHT

LOS ILLABUS

11/12/90

FILE NAME NONAME      CREATION DATE = 11/12/90

HOEVEEL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	120.	1	4.3	4.3	4.3
	200.	1	4.3	4.3	8.7
	225.	1	4.3	4.3	13.0
	250.	5	21.7	21.7	34.8
	300.	6	26.1	26.1	60.9
	310.	1	4.3	4.3	65.2
	314.	1	4.3	4.3	69.6
	350.	1	4.3	4.3	73.9
	376.	1	4.3	4.3	78.3
	379.	1	4.3	4.3	82.6
	383.	1	4.3	4.3	87.0
	462.	1	4.3	4.3	91.3
	500.	1	4.3	4.3	95.7
	550.	1	4.3	4.3	100.0
	=====		=====	=====	
	TOTAL	23	100.0	100.0	

VALID CASES

23

MISSING CASES 0

TABLE NINE

LOS ILLABUS

11/12/90

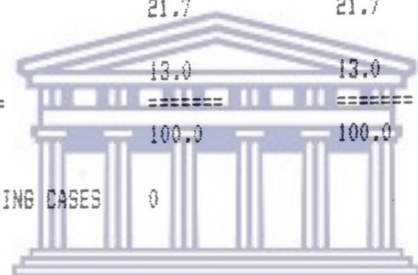
PAGE 32

FILE NONAME

CREATION DATE = 11/12/90

58

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	1.	1	4.3	4.3	4.3
	2.	8	34.8	34.8	39.1
	3.	6	26.1	26.1	65.2
	4.	5	21.7	21.7	87.0
	5.	3	13.0	13.0	100.0
	-----	-----	-----	-----	-----
	TOTAL	23	100.0	100.0	
VALID CASES	23	MISSING CASES	0		



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TABLE TEN

LOSILLABUS

11/12/90

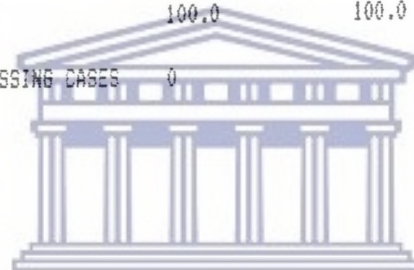
PAGE 33

FILE NONAME

CREATION DATE = 11/12/90

S9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	7	30.4	30.4	30.4
	3.	5	21.7	21.7	52.2
	4.	9	39.1	39.1	91.3
	5.	2	8.7	8.7	100.0
		=====	=====	=====	
	TOTAL	23	100.0	100.0	
VALID CASES	23	MISSING CASES		0	



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In Section 4 open ended questions were put to the participants. The questions in this section were limited to five.

The first dealt with the possibility of teaching PE under the present socio-political conditions in South Africa. The majority (65%) felt that the syllabus content was either irrelevant or that the disadvantaged conditions in communities from which pupils came make it impossible to follow the prescribed PE syllabuses. Only two participants (accidentally from the same school) felt that the socio-political factors in society play no role in the teaching of PE.

In question 2 the participants were asked to which extent the community should be involved in the drawing up of the syllabuses. 43% felt that the community (sports clubs, PTSA's, colleges, universities, etc.) should be totally involved. Another 17% felt that there should be only limited involvement from the community. The results support the views held by those who support Peoples' Education, to be an education system which must be controlled by and advance the interests of the concerned. (Sached 1988:29)

Question 3 dealt with possible solutions to the current problems that PE teachers are experiencing. Once again, the response was varied, but the majority (56%) felt that there is a serious lack of facilities at schools. 17% felt that the present PE syllabuses need to be reviewed. Some of the other responses were that there was a need for more PE teachers, the time allocation to PE is too little, and that the subject should become an examination subject.

