

**SPORT PARTICIPATION IN A
DURBAN PRIMARY SCHOOL:**

**A GENDERED STUDY OF GRADES 4
TO 7**

by

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ABSTRACT

SPORT PARTICIPATION IN A DURBAN PRIMARY SCHOOL: A GENDERED STUDY OF GRADES 4 TO 7

This research focuses on establishing the gendered nature of sport participation at J.C. Primary. In an attempt to establish the gendered nature of sport participation in a Durban Primary School, based on existing, theoretical, comparative and historical literature, the data revealed that boys generally participated more actively in sport. However, the data also revealed that girls benefited from the school's sport policy, which encouraged boys and girls to participate. In particular, Indian girls played more sport than Indian boys.

My findings, based on the use of qualitative and quantitative data received from the participants in terms of their questionnaires, revealed that Indian boys/girls dominate in terms of participation while African boys and girls are very sports active and tend to make more use of the school's sport policy than the majority of Indian girls. Unsurprisingly, many more boys than girls were opposed to girls playing soccer. About 25% of boys in each race groups were opposed to girls playing soccer. Predictably the vast majority of girls across race groups favoured soccer being played by girls.

My semi-structured interview with the Principal revealed that he was 'sports mad' as he enthusiastically promoted sport at the school, regardless of gender and race. My focus was on the efforts that were consciously made to create sport as an arena of gender and racial mixing. In so doing, the following key questions were focused on: What is the rate of participation at J.C. Primary in terms of race and gender? In terms of participation rates, which sport is the most popular amongst boys and girls? Are there any differences in the ways boys and girls view sport participation at J.C. Primary? What does the school

currently do to promote or encourage sport participation at school, particularly insofar as gender-equal participation is concerned?

I had observed that although there was a trend for boys to be given preferential treatment in sport than girls, at J.C. Primary the school's sporting policy impacted in a positive way to even out differences and inequalities in sport participation between boys and girls. Although schools and other agencies are implicated in the manner in which sport is played, whereby gender inequality is practiced, boys and girls at J.C. Primary were given equal opportunities in sport, which encouraged their participation in sport.

This study has, in fact, shown that J.C. Primary promotes sport in a very active way as it provides facilities and organizational energy and it goes to great lengths to ensure widespread participation. It has also shown that the school's policy has been successful in promoting equal gender participation even though, historically, most sporting cultures have been predominantly male.

TABLE OF CONTENTS

1.	ABSTRACT	i
2.	TABLE OF CONTENTS	ii
3.	LIST OF TABLES	iv
4.	ACKNOWLEDGEMENTS	v
5.	PREFACE	vi
6.	CHAPTER ONE	1
6.1	Introduction	1
6.2	My Personal Interest	2
6.3	The Definition of Sport	4
6.4	Background and Purpose of Study	5
6.5	The Structure of the Thesis	10
6.6	Conclusion	10
7.	CHAPTER TWO – THE LITERATURE REVIEW	11
7.1	Introduction	11
7.2	Boys, Masculinity and Sport	11
7.3	Popular Sports	13
7.3.1	Boys	13
7.3.2	Girls	13
7.4	Sport in South Africa	14
7.5	Conclusion	17
8.	CHAPTER THREE – METHODOLOGY	18
8.1	Introduction	18
8.2	Type of Study	18
8.3	The Research Site	20
8.4	Collection of Data	21
8.5	The Sample Population	24
8.6	Piloting the Questionnaire	26
8.7	Data Analysis	28
8.8	Ethical Issues	29
8.9	Limitations	30
8.10	Conclusion	30
9.	CHAPTER FOUR – FINDINGS	31
9.1	Introduction	31
9.2	Sport Policy at J.C. Primary	32
9.3	The Interview with the Principal of J.C. Primary	33
9.4.1	QUESTION 1 – <i>What is the rate of participation at J.C. Primary in terms of race and gender?</i>	37

9.4.2	QUESTION 2 – <i>In terms of participation rates, which sport is the most popular amongst boys and girls?</i>	44
9.4.3	QUESTION 3 – <i>Are there any differences in the ways boys and girls view sport participation at J.C. Primary? Do these differences explain differences in the gendered nature of sport participation?</i>	52
9.5	Conclusion	55
10.	CHAPTER FIVE – CONCLUSION AND RECOMMENDATIONS	57
11.	REFERENCES	59
12.1	APPENDIX A – CONSENT BY PRINCIPAL	62
12.2	APPENDIX B – CONSENT BY PARENTS/DECLARATION	63
12.3	APPENDIX C – QUESTIONNAIRE	64
12.4	APPENDIX D – INTERVIEW WITH THE PRINCIPAL	67
12.5	APPENDIX E – SUPPLEMENTARY PRIZE-GIVING DOCUMENT (sports extracts only)	68
12.6	APPENDIX F – EXTRA-MURAL PROGRAMME (TERM 1)	73
12.7	APPENDIX G – EXTRA-MURAL PROGRAMME (TERM 2)	74
12.8	APPENDIX H – EXTRA-MURAL PROGRAMME (TERM 3)	75
12.9	APPENDIX I – EXTRA-MURAL PROGRAMME (TERM 4)	76
12.10	APPENDIX J – LETTER TO THE SPORTS COACH	77

LIST OF TABLES

<i>Number</i>		<i>Page</i>
1.	TABLE 1 – GENDERED PARTICIPATION IN SPORT.....	38
2.	TABLE 2 – RATE OF PARTICIPATION.....	39
3.	TABLE 3 – RATE OF PARTICIPATION (GENDER AND RACE).....	42
4.	TABLE 4 – SUMMER SPORTS PLAYED BY BOYS.....	45
5.	TABLE 5 – WINTER SPORTS PLAYED BY BOYS.....	47
6.	TABLE 6 – SUMMER SPORTS PLAYED BY GIRLS.....	48
7.	TABLE 7 – WINTER SPORTS PLAYED BY GIRLS.....	50
8.	TABLE 8 – SHOULD GIRLS PLAY SOCCER?	53
9.	TABLE 9 – SHOULD BOYS PLAY NETBALL?	54

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PREFACE

I am an Indian male and I have spent most of my life in the predominantly Indian area of Unit 7 in Chatsworth. My family and I relocated to Chatsworth from Sea View in the late sixties, not by choice but because of the Group Areas Act. This piece of apartheid legislation made it illegal for people belonging to one racial group to live in areas designated for the exclusive use of people from another population group. Being an Indian meant that I could not represent my province and country. At times during the apartheid era in the early and mid-eighties, especially during the time when SACOS (South African Council on Sport) preached non-racial sport – their famous slogan being: “No normal sport in an abnormal society”, my team-mates and I played “on the other side”. In other words we had played in a “White” volleyball league as the playing conditions were “better” – it was at an indoor venue at a University where the elements of nature could not affect our play, the surface was not damaging to our knees and the indoor atmosphere was better. In the case of swimming, however, I was not able to access ‘White’ facilities. The ‘Indian’ swimming pool was fifteen kilometres away. In terms both of time and cost, it was difficult to get to the pool. My school (primary, as well as secondary), like most African schools in Kwa Zulu Natal, was not privileged to have a swimming pool due mainly to an unequal distribution of funds (Truscott 1994, 45). Today, I am a qualified “Learn to Swim” instructor, accredited by Swimming South Africa.

In terms of cricket, soccer and table tennis, I was not able to afford all the equipment/apparel required for playing the sport as I belonged to a middle-income family as middle class families can’t afford to supply children with *all* the sports equipment that they might want. However, I could afford most of the equipment required for playing sport and I do realize that my financial status would have been relatively affluent as compared to that of many African working class children.

As a Catholic I took advantage of the sporting facilities offered for the youth as we played a lot of inter-church matches in soccer, netball, table-tennis, cricket and volleyball. This

further developed my skills and interest in the manner boys and girls participated in sport. My sporting skills were continually being developed as I spent most of my life playing some sort of sport – whether it was at school during the Physical Education (P.E.) lessons, after school as an extra-mural activity or just playing socially with the boys in the neighbourhood, sometimes on the road and sometimes at the nearby fields. With both my parents working (my mum had to work in order to supplement the household income), I had a lot of unsupervised time to play, play, play. My immediate circle of friends did not indulge in drugs and alcohol and nor were they interested in clubbing until the later years of secondary schooling and beyond.

My continuous involvement in sport (formal and informal) helped me to develop my skills. In high school, I joined sports clubs and won a number of trophies and medals over the years playing volleyball, soccer, cricket, basketball, table-tennis and chess. During my tertiary years I continued playing club sport. After I married, I only played soccer, volleyball and cricket at club level. Now that I have two sons who are actively involved in sport every day of the week, be it practices or matches, I barely manage playing club soccer and volleyball. My sporting successes have been in team rather than individual sports. As I have grown older, my relationship with sport has changed. Initially I played for the enjoyment of the game, then I played competitively and now I am playing socially again. It must be said, however, that social leagues are also very competitive as they comprise of previously well-established, skilful participants.

After I graduated from Springfield College of Education, I began my professional career as a Physical Education (PE) teacher. Boys and girls were taught PE separately and they tended not to play against each other. Only on very rare occasions did a girl participate competitively in a boy's team. I have observed that boys and girls participate differently in various sports. Boys tend to be more vested in sport than girls. It matters to them more who wins and who loses. But sport is changing. Professionalism is expanding the participation of men and women in sporting careers and this is giving emphasis to gender inequalities that exist in sport. There has recently been a lot of progress in addressing these inequalities and women are now paid the same as men in certain sports.

Nevertheless, gender research reminds us that girls very often suffer disadvantages in sport, both at the professional level and in terms of how it is organized for leisure purposes.

My interest in sport has been the decisive factor in generating in me an academic interest in examining patterns of sports participation amongst boys and girls in a Durban Primary School.

CHAPTER ONE

INTRODUCTION

This thesis aims to explore gendered patterns of participation in sport at J.C. Primary (a pseudonym), an ex-Model C school in the Durban area. The following key questions will be focused on:

What is the rate of participation at J.C. Primary in terms of race and gender?

In terms of participation rates, which sport is the most popular amongst boys and girls?

Are there any differences in the ways boys and girls view sport participation at J.C. Primary?

Do these differences explain differences in the gendered nature of sport participation?

What does the school currently do to promote or encourage sport participation at school, particularly insofar as gender-equal participation is concerned?

One of the questions I am interested in answering is: which sport is most popular at my school. Being a co-educational school that encourages mass participation, it is not evident at the outset which sport will be the most popular. Interestingly, in the apartheid era, this research could have proven cricket or rugby to be the most popular sports as these sports were dominated by White males, especially since this research site is an ex Model C school. Nowadays, however, middle class schools have racially mixed learner populations and this is likely to impact on sport popularity. In this context, the most popular sport could be volleyball (popular amongst Indian males and females) or even chess for that matter.

Previously, in the apartheid era, certain race groups used to dominate and excel at certain sports. Nowadays, schools, which are open to all races, are urged, according to the National Department of Sport and Recreation to provide a holistic education to the children of south Africa, and so this would include extra-mural activities as well. Although schools generally urge learners to participate in sport, the rate and intensity of participation between boys and girls differ greatly. Research has shown that the practices of physical education (sport) in schools may well carry spurious gendered inferences towards 'sex-appropriate' sports participation (Scruton 1993). Therefore I will focus on the gendered participation of grade 4 to 7 learners in sport at J.C. Primary School.

Since the end of racial segregation, J.C. Primary has welcomed children from a nearby area of low-cost houses. These children are by and large African, isiZulu speakers. They generally come from poor families and can only participate in sport when the costs of doing so are either born by the school or are minimal. This means that generally their ability, unless they are very skilled and can attract scholarships, to play competitive and organized sport is limited to the sports offered by the school. This affects the rate of participation at my school particularly amongst the poorest learners who are mostly from African working class families.

MY PERSONAL INTEREST

My passion for sport gave me an interest in the study of sport. My reading and learning about gender and the requirement that I conduct a research project pushed me to study sports participation in school. The fact that I am a teacher in J.C. Primary school ensured that I did this particular study in this particular school. From the inception of my teaching career as a physical education teacher, I have been observing children while they participate extra-murally. Although I have not undertaken research into the subject, it has become apparent to me over the years that sports participation has a gender

profile. I am interested to describe this profile (which includes differential involvement in sport along race, class and gender lines) as well as to explain it. Sport is played both during formal school hours (during Physical Education lessons when skills are taught) and after school which takes on a format of coaching which prepares the boys and girls for matches against their respective opponents. This will be my focus for this study. Although learners may play club sport outside of the normal school day, my study will not measure this participation.

Boys and girls play sport in different ways but they do not do so because they are biologically patterned to do so. Rather schools and other agencies are implicated in the gender patterning of sport and for patterns of gender inequality associated therewith. Pronger argues that "gender is the myth that justifies, expresses, and supports the power of men over women (1990, 52). Administrators of sport in schools are faced with a dilemma of inculcating in their learners a love of sport and fair play. In addition, they have to ensure the equitable distribution of sports in school so that as far as possible there is no gender inequality. However, Lever (in Thorne 1993, 94) argues that "girls are less likely than boys to play team sports." As a result, girls are marginalized as many sports are based on the fundamentals of a team i.e. sport has its roots in a social foundation. Furthermore, girls opt for a simple, turn-taking structure of "girls' games" like hopscotch and jump rope (Lever in Thorne 1993, 93). They emphasize equal opportunities rather than making winning a priority (the Lombardian ethic). Best (in Thorne 1993, 93) observed that while boys and girls participate in activities, boys tend to turn these activities into contests, as they are physically and psychology 'built' for such pastimes (contests), whereas women are not (Hargreaves 1994). Coaches tend to favour these contests as the element of "winning is learned along the way" (Gilbert and Gilbert 1998, 64). As a result, much time and effort is spent on boys – preparing them for competition and winning, indicating masculine manifestations. This has an effect on the attitude of girls towards participation in sport. In essence, Paechter (1998, 55) argued that

“gender is constructed in such a way as to involve or include an unequal power relation, such that, while there are of course differences within genders, it is (mainly) males who have access to, enact and embody power.”

Despite the literature which stresses inequalities in school sport, not all schools are implicated in creating such inequalities and not all schools that have a gender-biased approach to sport are necessarily equally implicated in the promotion of gender inequalities. In the school I have chosen, a non-discriminatory model is in place that attempts to secure equal participation of sexes in sport. In this study I am interested in describing school policy and to examine its implementation and the effect of the policy on patterns of sport participation AND on the gendered perceptions of children concerning school sport.

