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**ATTITUDES TOWARDS
PHYSICAL EDUCATION
IN KWAZULU**

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submitted in fulfilment of the requirements
for the Master's Degree in Human Movement
Studies in the Faculty of Arts at the
University of Durban-Westville

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Date of submission: 15 January 1996

DECLARATION

I declare this is my original work, both in conception and
in execution, except where specific acknowledgement is
made to the work of others

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Place: Durban

ABSTRACT

This study investigated the attitudes towards Physical Education in KwaZulu and the determinants of those attitudes. The focus was on the teaching of the subject in schools and colleges of education in the KwaZulu Department of Education and Culture. The purpose of the study was to establish whether Physical Education was being limited by a lack of resources and/or the perceived low status of Physical Education.

Questionnaires were developed for four different groups, namely, teachers, principals, college lecturers and the pupils and students themselves. The analysis of the responses indicated that all four groups held strong beliefs about the benefits of the subject. The benefits which the pupils regarded as the most positive were in the areas of physical fitness and social development. In contrast to their western counterparts, pupils and students did not view Physical Education as a "light relief" subject nor did they regard enjoyment as a requisite. Negative determinants of attitude were found to be related primarily to the lack of facilities and the consequent lack of diversity in the Physical Education curriculum.

Respondents from the teachers' and principals' groups revealed that the teaching of Physical Education in KwaZulu was important but severely inhibited by a combination of factors. Allocation of resources in the form of physical facilities and equipment was found to be deficient. There was an absence of qualified staff, which resulted in the subject either being omitted from the curriculum or being taught by teachers with no knowledge of its objectives nor of the correct teaching methods. In some cases the subject was confused with sport and coaching school teams and in most cases the subject played a subservient role to that of examination subjects. The promotion prospects of the Physical Education teachers were not perceived to be limited compared to their academic counterparts because all of them were teaching academic subjects. Those with specialised training in Physical Education were not in evidence because they were not teaching Physical Education.

College lecturers were specialist trained and indicated a much greater degree of success in the implementation of Physical Education programmes. Colleges had superior facilities and equipment although insufficient use of funds was apparent. College lecturers did not feel that they successfully achieved the educational objectives of the subject. In agreement with their western counterparts, they perceived their promotion prospects to be limited.

The failure to implement successful programmes of Physical Education in the schools led to the recommendation that preservice specialised training was vitally important but not sufficient and that in-service courses in the form of practical workshops for staff and principals were essential in order to support the preservice initiatives.

TITLE: Attitudes towards Physical Education in KwaZulu

KEY TERMS: Teachers/lecturers/pupils/students/principals/attitudes;
Physical Education; teaching methods; resources;
KwaZulu

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DEDICATION

To the memory of my father

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1. INTRODUCTION

The teaching of Physical Education has been studied in many countries; in Australia (Sparks and Webb, 1991; Tinning and Fitzclarence, 1992) the United States of America (Berlinner and Siedentop, 1979; Bressan, 1986) the United Kingdom (Arnold, 1968; Evans, 1988; Underwood, 1988) and in some parts of South Africa (Coutts 1981; Paterson, 1984; Walter, 1990). However the problems inhibiting the teaching of the subject have not yet been quantified in KwaZulu.

In previous studies the problems identified in the teaching of Physical Education have occurred in three areas, namely the status of the subject, the failure of physical educators to realise educational objectives and the lack of resources of time, personnel and facilities.

The status of the subject was perceived to be lower than other subjects for a number of reasons. In education systems where certificates and examinations were considered to be the purpose of education, Physical Education received little recognition for its educational worth. This related to it being a non-examinable subject until recently in many countries and consequently it had to justify its place in the curriculum (Paterson, 1984; Coutts, 1981; Sparks & Webb, 1993).

There existed a misconception that Physical Education dealt only with the "physical" with no acknowledgement that Physical Education contributed to the cognitive, emotional and social development of the child when taught correctly. (Arnold, 1968; Bressan, 1986; Williams, 1989)

Another confusion existed in the relationship of Physical Education with sport and the inability to distinguish between them, which led to the role of physical educators being perceived as the sports coach rather than the subject teacher of Physical Education (Paterson, 1984; Walter, 1990). This perception was unfortunately not confined to their colleagues but was also held by some physical educators (Williams, 1989, Sparkes, 1988). The failure of the physical educator to meet the objectives of the subject was caused by the following factors. Firstly it was apparent that the effectiveness of the Physical Education teacher was inhibited by the teaching methods used (Bressan, 1986; Underwood, 1988; Tinning and Fitzclarence, 1992). Lack of success in the teaching of Physical Education has been found to be characterised by an absence of teachers who appreciated the educational objectives of the subject (Underwood, 1988). This was due to inexperienced staff who lacked specialised qualifications (Manson, 1993). The personality of the teacher was found to be a recurrent factor in teacher effectiveness (Figley, 1985; Luke & Sinclair, 1991).

As would be expected, the insufficient allocation of resources was not evident in studies which were conducted in well-resourced educational institutions in western countries although some of these did recognise that a lack of resources could cause problems (Luke and Sinclair, 1991). However one study conducted in the Ciskei outlined the most glaringly inadequate facilities which certainly inhibited the teaching of the subject (Walter, 1990.) Insufficient adequately trained teachers was apparent in the Ciskeian study as it was in the study of South African primary schools conducted by Manson (1993).

In order to establish a true representation of existing circumstances, researchers have often examined the attitudes of consumers or participants. Attitude evaluation in Physical Education has been profuse, ranging from the Thurstone and Chave (1929) and Likert (1932) methods of evaluating reactions to specific statements concerning Physical Education, to the critical incident technique, devised by Flanagan in 1954. Questionnaires included variations according to the specific requirements of the sample, such as a rating form as used by McKenzie, Alcaraz & Sallis (1994) for primary school pupils or appropriate to the particular aspect being researched such as the self-report questionnaire used by Sparks & Webb (1991).

The purpose of this study was to ascertain the extent to which problems concerning the teaching of Physical Education could be found to apply in this region of KwaZulu. This was accomplished by surveying the attitudes of four groups, namely school principals, school teachers, college lecturers and students and pupils, within selected institutions in the region of KwaZulu.

1.1 STATEMENT OF THE PROBLEM

The main problem was to ascertain the extent to which the successful teaching of Physical Education was inhibited by the infrastructure existing in KwaZulu. More specifically, the problem was to determine:

- (a) how the status of Physical Education was perceived in relation to academic subjects in the curriculum.
- (b) whether the status and role of the physical educator was related to this perception.
- (c) whether the facilities and resources limited the realisation of the objectives of Physical Education, and

- (d) whether the number of specialised Physical Education teachers was sufficient.

1.2 DELIMITATIONS

This study was delimited to the data obtained from the questionnaires which were returned by respondents who were either employed by, or attended educational institutions under the control of the KwaZulu Department of Education and Culture, between October 1991 and September 1992.