In question 4 the teachers were asked if there exists a need for separate syllabuses for boys and girls. 62% of the males felt

that the syllabusses should be combined, but differentiation be made between certain activities for boys and girls. From the female teachers 50% felt that there is no need for separate syllabusses, whereas 40% felt there is. In PE, gender divisions are still largely understood to be rooted in biological differences - women are commonly held to be naturally weaker and less suited to strenuous exercise. (Hargreaves 1986:176)

The response to question 5 which dealt with whether PE should be an examination subject was overwhelmingly in favour of it being so. 87% felt that it should become an examination subject, only 13% felt differently. The favourable response to this question can be traced back to the lack of status the subject enjoys at schools. (Davies 1989) Those who responded positively felt that it would provide opportunities for those who are really interested in PE to excel, the problems with PE dress would cease, those not "too academically endowed" could do PE and that PE would receive greater acknowledgment from the other teachers. Those who disagree put the argument forward that fitness, health and attitudes cannot be quantified that it will cause the lesson to become too formal (sports lessons, etc.) and that PE should be regarded as a very important recreational activity.

The discussion of these aspects falls outside the scope of this project, but should provide excellent avenues of research for those who might be interested in re-doing this particular project.

## CHAPTER FIVE

### CONCLUSION, SHORTCOMINGS AND RECOMMENDATIONS

Evans (1986:32) holds the following view to which the researcher also ascribes: that detailed studies of Physical Education are badly needed to advance our understanding of what PE teaching is, what it does to pupils and how departments and teachers work and change across all levels of curriculum decision making. To this the researcher would like to add so that we can more clearly analyze how the dominant groups in society use the PE curriculum/syllabusses to domesticate the masses.

This research project was undertaken in the hope of adding in some small way to this body of knowledge on the broader issues surrounding the teaching of PE in South Africa.

The success of the present study will be determined by the extent to which the hypothesis has been retained or rejected by the research data.

The initial hypothesis states that the current PE syllabusses are not taught as prescribed by the DEC at SSS in the Cape Peninsula. This can be ascribed largely to the socio-political conditions prevailing in South Africa at present.

The subjects in this study comprised a total of 23 PE teachers (male and female) who were randomly selected from the 82 SSS which are administered by the DEC in the Cape Peninsula.

The fact that a total of 30,4% of the participants indicated that they are not teaching the prescribed PE syllabusses, and the

questionable response of the other 69,6% points to the possibility that the prescribed syllabusses are not being taught at SSS in the Cape Peninsula.

Likewise on the score of the influence that socio-political constraints have on the teaching of PE, the data supported the hypothesis that it plays a major role and that it should be taken into consideration when curricula are designed.

In the review of related literature (with reference to this particular study), it was mentioned that the majority of people are excluded from the planning, execution and evaluation of the curriculum, and that the content is irrelevant to the needs of the communities it intends to serve. Evidence has shown that this is the case in South African communities.

It can thus be concluded that the hypothesis has been retained by the research findings of this project.

#### SHORTCOMINGS

There were various shortcomings in this project.

Forty questionnaires were sent out, only 23 were returned. A major shortcoming of this project was, therefore, the small sample size, which in effect means that on the basis of the research findings one must be careful if one should want to infer that the information is representative of the whole of South Africa.

Secondly, the fact that the project was delimited to the Department of Education and Culture SSS which is only responsible for Coloured education. Also the delimiting factors of using only the Senior Secondary schools in the Cape Peninsula and not those in the broader Western Cape.



A further shortcoming was that all social classes were included in the sample. Many of the socio-political constraints are more pronounced in the lower income groups-worker communities than in the higher income-middle class groups.

### RECOMMENDATIONS

To those who wish to do a similar study in the future the following advice:

The researcher found that it is very difficult to work with teachers as a whole, especially when one expects them to return questionnaires by post. Future researchers would be well advised to contemplate utilising structural interviews instead; although this might be more time consuming, it would increase the reliability of the research.