THE DEFINITION OF SPORT

Sport is a difficult term or concept to define. A diverse set of activities are at least claimed by some to fall under the rubric of sports. These range from chess to cheerleading, from sheepdog trials to ballroom dancing. “Sport participation” may be defined to mean formal attendance at sports organized by the school, though this need not include representing the school in inter-school competition. Sport, on the other hand, according to the World Book Dictionary (2001, 2023), may be defined as “a game, contest or other pastime, requiring some skill and usually a certain amount of physical exercise.” Chess, however, a sport played around the world at international level, does not require *any* physical exercise *per se*. The World Book Encyclopaedia cites sports as “organised athletic activities played individually or in teams” (2005, 802). For the purpose of this thesis, I have decided that the best possible definition of sport that will suit my research site is “participation in an organized, sporting activity against an opponent, male or female, individually or in a team, as an amateur.”

The definition offered above is wide enough to permit consideration of all the sporting activities undertaken at J.C. Primary. Boys and girls at J.C. Primary are encouraged to participate in as many codes of sport as possible in the course of the year. However, Hendry (1978, 132) realistically points out that “the need for sport does not exist in equal amounts in all young people”. J.C. Primary offers individual sports like chess, badminton, swimming, cross-country and athletics as well as other team sports like soccer, netball, cricket, volleyball, hockey and softball. Although chess, badminton, swimming, cross-country and athletics are offered on an individual basis, a selected few athletes (refers to players or participants) are chosen to represent the school as a team.

BACKGROUND AND PURPOSE OF STUDY

From the inception of my teaching career as a physical education teacher, I have been observing children while they participate extra-murally. Although I have not undertaken research into the subject, it has become apparent to me over the years that sports participation has a gender profile. My interest in sport has driven me to pose research questions which will lead me to describe, as well as to explain, the profile of participation in organized sport at J.C. Primary which includes differential involvement in sport along race, class and gender lines.

A question of particular interest to me is whether there are any differences in the ways boys and girls view sport participation at J.C. Primary School. With boys' and girls' biological differences, are they expected by their coaches and/or parents to compete on equal terms? At the pre-adolescent stage boys and girls might be able to compete equally with and against one another but once puberty sets in, girls in general become more aware and conscious of their bodily changes and tend to shy away from sport. On the other hand, boys become physically stronger and become more competitive as this becomes the norm of their participation. Do coaches and/or parents then

place more emphasis on boys' winning than on girls? At J.C. Primary all children, irrespective of gender, are allowed the freedom to participate in any number of sports they wish to. Are athletes given preferential treatment as revealed in Bissinger's (1990) study in Lesko (2000)? His study of one Texas high school football season shows how the players were treated as demigods and exempted from routine attendance and class work. Lefkowitz's (1997) research on the Glen Ridge, New Jersey, rape of a 'mentally impaired' girl by a group of football players portrays the ways classroom teachers and administrators supported the privilege of male athletes by systematically ignoring their bullying and assaults of other students. Both these studies describe schools in which policies, and discipline and educational aims are strongly dominated by male athletes and competitive athletics. This might be the case in high schools, but not so in the primary schools.

Nowadays, girls are breaking into what was previously regarded as a "male domain". Messner (1992, 3) shows how athletic participation of school-age girls has increased dramatically in the US. "In 1971, only 294 015 girls participated in high school sport, compared with 3 666 917 boys. By the 1989-90 academic year, there were 1 858 659 girls participating in high school sport, compared with 3 398 192 boys." However, there are still inequalities in terms of financial rewards, media coverage etc. as more time is devoted to the dominant male.

Schools in general are urged, according to the National Department of Sport and Recreation South Africa (White Paper on Sport and Recreation, 1988), to provide a holistic education to children, and this includes extra-mural activities as well. The White Paper on Sport and Recreation South Africa (1998) has adopted the pervasive theme of "Getting the Nation to Play". At the same time it is acknowledged that there is a general illiteracy in the country about the role played by sport and recreation. The White Paper on Sport and Recreation South Africa (1998) also revealed that the Commonwealth Heads of Government Working Group in Harare (1995)

made the following observation with regard to the influence of sport on society: "It is time that the integral role which sport in the process of nation-building is fully recognized. Sport is an investment. It is firstly an investment in the health, vitality and productivity of one's people. It is secondly an investment in their future. The social benefits include an overall improvement in the quality of life and physical, mental and moral well-being of a population. Furthermore, successful athletes serve as role models for the youth of the country, as achievers, as unofficial ambassadors, and as individuals committed to equality and fairness in competition. Because of its visibility, sport can play an enormous part in redressing gender inequalities and discrimination against the disabled and minorities" (White Paper on Sport and Recreation, 1998, 4).

The ability of schools to offer sport as an extramural activity and to promote sport participation is not uniform. The legacy of class and race inequality is still evident. Apartheid meant that there was a hierarchy of resources with African schools at the bottom and white schools at the top insofar as sports facilities and coaching were concerned. This situation remains basically unaltered although, as already indicated, former white schools now have racially mixed learner populations and some of these schools now cater primarily for black children. African schools, because of their limited field space, could only focus on soccer for the boys and netball, if possible, for the girls. The Indian and Coloured schools were able to participate in cricket, soccer, netball and athletics (track events only). Some white schools, particularly the single-sex boys' schools, had extensive sport facilities. Cricket and rugby both require large fields to promote extensive participation. In Durban, schools like Glenwood and Durban High School located in prime suburban areas, own large grounds with many sports fields which they use to promote high levels of participation, especially in cricket and rugby. While this is also true of some single-sex girls' schools, it is generally the case that sports participation is more strongly encouraged for boys than it is for girls (in

former white as well as former black schools). Today, children that attend previously advantaged schools are exposed to sports that they were not previously exposed to. The White Paper on Sport, therefore, sees sport as a vehicle to redress some of the inequalities of the past. Although an assessment of the implementation of school sports policy is beyond the brief of this thesis, I will be able to make some tentative findings regarding sports participation. This research design may highlight the success of the White Paper on Sport by reflecting on the successful policy of administration of sport at J.C. Primary.

My school (which I will discuss in detail in Chapter 3, but which for the moment can be described as a racially integrated, middle class, suburban primary school) has historically encouraged learners to participate in sport, and continues to do so. The school offers a large range of individual as well as team sports – in total as many as 11 sports. The individual sports (5) include chess, badminton, swimming, cross-country and athletics, while the team sports (6) include soccer, netball, cricket, volleyball, hockey and softball. Although chess, badminton, swimming, cross-country and athletics are offered on an individual basis, a selected few athletes (refers to players or participants) are chosen to represent the school as a team. Gender-specific sports for boys only include soccer and cricket, while gender-specific sports for girls only includes netball only. The rest of the eight sports cater for boys and girls who participate in gender-specific teams. The educators at the school are responsible for the coaching of their particular sport/s and they strive to ensure that the best possible teams are selected for inter-school purposes. However, this is not widely the case as the Department of Education no longer provides funding for sports coaches and so what happens is that middle class schools which can afford it, hire coaches or prevail on the loyalty of staff to coach. In other schooling contexts, the funds are not available to hire coaches and teachers, for a variety of reasons, are not

willing to coach after hours. Nevertheless the rate and intensity of participation between boys and girls differs greatly.

J.C. Primary provides sport extensively during the course of the year ranging from “mini” sports to the “main” sports where “mini” may include mini-soccer, mini-cricket, mini-hockey, mini-netball etc., while the “main” sports may include the above-mentioned sports, but at an advanced level. Although the “mini” sports do include the fun factor at times, basic skills are learnt that enable the team to participate at inter-school level. Inter-house competitions are held seasonally in order to determine sports house winners. In addition, each coach is required to identify the best player of the year as well as the most improved player for their particular sport. The main purpose of this exercise is that the winning houses and the players identified may receive their awards at the end of the year at the school’s annual prize-giving ceremony. Individuals and/or teams that are victorious over other schools in inter-school competitions are awarded their recognition in the supplementary brochure that is given to each parent at the prize-giving ceremony. Although a handful of parents do support their children at inter-house and inter-school levels (primarily because of other commitments), they do make it a point of attending the prize-giving ceremony if they have been informed that their child is receiving an award.

Competition is also held on an inter-class basis. The school has a Winter Day of Sport which is held in the last week of the second term. A limited number of sports is held on this day for all classes from grade 4 to grade 7 and these include junior and senior soccer (for boys only), junior and senior netball (for girls only), junior hockey (which includes three boys and three girls), senior hockey (which includes a maximum of three boys and four girls), chess (for boys and girls) and badminton (for boys and girls – singles, doubles and mixed-doubles). The grade fours and fives make up the junior section while

the senior section is made up of the grade sixes and sevens. It is compulsory that each class enters teams for the Winter Day of Sport, numbers permitting, of course. The main purpose of this day is to promote sport for enjoyment and there are no trophies/certificates awarded and no mention is made at the assembly and prize-giving ceremony as well. However, no one team will take to the field/court with the intention of losing a match, so the games are played in a competitive, but friendly manner.

THE STRUCTURE OF THE THESIS.

CHAPTER TWO will review the literature analyzing gender and sports participation, both in South Africa and abroad. CHAPTER THREE will describe the methodology used in this study and will include a detailed description of J.C. Primary School, the research site. In CHAPTER FOUR, I will reveal the findings and results of my study, highlighting the common themes. I will also make use of tables to represent information. Finally, I will provide my conclusion in CHAPTER FIVE, coupled with directions for future research.

CONCLUSION

The school promotes sport in a very active way, and it provides facilities and organizational energy and it goes to great lengths to ensure widespread participation. This thesis is interested in how successful this policy is in promoting equal gender participation and the rest of the thesis is designed to address this question.

CHAPTER TWO

THE LITERATURE REVIEW

INTRODUCTION

There is a vast international literature on sport, though that which directly examines the gendered nature of sports participation is much more modest. Sport in South Africa, on the other hand, has not been subjected to much gendered analysis. The work that does exist, though, includes historical material on segregated sport and masculinity and African dominated sports like soccer. There are a few studies of sport in school from a gender perspective but there is no existing study of the gendered nature of participation in a primary (or secondary) school in South Africa.

BOYS, MASCULINITY AND SPORT

Sports researchers have identified a number of themes and concentrated their attention, by and large, on these areas. Primary areas of focus have been on violence, competitiveness, masculinity and the exclusion of women. There has been little or no focus on the gendered nature of sports participation itself. This literature also focuses on professional sport, representative sport (playing for a national team, for example) or on school sport. For many boys “sport provides entry to a world of men. Coaches, older players, club supporters, school ‘old boys’ and other men will look approvingly on their success, welcoming them into a world of recognition and status” (Gilbert and Gilbert 1998, 61). In the same study, Gilbert and Gilbert et al elaborate that boys commented that sport is valued because ‘it makes you fit’, ‘relaxes your mind and gets your mind off school’, and ‘makes you more popular’ (p. 61). According to MacClancy (1996) soccer (also known as football) is the most popular sport in the world and also one of the oldest. Football is also a popular sport among boys because it is understood to be a sign of masculinity. Epstein (in Skelton, 2001), for example, observed in her study of

a primary school that 'football is a major signifier of successful masculinity'. She was identifying the close association of football to hegemonic masculinity. This study reflects that football is popular amongst the boys of that school, and not the girls. Immediately one can see that this male-dominated sport continues to be dominated by males simply by the sport being organized, administered and played by the majority of males. However, some women play soccer and there is a national representative team, Banyana Banyana, but the funding and the public's attention is focused on male participation, professionally and at amateur level run by 100% males, while female soccer has a large percentage of men controlling the sport. Similarly, this phenomenon of men in power is also a feature of Australian sport where the National Ice-Skating Association comprising 6% male members, had an all-male executive except for the vice-president (Birrell and Cole, 1994).

Pattman et al. (1999) (unpublished article), who studied football in UK primary school settings, stressed that "It was frequently in relation to football that boys differentiated themselves from girls" as femininity is often seen in relation to masculinity. Educators in general, especially males, generate a perception that space is important. In Lesko's (2000) interview with Woody (an educator), he (Woody) reveals the importance of space, even in the life of an educator. To this end he emphasizes "I want to teach at the biggest school I can possibly go to... I don't want to be a teacher. I just want to coach football, and you've got to go to a big place to get a good square where you can move on" (Lesko 2000, 203). To this end Paechter stressed that "Boys controlled the large fixed spaces designated for team sports, baseball diamonds, grassy fields used for football or soccer, and basketball courts" (1998, 22). Space, an especially valuable resource in the crowded environment of schools, is the locus of one basic asymmetry between girls and boys. Boys' control of space can be seen as a pattern of claimed entitlement, perhaps linked to patterns well documented among adults in the same culture.

POPULAR SPORTS

• BOYS

While Pattman and Paechter consider soccer to be the defining factor that differentiates boys from girls, Zane Grey once said in the US context that, “All boys love baseball. If they don’t, they’re not real boys” (Kimmel in Kimmel and Messner, 1995, 103). Kimmel shows that, for boys to be regarded as ‘real boys’, they *must* participate in baseball. Thorne (1993, 169), on the other hand, highlights the fact that there are a “variety of ways of being male, many of them admirable” and that “none need depend on being different from and superior to girls and women”. Participating in sports may highlight the notions of masculinity and femininity from time to time and situation to situation (Connell, 1995; McKay, Messner and Sabo (eds.), 2000 and Haywood and Mac an Ghail, 2003). Boys, or males in general, develop identities that lead them to define their sporting experiences differently than girls, or females in general, do. Boys play games (like soccer, for example) more vigorously than girls who tend to become marginalized and watch the boys from the sidelines (Prinsloo 1996, 8). Males would often view this aggression, within the rule-bound structure of sport, as legitimate and “natural”. Moreover, highly aggressive sports often feel psychologically “safe” to young males because they provide clear-cut boundaries around boys’ and men’s affiliations with each other (Messner, 1992). However, Morrell (1994) feels that masculinity is connected to achievement in sport. My study will focus on the participation of sport from a gendered perspective. In summary, across different contexts, the involvement in sport is for most boys an essential aspect of their masculine identity and it ensures acceptance by their peers.