1.3 LIMITATIONS

1. The extensive nature of the area of KwaZulu plus the remote distribution of schools and colleges prohibited a fully representative sample being selected.
2. Some respondents answered questions inconsistently. It is possible that respondents were reluctant to divulge information which may have had negative implications for themselves.

3. For many respondents the terms "sport" and "Physical Education" appeared to be synonymous and this may have effected the response to some questions.
4. It is possible that respondents were predisposed towards Physical Education due to them being selected by the teacher/lecturer of Physical Education.

1.4 HYPOTHESIS

It was hypothesised that the educational infrastructure in KwaZulu limited the extent to which the objectives of Physical Education could be realised.

1.5 ASSUMPTIONS

1. It was assumed that the information was reliably reported by respondents within the limitations of the study.
2. It was assumed that any minor degree of inconsistent information supplied by respondents would not be sufficient to reduce the significance of the findings.

3. It was assumed that the anonymity was sufficient to prevent pupils from feeling pressured by their teachers.

1.6 RESEARCH DESIGN

This study took the form of a survey which used a questionnaire for the collection of data. The distribution of questionnaires was administered with the assistance of lecturers in colleges of education who in turn requested the assistance of school principals and teachers. Completed questionnaires were returned by the same procedure.

Internal validity was obtainable to the extent that the survey method using questionnaires conformed to acceptable research practices.

External validity was obtainable to the extent that these findings have a broad application to any area with a similar infrastructure to that of KwaZulu.

1.7 STATISTICAL ANALYSIS

Once the questionnaires had been collected the responses were collated into tables and graphs. Questions 17 and 18 of the lecturers' questionnaire and

Question 19 of the pupils' questionnaire were weighted to give data which could be entered onto a frequency polygon, a histogram and an attitude scale respectively. The data were then analysed descriptively.

1.8 JUSTIFICATION

Physical Education has an important contribution to make to the education process (Arnold, 1968; Bressan, 1995). Previous studies have been undertaken in countries where the potential of the subject has been realised but where problems still occur. (Saunders & White, 1977; Sparks & Webb, 1993) Although some of the problems have been studied in South Africa (Coutts, 1981; Paterson, 1984) they have not been quantified in KwaZulu.

The allocation of resources to the subject of Physical Education in KwaZulu appears to be one of the most manifestly deficient in the field of education. The purpose of this study was to ascertain whether this perception is supported by research data and if this is indeed the case, to provide information for appropriate planning for the provision of benefits not previously available to the children of this area of South Africa.

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2. REVIEW OF RELATED LITERATURE

The aim of this study was to investigate attitudes towards Physical Education as a subject in KwaZulu. Studies with similar aims have been conducted in many countries over the past few decades with much emphasis on the factors influencing the effectiveness of the teachers of Physical Education. This study focussed on the various aspects of physical education teaching which had a bearing on the attitudes which have developed towards the subject.

When evaluating attitudes towards Physical Education, researchers have reported various determinants of attitude such as the degree of ability possessed by the child (Knapp, 1963; Underwood, 1988) stereotyping by gender (Williams, 1989; Macdonald, 1990) the lack of facilities (Buckland, 1965; Walter, 1990) and the question of whether enjoyment was a by-product or a prerequisite to learning (Underwood, 1988; Butcher & Hall, 1983).

In addition to these specific determinants, there were three broad areas, namely the curriculum content, the status of Physical Education and the behaviour of the teacher, which were reported as having had the most influence on attitudes.

Studies concerning the effect of curriculum content have included the following aspects: the diversity of activities offered (Figley, 1985; Luke and Sinclair, 1991) innovation in curriculum planning (Evans, 1986; Sparks and Webb, 1991) and the ascendancy of fitness and health in the curriculum (Underwood, 1988; Tinning and Fitzclarence, 1992).

Literature about the status of Physical Education as a subject has involved three aspects; Physical Education being confused with extra curricular sports (Williams, 1989) the marginality of the subjects to the examination cult

(Coutts, 1981) and the misconceptions surrounding the "physical" aspect of Physical Education (Arnold, 1979).

Research into the behaviour of the teacher has been concerned with the influence of such factors as personality, qualifications and competence, based on knowledgeable pursuance of objectives (Paterson, 1990; Underwood, 1988; Luke & Sinclair, 1991).

2.1 ATTITUDE EVALUATION

A number of studies have been reported concerning attitudes towards Physical Education (ATPE) and these all assumed that there was a direct link between attitudes and behaviour. ATPE hinged on the premise that attitudes towards Physical Education were stable and that positive attitudes resulted in active participation in Physical Education. (Roche, 1965).

Likert (1932) devised a method of evaluating attitude by recording degrees of agreement with statements which were designed to obtain reactions. This method was then adapted by other researchers to establish attitude scales towards different dimensions of Physical Education. (Wear, 1951; Kenyon, 1968; Sonstroem, 1974).

A type of attitude testing developed by Sonstroem (1974) was named Physical Estimation and Attraction Scale (PEAS). This method differed from ATPE in that it assumed that attitude could be modified by participation in a physical activity. PEAS could therefore be used to evaluate the effect on attitude of some planned activity.

Roche (1965) used the Thurstone and Chave (1929) method of measurement of attitude. His comprehensive list of statements has been used by subsequent researchers to test attitudes towards Physical Education.

Firstly he collected statements from Physical Education students and lecturers, which expressed their attitudes towards six objectives of Physical Education:-

- (a) the attainment and maintenance of physical well-being,
- (b) the acquisition of physical skills,
- (c) the provision of opportunities for enjoyment and suitable use of leisure time,
- (d) the development of bodily strength and endurance
- (e) the promotion of mental health
- (f) the experience of suitable social relationships

He then compiled an evenly graduated series of statements, ranging from highly appreciative to extremely depreciative attitudes to the value of Physical Education to be used in a questionnaire. Roche (1965) encountered some disadvantages with this method concerning inconsistent endorsement of statements as well as the problem of respondents not understanding some of the terminology used. He advocated the use of a Likert (1932) format of attitude test combined with the weighting of the Thurstone and Chave (1929) method.

Roche (1965) also advocated the use of interest inventories in conjunction with attitude questionnaires to establish a greater appreciation of understanding attitudes of pupils.

Triandis (1971) divided attitude into three elements, cognitive, affective and behavioural. Underwood (1988) also used this type of analysis, as did Saunders and White (1977) who categorised an individual's response to an object as **"a compound of what he knows or believes about it, how he feels about it and what he is inclined to do about it."** Underwood explained that the cognitive element reflected the beliefs of the pupils and could include for example a favourable attitude to the necessity to know how to swim but an aversion to fitness training. The affective component could include the emotions experienced by pupils such as the satisfaction gained from performing a somersault or antagonism felt when asked to run a cross country in inclement weather. The behavioural element, which Underwood named "action tendency" implied that a child with a favourable attitude would volunteer to participate.