The scope of the present study was also too limited as only the Coloured schools administered by the DEC in the Cape Peninsula were selected. Future researchers might look at other education departments, especially the Department of Education and Training (DET) which is responsible for African education. They might also wish to extend the research beyond the Cape Peninsula, thus making the research findings more representative.

Problems also exist with regard to the introduction of the Dance syllabus for girls prescribed by the department. The nature of the syllabus is such that various schools have indicated that they are not following this syllabus, and that they find particular resistance to this section of the syllabus from the pupils themselves.

It is lastly recommended that research be done with specific social groups so that the findings can be compared for example to the views held by schools that are predominantly worker class and those held by the middle class.

### CONCLUSION

I would like to conclude this project with the following extract from Lacey and Kloppers:

The educator's task is not to make value judgements on the desirability of one particular leisure activity over another, but to stimulate interests and continually assist in the development of the skills required to make perceptive choices on leisure issues. (Evans 1986)

We should work towards the drawing up and planning of our own curricula, both at a macro and at grass root level. (Kloppers 1990:31)

Only then can we be prepared when freedom comes to all the citizens of South Africa.

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# APPENDIX B

**Table 2 Per capita expenditure on education in South Africa**

Year	African	'Coloured'	Indian	White
1953-4	R17	R40	R40	R128
1969-70	17	73	81	282
1975-6	42	140	190	591
1977-8	54	185	278	657
1980-1	139	253	513	913
1982-3	146	498	711	1 211

(Sources: Blignaut, 1981 and SAIRR Surveys)

## PER CAPITA EXPENDITURE : 1986/87 \*

Africans (in white - designated areas only)	476,95
Coloured	1021,41
Indians	1904,20
White	2508,00

\* including capital expenditure

**Source**

South African Institute of Race Relations yearbook 1987/88 p147 - 151

### EXPENDITURE ON COLOURED AND INDIAN EDUCATION : 1987/88

	COLOURED	INDIAN
Admin	39 307 000	12 919 000
Pre-primary	6 289 000	975 500
Primary	493 420 000	46 017 000
Secondary	253 625 000	152 527 000
Technikon	18 739 000	16 867 000
University education	53 182 000	33 665 000
Handicapped children	22 864 000	14 618 000
Children in need of care	12 564 000	2 650 000
Schools for specified purposes	1 520 000	-
Teacher training	47 307 000	9 999 000
Extra-mural education	2 297 000	235 500
Auxiliary service	43 205 500	8 711 000

### DET BUDGET R1,4 BN (IN WHITE AREAS) : 1987/88

(breakdown)	
Administration	49 286 000
Pre-primary	3 337 000
Primary	591 568 000
Secondary	345 304 000
Technikon training	15 867 000
University	149 507 000
Vocational education	31 223 000
Education of handicapped children	22 296 000
Teacher training	84 090 000
Out of school educ and training*	63 612 000
Auxiliary and associated services	131 750 000
<b>Total</b>	<b>1 487 840 000</b>

\* (includes adult education and youth activities)

### EXPENDITURE ON WHITE EDUCATION : 1987/88

Admin	6 552 000
Pre-primary, Primary, & Secondary & training	2 031 418 800
University	847 903 000
Technikon	188 088 000
Post school education	90 361 000
Handicapped children	97 434 000
Children in need of care	28 597 000
Assoc and supporting services	30 347 000
<b>TOTAL</b>	<b>3 320 700 000</b>

### DETAILED BREAKDOWN OF EDUCATION BUDGET FOR 1987/88

African education (in white areas)	1 487 840 000
(non-indep homelands)	1 116 426 826
(indep homelands)	795 982 200
Coloured education	1 007 569 000
Indian education	404 647 000
White education	3 320 700 000