• GIRLS

Nowadays, whether it is soccer or baseball, girls are entering an arena previously dominated by males, as Arnot points out “Girls don’t see any forbidden areas as in the past” (Arnot et al. 1996 in Arnot et al. 1999, 24). While the participation of girls in sport has increased in the recent past,

Kimmel shows that boys play more sport than girls indicating that sport participation is more important in constructions of masculinity than of femininity. Thorne (1993) highlights this by saying that girls emphasize the construction of intimacy and connection rather than position and hierarchy. Messner (1992, 13) agrees that “the divide between men and women in sport is much wider, much more fundamental and sharply defined, than the divide between men of different nationalities, social classes, and races.” As a result, “Sex equity has become one of today’s most important educational issues...” (Sheridan 1982, 91). “Still a Man’s World?” (Messner, 2005) highlights the controversial inclusion of Annika Sorenstam in the prestigious Professional Golfers’ Association (PGA) event, an event graced exclusively by male golfers. A handful of male golfers, led by Vijay Singh, reacted negatively to her inclusion, implying that it insulted the integrity of the game to include a woman. However, other male golfers were openly supportive of her inclusion. Similarly, the media generated views that were in admiration for her skill and courage to participate “in a man’s world” while others felt her inclusion was “inadequate” and “unlawful”. These controversies reflect that sport is a key terrain of contest for gender (and race, class, sexual and global) relations (Kimmel et al., 2005, 313).

SPORT IN SOUTH AFRICA

Sport in South Africa has not been subjected to much gendered analysis. The work that does exist includes the historical examination of segregated sport and masculinity and African dominated sports like soccer (Alegi, 2004; Desai et al, 2002; A Grundlingh, A Odendaal and B Spies, *Beyond the Tryline: Rugby and South African Society* {1995}). The apartheid era was a critical period for black people in South Africa as it promoted sport on a “segregated” plateau. Morrell (2001, 17/18) argues that the social distance between people of the various race groups became greater by the passing of laws that prevented the sharing of leisure time and facilities such as schools and sports venues. Although sport was very popular amongst black and white men alike, the

opportunities of participation varied greatly. Whites were exposed to sport at an early age as spectators mainly of rugby, cricket and soccer and later on as participants at school where sport was an integral part of the curriculum. Sports facilities, on the other hand, for Africans, and to a lesser extent Coloureds and Indians, were virtually non-existent. The popularity of playing, as well as watching, soccer soon grew among the African people while rugby became a spectator sport for them. However, things changed with the scrapping of the apartheid laws which enabled equal opportunities for all races (Morrell 2001, 17/18).

However, those equal opportunities took a rollercoaster ride as Desai et al. (2002) in their book, "Blacks in Whites", trace a century of cricket playing in Kwa Zulu Natal, showing how a cricketing tradition among blacks emerged in a context of colonial race-segregation and racism. Sport, in general, in the early 1900's was played where "race" did not matter. As time went on, in South Africa, as in many other colonial and ex-colonial contexts, cricket perpetuated and created race identities at local and national levels. Black and White South Africans played cricket separately. Later, Blacks got to make their cameo appearances in White Cricket. Nowadays, in the post-apartheid era, Black and White South Africans play side by side, forming a part of the same team.

Similarly, this book traces the struggle of the Indian community who were disadvantaged previously (in terms of facilities, equipment, playing venues etc.), but now, (after the establishment of democracy after 1994), were afforded equal opportunities in terms of participation in national teams. Desai et al. focus primarily on the doings of men on the cricket pitch, but they do also make mention of Nicole Landie (p. 447) who started playing hardball cricket while in Grade 7 at Parklands Primary School in Shallcross. She was later spotted by the Shallcross Cricket Club and asked to join the all-boys' club. She went on to gain honours in the 2000-2001 season where she became the youngest captain of the KZN Cricket Union's senior women's

team. Following in her footsteps is Johmari Logtenbers who represented KZN as captain of the under 13 primary school's team in East London. She was the first female in a provincial boys' team and the Natal women's provincial team that represented KZN at the inter-provincial tournament in Cape Town in 2002. Although Nicole and Johmari found themselves "in a man's world", they were prepared to have themselves subjected to "peer group ridicule, particularly in relation to their sexuality" (Parker, 1992). This shows that, although boys and girls play sport separately, there is a small minority who can excel in a boys' team, or rather, in a sport regarded as exclusively male. It is this minority that is focused upon by those pursuing gender justice.

"Laduma!" (2004), by Peter Alegi, traces the popularity of soccer in the colonial period through to present day. It shows that soccer had grown in popularity amongst the African people while rugby had become a firm favourite amongst the Afrikaans-speaking Whites and that cricket became a dominant sport amongst the English-speaking Whites. These sporting traditions are prevalent today with the exception that race quotas are being followed in order to "level the playing fields".

In addition, there are a few case studies of sport in school from a gender perspective. Sikhosana's (2003) research at Luyanda Primary, a school serving an impoverished African community in the greater Durban region, emphasizes gender inequalities in soccer and netball. Netball is played mainly by girls while soccer is played mainly by boys. The school provides unequally for boys and girls. The boys have a soccer field, but there is no netball field. The girls have to play on a part of the parking lot. Furthermore, boys dominate the space on the playground. Generally, it has been observed that there is more emphasis placed on boys' sport rather than girls' sport. Girls take advantage of the fact that sport is not compulsory for them so they opt not to participate in sport. In spite of the above work done by Sikhosana,

there is no existing study of the gendered nature of participation in a primary (or secondary) school in South Africa.

CONCLUSION

In essence, the readings reflect how sport, in this age of gender awareness, and especially in the context of a political demand for gender equity, continues to transmit and reinforce inequalities between the sexes, albeit in more subtle and less overt forms than in the past.

In the next chapter I discuss the method of data collection for my research project.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

The methodology of this study was designed to generate data to answer its five main research questions:

1. What is the rate of participation at J.C. Primary in terms of race and gender?
2. In terms of participation rates, which sport is the most popular amongst boys and girls?
3. Are there any differences in the ways boys and girls view sport participation at J.C. Primary?
4. Do these differences explain differences in the gendered nature of sport participation?
5. What does the school currently do to promote or encourage sport participation at school, particularly insofar as gender-equal participation is concerned?

TYPE OF STUDY

My research was based on data acquired from a quantitative and qualitative study focusing on the gendered participation of sport at J.C. Primary, the pseudonym for a Durban primary school. It was necessary to use a combination of research instruments in order to generate the necessary data required for this study. The research instruments used were the questionnaire (to gather qualitative and quantitative data from the participants), the interview schedule (to gather qualitative data from the Principal) and the information schedule (to gather qualitative and quantitative data from the sports coaches). This research was dependant on the qualitative and quantitative data generated through the use of the

previously-mentioned research instruments. A broad distinction often made in research is between quantitative (for example, statistical) and qualitative (for example, case studies) research and sometimes researchers use a combination of these approaches. Patton (2002, 14) elaborates on these approaches by stating that “Because qualitative and quantitative methods involve differing strengths and weaknesses, they constitute alternative, but not mutually exclusive, strategies for research”. I also had to consult a variety of school records which helped to reflect the number of learners participating in the various sports. The questionnaires were designed to generate quantitative and qualitative data while the interview with the principal was designed to generate qualitative data only. The information obtained from the sport coaches (including myself) included views on school policy and on the numbers of learners involved in school sport. This data assisted with both the qualitative and quantitative elements of the study.

The questionnaire was designed to extract information that reflected race and gender patterns. Specific questions were asked so that I could obtain information regarding the participants’ biographical particulars (for example, age, gender and race group), typical behaviour (for example, which sports they participated in), opinion, beliefs and convictions (for example, ‘Do you think boys/girls have an equal opportunity of playing sport at school?’) and attitudes (for example, towards girls playing soccer or boys playing netball). The participants were also faced with open-ended and closed-ended questions. In addition, multiple-choice questions were also asked. As a result of the construction of the questions, I was able to gather qualitative and quantitative information required for the study (Huysamen 2001, 128).

THE RESEARCH SITE

This research was conducted in J.C. Primary, a co-educational, ex Model C school (that is to say, formerly reserved for exclusive White use) in the Durban area. Historically it has served a community that has not been particularly affluent. The suburb in which it is located was (and remains) home to clerks, mechanics, educators, employees of the factories that are located close by and self-employed people. The school is 120 years old and has been renovated regularly over the years. For example, approximately four years ago, all the wooden windows in the Senior Primary block (a triple-storey building) were replaced with aluminium windows. The school was officially opened in 1889 with one classroom and has, over the years, expanded to twenty-three classrooms which also includes an after-care centre, a media centre, a hall, a pool, a sports store room, a Junior Primary book room and an equipment and furniture store-room. It is evident that J.C. Primary is a progressive school, which prides itself on the upkeep of the school and the quality of education offered to the learners. Presently the school has African, Indian and White educators of which six are males and twenty-three are females. The Principal, Deputy Principal and one Senior Primary Head of Department are males while there is one female Junior Primary Head of Department and one female Senior Primary Head of Department. J.C. Primary offers classes from Grade 0 to Grade 7. There are 466 boys and 374 girls at the school. Unfortunately, records pertaining to the racial breakdown of the school population are not available.

J.C. Primary is a well-run school, which prides itself on the way curricular, extra-curricular and co-curricular activities are organized. The staff are adequately qualified and deal professionally with academic issues. The clerical staff are efficient and handle matters in a people-friendly manner. The cleaners, a fully African team comprising six males and two females, are supervised by a White male who ensures that the school is kept in a condition conducive to teaching and learning. The learners are co-operative as well as enthusiastic both in the classrooms and on sportsfields. I am the

Senior Primary Head of Department in charge of grades six and seven and am also, inter alia, master in charge of sport. My task is to ensure the equitable distribution of extra-curricular duties amongst the members of staff. The staff are very co-operative in this manner as they are aware that it is a component of their duties towards the children.

COLLECTION OF DATA

There were two phases to the data-collection process. In the first instance I embarked on a broad survey of learners in order to get a general sense of patterns in the whole school population. This survey enabled me to gather qualitative and quantitative information. In the second phase, I conducted a detailed qualitative open-ended interview with the Principal in order to get a sense of the school's approach to gender and sport participation. I also collected qualitative and quantitative data from the sports coaches as well as the Extra-Mural programme which provided a breakdown of sport for boys and girls on separate days on a term to term basis. The use of two or more methods to collect data is referred to as "triangulation". According to Bryman (2006, 93) "combining quantitative and qualitative research has become unexceptional and unremarkable in recent years. Qualitative research is often conducted before quantitative research in order to clarify issues and refine measurement". In my case, however, I began with a quantitative research to generate basic data on sport participation profiles.

Once I had generated the participation profiles for the learners, I was in a position to formulate more clearly, the questions in the questionnaire that would provide answers to my research questions: 1 – "What is the profile of sport participation in organized sport at J.C. Primary in terms of age, race and gender?" and research question 2 – "In terms of participation rates, which sport is the most popular amongst boys and amongst girls?" Defined simply, "a questionnaire is a standard set of questions to gain information from a subject" (Gratton and Jones 2004, 115). They are often associated with quantitative research designs, when relatively simple measurements are required from a large sample group. In this instance the sample group was

made up of grades 4-7 merit classes. The merit classes would be the best classes academically while the remainder of the classes would be of mixed abilities. I discuss the sample more detail in the next section.

In generating data to answer question 2, I was faced with a difficulty of deciding how to measure 'popularity'. There could be a number of measures or indicators of 'popularity'. The participation rate is one measure, but another measure would include the intensity of participation, the duration of participation and the terms used by participants to describe their involvement in a particular sport. Other measures of popularity would be learner statements about their favourite sports (as opposed to statements about sport they play/played) and statements from teachers about their perceptions of sport popularity. In this study, however, I measured popularity purely by measuring participation rates. I took the greatest levels of participation to signify the most popular sport. I considered "rate" to be a number that indicates how many boys and how many girls participate in a particular sport. This rate will be measured in terms of a percentage.

The school currently keeps records of the activities that learners undertake in the extra-mural programmes and I shall consult these records in order to further examine the rate of participation at J.C. Primary. I will consider the number of boys taking part in extra-mural activities as compared to the number of girls taking part in extra-mural activities. However, included in the school's Extra-Mural Programme, are activities such as Line Dancing, Book Club, Scripture Union and Art Club which I will not consider as 'sport' for the purpose of my study. My justification for the exclusion of these extra-mural activities lies in the definition of sport adopted for the purpose of this study. I will also look at gender in relation to the codes of sport that learners participate in. The gender analysis will also be race-sensitive, i.e. I will collect data that notes race and gender as well as age. Looking at the figures obtained from the school records, I will interpret the data so that I can then proceed to organize and analyse the data and use it meaningfully to answer my research questions.

I will represent the information obtained from the questionnaires in the form of tables with a suitable title and a brief explanation regarding the tables. Once that investigation has been completed, the results will be analysed in terms of the gendered nature of sport participation at J.C. Primary.

In order to answer research question 5 (What does the school currently do to promote or encourage sport participation at school, particularly insofar as gender-equal participation is concerned?), I relied to some extent on my own knowledge and experience as a sports coach in the school. But I could not rely on this knowledge alone. I am currently the master in charge of sport at my school and have been so for the past five years, but I do not make school sport policy and nor am I alone responsible for implementing such policy. In order to show what the school does to promote or encourage sport participation particularly insofar as gender-equal participation is concerned, I shall have to approach other members of staff. The best source from which to elicit relevant information will be the Principal who can provide details of the school's official approach to sport. I will use the data gathered in question 2 to supplement the information I already have at hand. I will, for the sake of gender analysis, separate the sports that are played solely by the boys from the sports that are played solely by the girls. I will also examine the history of the school, in terms of the sports it has offered. The school magazine, which is printed on an annual basis, has a comprehensive record of sporting, cultural, historical and current news, proudly boasts gender participation in all aspects at this co-educational school. Relevant conclusions will then be drawn as I will be able to obtain sufficient empirical data to show what the school does to promote or encourage (and possibly hinder) sport participation at school, particularly insofar as gender-equal participation is concerned.