Saunders and White (1977) described in detail, research using socio metric testing with particular interest in leadership, co-operation, conflict and competition. They gave an example of research into attitudes of children towards Physical Education, in which they outlined the questionnaire design for a highly structured interview, using the Likert scale method (1932).

They quoted Allport (1973) who defined attitude as:

a mental and neural state of readiness organised through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Although, as already stated, they recognised the three components of attitude, this project concentrated on the affective and in particular the attitudes of children to the social, health, ascetic, vertigo, recreation, competition and aesthetic purposes of Physical Education. They then used the results of the questionnaires to evaluate various factors affecting attitude such as children in higher streams having more favourable attitudes than children in lower streams, boys having more positive attitudes than girls and younger children more positive than older children.

Saunders & White (1977) explained that the forerunners in socio-metric studies were Kuhlen and Lee (1943) who set up experiments to study social acceptance and personality characteristics of 700 high school pupils in the USA. These investigations found that social acceptance within a group was significantly related to ability to perform in sport.

In countries, where Physical Education was no longer compulsory there was a decline in the number of pupils participating in school Physical Education programmes which in turn led to a number of surveys being conducted to evaluate attitude in order to establish the reasons for their choice (Earl and Stennett, 1983; Sparks and Webb, 1990). These surveys used different types of questionnaires. The critical incident report method was formulated by Flanagan (1954) and involved an open-ended type questionnaire which allowed respondents to comment freely on their experiences in Physical Education. This was used by Figley (1985), Luke and Sinclair (1991) and O' Sullivan (1992).

A study which evaluated "children's liking" for a variety of different physical activities related to specific objectives in a primary school Physical Education programme used a unique survey method. McKenzie, Alcaraz and Sallis (1994) used a form which consisted of a choice of four happy/sad faces labelled

"excellent, good, fair and poor." At the end of each lesson children merely had to circle the one which corresponded with their feelings. These forms were then scored and rated.

Attitude evaluation became refined to the extent that determinants of attitude were identified as minor or major determinants and categorised as being either negative or positive determinants (Luke and Sinclair; 1991 Tannehill and Zakrajsek, 1993).

2.2 MINOR DETERMINANTS OF ATTITUDE

2.2.1 Ability

Skubic (1956) in a study conducted in the United States, which included questionnaires on the attitudes of parents and players towards little league baseball competition found that boys chosen for teams showed greater achievement in school subjects, possessed higher motor ability and were better adjusted socially and emotionally than boys who were not members of teams.

Buckland (1965) studying boys' attitude in Britain, reported that good performers did not necessarily have the best attitude and that boys with poor ability could develop a good attitude. He also noted that non-academic classes rated the subject highly.

He therefore recommended that a more generous allocation of time to the subject was warranted for the academically average or below average pupils and quoted Knapp (1963) who argued that Physical Education was not just

for the gifted few. She suggested that many pupils may excel in one area only and it was possible for individuals with very marked differences in ability to find satisfaction.

Buckland's (1965) findings were in contrast to White, Whiteley, Ventre and Mason (1965) who concentrated on athletics only. Concerning the attitudes of their sample of boys from the North of England, they concluded;

Beyond doubt and as anticipated, there is little significant difference in attitude between those who are good at athletics and those who are not. In terms of group mean scores, high performance is associated with highly desirable attitude. In teaching, this is a feature one cannot ignore.

This finding by White et al.(1965) did not concur with other researchers but this may be due to the specific nature of athletics.

Earl and Stennett (1983) surveyed pupils in Ontario in order to obtain their attitudes towards Physical Education and Health classes. One of their findings was that pupils preferred to be grouped with pupils of the same fitness level and ability as their own.

Underwood (1988) conducted research into the teaching of Physical Education using 2 000 pupils in 14 secondary schools in England. He questioned whether the aims, specified in order of importance by teachers, correlated with pupils' perceptions of their learning. To analyse this, Underwood used a questionnaire formulated by Crum (1984) in the Netherlands, which identified the effectiveness of Physical Education programmes. The questions in this learner report were spread over four distinct areas:-

Technomotor - technical and tactical problem solving, such as the knowledge of rules, confidence in gymnastics skills.

Socio motor - interpersonal problem solving, appreciating other pupils problems and accommodating different levels of ability.

Cognitive - reflection on problems such as sport and politics, posture and how to develop fitness.

Affective - enjoyment of participation in Physical Education and exercise.

One criticism of this questionnaire was that all positive attitudes scored one and all negative attitudes scored five, which could have tempted pupils to fall into a response set.

In addition to these questionnaires, Underwood (1988) felt the need to use interviews which he claimed could reveal a great deal of insight into a person's attitudes and behaviour and would provide a richness of language absent from purely quantitative data. An equal distribution of "high ability" and "low ability" pupils had been chosen from each of the five schools to participate in these interviews, whereas the questionnaires were completed by all fourteen schools.

High opinions of the Physical Education programmes were attributed to the following reasons:-

- (a) a good variety of activities
- (b) opportunity to compete in games that the pupils enjoyed
- (c) public recognition of ability
- (d) development of team spirit
- (e) enjoyment of these experiences and
- (f) contribution to self esteem.

Low opinions of Physical Education were attributed to the following reasons:-

- (a) inclement weather
- (b) insufficient time spent on certain skills, especially where options were offered
- (c) old fashioned music being used for dance lessons and
- (d) a lot of "sitting out"

Luke and Sinclair (1991) whose survey included adolescents in Canada, identified the weather as one of the determinants of student attitude towards Physical Education. As expected this factor was only reported in particularly cold countries.

Although Underwood's (1988) low ability group usually held low opinions, there were some who saw the value of certain activities and some enjoyment was experienced, despite the low ability level. This finding differs slightly from White et al. (1965) who had reported that there was a less desirable attitude towards athletics in the fourth year as compared with the second year and that this deterioration was most marked in the low ability groups.

This research was conducted twenty years before Underwood's (1988) and may account for the discrepancy in that these physical education researchers were surprised to discover that **"..the common view that athletics offers every child an opportunity to perform in an event suited to his body type is not supported by our findings."** As a result they started to question the rationale of teaching aspects of Physical Education which were waning in popularity and were suggesting a new concept when they stated:

These changes in attitude towards less desirable ones pose two questions - for how long should we continue to teach children using a medium which they find less and less attractive?

Should we cease teaching athletics to classes when they have attained the age of 13+ and thereafter include it as a free choice activity?

"Free choice activity" had become an acceptable norm by the time Underwood (1988) conducted his research; he referred to such factors as "variety", "opportunities" and "enjoyment". None of these factors was given prominence in the research by White et al. (1965)

Underwood (1988) noticed that both high and low ability groups commented negatively on the teaching of gymnastics, most feeling that they had insufficient tuition.

Knowledge of the principles of games playing was also surprisingly limited despite the recent emphasis in the "teaching games for understanding" programmes which will be discussed later. Accusations of elitism were made by the lower ability pupils, especially with regard to passing in team games. None of this group was a member of a school club, whereas the higher ability pupils were all members and some participated in four different sports.