# APPENDIX C

**Table 7 Pupil-teacher ratios in South Africa, selected years**

Year	African	'Coloured'	Indian	White
1971	1:58	1:31	1:27	1:21
1976	1:52	1:30	1:27	1:21
1977	1:50	1:29	1:27	1:21
1978	1:49	1:29	1:27	1:21
1980	1:47	1:29	1:25	1:19
1982	1:39	1:27	1:24	1:18
1983	1:43	1:27	1:24	1:18

(Source: SAIRR Surveys)

## PUPIL TEACHER RATIOS IN WHITE AREAS – 1987

African	41 To 1
Coloured	25 To 1
Indian	21 To 1
White	16 To 1

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## NUMBERS OF SCHOOLS, TEACHERS AND PUPILS – 1986

	Schools	Teachers	Pupils
African Education in white			
Designated Areas	7 492	48 099	1 804 970
Non-independent Homelands	5 079	58 210	2 572 000
Independent Homelands	5 428	48 838	1 860 100
Coloured Education	2 035	33 080	798 507
Indian Education	445	4 792	232 468
White Education	n/a	72 740	897 964



QUALIFICATIONS OF TEACHERS IN COLOURED SCHOOLS  
1986

Table 10 University enrolments in South Africa, 1969 – 1983

	1969	1974	1976	1983
Black students in 'white' universities	4 886	9 196	12 565	28 129
African students in African universities	1 581	3 541	5 204	12 550
'Coloured' students in 'coloured' universities	774	1 440	2 508	4 487
Indian students in Indian universities	1 621	2 342	3 124	5 388
<b>Total black students in all universities</b>	<b>8862</b>	<b>16 519</b>	<b>23 401</b>	<b>50 554</b>
<b>Total white students</b>	<b>68 550</b>	<b>95 589</b>	<b>105 879</b>	<b>126 609</b>

(Sources: Blignaut: 1981 and SAIRR Surveys)

Table 11 Increase in university enrolments in South Africa, 1967–1976

	Number	Annual rate %
Black students in 'white' universities	7 679	22,4
African students in African universities	3 623	32,7
'Coloured' students in 'coloured' universities	1 734	32,0
Indian students in Indian universities	1 503	13,3
<b>Total black students in all universities</b>	<b>14 539</b>	<b>23,4</b>
<b>Total white students</b>	<b>37 329</b>	<b>7,9</b>

(Source: Blignaut: 1981)

	Number	%
Professionally Qualified with		
Below Std 8	53	0,2
Std 8 or 9	9 991	30,2
Std 10	17 079	51,6
University Degree	3 297	10,0
Other (eg. Technical)	32	0,1
<b>Sub-total</b>	<b>30 452</b>	<b>92,1</b>
No Professional Qualification but with		
Std 8 or lower	480	1,4
Std 10	1 388	4,2
University Degree	659	2,0
Other (eg. Technical)	101	0,3
<b>Sub-total</b>	<b>2 628</b>	<b>7,9</b>
<b>TOTAL</b>	<b>33 080</b>	<b>100,0</b>

QUALIFICATIONS OF TEACHERS IN INDIAN SCHOOLS 1986

	Number	%
Professionally qualified with		
Std 8 or equivalent	-	-
Std 10 or equivalent	523	10,9
University Degree	3 968	82,8
<b>Sub-total</b>	<b>4 491</b>	<b>93,7</b>
No Professional qualification but with		
Std 8 or equivalent	-	-
Std 10 or equivalent	149	3,1
University Degree	152	3,2
<b>Sub-total</b>	<b>301</b>	<b>6,3</b>
<b>TOTAL</b>	<b>4 792</b>	<b>100,0</b>

SAIRR: Race Relations: Yearbook; 1987/88; p168

Table 9 Teacher qualifications in South Africa, 1979

Highest qualification	African	'Coloured'	Indian	White
University degree	2,3%	4,2%	19,4%	32,0%
Std 10	15,5%	26,3%	65,3%	68,0%
Below Std 10	82,2%	69,5%	15,3%	-

(Source: SAIRR Surveys)

APPENDIX D

VRAELYS

Dankie dat u ingestem het om deel te wees van hierdie ondersoek. Die oogmerk van hierdie ondersoek is om te bepaal of die Liggaamlike Opvoeding sillabusse (seuns en dogters) effektief geimplimenteer word soos voorgeskryf deur die Departement van Onderwys en Kultuur. Die ondersoek sal beperk word tot die skole in die Kaapse Skiereiland wat deur die Departement bestuur word.