Information on record may be easily accessed as relevant data is continuously captured on computer. In addition, the relevant code

convenors (that is, the educators responsible for various sporting codes, for example, cricket) keep records of their specific codes. For example, a code convenor may keep the following information: number of children that attend practices, number of children that represent the school, number of matches played, number of matches won, number of matches lost and number of matches drawn. Other important information like the number of players who attended trials (i.e. when the children who represent the school at inter-school level now wish to try out for the district teams so that they may participate against other districts) and number of players selected to represent the school at higher levels is also kept by the code convenors. In addition, a comprehensive version of the Supplementary Prize-Giving Document (See Appendix 1) will contain much-needed information and will be beneficial for my research.

THE SAMPLE POPULATION

I have adopted a strategy of purposive sampling in order to select my sample for this study. Purposive sampling may best be defined as a number of individuals/groups which reflect the overall research population in key respects and may thus well be sufficient for understanding human perceptions, problems, needs, behaviours and contexts, which are the main justification for a qualitative audience research (Mason, 2002). For the sake of uniformity and in trying to elicit “intelligent/intellectual” answers from the learners, I decided to use the merit class of each grade in the Senior Primary phase as the sample for this study. These classes were representative in a rough way because, although no racially disaggregated statistics of the school population are available, it seemed to me that the demographic breakdown indicated below reflects the racial pattern that I have observed in the school’s learner population.

BOYS

	INDIAN	WHITE	COLOURED	AFRICAN	TOTAL
GRADE 4	12	2	1	NIL	15
GRADE 5	14	3	NIL	4	21
GRADE 6	12	2	NIL	2	16
GRADE 7	12	2	2	2	18
TOTAL	50	9	3	8	70

GIRLS

	INDIAN	WHITE	COLOURED	AFRICAN	TOTAL
GRADE 4	13	4	2	4	23
GRADE 5	10	NIL	NIL	8	18
GRADE 6	13	5	NIL	4	22
GRADE 7	14	2	1	5	22
TOTAL	50	11	3	21	85

I initially sent out “Letters of Consent” to all parents of learners in the merit classes – one hundred and forty-seven learners in total (somehow, 8 learners were overlooked as only those that were in class at that time, received “Letters of Consent”). Only eighty-six parents (59%) granted permission for their children to participate in the study concerned, while 39% did not respond at all. Only three learners (2%) returned their permission slips with a negative response. For ethical reasons, the learners who did not explicitly indicate a willingness to participate were not used in my study. Presumably, the response rate regarding the Letters of Consent did not damage, prejudice or undermine my study and allowed me to distribute sufficient questionnaires for my intended purpose.

At J.C. Primary School there are 840 learners, of which 466 are male and 374 are female. The sample that was established in relation to the school

population was 86/840 (10 %). In relation to all grades 4 to 7 learners, the sample was 86/157 (55 %) as the grades 4 to 7 learners comprised 75 males and 82 females – a total of 157 learners. In terms of the merit classes and in relation to the size of the sample, I had chosen 42/75 boys (56 %) and 44/82 girls (54 %). The sample selected thus reflects well the learner population of Grades 4 to 7 though is somewhat less representative of the school as a whole.

PILOTING THE QUESTIONNAIRE

Before I began collecting data via the questionnaires, I had first to construct and then pilot the questionnaire. Below I have shown that, to answer my key questions, I had to construct the questionnaire by asking leading questions.

To determine the rate of participation in terms of race and gender, I asked the following questions:

Are you a boy or a girl?

Which race group do you belong to?

In determining which sport is the most popular amongst boys and girls, in terms of participation rates, I asked the following questions:

Which sport/sports do you participate in at school?

Considering the sports you play at school, which would you say is the most popular? Rate those particular sports on a scale of 1 to 5, with 1 being the most popular and 5 being the least popular. (In hindsight, the information generated from this question was unnecessary).

To be able to gather relevant data regarding the differences, if any, in the ways boys and girls view sport participation, and whether the school currently promotes or encourages sport participation, particularly insofar as gender-equal participation is concerned, I asked the following questions:

Do you think that boys and girls have an equal opportunity of playing sport at this school? Give a reason for your answer.

Do you think that girls should play soccer? Give a reason for your answer.

Do you think that boys should play netball? Give a reason for your answer.

Would you rather play a team sport or an individual sport? Give a reason for your answer.

The above questions would also enable me to explain the gendered differences in sports participation.

Once the questionnaire was constructed and I was satisfied that the questions contained in the questionnaire would provide sufficient data that would enable me to find the answers to my key questions, I then set about piloting the questionnaire.

I piloted the questionnaire with my grade 7 class on Wednesday, 7 June 2006, at 09:30. The learners took approximately 15 minutes to complete the questionnaire. Altogether, 36 learners participated in the above exercise. There were two minor errors which included question number 4.5: "softballq" and question number 4.10: "cross-country"]. These two minor typographical errors were brought to the attention of the participants that had gained consent for participating in the answering of the questionnaires. In addition to the above, while I was perusing the piloted questionnaires, I observed that in question number 4 they had indicated that they play, for example, three sports but in the following question, which asked them to rank those sports that they play as being important, the participants had ranked more than the number they had mentioned in the previous question. On the other hand, a few learners had rated the sports in question 5 although they did not participate in any sports at all. I subsequently had to explain to the participants that they must rank *only* those sports that they actually played.

The questions that arose during the piloting session were as follows:

1. Must I state my age I am presently or what I am going to be?
2. Must I indicate the sports I am going to play or the sports that I play presently?
3. Which team has got the girl playing in it?
4. Can I fill this form in later if my mum sends in consent?

For question 1, I explained that they must indicate their present ages. For question 2, I asked them to indicate the sports that they have played already, or are engaged in at the moment. This may include sports that they had played from grades 4 to 7. The response to question number 3 was “the team that had a girl playing in it was our senior soccer team”. I explained to the child that had asked question number 4 that it was okay to participate in the piloting of the questionnaire and that I would give him a second consent form to participate seeing that he had misplaced his initial one.

Seeing that the participants had indicated that the questions were clear, the layout was good, there was no ambiguity and that there was nothing else that should be altered or included in the questionnaire, I was satisfied that the piloting of the questionnaire had achieved its intended outcomes.

DATA ANALYSIS

Having collected the data from the field, I set about analyzing the data. The purpose of data analysis, according to Vithal and Jansen (2002, 27), is to make sense of the accumulated information. Data analysis includes at least three steps:

1. scanning and cleaning the data,
2. organizing the data, and
3. re-presenting the data.

I had to scan and clean the data by preparing the raw data for analysis by reading the data. In reading the data I had to check for incomplete, inaccurate and inconsistent data. I also had to identify preliminary trends in the scanned data to facilitate the organization of the data into meaningful chunks. In organizing the data, I had to make sense of the information by arranging it in a manageable form. I categorized the participation of sport along gender and racial lines. Finally, I represented the data in tables which provided meaningful summaries of the large amounts of data I received from.

ETHICAL ISSUES

Whatever research design, sampling techniques and choice of methods one chooses to adopt, one will also need to consider the ethical issues associated with the research, i.e. whether the research design is socially and morally acceptable. An important issue in research ethics is one of informed consent. "Consent is an important ethical issue in any study, more so with minors who may be vulnerable to exploitation and duress" (Prosser 2001, 30). Once the sample had been chosen, each participant in the research process was then informed, as to the nature of the study and the use of the data supplied before data was collected from them. Consent was obtained for the participants via their parents which is customary practice in research with children. However, research ethics also require parallel assent from minors. A fair number of children (59%) were granted permission to participate in the study while (41%) were either not granted permission or had their "Consent to Participate" form returned with a counter-indication. The parents of those whose consent forms were not returned might have been reluctant to allow their children to participate. Eventually, I used only the 59% of the children who were granted permission to participate in the study.

Other ethical issues that require attention in research is one of coercion. Coercion should not be and was not used to ensure participation. Furthermore, participants were informed as to who would have access to

the research data. Ideally these should be as few people as possible, and only those that actually need access to such data (in many cases this may only be the researcher). I therefore ensured that once the data was collected no one had access unless authorized to do so. To ensure anonymity, and to maintain a sense of ethics, I gave the school a pseudonym and similarly identified all participants via the use of assigned numbers. “This can help create an atmosphere of trust, and therefore lead perhaps to more truthful answers” (Gorard 2003, 93).

LIMITATIONS

Using the purposive sampling method of gathering data may in itself be a limitation in that the idea of bias is present especially since the researcher knows beforehand the type of participants he requires. In this study, one obvious source of bias was choosing the merit class in each grade. Since these classes are made up of the ‘intellectual’ learners I effectively excluded learners who might have been very keen on sport but not good at academics. I used myself as a source and this too can be viewed as a limitation since my input would have reflected my particular views about the school and sport. Other limitations include that I didn’t interview all teachers and all sports coaches, I didn’t interview or seek the opinions of all learners, my school is not the same as other schools and hence my findings can’t be generalized to all other schools or even to other similar (ex Model C) schools.

CONCLUSION

This research was conducted using questionnaires, an interview with the school’s Principal, perusal of the school’s sporting records and my own reflections as a sports coach and master in charge of sport at J.C. Primary. The use of research instruments and the types of data obtained allowed me to generate a rich, mutually-supporting body of research material which will be analysed in the next Chapter.

CHAPTER FOUR

FINDINGS

INTRODUCTION

In this study, I attempt to establish the gendered nature of sport participation at a Durban primary school. On the basis of existing theoretical, comparative and historical literature, I expected to find that boys participated more actively in sport. On the other hand, I suspected that the school's sporting policy might impact in a positive way to even out differences (and inequalities) in sport participation between boys and girls. As we shall see below, my expectation was largely confirmed with boys indeed being more actively engaged in sport. However, in some areas it is clear that girls are benefiting from the school's sport policy, which encourages both boys and girls to participate.

This chapter, more specifically, will set out to analyse the quantitative and qualitative data received from the participants in terms of the questionnaires they had to complete, the quantitative data received from the sports coaches and the qualitative information gathered from the Principal during his interview. The questionnaires and information received from the various sports coaches will enable me to quantitatively analyse questions 1 and 2 (see pages 37 and 44 respectively) and qualitatively analyze from the questionnaire, question 3 while the interview will enable me to answer question 4. I will provide tables reflecting an analysis of gender and race classifications. I will also provide tables reflecting the most popular sport played by boys and girls (separately). In doing so, I will separate the sports into winter sports and summer sports as all sports are played seasonally. In addition, I will provide a table illustrating the gendered participation of sport at J.C. Primary. I will also undertake an analysis of the participants' responses in trying to determine answers for 3.1 and 3.2 of my research questions. But first, I will examine the sport's policy of the school in conjunction with the Principal's input regarding

the departmental (i.e. the Department of Education's) stance on the implementation of sport at schools.

In examining the sport's policy of the school, I observed that boys and girls were encouraged to participate in as many sports as possible, thus the emphasis being placed on participation rather than winning. In trying to establish the gendered nature of sport participation at J.C. Primary, I found that boys generally participated more actively than girls. Nevertheless, girls also benefited from the school's sport policy. This would be partly due to the fact that the Principal, who regarded himself as being 'sports-mad', enthusiastically promoted sport at the school, regardless of gender and race. His being sports-mad favours comparably to "the Midland settlers" (Morrell 2001, 81) who also shared a keen interest in sport. The Principal also regarded the school as a positive reproductive site for the attitudes, norms and values beneficial to the functioning of society (Loy and Kenyon, 1969).

SPORT POLICY AT J.C. PRIMARY

The policy of J.C. Primary is that every child can play sport and must be encouraged to do so. A statement of this policy is normally sent out to parents of the school at the beginning of the year. Educators at assembly maintain a focus on sport through talks. These most often revolve around participation in sport, sportsmanship, diet, exercise and various other related topics. In addition, sports results are read out by team captains/representatives at the main assembly on Fridays. The school calendar, which is sent out on a termly basis, covers all pertinent information regarding matches and tournaments (this includes dates, times, venues etc.). J.C. Primary offers a wide spectrum of sport for its children over the four terms. Sport for boys and girls is held on alternate days so that they share an (almost) equal amount of time in the use of the field/pool/hall. Parents are aware of the activities held each term as an Extra-Mural Sports Programme is sent out which outlines the activities for the term. Parents are also aware that

it is policy that their children are encouraged to attend practices, dressed in their proper sports kit, so that they (the children) may be entitled to represent the school at inter-school matches. The school's policy emphasizes that every child should also be treated fairly and equally, irrespective of gender, race, religion, colour or creed. Many institutions practice some form of gender segregation in sport and although this does not necessarily mean that girls suffer disadvantage, this is often the case (see for example, Sikhosana, 2003). Generally, women are prevented from competing, but if (and when) they do, they compete on unequal terms and are unequally recognized for their achievements (Barker and Mangan 1987, 112). At J.C. Primary, however, a great deal of effort has been taken to ensure that the learners are afforded an equal opportunity in their pursuit of sports.

THE INTERVIEW WITH THE PRINCIPAL OF J.C. PRIMARY

The interview with the Principal was conducted primarily to gain data regarding the way he felt about the implementation of sport/sport policy at J.C. Primary. In other words, the interview was conducted to obtain his social opinion (van Manen 1990). The Principal of J.C. Primary is a White male, aged 55 who qualified as an educator with a Primary Teacher's Diploma (specializing in Physical Education and Mathematics) and a Further Diploma in Education (specializing in Counseling and Guidance). Before becoming Principal he was a Head of Department for six years, a Deputy Principal for one year and has been a Principal for sixteen years. He loves all sports and his sporting interests include watching, playing, coaching and refereeing sport. He actually became an educator because he loves children and he loves sport. He has coached and managed Eastern Province Schools' Swimming Team, Eastern Province Gymnastics Team, Eastern Province Springboard Diving Team, Durban and Districts Athletics Team, North Durban Primary Schools' Rugby Team and Kwa-Zulu Natal under sixteen Softball Team. He is also a South African Rugby Referee and Kwa-Zulu Natal Rugby Referee. Furthermore, he has also achieved his provincial colours for soccer, athletics,

rugby, gymnastics, swimming, springboard diving and softball. And finally, he has achieved his South African colours for rugby refereeing. In light of the above, it would seem natural that sport is promoted at J.C. Primary.