Positive and negative self-perception was considered to be an important determinant of attitude towards Physical Education by Luke and Sinclair (1991). Positive attitudes were identified in students who made comments such as, "I feel good when I accomplish the skills" and "I like Physical Education because it keeps me healthy". Negative attitudes prevailed in students who did not have good self-esteem, who made such comments as, "I'm no good at anything" and "I'm too short, too weak and a wimp."

In the cognitive area, Underwood's (1988) higher ability groups demonstrated knowledge of current events in sport whereas the lower ability group had no

knowledge due to their lack of interest. The lower ability group could not differentiate between exercises for strength and those exercises for endurance, despite the recent trends in "Health-Related Fitness" programmes.

However, only two pupils in the lower ability group were recorded as having experienced no pleasure from Physical Education. Similarly all pupils acknowledged the need for exercise although the higher ability group saw a need for greater challenge in this area and the lower ability group did not.

These findings were supported by Sparks and Webb (1990) who surveyed a group of final year students from four high schools in New South Wales and reported that although 95 percent of their respondents anticipated that they would suffer from stress during that year and 81 percent believed that Physical Education could reduce that stress, only 12.8 percent participated in Physical Education.

The higher ability pupils in Underwood's (1988) survey felt that Physical Education programmes had achieved the aim of developing pupils to the best of their abilities and of providing education for leisure experiences, whereas, although some lower ability pupils concurred with this, most felt that they should have had their talents developed more fully. There was a general criticism from both groups of pupils that little or no opportunity had been given to play sport with members of the opposite sex.

2.2.2 Gender

Underwood (1988) noted that there was no difference between responses of boys and girls but a marked difference between the high and low ability groups. His main hypothesis that two of his sample schools were more effective than others was not supported by his findings and even the

suggestion of significant differences between male and female teachers' teaching strategies proved to be incorrect, which was surprising considering their obvious differences in curriculum planning.

Similarities between male and female pupils' attitudes were reported by both Luke and Sinclair (1991) as well as Earl and Stennett (1983). Both of these studies were conducted in Canada and were concerned with the differences between male and female attitudes. Both studies reported only minor differences.

Studies conducted in Australia repeatedly referred to gender differences in attitude towards Physical Education. Heaven and Rowe (1990) stated:

School Physical Education programmes are seen to be of key importance in countering male domination of sport....substantial agreement exists concerning the need not only to raise sporting participation levels amongst girls but also to modify the masculine inflection of much current sport."

Students from co-educational schools in Western Australia who were interviewed by James (1993) alluded to the **"Ownership of recreational space"** Comments included **"Boys just take over everything. They dominate the basketball hall in winter. Lock us out or let us in just to watch."** and **"Boys are too rough and they hog the ball"**. Although James (1993) mentioned "subtle unspoken constraints" she quoted from McKay (1991):

Men have used outright coercion, harassment and intimidation to prevent girls and women from invading male territory. Females have had to fight often in the highest court in the land

against the grossly unequal ways in which schools, communities and governments have allocated funds, equipment, facilities and instructions to them.

A study of role model identification amongst Australian youth, conducted by Ewens and Lashuk (1989) revealed that sportsmen were identified significantly more than sportswomen and that females chose athletes as role models much less frequently than males. This research drew attention to the lack of visible female sports heroines.

Macdonald (1990) found that teacher education programmes in Australia perpetuated masculine hegemony. She studied "sexist structures" in Physical Education and the teaching profession. An interesting aspect of her research analysed the preferences of pupils for single sex or mixed lessons in Physical Education. The findings were diverse; they varied most according to the aspect of Physical Education being taught. Pupils were found to still hold stereotype images of gender and sport. Pupils who were in mixed sex classes far preferred mixed sex classes to pupils who were in single sex classes.

Knapp (1967) reported a study of girls' attitudes to games, although gender bias was not the main issue. She used questionnaires completed by 600 girls between the ages of 11 and 17 years, drawn from five schools in Worcestershire and Devon. The object was to establish the real and lasting interests of school children with a view to future curriculum planning.

Knapp's (1967) study also included a survey using interest inventories; she noted that check lists were not satisfactory and that questions which required children to make a choice produced more reliable information. By counting the number of times an activity was chosen and relating it to the amount of times it could be chosen, she compiled a list of interests, which varied

according to age and gender. She found, for example that 50 percent of 15 year old boys liked watching sports as much as playing, as opposed to only 26 percent of their female peers. Overall boys preferred a much greater amount of time engaged in physical activities. Both boys and girls disliked training for sports. Both boys and girls of all ages ranked tennis and swimming consistently the highest of preferred activities.

Dance ranked highly for 16-17 year old girls and, as one would expect, lowest with 14-15 year old boys. She concluded, **"it is clear that the declared interests of boys and girls show more similarities between the sexes than differences."** This conclusion supported Underwood's (1988) findings.

Ewens and Lushak (1989) also studied activity preferences. The boys in their sample named 28 sports, with cricket being most often identified, followed by soccer, tennis and rugby league. The girls identified 18 sports, their favourites being tennis, softball, netball and swimming. It was interesting that when asked to identify sports that they most preferred to watch the boys' choices altered little, whereas the girls' selected both male and female sports.

The subject of issues related to gender in the teaching of Physical Education was discussed in detail in an article entitled, "Boys and Girls come out to play (but mainly boys)" by Anne Williams (1989) where she highlighted the extent to which physical education reinforced stereotype images of masculinity and femininity, in England.

In her study conducted in Ciskeian Junior and Senior secondary schools, Walter (1990) found that more sporting opportunities were open to boys than girls at schools. The girls had a very limited range of sports to choose from, namely netball, tenniquoit and athletics.

This study also highlighted the ratio of male to female teachers involved in sport in the schools, which was 2:1 and the attitude towards gender. This was made more obvious when one school mentioned they were unable to participate in any extramural sport because they only had female teachers on the staff.

2.2.3 Facilities

Buckland (1965) used Roche's (1965) test for the measurement of attitude towards Physical Education and found that **"..boys have a highly favourable attitude towards physical education which is enhanced by good facilities within the school"**. He also found that a higher degree of motor fitness was evident in pupils with access to superior facilities and consequently resulted in a much more favourable attitude among pupils.

Butcher and Hall (1983) undertook a five year survey of adolescent girls' participation in physical activity in Canada. They reported that although the amount of sports equipment available to individuals increased over the five years, pupils were separated into participants and non-participants in community organised activities by their socio-economic status.

Luke & Sinclair (1991) included facilities as one of their determinants of attitude towards Physical Education. It ranked lowest overall, leading the researchers to the conclusion that facilities were not perceived as an important determinant to either positive or negative attitudes. They noted that this result was to be expected from their sample who enjoyed a good standard of facilities and equipment. They added that, **"Similar results may not occur in settings with facilities and equipment that are well below the accepted standards."**

Overseas studies and those conducted in historically white schools in South Africa rarely even mentioned facilities or equipment as a factor influencing the teaching of Physical Education.