Wees asseblief so reguit en openlik as wat u wil in die beantwoording van die Vraelys.

ONTHOU DIE INLIGTING SAL STRENG PRIVAAT BLY

AFDELING 1

AMPTELIKE GEBRUIK

[ ] ]  
1 2

DEMOGRAFIESE INLIGTING :

- |   |   |              |
|---|---|--------------|
| 1. Geslag   | Manlik [1]<br>Vroulik [2]   | [ ] ]<br>3   |
| 2. Ouderdom   | _____ jaar  | [ ] ]<br>4 5 |
| 3. Huistaal   | Afrikaans [1]<br>Engels [2]<br>Xhosa [3]<br>Ander (spesifiseer) [4]   | [ ] ]<br>6   |
| 4. Geloof/Godsdiens   | Protestant [1]<br>Rooms Katoliek [2]<br>Moslem [3]<br>Ander (spesifiseer) [4]<br>Geen godsdiens [5]                         | [ ] ]<br>7   |
| 5. Huwelikstaat   | Enkel [1]<br>Getroud [2]<br>Geskei [3]<br>Weduwee/naar [4]<br>Ander (spesifiseer) [5]                                       | [ ] ]<br>8   |
| 6. Dui asseblief die hoogste opvoedkundige kwalifikasie aan wat u behaal het? | St 8 + Diploma [1]<br>St 10 + Diploma [2]<br>B Graad [3]<br>B Graad + Diploma [4]<br>Na Graads [5]<br>HOD + L/O Diploma [6] | [ ] ]<br>9   |

Bladsy 1

7. Word die voorgeskrewe L/O sillabusses by u skool onderrig

[ ]  
10

[JA]  
[NEE]

8. Vir hoeveel leerlinge is u direk verantwoordelik ?

[ ] [ ] [ ]  
11 12 13

\_\_\_\_\_ leerlinge

9. Hoeveel jaar is u in u huidige pos?

[ ] [ ]  
14 15

\_\_\_\_\_ jaar

10. Hoeveel jaar is u in die onderwys?

[ ] [ ]  
16 17

\_\_\_\_\_ jaar



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AFDELING 2

Hieronder volg 'n aantal stellings. Lees elkeen asseblief noukeurig deur en besluit dan of u daarmee saamstem of nie. Merk duidelik u keuse met 'n kruisie (x) oor die toepaslike nommer. Onthou daar is geen korrekte of verkeerde antwoorde nie. As dit moontlik is probeer om nie van die Neutrale kategorie gebruik te maak, tensy dit noodsaaklik is nie.

PUNTE SKAAL :