The interview with the Principal of J.C. Primary was undertaken in an attempt to establish an official viewpoint concerning the sport policy and its implementation at schools and in particular, J.C. Primary. The interview revealed that the Principal was sports mad and he enthusiastically promoted sport at his school. He made it quite clear when he said, "I am sports mad and therefore I push sports at this school." The Principal mentioned that he watched a lot of sport and supported the likes of Manchester United, Bafana Bafana, the Proteas and the Sharks. These sports (soccer, cricket and rugby) are male-dominated arenas, which are "pushed" by the Principal at J.C. Primary. The other sports, played by males *and* females (with the exception of netball, of course) are not strongly promoted as they are seen to be "minor" sports, which are not so important. The traditional sports (soccer, cricket and rugby) and the subsequent interest in them seem to be firmly entrenched in the attitude of the Principal of J.C. Primary and therefore they are "pushed" at the school (with the exception of rugby as the interest in the sport has gradually declined and all but petered out). Rugby has given way to soccer whereas previously rugby, a White dominated sport, was victorious over soccer in terms of resources (i.e. players and fields) (Morrell 2001, 92). When asked about his view on girls participating in a male-dominated sport for example, cricket, his reply was, "As far as cricket for the girls is concerned, there is a shortage of manpower, or should I say 'womanpower', at the school to actually introduce girls' cricket. If it became absolutely necessary to have girls' cricket at school, then we would have to cut down on other sports that the school offered." I think it is unlikely that he would cut down on soccer and cricket at school as these were historically, and still are, popular sports amongst the boys (as the data analysis reveals below).

Despite his preferences, the Principal does encourage all children, regardless of gender and race, to participate in sport and cultural activities. “We try to provide a holistic education between sport and academic work. Knowing that not all children will become successful at sport, the school offers cultural activities as an opportunity of developing their cultural sides.” There are no limitations as far as the participation of sport is concerned as the Principal reveals that he and his educators are “sports mad” and would love to see as many children as possible play sport. He believes in the saying: ‘a healthy mind in a healthy body’. He reflects back on a campaign in 2006 in which the school focused on obesity. He believes that the major cause of obesity is watching too much of television and playing too many computer games, and not playing active games like “cops and robbers”. In addition to the above, the Principal believes that sport can be a vehicle for moral education. “We also try to develop in the children their moral values, as there is a major absence of moral values in the South African people.”

The policy of the Department of Education is that schools provide opportunities of sport for children and J.C. Primary prides itself on sending educators to workshops in order to improve their skills and knowledge which they may then pass on to the children. Of the 5 educators that attended the Winter Sports Expo in Durban in March 2007, 3 were males and 2 were females. The Principal attended the Expo on 3 days – his workshops were based on Nutrition, Rugby and Providing a Healthy Climate for the Participation of Sport. The knowledge gained at these workshops was shared with the learners at the school’s main assemblies in order to produce a sports conscious school, being aware of nutrition and how to maintain a healthy and balanced diet. The information received for rugby was not disseminated to the staff and learners as it was of no consequence to them.

The above synopsis shows that there is a bias towards ‘male-orientated’ sports although provision is made for girls to participate. The Principal explains this bias in terms of staff shortages – for example, there are “insufficient educators to coach mini-cricket and mini-soccer”. Traditional sports like

soccer and cricket are prioritized. Rugby is no longer popular and this may be a result of the changing demographics of the school. In the early 1990s the school was opened to all races resulting in a major influx of Indians who had either moved into the area or were dropped off by their parents en route to work. Indian families have not historically participated or involved themselves in rugby and this is probably the major reason why rugby is no longer an official school sport.

The Principal teaches a few hours of Physical Education to the grade six and seven learners and remarked that there was a keen interest on the part of the girls to play soccer during these lessons. In spite of the enthusiasm displayed by these girls, this interest had not resulted in the formation of girls' soccer and cricket school teams. As explained above, the Principal did mention there was a shortage of 'manpower'. In other words, we did not have staff that was available to coach girls' cricket and soccer teams as they were involved in other extra- and co-curricular activities. However, the Principal goes on to say, "No boy has asked to join netball". As netball remains a sport played exclusively by girls, the Principal uses this fact to argue that there is a natural gender order of sport participation. There is normally a stigma attached to any boy playing or wanting to play netball, but I am aware of boys who play netball in a netball league for males.

The Principal's views on sport are influenced by practices at Durban's two major single-sex boys' schools, Glenwood High School and Durban High School. Both of these schools place a heavy emphasis on sport in the curriculum and on sports results as a measure of the success of the school. The Principal's eldest son matriculated at Glenwood High School while his second son is presently a learner at the same school. He (the Principal) commented that at J.C. Primary the coaches only spend two hours per week with their respective sports teams while at Glenwood and Durban High Schools coaches spend at least eight to ten hours per week with their respective sports teams, especially in traditional sports like rugby and cricket.

These schools are also renowned for obtaining the services of external coaches who are au fait with coaching at higher levels, as the school expects the teams to win at inter-school competitions. These schools can also afford to pay these external coaches to assist the teacher/coach of the school while the educators at J.C. Primary must serve as coaches since the school cannot afford to hire outside coaches. At no stage of the interview did the Principal mention any girls' schools – this suggests that, although there is an attempt to provide equally for boys and girls, there is still a slight bias towards boys' sports as they are more actively involved in sports. Consequently, more support is given to those boys and girls who actually participate in sports at schools and this can often lead to many sports ultimately favouring boys in mixed schools. Nevertheless, rates of participation amongst girls are actually quite high (see below) so that even though boys may be more active (not an unfamiliar pattern), gender stereotypes of female passivity are being broken down in the school.

In some areas it is clear that girls are benefiting from the school's sport policy, which encourages both boys and girls to participate. Consequently, more support is given to those who display talent in the form of physical ability and expertise in the sports played. This can often lead to many sports ultimately favouring boys in mixed schools and lead to them being more actively engaged in sport.

QUESTION 1 - What is the rate of participation at J.C. Primary in terms of race and gender?

Schools throughout the world provide sport, along with educational and cultural aspects, for their learners so that they may be holistically developed. In particular, the rate of sport participation and the provision of sport will vary from school to school and will be dependent on the resources, as well as the policy on sport, of a school. Hendry (1978, 132) realistically points out that “the need for sport does not exist in equal amounts in all young people”.

In order to determine the rate of sport participation in terms of race and gender, I found it necessary to first provide the reader with some insight into the extent of the provision of sport at J.C. Primary. J.C. Primary offers eleven sports for boys and girls throughout the course of the year and this provision of sport by the school takes on many gendered forms, as reflected in the table below.

TABLE 1: GENDERED PARTICIPATION IN SPORT

SPORT	BOYS ONLY	GIRLS ONLY	BOYS AND GIRLS (IN SEPARATE TEAMS)	BOYS AND GIRLS (IN SAME TEAMS)
SOCCER	X			
CRICKET	X			
NETBALL		X		
VOLLEYBALL			X	
ATHLETICS			X	
X-COUNTRY			X	
SOFTBALL			X	
SWIMMING			X	
HOCKEY			X	
CHESS				X
BADMINTON				X

Soccer and cricket for example, are provided for boys only and netball for girls only. Chess and badminton teams comprise boys and girls, as there is no logical basis for offering them on a single-sex basis. The teams are selected on merit irrespective of gender. However, at higher levels of competition, these sports (viz. chess and badminton) are once again gender-specific. Although the remaining six sports are offered for boys and girls, these sports are played in gender-specific teams. With new members of staff joining J.C. Primary on a regular basis, the provision of sport is either maintained or increased for

example, a male educator had joined our staff about 3 years ago. He was very passionate about soccer and athletics. Under his expertise, the school's athletics team had won the inter-school championship for the first time in thirty-eight years. In addition, the school's soccer teams (under 10, under 11 and under 13 divisions) had also done very well by collectively reaching eleven finals and winning seven of these finals. As a result the rate of participation thus grew amongst the learners to participate in athletics and soccer.

In examining the information received from the sports coaches, the rate of participation would be reflected as follows: (These figures include learners from grade 3 to grade 7 [for *athletics, swimming and cross-country] and from grade 4 to grade 7 for the rest of the sports. In addition, these figures include participants from the entire Senior Primary, whilst the sample to whom questionnaires were distributed, includes only one class per grade.)

TABLE 2: RATE OF PARTICIPATION

SPORT	BOYS	GIRLS	S.P. BOYS	S.P. GIRLS	GRADE 3-7 (BOYS AND GIRLS)
HOCKEY	28 (10%)	62 (27%)	282	227	
CRICKET	60 (21%)	NIL	282	NIL	
*ATHLETICS	27 (5%)	28 (7%)			596
SOCCER	52 (18%)	NIL	282	NIL	
*X-COUNTRY	19 (3%)	25 (4%)			596
*SWIMMING	20 (3%)	20 (3%)			596
SOFTBALL	24 (9%)	12 (5%)	282	227	
NETBALL	NIL	27 (12%)	NIL	227	
CHESS	11 (4%)	2 (1%)	282	227	
VOLLEYBALL	12 (4%)	NIL	282	NIL	
BADMINTON	7 (2%)	3 (1%)	282	227	

The sports generating the most number of athletes, according to the above table, are hockey, cricket, athletics and soccer. Boys and girls do hockey and athletics, while cricket and soccer (the traditional sports at J.C. Primary) are done by boys only. The less favoured sports include chess, volleyball and badminton. The reason why chess, volleyball and badminton are possibly regarded as less favoured sports is that soccer (for boys) and netball (for girls) are held concurrently in the second term and the learners usually opt for the more popular sports. To compound matters, hockey is also held in the second term.

In winter, boys do volleyball only. I am the volleyball coach who practices on a Tuesday and Thursday. On a Monday and Wednesday, I coach soccer to the boys. The girls attend their extra-mural activities either on a Tuesday or Thursday and therefore cannot attend volleyball practice. As a result the figures for volleyball for girls are reflected as five in total as those girls may have learnt how to play volleyball elsewhere, but not formally at J.C. Primary.

Twenty-eight (10%) of the Senior Primary boys participate in hockey as they have available fields on a Thursday and Friday. They often play against the girls in order to gain match practice prior to tournaments. Sixty-two (27%) girls participate in hockey, as it is popular at J.C. Primary. Those girls and boys who play hockey in the afternoons have an opportunity of participating in cross-country in the mornings.

Regarding summer sports, J.C. Primary offers swimming in the mornings and afternoons. This allows learners the opportunity to participate in other sports that are held after school. The swimming squad comprises twenty boys and twenty girls, as they are often required to swim as relay teams.

The rate of participation in softball has increased steadily at J.C. Primary since I introduced the sport in 2001, the year I was appointed. In 2006, a second

boys' team was established. The second team players comprise learners from grades four to six as this provides a nursery for the first team. The boys play against other schools on a Friday while the girls play on a Saturday. This could be the reason why many girls are reluctant to join softball especially since many learners travel by public transport to and from school.

The following table will provide the reader with a detailed breakdown of the sports offered and the rate of participation per gender and by racial compositions. This table pertains directly to my sample used in this study.

TABLE 3: RATE OF PARTICIPATION (GENDER AND RACE)

SPORT	INDIAN		AFRICAN		WHITE		COLOURED	
	BOYS n=33	GIRLS n=29	BOYS n=4	GIRLS n=4	BOYS n=4	GIRLS n=8	BOYS n=1	GIRLS n=3
SOCCER	16 (48%)	0	4 (100%)	0	2 (50%)	0	1 (100%)	0
NETBALL	0	13 (45%)	0	3 (75%)	0	1 (13%)	0	1 (33%)
HOCKEY	5 (15%)	16 (55%)	2 (50%)	2 (50%)	1 (25%)	3 (38%)	1 (100%)	1 (33%)
VOLLEYBALL	4 (12%)	4 (14%)	0	0	1 (25%)	1 (13%)	1 (100%)	0
SOFTBALL	4 (12%)	6 (21%)	2 (50%)	1 (25%)	0	2 (25%)	1 (100%)	1 (33%)
SWIMMING	2 (6%)	11 (38%)	3 (75%)	1 (25%)	2 (50%)	6 (75%)	1 (100%)	1 (33%)
CRICKET	21 (64%)	0	3 (75%)	0	3 (75%)	0	1 (100%)	0
CHESS	7 (21%)	0	1 (25%)	0	0	0	0	0
BADMINTON	6 (18%)	4 (14%)	0	0	0	3 (38%)	0	0
X-COUNTRY	4 (12%)	3 (10%)	3 (75%)	1 (25%)	2 (50%)	2 (25%)	0	1 (33%)
ATHLETICS	7 (21%)	13 (45%)	4 (100%)	2 (50%)	2 (50%)	5 (63%)	1 (100%)	1 (33%)
NO PARTICIPATION	1 (3%)	4 (14%)	0	1 (25%)	0	0	0	0

“Not only is the institution of sports an ideal place to study men and masculinity, but careful analysis would make it impossible to ignore the realities of race and class differences” (Messner in Lorber and Farrell 1991, 60). More Indian boys (64%) play cricket in summer than any other sport, followed by a large participation in soccer played by Indian boys (48%) during the winter season. However, the only coloured boy that formed part of my

sample participated in seven of the sports tabled above and as a result, the statistics for those sports would read as being hundred percent. This will not be a true reflection of the statistics regarding the rate of participation when one considers the number of participants actually taking part in the various sports.

A similar scenario exists when one analyses hockey played in winter by Indian girls (55%) followed by netball played by Indian girls (45%) and athletics done by White girls (63%). These statistics are overshadowed when one looks at the actual number of participants that participate in hockey, netball and athletics. Although hockey reflects 100% participation rate, this is due to the fact that only one coloured boy participates in hockey. Similarly, there is a 75% participation rate for African girls in netball which might conceal the fact that there are only 3 African female participants as compared to 13 Indian girls. In addition to the one coloured boy and four African boys who comprise 100% participation rate, the sum of their numbers reveal a participation rate (in terms of participants) much lower than that of the sixteen Indian girls. In virtually all sports, Indian boys and girls dominate, numerically because they dominate the demography of the school.

63% of White girls participate in athletics and this accounts for five out eight girls while 21% of Indian girls (7) participate in athletics. Although more Indian boys (4) participate in cross-country than African boys (3), the statistics in terms of percentages reflect quite the inverse (Indian boys = 12% and African boys = 75%). Swimming reflects a similar scenario. In terms of numbers, the Indian girls (11) lead the participation rates followed by White girls (6) and then the Coloured girl (1). The percentages, however, reflect that the majority of female swimmers belong to the Whites (75%), followed by the Indian girls (38%) and then the Coloured girl (33%). A probable reason for the above is that White boys and girls had access to swimming facilities and grew up in families that were oriented towards aquatic sports. It must be

noted, however, that most of these children were not even born when apartheid laws ceased to be applied.