However, in Ciskeian schools the lack of facilities and equipment was identified (Walter, 1990) as one of the main reasons for inadequate teaching or its total absence from the curriculum. It was reported that 47 percent of schools not teaching Physical Education felt that a lack of facilities prevented them from doing so while only 21 percent of the schools had a tenniquoit court and less than 10 percent had a volleyball court. Less than 10 percent had a tarmac or cemented area which could be utilised for a number of sports. Gymnasiums, tennis courts and swimming pools were non-existent in Ciskei schools and although it was evident that the majority of schools had a playing field and a netball court (72% and 80% respectively) these were of an inferior standard.

However, Walter (1990) remarked that the "rough and ready" sports fields seemed to indicate a **"desire and willingness on the part of schools to create the much needed facilities in the face of trying conditions"**.

Jacobs' (1991) research into facilities affecting pupil achievement did reveal the importance of textbooks, libraries and desks but findings from research conducted in seven third world countries showed that Science pupils who had access to laboratories did not perform better in Science examinations than pupils from schools without laboratories.

This may have some bearing on Physical Education as the lack of facilities is frequently given to excuse the lack of success in teaching the subject.

This was Manson's finding (1993). She studied the teaching of Physical Education in the senior primary schools, historically for white children in the Durban area. She acknowledged that a lack of facilities could greatly "curtail the subject curriculum in physical Education" but she found that the problem was with the insufficient use made of the existing facilities and equipment rather than them being inadequate.

2.2.4 Enjoyment

Knapp (1967) was one of the first researchers to concentrate on the aspect of "fun" in the teaching of Physical Education. In her survey she included two relevant sections, namely "Reasons for enjoying physical activity" and "Reasons for disliking physical activity". Here the attitudes of the pupils were clearly exposed. Interestingly the pupils' most important reasons for enjoying activities was "to have fun". Secondary reasons included maintaining health, performing well in a variety of activities, relaxing, breaking the monotony of other subjects, making friends and learning skills to be continued after school. Reasons for disliking physical activity included disliking the teacher, being too lazy to participate, fear of failure, with "being given stupid things to do" rating top of the list.

These findings showed a good deal of similarity with those of Browne (1992) who had the opportunity to study reasons why final year female pupils chose Physical Education or did not choose Physical Education because the subject had become optional and assessable in the 1980's in Australia. The most important of the 16 reasons given for choosing Physical Education as a subject were: (in rank order) Physical Education classes

1. are fun (95.2%)
2. are a break from the classroom (94.1%)
3. help keep fit (93.2%)
4. I enjoy new skills (91.2%)

Reasons given for not choosing the subject were (in rank order)

1. Other subjects are more important (95.2%)
2. It does not fit into my time-table (57.3%)
3. I get enough exercise outside school (39.8%)
4. There is too much competition in P.E. (29.1%)

The aversion to "competition" prevalent in western countries in the 1980's is discussed later but it was a dominant influence on attitude in Browne's (1992) study.

In Canada, Physical Education had become an optional subject in 1972. In their survey on girls' attitudes towards physical activity, in Edmonton, Butcher and Hall (1983) found clear evidence that the older their respondents became the more they required activities for the release of tension and the less they required competition. This led Butcher and Hall (1983) to make the recommendation that Physical Education classes should adapt to accommodate these preferences by decreasing the number of competitive activities and increasing the number of cathartic ones as girls mature.

Underwood (1988) considered the aspect of "having fun" and its influence on pupils' attitudes. He noted that many school Physical Education syllabuses gave one of their aims as "developing a favourable attitude to Physical Education". Underwood then analysed attitude towards Physical Education using the same three categories as Triandis (1971) and White & Saunders (1977) cognitive, affective and action tendency. He then qualified his analysis of attitudes by stating:

What is not clear is whether the attitudes are engendered or are a reflection of the learning that has occurred. The relationship between pupils' attitudes and their

perception of learning may not always be in a positive direction.

He then quoted Locke (1979) who pointed out that it was possible to have a poor attitude and feel that learning had taken place and conversely have a good attitude and feel that little learning had occurred. Two examples of this were used later by Underwood (1988) where pupils were allowed to do as they liked in a free activity swimming lesson and a game of soccer uninterrupted by the teacher. The pupils perceived these activities as enjoyable but recognised that no worthwhile learning had taken place. Similarly, although many teachers of Physical Education assumed that pupils' enjoyment was an indication of effective teaching, Underwood (1988) advised that it was not necessarily so and warned that, **"enjoyment must be seen as a by-product rather than a prerequisite to learning."**

"Atmosphere" within the Physical Education lesson was seen as a strong determinant of attitude by Luke and Sinclair (1991). They included "enjoyment and fun" in this category as well as the opportunity to "get to play together" and "to meet new friends".

In a study with a multi-cultural perspective, ethnic differences in attitude towards Physical Education in Ohio were identified by Tannehill and Zakrajsek (1993). Whereas 75 percent of Anglo-American youth indicated that "being with friends" was the most important reason for liking Physical Education, 73 percent of Hispanic Americans were motivated by "becoming more fit." Tannehill and Zakrajsek (1993) encouraged Physical Education teachers to move away from tedious drills and exercises by developing realistic game type learning experiences; they suggested that teachers should include "enjoyment" in their planning and made the following recommendations:

We are not suggesting that fun, in and of itself, is an adequate goal for Physical Education, but if fun is a motivation for participation, then it would be in our best interest to determine how to make learning Physical Education more enjoyable.

2.3 THE INFLUENCE OF THE CURRICULUM

2.3.1 Variety of Activities

Figley (1985) studied the issue of curriculum, using the critical incident methodology. She asked 100 college students to describe incidents in their school life which made a favourable or unfavourable impact. The findings supported Underwood's (1988) claim that two factors, namely curriculum content and teacher behaviour had the most influence on the development of positive and negative attitudes to Physical Education. Figley found that positive attitude was influenced by a curriculum which included a variety of activities and many opportunities to participate in them as opposed to a curriculum which was referred to as irrelevant, repetitive, formal and shallow.

Research conducted by Luke and Sinclair (1991) in Vancouver supported Figley's (1985) contention. They stated:

These results suggest that curriculum is the most influential factor in the development of both positive and negative attitudes towards Physical Education, regardless of students' gender and regardless of whether they elect or avoid school Physical Education.

They quoted from respondents who asked for more opportunity to take part in decision-making and "more chance to make choices and "not always being told exactly what to do."

As previously discussed, opportunity for choices between a variety of activities was given to pupils in western countries relatively recently (White et al., 1965; Underwood, 1988). Arnold (1962) had studied the relationship between somatotype, ability and intelligence and on the basis of his findings that different pupils were more suited to different activities, he subsequently (1968) concluded that, **"It is clear that in physical education a wide choice of activities must be offered if the potential interests of children are to be met."**

One of the major findings of Earl and Stennett (1983) was that pupils (80%) indicated that they would have taken Physical Education and Health as a subject if the course had included options or choices.