VERSKIL STERK	STEM NIE SAAM	NEUTRAAL	STEM SAAM	STEM TEN VOLLE SAAM	
1	2	3	4	5	

- Houding ten opsigte van die formele Liggaamlike Opvoeding Les : AMPTELIK
1. is relevant tot die behoeftes van die gemeenskap t.o.v. doelstellings en oogmerke 1 2 3 4 5 [ ]  
18
  2. die inhoud is relevant tot die behoeftes van die gemeenskap. 1 2 3 4 5 [ ]  
19
  3. word geniet deur die meeste leerlinge. 1 2 3 4 5 [ ]  
20
  4. dra by tot die lewenslange leer ondervindinge van die leerlinge. 1 2 3 4 5 [ ]  
21
  5. bied geleentheid aan alle leerling om sukses te behaal. 1 2 3 4 5 [ ]  
22
  6. moedig kritiese denke aan by leerlinge. 1 2 3 4 5 [ ]  
23
  7. is te rigiet en outoritêr in sy benadering (bv. staan in lyne, reageer op bevele.) 1 2 3 4 5 [ ]  
24
  8. word deur die meeste leerling as 'n vermorsing van tyd. 1 2 3 4 5 [ ]  
25
  9. moedig nie twee rigting kommunikasie, tussen leerling en onderwyser en leerling en leerling aan nie. 1 2 3 4 5 [ ]  
26
  10. moedig nie die leerling aan on die sosiale, politieke en ekonomiese konteks waarin die les plaasvind te analiseer nie 1 2 3 4 5 [ ]  
27
  11. identifiseer en pas nie die doelstellings toe tot omstandighede van leerling, bv. inhoud betekenisvol te maak in sy lewe. 1 2 3 4 5 [ ]  
28
  12. word deur die S.A. regering via die Departement gebruik as 'n manier van sosiale kontrole. 1 2 3 4 5 [ ]  
29
  13. is beplan om beskaafdheid in die leerling tewe te bring. (bv. formele opdragte ens.) 1 2 3 4 5 [ ]  
30

AFDELING 3

Hieronder volg 'n aantal stellings, sommige wat mag verband hou met u onderwys situasie.

Dui asseblief aan tot watter mate u daarmee saamstem of nie deur die toepaslike nommer met 'n kruisie (x) te merk. As dit moontlik is probeer om nie van die Neutrale kategorie gebruik te maak, tensy dit noodsaaklik is nie.

PUNTE SKAAL

VERSKIL	STERK	STEM NIE SAAM	NEUTRAAL	STEM SAAM	STEM TEN VOLLE SAAM
1		2	3	4	5

AMPTELIK

Liggaamlike Opvoeding by my skool word beïnvloed deur die volgende faktore :

- |   |           |     |
|---|-----------|-----|
| 1. Tekort aan bruikbare apparaat  | 1 2 3 4 5 | [ ] |
|   |           | 31  |
| 2. Geen kleedkamers   | 1 2 3 4 5 | [ ] |
|   |           | 32  |
| 3. Geen saal  | 1 2 3 4 5 | [ ] |
|   |           | 33  |
| 4. Tekort aan klein apparate.<br>(bv. balle, stokke ens.)               | 1 2 3 4 5 | [ ] |
|   |           | 34  |
| 5. Negatiewe houding van die leerlinge                                  | 1 2 3 4 5 | [ ] |
|   |           | 35  |
| 6. Houding van die skoolhoof  | 1 2 3 4 5 | [ ] |
|   |           | 36  |
| 7. Kleredrag van die leerlinge  | 1 2 3 4 5 | [ ] |
|   |           | 37  |
| 8. Gesondheidstoestand van die leerlinge                                | 1 2 3 4 5 | [ ] |
|   |           | 38  |
| 9. Of die leerlinge ontbyt/middagete genuttig het?                      | 1 2 3 4 5 | [ ] |
|   |           | 39  |
| 10. Ontwrigting van die skoolprogram                                    | 1 2 3 4 5 | [ ] |
|   |           | 40  |
| 11. Die behoefte om verlore tyd in te haal                              | 1 2 3 4 5 | [ ] |
|   |           | 41  |
| 12. Leerlinge wat net wil speletjies speel, soos bv. sokker, rugby ens. | 1 2 3 4 5 | [ ] |
|   |           | 42  |



AFDELING 4

1. Wat is u siening omtrent die onderrig van L/O onder die huidige sosio- ekonomiese toestande in S.A.

\_\_\_\_\_ [ ]  
\_\_\_\_\_ 43  
\_\_\_\_\_  
\_\_\_\_\_

2. Tot hoe 'n mate behoort die gemeenskap en ander belanghebbende partye betrokke te wees by die opstel van die sillabusse?