Six participants of my sample (one Indian boy, four Indian girls and one African girl) i.e. 7% did not participate in any sport. This is a relatively low number and suggests that J.C. Primary has been successful in providing sport for the children.

QUESTION 2 – In terms of participation rates, which sport is the most popular amongst boys and girls?

According to existing studies, sport in South Africa is highly gendered and raced. Sport participation is mostly single sex, for example, soccer, rugby and cricket are mostly played by boys in single-sex settings (though this is changing) and netball and hockey are mostly played by girls in single-sex settings. In the very early years of schooling, boys and girls may play sport together but as they grow older and sport becomes competitive, the amount of mixed-gender sport participation declines. In my survey of sport participation in my school, I wanted to see if these historically identified patterns still existed in a primary school setting in a context where sport policy was relatively 'progressive'. Thus far, after having examined the school's sports policy, it was clear that these historically identified patterns still exist today although there has been some movement to mix the sexes on the sports field.

In this section I draw on material obtained from the questionnaire to answer the second research question. The following tables reflect the most popular sport, in terms of participation along racial lines, by boys and girls respectively. In trying to establish the most popular sports played at J.C. Primary, I have classified the sports below into summer sports and winter sports (for boys and girls respectively). The following sports would be regarded as summer sports: cricket, swimming, softball, athletics and netball,

while the following sports would be regarded as winter sports: soccer, hockey, volleyball, chess, cross-country and badminton. I asked the respondents to indicate all the sports they had participated in, and not just the one they enjoyed the most. From their replies I calculated the most popular sport for summer and winter respectively. The most popular sport, therefore, in terms of participation where the boys (n=42) and the girls (n=44), would be as follows:

BOYS: (n=42)

SUMMER CODES: * Note: many boys played more than one sport and this accounts for column totals exceeding the total of boy respondents.

TABLE 4: SUMMER SPORTS PLAYED BY BOYS

RACE	INDIAN n=33	AFRICAN n=4	WHITE n=4	COLOURED n=1	TOTAL n=42
SPORT					
CRICKET	21 (64%)	3 (75%)	3 (75%)	1 (100%)	28 (67%)
SWIMMING	2 (6%)	3 (75%)	2 (50%)	1 (100%)	8 (19%)
SOFTBALL	4 (12%)	2 (50%)	0	1 (100%)	7 (17%)
ATHLETICS	7 (21%)	4 (100%)	2 (50%)	1 (100%)	15 (36%)
NON- PARTICIPANTS	1 (3%)	0	0	0	1 (3%)
TOTAL	35	12	7	4	59

In considering popularity, percentages indicated above must be approached with caution, especially in the case of 'Coloureds' where there was only one boy in the sample. The small numbers of White and African boys should also caution us in the interpretation of percentages in these race groups.

It should be noted that African boys play a great deal of sport, on average each plays three summer sports! The coloured boy plays four sports. The

white boys play just less than two sports each while Indian boys play just more than one sport each. These figures show that the highest levels of sport participation are among the 'non-Indian' boys and this level of involvement leads to the high percentages identified above which in turn give some indication of the popularity of the various sports played by these boys.

Cricket is the most popular amongst the boys, irrespective of race, although the majority of the children taking part in cricket are Indians (by absolute figures). The second most popular sport is athletics but participation here is less than half that of cricket. Swimming is the third most popular sport, but it is markedly unpopular among Indian boys. The least popular sport is softball which reflects the fact that of the four sports played, softball has the lowest public profile. At international level, South Africa competes visibly and successfully in cricket, athletics and swimming, but not at softball.

WINTER CODES: * Note: many boys played more than one sport and this accounts for column totals exceeding the total of boy respondents.

TABLE 5: WINTER SPORTS PLAYED BY BOYS

RACE	INDIAN n=33	AFRICAN n=4	WHITE n=4	COLOURED n=1	TOTAL n=42
SPORT					
SOCCER	16 (48%)	4 (100%)	2 (50%)	1 (100%)	23 (55%)
HOCKEY	5 (15%)	2 (50%)	1 (25%)	1 (100%)	9 (21%)
VOLLEYBALL	4 (12%)	0	1 (25%)	1 (100%)	6 (14%)
CHESS	7 (21%)	1 (25%)	0	0	8 (19%)
BADMINTON	6 (18%)	0	0	0	6 (14%)
X-COUNTRY	4 (12%)	3 (75%)	2 (50%)	0	9 (21%)
NON- PARTICIPANTS	1 (3%)	0	0	0	1 (2%)
TOTAL	43	10	6	3	62

Like with Table 4, so too with this Table, percentages indicated above must be approached with caution. There are very small numbers of 'Coloured', African and White boys and this may produce exaggerated effects when converted into percentages.

As with summer sports, the participation of boys in winter sports shows strong racial patterning. The only Coloured boy plays three sports. The African and White boys play on average two and a half sports each. Indian boys play on average just over one sport each.

In winter, the most popular sport by far was soccer. More than twice the number of boys played soccer than any other sport. Hockey, Chess and

Cross-Country enjoyed similar levels of participation with volleyball and badminton enjoying the lowest levels of participation.

Most of the boys playing soccer were Indians but according to the percentages, soccer was most popular amongst the Africans and Coloureds. For the rest of the winter sports (i.e. hockey, volleyball, chess, badminton and cross-country), the popularity of those sports lay with the Indians (according to the absolute figures of participation). Apart from soccer, Indian boys prefer playing chess, volleyball and badminton - three relatively low-profile sport forms.

GIRLS: (n=44)

SUMMER CODES: * Note: many girls played more than one sport and this accounts for column totals exceeding the total of girl respondents.

TABLE 6: SUMMER SPORTS PLAYED BY GIRLS

RACE	INDIAN n=29	AFRICAN n=4	WHITE n=8	COLOURED n=3	TOTAL n=44
SPORT					
SWIMMING	11 (38%)	1 (25%)	6 (75%)	1 (33%)	19 (43%)
SOFTBALL	6 (21%)	1 (25%)	2 (25%)	1 (33%)	10 (23%)
ATHLETICS	13 (45%)	2 (50%)	5 (63%)	1 (33%)	21 (48%)
NETBALL	13 (45%)	3 (75%)	1 (13%)	1 (33%)	18 (41%)
NON-PARTICIPANTS	4 (14%)	1 (25%)	0	0	5 (11%)
TOTAL	47	8	14	4	73

The popularity of various sports amongst girls shows a different profile when compared with that of boys. Whereas soccer and cricket were far and away the most popular winter and summer sports for boys, the levels of participation amongst girls show a relatively even spread. The three most popular sports – athletics, swimming and netball – all have similar levels of participation.

Again, as with the boys, the number of Indian girls far outweighs that of the other racial groups. The number of Coloured and African girls is small and percentages for these groups should be treated cautiously. The participation rates for girls (by race) differ markedly with that of boys. Indian girls play more sport than do Indian boys – each girl plays on average one and a half sports (compared to just over one per Indian boy). African girls play the most sport (two per girl), White girls on average just less than two sports per girl with Coloured girls averaging less than one and a half sports per girl which make them, as a group, the least active when it comes to sport participation.

Swimming, softball, athletics and netball were most popular sports amongst the Indians. On the other hand, the percentages reveal that swimming and athletics were most popular amongst the Whites, softball most popular amongst the Africans and Whites and netball the most popular amongst the Africans. There were no non-participants from the White and Coloured race groups while four Indians and one African did not participate in any sport at all.

It is interesting to see how even the distribution is across sports for girls as compared to the one-sidedness of boys' sporting patterns. One reason for this could possibly be that boys tend to specialize in one or two sports at this level and therefore do not play the majority of sports offered. They would rather master one or two skills in one or two sports rather than play in many sports and not master any sport at all. The girls, on the other hand, try out as many

sports as possible, do not specialize in any particular sport and therefore make time to participate in as many sports as possible. However, there is that small minority of girls that do not participate in sports at all. Four Indians and one African do not participate in summer sports and nor do they participate in winter sports. There is a strong possibility that these figures (four Indians and one African) pertain to the common participants across the summer and winter sports offered at J.C. Primary. For the boys, there is only one Indian male who does not participate in summer or winter sports and, once again, there is a strong possibility that this statistic could refer to one person and one person only.

WINTER CODES: *Note: Many girls played more than one sport and this accounts for column totals exceeding the total of girl respondents.

TABLE 7: WINTER SPORTS PLAYED BY GIRLS

RACE	INDIAN n=29	AFRICAN n=4	WHITE n=8	COLOURED n=3	TOTAL n=44
SPORT					
HOCKEY	16 (55%)	2 (50%)	3 (38%)	1 (33%)	22 (50%)
VOLLEYBALL	4 (14%)	0	1 (13%)	0	5 (11%)
CHESS	0	0	0	0	0
BADMINTON	4 (14%)	0	3 (38%)	0	7 (16%)
X-COUNTRY	3 (10%)	1 (25%)	2 (25%)	1 (33%)	7 (16%)
NON-PARTICIPANTS	4 (14%)	1 (25%)	0	0	5 (11%)

Having made the claim for summer sports that girls' participation was much more uniform across sports (than boys), here I am confronted with a very different pattern. Exactly half of all the girl participants participate in hockey during winter. The girls seem to enjoy team games as they can depend on another teammate to help out if and when the need arises. Socially, it is also rewarding for them. The percentages for the rest of the sports offered during

winter (volleyball, chess, badminton and cross-country) reflect below twenty percent.

It is understandable that volleyball has such a low popularity rate since it is not a popular sport at school. However, chess is not supported at all by any of these sports-playing girls. I just feel that the girls feel intimidated and threatened that it is a “mind” game, which involves intricate thought processes, which they will fail hopelessly at. They may also feel that the boys have the “thinking ability” that will enable them (the boys) to outwit and out-think their opponents. The girls lack the confidence necessary for them to participate in competitions. Furthermore, these girls do not have anyone else to rely on when things go *wrong*, as it is an individual game – just you and your opponent. How daunting! Galitis (2002) looks at how boys take over a mixed chess club for 7-12 years old in Australia. The result was the emergence of separate boys’ and girls’ chess clubs. Among the reasons cited were: “Despite policy, teachers were not sympathetic to the need for gender equality”. Galitis (2002, 81) further argues that the mixed club was very competitive and girls suffered ‘non-verbal put-downs and harassment’, a rather pious, self-flagellating account which seems to think that it is possible to create gender heaven everywhere and that it is the teacher’s job to do so.

A few participants play badminton, while cross-country seems more favourable as compared to chess. These badminton players are really committed to the sport (and they have to be) as they attempt to move up to the “A” league and remain there for as long as possible. As the children of J.C. Primary are involved in many extra- and co-curricular activities, they cannot commit themselves to cross-country as it is held at the same time as the other codes. However, they may run in the mornings, as those sessions are available to them. But I suppose it is too cold to run in the mornings, bare feet, during winter on grass, which still has dew on it.

From the above tables, which are based on participation in sport, it can be seen that the most popular sports in summer are cricket (for the boys) and athletics (for the girls). Twenty-one Indian boys enjoy cricket while athletics and netball are enjoyed by thirteen Indian girls each in both the sports – indicating that the Indians at J.C. Primary do take advantage of the sporting facilities and opportunities offered to them. The most popular sports in winter are soccer (for the boys) and hockey (for the girls). Sixteen Indian boys enjoy soccer while sixteen Indian girls enjoy hockey. While in absolute terms, Indian boys and girls dominate in terms of participation, the tables show that African boys and girls are very sports-active and tend to make more use of the school's sports facilities than do the majority Indian pupils.

Hockey, Cricket and Athletics are the most popular sports measured by participation although, when gender is factored in, then netball is the most popular girls' sport (by percentage) but hockey is the most popular in terms of the absolute number of girls who chose to participate.

The information received from the sports coaches reinforces the perception that the most popular sports played by the boys are soccer (52 boys) and cricket (60 boys) and the most popular sports played by the girls are hockey (90 girls) and athletics (55 girls). J.C. Primary has 4 senior primary soccer and cricket teams each (boys only) while it has 5 senior primary hockey teams (girls only).

QUESTION 3 – Are there any differences in the ways boys and girls view sport participation at J.C. Primary? Do these differences explain differences in the gendered nature of sport participation?

In the two previous sections quantitative data have suggested a keen interest and participation in sport among both boys and girls. In this section I turn to the qualitative responses in the questionnaire to ascertain the views of J.C. Primary boys and girls. They were asked a number of questions which were

designed to elicit their views about how sport is played at the school. A total of 57 participants (66%) (32 boys [76%] and 25 girls [57%]) indicated that they view sports as being fairly and equitably distributed throughout the school. This was in keeping with the national sports policy as well as that of J.C. Primary. A total of eleven sports are offered throughout the course of the year with soccer and cricket being offered to boys only, netball for girls only, chess and badminton to boys and girls who play in the same teams and the rest of the sports (6) which cater for boys and girls but in different teams. However, 43% of girls did NOT agree that sport provision was equitable. Just fewer than half the girls were unhappy about the distribution of sport at the school suggesting that the girls noticed the bias evident in the Principal's orientation towards boys' sports.

58 participants commented that they were afforded equal opportunities to participate in sport i.e. there was no segregation in terms of race, religion, wealth or status. However, it was understood that soccer and cricket were for boys only while netball was for girls only. When asked whether girls should play soccer, an overwhelming number of participants (72) indicated that girls should play soccer while 15 felt that the girls should not play soccer. The following table provides an analysis of the participants' responses to the question: Should girls play soccer?

TABLE 8: SHOULD GIRLS PLAY SOCCER?

RACE GROUP	BOYS		GIRLS		TOTAL (A)	TOTAL (B)	
	YES	NO	YES	NO	YES	NO	
INDIAN	26(41%)	8(13%)	27(43%)	2(3%)	53(84%)	10(16%)	63
AFRICAN	3(38%)	1(13%)	3(38%)	1(13%)	6(75%)	2(25%)	8
WHITE	3(23%)	1(8%)	8(62%)	1(8%)	11(85%)	2(15%)	13
COLOURED		1(33%)	2(67%)		2(67%)	1(33%)	3
TOTAL	32(37%)	11(33%)	40(46%)	4(5%)	72(83%)	15(17%)	87

In total 72 responses were positive while 15 answered in the negative. These figures reflect a total of 87 while there are 86 participants. One grade 5 boy (Indian indicated with a “YES” and a “NO” thus giving us 87 instead of 86. Here I assume that this participant is a liberal learner and that girls may participate in soccer in a gender-specific team. His uncertainty could be linked to a desire for the provision of gender equitable sports. Unsurprisingly, many more boys than girls were opposed to girls playing soccer. There was little difference in responses by race. About a quarter of boys in each race group (except Coloured) were opposed to girls playing soccer. Predictably, the vast majority of girls across race groups favoured soccer being played by girls.