Saunders and White (1977) highlighted the importance of offering a variety of activities in a case study of a school in a socio-economically depressed area, where the Physical Education teachers had lost touch with modern developments in their subject. They drew the following conclusions about the attitudes of pupils attending a school in a Yorkshire coal-mining area:

Many pupils are not involved in the school and many actively reject and violate school rules. Little self-determination is allowed in the selection of activities and even in Physical Education where a wide range of activities is commonplace in other schools, this school still pursues a narrow curriculum... even amongst the more physically and intellectually able pupils there is a lack of opportunity to pursue physical activities

which offer individual choice...all children have a right to this type of education, irrespective of home background, social class, intellectual or physical ability.

In Australia, Sparks and Webb (1993) identified the top ten activities in which school pupils participated as: (in order) football, tennis, aerobics, basketball, squash, hockey, triathlon, surfing and netball. The list of preferred activities for boys included: surfing, weight training, cricket, archery, rockclimbing and golf.

The difference between the programme of activities offered and the preferred activities was used by Sparks and Webb (1992) to explain negative attitudes of pupils. The phenomenon of older pupils and especially girls becoming less active has been a common preoccupation of research in Western societies (Butcher & Hall, 1983). Sparks and Webb (1993) established the top ten preferred activities for their sample of girls in their final year of high school. In order these were: aerobics, scuba diving, horse riding, tennis, skiing, swimming, modern dance, squash, volleyball, basketball and bushwalking. Considering that these activities were far more stimulating than the usual choice in other countries and not too far removed from the actual programmes available in Australia, it is hard to understand the argument offered that "**..a gap exists between what is offered and what students actually want.**" However this statement encapsulates this problem which was studied by many researchers. Sparks and Webb (1993) supported their findings with a recommendation which went further than stating that students should have a choice:

To initiate a commitment to physical activity, healthy eating and non-smoking behaviour the students themselves should have an input into curriculum content. Programmes should

utilise local amenities, be flexible and adaptable to group needs and more importantly offer enjoyment through a range of activities which can persist into adult life.

2.3.2 Curriculum Innovation

Whitehead and Hendry (1976) exposed the disparity between theory and practice, which they called the credibility gap. Their contention was that although Physical Education had progressed from the drill sergeant days of P.T to a subject with some educational values, many children were still being fed the same basic diet of Physical Education that had been experienced in the sixties and even the fifties.

This same credibility gap between the theory and practice of Physical Education teaching was researched by Sparkes (1988) who conducted research over a three year period in a large English urban co-educational comprehensive school. He adopted the role of researcher-participant and made detailed studies of the teaching conducted in the Physical Education department by the seven members of staff.

The timing of this research followed the introduction of new trends in the teaching of Physical Education, namely "Health Related Fitness" (HRF) and "Teaching Games for Understanding" (TGFU) which had become the new official discourse of physical education teaching in England, according to Evans (1988).

Capel (1986) at approximately the same period in America was also advocating the promotion of "co-operation" rather than competition. There had been a move towards creativity in games teaching which had started in England in the 1970's (Mauldon and Redfern 1970) where the emphasis

remained on skill acquisition but incorporating a movement approach as well as many of the themes which were to be formalised in the 1980's into the TGFU programmes.

The philosophy behind the innovations of the "new official discourse of the 1980's" was one of "sport for all" rather than the previous concentration on the gifted elite. "Sport for all" was a slogan adapted by the British Sports Council in the 1970's. Sparkes (1988) illustrated this elitist attitude by quoting from interviews with teachers. This statement came from a young female teacher,

I have a top group for hockey for first years. That's nice because it gives you a chance to work with your team players....also you can move a bit faster.....if it went over to mixed ability it would slow down the progress that you made.

Underwood's (1988) research provided the other view of this issue; when interviewing pupils for the lower ability group, they commented that the best players always pass to each other and seldom pass to the poorer players.

In the practical situation, TGFU attempted to help pupils to understand concepts such as passing, zone defence and penetration and attempted to remove the elitist emphasis. This new philosophy had already permeated extracurricular sports. At this time in Britain, industrial action by teachers had brought extracurricular sport as it had been known to an end. In the majority of schools, especially in the South of England, interschool fixtures were no longer being played and therefore this new emphasis on clubs catering for all levels of ability rather than just the team players was opportune.

Only the newly appointed Head of Department at Sparkes' school of study (1988) was in support of the new innovations in Physical Education and in fact the other male staff openly resisted the changes. One of them stated:

This new-fangled thing that's coming around where school teams ought to be dropped and we concentrate on everyone. I don't think that's a good ideal at all...if you keep the good ones together with the less able and you do a course that is for everyone without concentrating on the elite at some stage, I think that's doing a disservice to the good kids.

The interaction of the members of this department was graphically delineated by Sparkes (1988) with the Head of Department gradually influencing the others to attempt to implement new programmes or at least to adapt to them to some degree. In order to justify their subject in a new school environment where every subject was fighting for survival, all members of the department had to adopt the new philosophy. Sparkes (1988) labelled this strategy "rhetorical justification" because the unified and homogeneous front presented to the rest of the staff room was not necessarily what was going on, on the sports field. A quotation from interviews with one particularly disillusioned staff member illustrated this point,

It all sounds real waffly, "Games-for-understanding" to me...but if you can talk the language, you know, the jargon, people think you are well versed and that you are changing...PE is full of theory now, as long as you can spout the theory you can get on. The fact that you might be a bloody good teacher means bugger all.

Sparkes (1988) argued that it would take many more years before the programmes would be wholeheartedly implemented. He referred to this phenomenon as "innovation without change" He concluded:

.....only by engaging teachers in the transformation of their own practice can teacher isolation and the theory-practice gap be reduced, allowing for the possibility of innovation WITH change to occur in our schools.

As Bell (1986) explained, children in the eighties did begin to experience major changes but these were mainly as a result of coping strategies rather than a deliberate contribution to educational improvement.

Craig (1991) recognised the failure of the "new physical education", when he stated:

despite our attempts through the eighties to promote a greater sense of equality of opportunity through the introduction of what Evans (1990) terms the New Physical Education, ie "Health Related Fitness" and "Games for Understanding", we have largely failed to radically alter the cultural fragmentation of Physical Education.

Underwood (1988) also outlined inconsistencies in the planning and execution of Physical Education programmes and identified the problem as being that the teachers did not evaluate their teaching in relation to their original aims. To support this, he quoted from Flanagan (1985) a Physical Education inspector who highlighted the following areas of concern;

1. **The curriculum should be planned as a whole**
2. **Progress needs to be monitored**
3. **There is need for coherence and progression**
4. **There is a need to avoid unnecessary repetition and discontinuity**
5. **There is a need to have better defined objectives, remove some of the clutter from course content and make better use of the time available.**

The Department of Education and Science in England and Wales did not prescribe syllabuses; individual schools were given a high degree of autonomy within subjects as well as in the broader curriculum. In some cases this led to a lack of direction, which was obviously the concern of this inspector. In August 1991, a national curriculum was introduced for the first time in England since its abolition in 1944, Craig (1991).