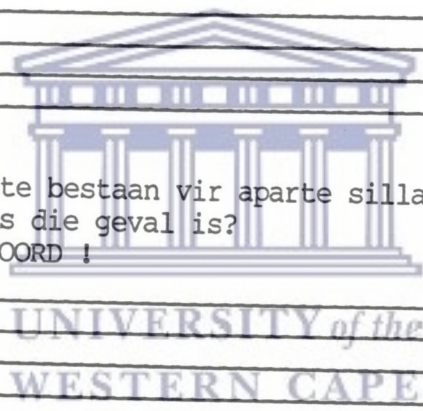
\_\_\_\_\_ [ ]  
\_\_\_\_\_ 44  
\_\_\_\_\_  
\_\_\_\_\_

3. Wat kan gedoen word om van die huidige probleme wat L/O onderwysers ondervind op te los?

\_\_\_\_\_ [ ]  
\_\_\_\_\_ 45  
\_\_\_\_\_  
\_\_\_\_\_

4. Dink u dat daar 'n behoefte bestaan vir aparte sillabusse vir seuns en dogters, soos tans die geval is?  
MOTIVEER ASSEBLIEF U ANTIWOORD !

\_\_\_\_\_ [ ]  
\_\_\_\_\_ 46  
\_\_\_\_\_  
\_\_\_\_\_



5. Behoort L/O as 'n eksamen (akademiese) vak aangebied te word?  
MOTIVEER ASSEBLIEF U ANTIWOORD !

\_\_\_\_\_ [ ]  
\_\_\_\_\_ 47  
\_\_\_\_\_  
\_\_\_\_\_

6. Wil u graag oor enige ander aspek van L/O uitbrei?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DANKIE VIR U SAMEWERKING !

QUESTIONNAIRE

Thank you for agreeing to participate in this study. This study aims to determine if the Physical Education Syllabus (boys & girls) are effectively implemented as prescribed by the Department of Education and Culture for its Senior Secondary Schools in the Cape Peninsula. Please be as open and frank as possible in answering the questions. Remember the information will be strictly confidential

SECTION 1

OFFICIAL

[ ] ]  
1 2

DEMOGRAPHIC DETAIL

1. Your Gender/sex

Male [ 1 ] [ ]  
Female [ 2 ] 3

2. Your Age

\_\_\_\_\_ years [ ] ]  
4 5

3. What is your Home language?



Afrikaans [ 1 ] [ ]  
English [ 2 ] 6  
Xhosa [ 3 ]  
Other (specify) [ 4 ]

4. What is your religion ?

Protestant [ 1 ] [ ]  
Roman Catholic [ 2 ] 7  
Moslem [ 3 ]  
Other (please specify) [ 4 ]  
None, no religion [ 5 ]

5. Marital Status.

Single [ 1 ] [ ]  
Married [ 2 ] 8  
Divorced [ 3 ]  
Widowed [ 4 ]  
Other (please specify) [ 5 ]

6. Please indicate the highest educational level you have achieved.

[ ] 9  
Std 8 + Diploma [ 1 ]  
Std 10 + Diploma [ 2 ]  
B degree [ 3 ]  
B degree + Diploma [ 4 ]  
Post graduate [ 5 ]  
HDE + PE Diploma [ 6 ]

7. Is the prescribed Physical Education syllabusses being taught at your school? [ ] ]  
[Yes] 10  
[No]

8. How many student are you directly responsible for: [ ] ] ]  
11 12 13  
\_\_\_\_\_ students

9. How many years have you been in your current assignment: [ ] ]  
14 15  
\_\_\_\_\_ years

10. How many years have you been in education : [ ] ]  
16 17  
\_\_\_\_\_ years



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WESTERN CAPE



SECTION 2

Below are a number of statements. You must read each item and decide whether you agree or disagree with it. Cross out (x) the appropriate number as it applies to you. Remember there are no right or wrong answers. Try not to use the Neutral category unless you have to. Example: If you disagree strongly with an item cross out 1, if you strongly agree with an item cross out 5.