When asked whether boys should play netball, 73 of the participants indicated that boys should play netball while 13 felt that boys should definitely not play netball. Two participants (a grade 6 Indian boy and a grade 7 Indian girl) answered with a “maybe”, while two other participants (a grade 7 Indian girl and a grade 7 Indian boy) responded with a yes AND no. This uncertainty indicates that there is a general (a very small minority) feeling that there should be a focus in improving equality in participation in sport. The following table provides an analysis of the participants’ responses to the question: Should boys play netball?

TABLE 9: SHOULD BOYS PLAY NETBALL?

RACE GROUP	BOYS			GIRLS			TOTAL (A)			TOTAL (B)
	YES	NO	MAYBE	YES	NO	MAYBE	YES	NO	MAYBE	
INDIAN	28(44%)	5(8%)	1(2%)	27(42%)	2(3%)	1(2%)	55(86%)	7(11%)	2(3%)	64
AFRICAN	5(50%)	1(10%)		2(20%)	2(20%)		7(70%)	3(30%)		10
WHITE	1(9%)	1(9%)		8(73%)	1(9%)		9(82%)	2(18%)		11
COLOURED		1(33%)		2(67%)			2(67%)	1(33%)		3
TOTAL	34(39%)	8(9%)	1(1%)	39(44%)	5(6%)	1(1%)	73(83%)	13(15%)	2(2%)	88

The above table reflects that the majority of participants have a desire to see boys playing netball. There is a strong bias towards gender equality in sport and netball should not be seen as a “female” sport. An insignificant number of participants (by their responses) were either unsure of their views at the time of completing the survey or indicated that it did not really matter whether boys should play netball or not (these are the ones that indicated with a yes AND no for the above question).

The learners of J.C. Primary are given a fair distribution of sport throughout the year in the four terms, and are always encouraged to participate in as many sports as possible. 86 participants [73 boys and 13 girls] indicated that there was an adequate distribution of sport for the boys and girls of J.C. Primary while 19 felt otherwise. Here I am alluding to the fact that J.C. Primary provides ample sports for boys and girls and furthermore, there is an almost even distribution of sports for boys as it is for girls.

At primary school much development in sport takes place. Some children may be exposed to sport at club level even before they start formal schooling. Those children, irrespective of their gender, that shows an interest in sport are helped and supported by the coaches to improve on their skills. There are no restrictions placed on the number of sports one may participate in – actually the inverse is true. The children at J.C. Primary are encouraged to participate in as many sports as possible as it would be fun, beneficial to their health and would be socially fulfilling, especially since positive sports experiences, to a certain extent, contribute to the process of inclusion by bringing individuals from a variety of social and economic backgrounds together in a shared interest in activities that are inherently valuable.

CONCLUSION

In an attempt to establish the gendered nature of sport participation in a Durban Primary School, based on existing, theoretical, comparative and

historical literature, I found that boys generally participated more actively in sport. However, I also found out that girls benefited from the school's sport policy, which encouraged boys and girls to participate. In particular, Indian girls played more sport than Indian boys. My semi-structured interview with the Principal revealed that he was 'sports mad' as he enthusiastically promoted sport at the school, regardless of gender and race.

My findings based on the use of qualitative and quantitative data received from the participants in terms of their questionnaires revealed that Indian boys/girls dominate in terms of participation while African boys and girls are very sports active and tend to make more use of the school's sport policy than do the majority of Indian girls. Unsurprisingly, many more boys than girls were opposed to girls playing soccer. About 25% of boys in each race groups were opposed to girls playing soccer. Predictably the vast majority of girls across race groups favoured soccer being played by girls.

This study has shown that J.C. Primary promotes sport in a very active way as it provides facilities and organizational energy and it goes to great lengths to ensure widespread participation. It has also shown that the school's sports policy has been successful in promoting equal gender participation even though, historically, most sporting cultures have been predominantly male. Being an educator and coach at J.C. Primary, I have witnessed, and continue to witness, first hand the enjoyment and achievements of sports participants as per the sporting profile offered at J.C. Primary.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This study was undertaken at a Durban primary school, which was well-resourced and demographically mixed but dominated by Indians (numerically). The study was concerned to find out how sport was understood by the school and how it was implemented as sports policy. It found that the school adopted a policy of promoting sport at school. This policy was, at some level, a gender-blind policy and the results can be seen in high levels of involvement of girls in sport. However, there is some bias in the sports policy. The Principal favours 'male' sports and this has the effect of keeping girls OUT of some sports for example, cricket and soccer. There appears to be no racial bias in the sports policy – if anything, it is among the 'minor' racial groups (African and Coloured), that boys and girls make most use of the sports opportunities at the school. Overall, this study has found that J.C. Primary has been successful in promoting sport and giving girls a chance but there are still some challenges that lie ahead – to further expand participation and to open 'girl' and 'boy' sports to more gender inclusive participation.

In terms of sports participation, with very few exceptions, the school's learners participate in sport and many of them participate in multiple sports. The profile of sports participation at J.C. Primary reflects that cricket is the most played summer sport while soccer is the most played winter sport. 21 (64%) Indian boys out of a possible 42 participants in my survey participated in cricket while 16 (48%) Indian boys play soccer. The statistics for the girls, on the other hand, reflect that athletics and netball are the most played sport in summer. 13 out of a possible 44 girls participate in athletics/netball. Participation at hockey, on the other hand, is high amongst Indian girls (16 {55%}). Comparatively, this finding is at odds with other primary school findings (eg Sikhosana) which showed that in township schools, a) there were very low levels of sports participation and b) such participation was gender

skewed such that girls participated very little since netball (played only by girls) was given a much lower status and far fewer resources than soccer (played only by boys).

J.C. Primary has been analysed as being a 'good' school regarding the sport's policy at the school which promotes sport in a very active way as it provides facilities and organizational energy and it goes to great lengths to ensure widespread participation. J.C. Primary also shows that its policy has been successful in promoting equal gender participation even though, historically, most sporting cultures have been predominantly male. As a result we have the majority of the children, boys and girls, at J.C. Primary who enjoy their sport competitively and socially. Coupled with a 'sports mad' Principal and dedicated coaching staff, the energy created is passed on to the children of the school. This has led to the implementation of successful widespread participation.

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APPENDIX A – CONSENT BY PRINCIPAL

The Principal

c/o _____ Primary School

Sir/Madam

I, Michael Jacob, am an M. Ed student at UKZN, presently engaged in Gender in Education studies and researching “Sport Participation in a Durban Primary School. A Gendered Study of Grades 4 to 7”. As part of my research I would like to involve learners from your school in completing a questionnaire. The questionnaires would take about 20-25 minutes to complete. The data from the questionnaires will only be used for research purposes and will not be used for any other purpose. Apart from the qualitative data I require of you, I will also require statistical information of your sports coaches regarding sports at your school. Kindly allow me to conduct my research using the learners and educators from your school.

I thank you in advance for your on-going support and co-operation. If you require any further information, please feel free to contact my course supervisor, Professor Robert Morrell on 031-2601127.

Yours sincerely

Michael Jacob

APPENDIX B – CONSENT BY PARENTS/DECLARATION

Dear Mr/Mrs _____

I, Michael Jacob, am an M. Ed student at UKZN, presently engaged in Gender in Education studies and researching “Sport Participation in a Durban Primary School. A Gendered Study of Grades 4 to 7”. As part of my research I would like your child to complete a questionnaire on the above topic. He/she has been chosen on account of the sport he/she plays at school. The questionnaire should take about 20-25 minutes to complete. The data from the questionnaire will only be used for research purposes and will not be used for any other purposes without your consent. Your child is not obliged to answer all the questions that I ask, and may feel free to return the questionnaire, even if it is incomplete. Please remember that participation is voluntary and that your child is free to withdraw from the study at any stage and for any reason. Please know too that no real names will be used in any material that I write up for the research and every attempt will be made to keep the material confidential. Upon completion of the questionnaire, relevant data will be extracted and the questionnaires will be shredded.

I thank you in advance for your on-going support and co-operation. If you require any further information, please feel free to contact my course supervisor, Professor Robert Morrell on 031-2601127.

Yours sincerely

Michael Jacob

APPENDIX C – QUESTIONNAIRE

GENDER IN EDUCATION STUDIES QUESTIONNAIRE

(Place an X where applicable)

1. Are you a boy or a girl? _____

2. State your age: _____

3. Which race group do you belong to?

3.1 Indian

3.2 African

3.3 White

3.4 Coloured

3.5 Other

4. Which sport/sports do you participate in?

4.1 soccer

4.2 netball

4.3 hockey

4.4 volleyball

4.5 softball

4.6 swimming

4.7 cricket

4.8 chess

4.9 badminton

4.10 cross-country

4.11 athletics

5. Rate the following sports on a scale of 1 to 5, with 1 being the most popular and 5 being the least popular.

- 5.1 soccer
- 5.2 netball
- 5.3 hockey
- 5.4 volleyball
- 5.5 softball
- 5.6 swimming
- 5.7 cricket
- 5.8 chess
- 5.9 badminton
- 5.10 cross-country
- 5.11 athletics

6. Do you think that boys and girls have an equal opportunity of playing sport at school? _____

7. Give a reason for your answer:

8. Do you think that girls should play soccer?

9. Give a reason for your answer:

10. Do you think that boys should play netball? _____

11. Give a reason for your answer:

APPENDIX D – INTERVIEW WITH THE PRINCIPAL

The Principal

Thank you for allowing me to interview you. My studies are based on gender issues and I will be asking you the following questions:

The main question, however, is:

What does the school currently do to promote or encourage sport participation at school, particularly insofar as gender-equal participation is concerned? (I am hoping that you will provide me with an official standpoint as well.)

The semi-structured questions are:

Do coaches allow children of the opposite sex to participate in their teams?

Are there any restrictions on sport in terms of participation?

Is there a policy on sport at school? Please elaborate.

Do you have qualified coaches? If no, comment on the personnel of coaches.

Do your talks at assembly focus on gendered participation in sport?

Any final comments?

APPENDIX E – SUPPLEMENTARY PRIZE-GIVING DOCUMENT (relevant sports extracts only. Names of athletes have been withheld.)

IRON MAN/IRON WOMAN

This activity is held immediately after the Grade 7 Final Assessments. A series of activities and games are held to determine who is the strongest boy and who is the strongest girls amongst the Grade 7's.

ATHLETICS

With a band of dedicated educators serving as coaches coupled with the enthusiasm of the learners, one can only expect good results. In a competitive but friendly spirit, Hillary Primary School was placed 2nd at the annual inter-school athletics championship. Our children continued to do us proud as they progressed from one level to the next. Two participants received their zonal colours while one participant received his provincial colours.

BADMINTON

Our team was relegated to the “B” league this year. Other schools included in this section were St. Mary's, Durban Primary, Sherwood, Highbury and Hillcrest. Unfortunately due to the general teacher's strike, we were unable to complete all our fixtures. Six out of the ten games were played. We won three and lost three and were place fourth in the overall results with only single points separating the top four schools. Most important of all, the players had fun and thoroughly enjoyed traveling to different schools and meeting like-minded children.

BEGINNERS' BADMINTON

During the 1st, 3rd and 4th terms, 30-40 learners were actively involved in the Beginners' Badminton coaching session. These learners displayed much enthusiasm and commitment to the sport. Many basic skills in badminton were taught to these learners. Some of them were selected to participate in the badminton team the following year.

CHESS

The chess team played in numerous tournaments at different schools. These include Montclair Senior Primary, Clifton Preparatory, Chelsea

Preparatory, Glenwood Preparatory, Rosburgh High, Virginai Preparatory, Northlands Girls, Northlands Primary and Glenwood High. They played well and enjoyed the tournaments. Our team came 1st in the zonal tournament and consequently participated in the Durban and District tournament at Chelsea Preparatory. Two participants also competed nationally. One of the players was place 1st for his province and played on board one at the inter-provincial tournament. Both boys have had a very successful year of chess. Learners also participated enthusiastically in the various individual tournaments throughout the year at some of the above venues. All in all, a successful year of chess.

FROM MINI-CRICKET TO SENIOR CRICKET

Our cricketers were always enthusiastic about their practices and played to the best of their abilities. They displayed good sportsmanship and improved tremendously with each match. This spirit, which was given an added boost by the T20 series, had been wonderful and bodes well for the years ahead. The season was successful in terms of exposing our boys to the game, developing a healthy attitude to sport in general and cricket in particular and in building a strong core of players for the season ahead.

The highlight of the year was when our school was selected to participate in the “Beach Festival” held at North Beach as a run up to the T20 World Cup, together with 7 other schools. They were also afforded the opportunity of being coached by the Proteas – an unforgettable experience. We were also invited to chaperone the World Cup teams onto the playing field (South Africa vs India, India vs Pakistan and New Zealand vs Kenya). Emphasis is always placed on sportsmanship, the fun of a team game and improving basic cricket skills.

CROSS-COUNTRY

Our learners worked hard together as a team this year. It was pleasing to see many in the top 10 for the league runs. A number of our learners made it for the zonal trials. Well done.

GIRLS' HOCKEY

The season started off with the players going to trials. Four girls were selected to represent the zone. They also played in the eThekweni Hockey Festival held at Queensmead. they played on astro for the first time and found the quick paced track a challenge. However, they were not disgraced and managed to play a number of fair games. Unfortunately

they were not selected for the provincial team. They should persevere in their efforts to excel at this sport.

Weekly tournaments were once again held at Parkside Primary School. All our teams either drew matches or won. This is most encouraging, unfortunately we did not manage to play the championship tournaments as the schools were disrupted due to the strike action. The "A" side girls practiced against the boys' side. It proved a worthwhile exercise once again as the skills and level of play performed by the boys, encourages improvement to the girls.