The issue of values education in Physical Education was examined by Bressan (1991). She questioned whether normal behaviour was always moral behaviour and outlined the dilemma faced by physical educators who recognised that the old contention that "sport can build character" was not always true. She stated:

More recently, with the rewards associated with recognition and economic gain, self-interest has become a prime motivator in developing values in sport.

Bressan (1991) warned physical educators to examine in great detail values they had been trying to teach in the past and to set goals for the values they hoped to teach in the future.

2.3.3 Fitness & Health

An interesting change in attitude to curriculum content was identified by Underwood (1988) who compared the aims of physical Education as ranked in order of importance by Kane (1974) and showed the more recent emphasis on health-related fitness which had risen from 7th place in 1974 to 2nd place in 1987.

Bressan (1986) warned against "quick and dirty" shortcuts in solving the status problems of Physical Education. She criticised those who identified fitness as the main goal as one such shortcut and argued that not only was there insufficient curriculum time available to achieve pupil fitness but also that fitness was just a marginal benefit of Physical Education. She wrote that physical fitness did not even touch our potential for contributing to children's education and well-being.

Bressan (1986) felt that fitness was a pervasive social issue and as such was the responsibility of the entire school and the whole community and not just the physical educator. She also called for a return to the basics, which in her opinion was that skillful movement should be the most important goal in childrens' Physical education. Her focus was the primary school in the United States and she stated:

Our subject is human moving. Our content is primarily limited to gymnastics, rhythms and dance, and games and sports. We can help children develop as persons through participation in activities in which they gradually master moving. Only in Art, Music and Physical Education can children experience themselves as integrated whole persons. Their involvement is physical, motor cognitive, affective and (especially in physical education) social. Our educational power is in that integration.

The aspect of the new interest in health and fitness has been found to have a different effect in Australian schools; Tinning and Fitzclarence (1992) claimed that there was a crisis in Australian secondary school Physical Education. They highlighted the influence of the media, the information society and market images on the teaching of Physical Education. The example was given of West Indian youth having increased access to televised American basketball which as a result was beginning to replace the traditional cricket in their social lives.

The argument put forward by Tinning and Fitzclarence (1992) was that with the current obsession in Australia with health and fitness, Physical Education should be booming but in reality the promotion of attractive healthy bodies in the media only served to draw attention to the fact that Physical Education lessons did not have relevance for adolescent daily lives. As a consequence, teachers of Physical Education in the 1980's in Australia had tended to offer a multi-activity form of programme with an emphasis on entertainment at the expense of motor skills and fitness.

They further acknowledged that there had always been pupils who did not like physical activity but what was new was that there were now pupils who did like physical activity but not Physical Education lessons. They cited the experience of one teacher **"Many of the students who were unco-operative in her physical education class at school worked happily in aerobics classes she taught at the community gym"**

Their solution to the problem was to warn educators to plan a postmodern curriculum which acknowledged the dynamic life world of the adolescent. In 1994, Tinning and Fitzclarence stated that the solution would need teachers who recognised that their contribution to society as a serving profession **"must rest on the educational rather than the sport or health aspects of human movement."**

Bressan (1986) stated that there was insufficient time available in the school timetable to achieve any degree of fitness. Andrews (1995) stated that it would never be possible to "have our pupils achieve desirable fitness levels in 2 periods per week." This was true although a contribution could still be made if the Physical Education programmes imbued children with knowledge of the health-related value of physical education. Andrews (1995) continued:

But by supporting our practical programme with well-directed theory lessons, we will be able to provide pupils with a better grounding for the achievement of fitness on their own. Not only fitness but a health-directed lifestyle can be encouraged through such lessons.

Sallis and McKenzie (1991) established that Physical Education had the potential to contribute to public health by providing physical activity during the school day and the encouragement of physical activity out of school. Education for leisure was a concept which emerged in England and was associated with unemployment.

Hendry (1986) considered the value of school, sport and leisure. He provided an overview of teaching Physical Education in the 1980's and linked social, economic and technical change to the daunting prospect of unemployment. He quoted from Corrigan (1982) "the trouble with being unemployed is that you never get a day off", which supported his contention that a simple solution was not based on the assumption that unemployment simply meant more leisure time. Hendry questioned the nature of Physical Education and more broadly the organisation and content of secondary schooling and how it attempted to alleviate the traumas of transition into a world where work would not feature prominently for some and hardly at all for others. Hendry (1986) found that most schooling was not vocational at all and most was

preoccupied with examinations and certification. Hendry (1986) advocated a major change in the content of Physical Education programmes, with special emphasis on education for leisure which should not be interpreted as education for the dole queue.

In their study of pupil preferences for activity units in the primary school McKenzie, Alcaraz and Sallis (1994) designed a Physical Education programme which concentrated on only health-related fitness and skills-related fitness. They found that children indicated a clear preference for skills-related over health-related activities. They suggested that there were two reasons for this. Firstly that health-related activities were more strenuous than skills-related activities and secondly that the skills-related activities involved the use of more equipment. Aversion to strenuous activities was identified in other studies.

Running, long distance runs and fitness testing were three activities identified by the respondents in the study conducted by Luke and Sinclair (1991) as being the minor determinants which contributed the most towards negative attitudes.

A negative attitude towards fitness exercises (74%) was recorded as an alarming trend by Tannehill and Zakrajsek (1993). They found that pupils indicated a strong desire for team sports yet did not want to become fit. They concurred with Andrews (1995) when they recommended that Physical Education teachers should address fitness with a positive and motivational approach to ensure that young people learn to appreciate the need for maintaining healthy lifestyles.

2.4 THE STATUS OF PHYSICAL EDUCATION AS A SUBJECT

2.4.1 Physical Education versus sport

While studying the attitudes of Year 10 students to extra-curricular activities in western Australia, James (1993) found evidence of how society rewards sporting success; comments from one interviewee:

Sport is very big...if you are good at it you can become a prefect etc..even if you are smart, you'll be unpopular if you don't do P.E...you don't get colours for good academic marks.

This child was making a common mistake of confusing sport with the subject of Physical Education. Walter (1990) found this to be the case in the Ciskei where she identified a misunderstanding of what Physical Education and sport was. She commented:

Sports coaching during school time by a large number of staff prior to sports meetings or matches is seen to be Physical Education.

An explanation for the promotion of recreational programmes at the expense of promoting educational objectives was provided by Manson in a study conducted in senior primary schools in Durban (1993). She identified inadequate qualifications as the cause; **"A particular consequence that flowed from lack of training was the predominantly recreational nature of the programmes."** One of her findings was that teachers perceived objectives related to skills, recreation, attitudes and co-operation to be readily achievable while objectives related to health, problem - solving and aesthetics were not.