POINTS SCALE

STRONGLY DISAGREE      DISAGREE      NEUTRAL      AGREE      STRONGLY AGREE  
 1                                  2                                  3                                  4                                  5

ATTITUDE TOWARDS THE FORMAL PHYSICAL EDUCATION LESSON

The formal Physical Education lesson :

OFFICIAL

- |  |   |   |   |   |   |             |
|--|---|---|---|---|---|-------------|
| 1. is relevant to the needs of the community with regards to aims and objectives.  | 1 | 2 | 3 | 4 | 5 | [   ]<br>18 |
| 2. is relevant to the needs of the community with regards to content.  | 1 | 2 | 3 | 4 | 5 | [   ]<br>19 |
| 3. is enjoyed by most pupils.  | 1 | 2 | 3 | 4 | 5 | [   ]<br>20 |
| 4. contribute to the lifelong learning experiences of the pupil  | 1 | 2 | 3 | 4 | 5 | [   ]<br>21 |
| 5. offers oppertunities for all pupils to experience some success.   | 1 | 2 | 3 | 4 | 5 | [   ]<br>22 |
| 6. encourages the pupils to think critically.  | 1 | 2 | 3 | 4 | 5 | [   ]<br>23 |
| 7. is too rigid and authoritarian in its approach(eg.standing in lines)  | 1 | 2 | 3 | 4 | 5 | [   ]<br>24 |
| 8. is regarded by most pupils as a waste of time.  | 1 | 2 | 3 | 4 | 5 | [   ]<br>25 |
| 9. does not encourage two - way communication(pupil(s)/teachers;) and cooperative interaction[pupil(s) pupils]                 | 1 | 2 | 3 | 4 | 5 | [   ]<br>26 |
| 10. does not encourage pupil participation in analyzing the social , political and economic context in which the lesson occurs | 1 | 2 | 3 | 4 | 5 | [   ]<br>27 |
| 11. does not identify and relate goals to pupils, making the content meaningful to pupils lives                                | 1 | 2 | 3 | 4 | 5 | [   ]<br>28 |
| 12. is used by the S.A. government via the D.E.C. as a measure of social control   | 1 | 2 | 3 | 4 | 5 | [   ]<br>29 |
| 13. is an exercise in domestication ( formal commands etc.)  | 1 | 2 | 3 | 4 | 5 | [   ]<br>30 |



SECTION 4

1. What are your views on the teaching of Physical Education under the current socio - political conditions in S.A.

[ ]  
43

2. To what extent should the community and other interested parties be involved in the drawing up of the syllabuses.

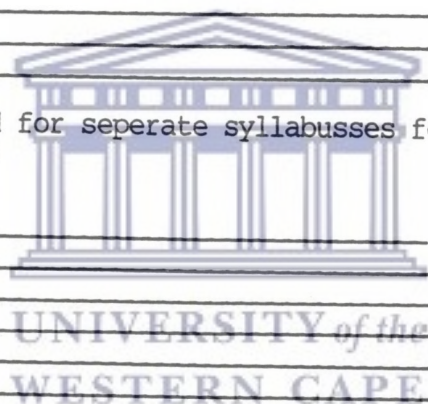
[ ]  
44

3. What can be done to solve some of the problems currently experienced by Physical Education teachers?

[ ]  
45

4. Do you think there is a need for separate syllabuses for boys and girls?(as we currently have)  
MOTIVATE PLEASE :

[ ]  
46



5. Should Physical Education be an exam (academic) subject?  
Please motivate your answer.

[ ]  
47

Would you like to comment on any other aspect of Physical Education?

THANK YOU FOR YOUR CONTRIBUTION !