BOYS' HOCKEY

We were very fortunate this year to retain an excellent core of players from last season. From the outset of the season our boys played excellent hockey, combining well as a team and giving of their best in their games. 4 boys were selected for the zonal team. This was an excellent achievement considering the disruption to the season due to the strike. While we did not play as much hockey as we would have liked, it was, nevertheless, a very successful and enjoyable season.

FROM JUNIOR NETBALL TO SENIOR NETBALL

The netball players enjoyed a very successful season in which they won most of their weekly fixtures. The girls played well as teams and developed good skills as the season progressed. 4 girls were selected for the district teams while 2 girls were selected for the zone. For the juniors, the season started with a group of eager girls who participated enthusiastically in the practices despite the very hot first term weather. This proved to be a useful learning experience for our players.

FROM MINI-SOCCER TO SENIOR SOCCER

The senior boys always looked systematic in their style of playing and always had a clinical approach to their game-plan. This approach held them in good stead throughout the season. The junior boys, as always, were keen to play, were prepared to listen and tried their best to implement in matches what they had learnt at practice. It is often difficult to get young boys to realize that soccer is a team game and that positional play and team work is the key to good soccer. Two boys were selected for the zone.

Hillary has had another fantastic season. 28 league matches were played. 20 matches were won giving us a 72% win. 76 goals were scored and

only 21 goals were conceded. These statistics show us that soccer at our school is of a very high standard and that our boys are passionate about their sport.

GIRLS' SOFTBALL

The under 13 girls once again enjoyed a very successful season of softball. The girls were very enthusiastic and learnt the man rules quickly. They trained with much determination and commitment and although they encountered some very strong opponents, they played extremely well. Every girl tried her best and they always displayed excellent team spirit and gave of their best during their matches at Queensmead Grounds. They were placed 2nd in the league.

BOYS' SOFTBALL

An enthusiastic group of boys had made an earnest start to the softball season. One participant was selected for the provincial team. In terms of the league, it was indeed very disappointing that initial commitment from a handful of players had dwindled as the season progressed. With softball being a team sport, the other players who had shown consistent dedication and enthusiasm, were "let down" in match situations this led to "disastrous" results at our Friday afternoon matches. However, softball, like any other sport, is not only about winning. With so much of enthusiasm generated thus far, it was inevitable that a second team would be introduced to the league. This tem showed tremendous spirit during their training sessions and also during and after their matches, also held on a Friday afternoon at Queensmead. Their league matches were held over two rounds.

SWIMMING

Practices are not optimally used by the learners. Swimmers could achieve much better results at galas if they only committed themselves. We were 5th at the district gala. The successful age groups were under 11 girls and the under 12 boys. The D-zone gala once again had mixed success. Our under 13 boys had to substitute swimmers into the older age group which hampered their ability to compete successfully against opposing schools. A couple of our learners also swam the Midmar Mile. One learner was selected for the province. Non-swimmers/beginners are encouraged to attend early morning swimming. Swimmers of any ability level are encouraged to improve o their style.

VOLLEYBALL

Volleyball is proving to be a fast-growing sport at our school. Although we are not part of the volleyball league in Shallcross, our boys and girls have done us proud by representing our school at trials. Two boys were selected into the provincial teams. May you grow from strength to strength, both on and off the volleyball courts so that you may be excellent ambassadors for Hillary Primary.

APPENDIX F - EXTRA-MURAL PROGRAMME (TERM 1)

J.C. PRIMARY

EXTRA MURAL ACTIVITIES - 1ST TERM 2008

We provide the following particulars regarding extra-mural activities at J.C. Primary this term.

Parents are asked to encourage their children to participate in at least one activity. For children who are unable to play sport there are many other activities which the school offers.

Only in unavoidable circumstances will activities be cancelled and staff will endeavour to give children at least 24 hours notice.

Staff ask you to assist with the following:

- Children are neatly turned out in the correct kit.
- Transport for away fixtures is confirmed well before time.
- Ensure that your child's first commitment is to Hillary and that he/she is available, if required, to play for a school team.
- Players should be timeous for home games to assist with the setting out of facilities and in good time for departure on away games.
- Attend matches, watch your child play and join us for tea.

.....

MONDAY	Cricket	13:30 - 14:30	U/10
		13:30 - 14:30	U/11
		13:30 - 14:30	U/13
	Mini-Cricket	13:00 - 14:00	Grade 3
		12:30 - 13:30	Grade 2
	Swimming	13:30 - 14:30	Squad
		07:00 - 07:30	Gr. 3-7
	Badminton	13:30 - 14:30	Beginners
	Book Club	13:30 - 14:30	All
	Handwork	13:30 - 14:30	Gr. 4/5

.....

TUESDAY	Netball	13:30 - 14:30	U/13
		13:30 - 14:30	U/12
		13:30 - 14:30	U/11
		13:30 - 14:30	U/10
	Badminton	13:40 - 14:40	Team
	Swimming	13:30 - 14:30	Squad
		07:00 - 07:30	Gr. 3-7

WEDNESDAY Cricket	14:00 – 17:00	U/10
(Matches)	14:00 – 17:00	U/11
	14:00 – 17:00	U/13
Swimming	13:30 – 14:30	Squad
	07:00 – 07:30	Gr. 3-7
S.U.	13:30 – 14:30	
Badminton	13:30 – 14:30	Team

THURSDAY Netball	13:30 – 14:30	U/13
	13:30 – 14:30	U/12
(Matches)	13:30 –	U/11
	13:30 – 14:30	U/10
Mini-Netball	13:00 – 14:00	Gr. 2 & 3
Chess	13:30 – 14:30	All Ages
Badminton	13:30 – 14:30	Beginners
Swimming	13:30 – 14:30	Squad
	07:00 – 07:30	Gr. 3-7
Mini-Cricket (Matches)		Gr. 2 & 3

FRIDAY	Swimming	07:00 – 07:30	Gr. 3-7
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SATURDAY Cricket			
(Matches)	08:00 – 13:00	U/13 'A'	

MASTER IN CHARGE

PRINCIPAL

APPENDIX C – EXTRA-MURAL PROGRAMME (TERM 2)

J.C. PRIMARY

EXTRA MURAL ACTIVITIES – SECOND TERM 2008

We provide the following particulars regarding extra-mural activities at J.C. Primary this term.

Parents are asked to encourage their children to participate in at least one activity. For children who are unable to play sport there are many other activities, which the school offers.

Only in unavoidable circumstances will activities be cancelled and staff will endeavour to give children at least 24 hours notice.

Staff ask you to assist with the following:

- Children are neatly turned out in the correct kit.
- Transport for away fixtures is confirmed well before time.
- Ensure that your child's first commitment is to Hillary and that he/she is available, if required, to play for a school team.
- Players should be timeous for home games to assist with the setting out of facilities and in good time for departure on away games.
- Attend matches, watch your child play and join us for tea.

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MONDAY	Soccer	13:30 – 14:30	U/10
		13:30 – 14:30	U/11
		13:30 – 14:30	U/13
	X-Country	07:00 – 07:30	All
	Book Club	13:30 – 14:30	Gr. 3-7
	Mini-Soccer	13:00 – 14:00	Gr. 3
	Softball	13:30 – 14:30	Girls
	Handwork	13:30 – 14:30	Gr. 4/5

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TUESDAY	Hockey	13:30 – 14:45	Senior Girls
	(matches)	13:30 – 16:00	Girls u/11
			Girls u/10
		13:30 – 14:45	Senior Boys
	Mini-Hockey	13:00 – 14:00	Grade 3's (Girls)
	Badminton	13:30 – 14:30	Team
	X-Country	07:00- 07:30	All

WEDNESDAY Soccer	13:30 – 16:00	U/10
(Matches)	13:30 – 16:00	U/11
	13:30 – 16:00	U/13
Badminton	13:30 –	Team
(Matches)		
S.U.	13:30 – 14:30	All
X-Country	07:00 - 07:30	All
	13:30 – 14:00	All
Handwork	13:30 – 14:30	Gr. 6/7



THURSDAY Hockey	13:30 – 16:30	Senior Girls
(matches)		
	13:30 – 14:30	Girls u/11
	13:30 – 14:30	Girls u/10
Chess	13:30 – 14:30	S.P. only
Art Club	13:15 – 14:30	Gr. 1-3
Softball	13:30 – 14:30	Gr. 6/7
(Boys)		
Mini-Soccer	13:15 -	Gr. 3
(Matches)		



FRIDAY	Hockey	13:45 –	u/10/11
	(Matches)		u/13



MASTER IN CHARGE

PRINCIPAL

APPENDIX H – EXTRA-MURAL PROGRAMME (TERM 3)

J.C. PRIMARY

EXTRA MURAL ACTIVITIES – THIRD TERM 2008

We provide the following particulars regarding extra-mural activities at J.C. Primary this term.

Parents are asked to encourage their children to participate in at least one activity. For children who are unable to play sport there are many other activities which the school offers.

Only in unavoidable circumstances will activities be cancelled and staff will endeavour to give children at least 24 hours notice.

Staff ask you to assist with the following:

- Children are neatly turned out in the correct kit.
- Transport for away fixtures is confirmed well before time.
- Ensure that your child's first commitment is to Hillary and that he/she is available, if required, to play for a school team.
- Players should be timeous for home games to assist with the setting out of facilities and in good time for departure on away games.
- Attend matches, watch your child play and join us for tea.

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MONDAY	Badminton	13:30 – 14:30	Beginners
	Ball Skills	12:30 – 13:30	Gr. 2
	Book Club	13:30 – 14:30	Gr. 3-7
	Softball	13:30 – 14:30	Team
	(Boys)		

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TUESDAY	Art Club	13:00 – 14:30	Gr. 1-4
	Softball	13:30 – 14:30	Gr. 5-7
	(Girls)		

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WEDNESDAY	S.U.	13:30 – 14:30	
	Line Dancing	13:30 – 14:30	Gr. 6-7
	Softball	13:30 – 14:30	Team
	(Boys)		

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THURSDAY	Chess	13:30 – 14:30	All Ages
	Badminton	13:30 – 14:30	Beginners
	Mini-Hockey	13:00 – 14:00	Gr. 3

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FRIDAY	Softball	13:30 – 15:30	Team
	(Boys)		

SATURDAY Softball 09:00 – 10:00 Team
(Girls)

ATHLETICS: Selected athletes will practice from Monday to Thursday in preparation for the Inter-School Athletics Championship.

MASTER IN CHARGE

PRINCIPAL

APPENDIX I – EXTRA-MURAL PROGRAMME (TERM 4)

J.C. PRIMARY

EXTRA MURAL ACTIVITIES – FOURTH TERM 2008

We provide the following particulars regarding extra-mural activities at J.C. Primary this term.

Parents are asked to encourage their children to participate in at least one activity. For children who are unable to play sport there are many other activities which the school offers.

Only in unavoidable circumstances will activities be cancelled and staff will endeavour to give children at least 24 hours notice.

Staff ask you to assist with the following:

- Children are neatly turned out in the correct kit.
- Transport for away fixtures is confirmed well before time.
- Ensure that your child's first commitment is to Hillary and that he/she is available, if required, to play for a school team.
- Players should be timeous for home games to assist with the setting out of facilities and in good time for departure on away games.
- Attend matches, watch your child play and join us for tea.

MONDAY	Cricket	13:30 – 14:30	U/10
		13:30 – 14:30	U/11
		13:30 – 14:30	U/13
	Mini-Cricket	13:00 – 14:00	Grade 3
		12:30 – 13:30	Grade 2
	Swimming	13:30 – 14:30	Squad
		07:00 – 07:30	Gr. 3-7
	Badminton	13:30 – 14:30	Beginners
	Book Club	13:30 – 14:30	All

TUESDAY	Netball	13:30 – 14:30	U/13
		13:30 – 14:30	U/12
		13:30 – 14:30	U/11
		13:30 – 14:30	U/10
	Mini-Netball	13:00 – 14:00	Gr. 2 & 3
	Badminton	13:40 – 14:40	Team
	Swimming	13:30 – 14:30	Squad
		07:00 – 07:30	Gr. 3-7

WEDNESDAY Cricket	13:30 – 14:30	U/10
(Matches)	14:00 – 17:00	U/11
	14:00 – 17:00	U/13
Swimming	13:30 – 14:30	Squad
	07:00 – 07:30	Gr. 3-7
S.U.	13:30 – 14:30	
Badminton	13:40 – 14:40	Team
Handwork	13:30 – 14:30	Gr. 6/7

THURSDAY Netball	13:30 – 14:30	U/13
	13:30 – 14:30	U/12
	13:30 – 14:30	U/11
	13:30 – 14:30	U/10
Chess	13:30 – 14:30	Gr. 4-7
Badminton	13:30 – 14:30	Beginners
Swimming	07:00 – 07:30	Gr. 3-7
Mini-Cricket	14:00 – 16:00	Gr. 2 & 3
(Matches)		
Ball Skills	13:00 - 14:00	Gr. 2 & 3

FRIDAY	Swimming	07:00 – 07:30	Gr. 3-7
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SATURDAY Cricket		
(Matches)	08:00 – 13:00	U/13 'A'

MASTER IN CHARGE

PRINCIPAL

APPENDIX J – LETTER TO THE SPORTS COACH

Sir/Madam

I, Michael Jacob, am an M.Ed student at UKZN, presently engaged in Gender in Education studies and researching “Sport Participation in a Durban Primary School. A Gendered Study of Grades 4 to 7”. It would be appreciated if you would kindly supply me with the following information (consider S.P. children only). The data from the questions will only be used for research purposes and will not be used for any other purpose.

1. Name the sport that you coach: _____
2. Number of participants: _____
3. Number of boys: _____
4. Number of girls: _____
5. Number of participants according to race group:

	INDIAN	AFRICAN	COLOURED	WHITE	OTHER	TOTAL
BOYS						
GIRLS						
TOTAL						

6. Ages of participants (to be calculated as at 1st January).

SEX	BORN IN	AGE	NO. OF PARTICIPANTS
MALES	1997	9	
	1996	10	
	1995	11	
	1994	12	
	1993	13	
	1992	14	
	1991	15	

SEX	BORN IN	AGE	NO. OF PARTICIPANTS
FEMALES	1997	9	
	1996	10	
	1995	11	
	1994	12	
	1993	13	
	1992	14	
	1991	15	

THE ABOVE INFORMATION WILL BE USED SOLELY FOR RESEARCH PURPOSES.