One of the problem areas was the teaching methods used, which were teacher - centred and command orientated. This led her to conclude that, that was why the teaching of skills in a competitive games context was popular amongst inadequately trained teachers of Physical Education.

Anne Williams (1989) addressed the broad issue of the status of physical education:

Physical education has long suffered from status problems and from confusion about its nature and relationship with allied activities such as sport and recreation. The existence of a subject hierarchy in which Physical Education is consistently placed lower rather than higher in the subject pecking order has produced a tendency for physical educationists to be defensive about their subject and to seek to argue for greater recognition of its educational worth.

She stated that physical educationists had always produced a "plethora of justification for its (PE's) curriculum place." Some had used the elitist traditional formula of proving successful on the playing fields and producing players who represented their district or county. Many of these teachers realised that their teaching programmes were more important but recognition of their worth could only be gained from inter-schools success.

With inter-schools fixtures being phased out in many parts of England in the eighties, justification for the subject had to come from elsewhere, namely justification based on the educational value of the subject or on the health-related aspect.

Craig (1991) was amused by some of the claims made by physical educationists:

Physical Education has continually found its rationale and horizons being questioned and extended. Its current mission is typified by the following laudable if somewhat immodest description taken from a university prospectus; "Physical Education is concerned with the quality of life of the individual and the society as a whole (Physical Education at Wits)"

Craig (1991) also quoted from the Education Department's (DES, 1991) list of the familiar aims and objectives associated with policy documents and highlighted the lack of realism:

...There is no vision of the realities of the poverty, sexism and racism that permeate the lives of many of the children that we teach...much of what we do still largely operates on the assumption that all children have the same level of needs and that activities we offer provide a set of meanings that is inherently positive.

However he did point out that the claim that Physical Education could improved social competence, inter-personal skills participation and multicultural understanding may have explained why Physical Education and especially sport "often find themselves placed to the forefront of the political and educational agendas of countries such as South Africa and Norther Ireland."

Paterson's (1984) study was concerned with the professional status and role of the white male Physical Education teacher in Natal. He used structured interviews and questionnaires for 32 Physical Education teachers, academic teachers and standards seven, eight and nine pupils at 32 schools to obtain their varying perceptions of the problem.

Paterson's (1984) findings revealed that the physical educator's role in the school was perceived to be that of sports organiser-coach rather than subject teacher, that Physical Education teachers did not have promotional opportunities equal to other teachers and that Physical Education teacher's and school principals' perceptions differed considerably.

Paterson (1984) cited Nixon and Jewett (1964)

The place of Physical Education in the curriculum is earned by its potential to achieve important educational objectives.

The view that sound educational objectives should be emphasised in the Physical Education programme instead of the recreative ones was supported by other studies (Underwood, 1988; Manson, 1990).

Williams (1989) considered the status of Physical Education in relation to recreation and discussed the misconceptions surrounding the distinction between these two disciplines.

She identified a problem with expectations:

perceptions of the junior school teacher, who is responsible for the whole curriculum for one class of children, differ from those of the subject specialist.

Arnold (1968) managed to combine the concept of sport with that of educational values by quoting from Cozens and Stumpf (1953):

In a world that has no common religious or political philosophy to share, perhaps the field of sport and the universality of the ideal of sportsmanship may provide a meeting ground where co-operation and understanding, a respect for the rules and a sense of fair play will prevail.

This lead Arnold (1986) to conclude that, **"in the chivalrous code of sportsmanship there is also much that is of educational value."**

Craig (1991) recognised the social value of sport in a divided society when he commented on sporting celebrities"

"The success of these sporting heroes, which have been enjoyed and celebrated by both sides of the sectarian divide, have led to sport (and by implication Physical Education) being identified as a neutral area of cultural life which can act as a meeting place and a source of common identity for its polarised communities."

He emphasised the contribution that sport and Physical Education could make towards reconciling a divided society with diverse cultures:

sport under the direction of politicians, community leaders and sporting organisations has become symbolically presented as a cultural "peaceline" evidencing the country's return to normality.

However, he warned that sport and Physical Education could just as easily reinforce the political and cultural divisions if sports and certain aspects of Physical Education were limited to certain cultural groups.

Bressan (1995) provided a clear synopsis of the relationship among Physical Education, recreation and sport in South Africa with an overview of the contribution made to health by each of these facets.

The concept of "play" was identified as common to all three but the emphasis on the competitive element of sport distinguished it from recreation which was seen to have its emphasis rather on pleasure and relaxation. Bressan (1995) explained that Physical Education provided the broad foundation which was essential to both recreation and sport. She warned that the subject of Physical Education was "on the demise" due to the misguided impressions of education decision-makers who were under pressure to economise. Her recommendation therefore was that physical educators should seek to negotiate a relationship with both sport and recreation in order to ensure the survival of the subject.

2.4.2 Competition versus co-operation

An important consideration when teaching games skills, which was highlighted by Capel (1986) and which inexperienced teachers often neglected was that when learning a skill the amount of competition should be minimal. She argued that competition would automatically develop after skill improvement and children would naturally wish to compete. Thus co-operation developed into competition. The concept that co-operation is not in conflict with competition and that positive social skills can be facilitated in the competitive games programme is one which has been supported by many

researchers. (Siedentop, Mand and Taggart, 1986; Paterson, 1990). Although Bressan (1995) also acknowledged the educational values transmitted by Physical Education she explained why physical educators did not trust organised competitive sports:

Sport can get so competitive, so carried away with the pursuit of excellence and so orientated towards pleasing spectators that sport can run counter to the objectives of Physical Education.

It was therefore understandable that physical educators moved away from justification for their subject based on their association with competitive games. Another consideration of games teaching which Capel (1986) emphasised was that pupils should not only learn major competitive games but that they should be provided with opportunities to devise their own games. This not only contributed to cognitive development but it also created awareness of the necessity for rules, scoring, the purpose of the game and the function of the referee. Capel (1986) suggested that this should lead to an understanding of sportsmanship and co-operation.

These concepts supported Mauldon and Redfern's suggestions (1970) for a new approach to games teaching in the primary schools in England and were the basis for the games for understanding programmes introduced in Britain in the eighties.

The macro level implications for the content of Physical Education programmes were considered by Pollard (1988) and Leaman (1988) where the problems stemmed from the move away from competition to a less elitist emphasis. Leaman stated,

At the macro level of national policy, culture and development, competition is seen by influential groups as a source of industrial survival, personal character and shared tradition.

Pollard (1988) based his argument on the concept of hegemony and the fact that competition in school sport is legitimated by a powerful set of social expectations. He outlined the "public panic" which set in when news of the non-competitive innovations were first publicised. Even the Times Educational Supplement joined in the over reaction, with a report about the comprehensive school where the pupils were playing stool ball, which was said to allow both sexes to play and could be non-competitive. The Times concluded,

..one thing is fairly certain; the West Indian pace attack was not reared on stool ball and stool ball is not going to help England find a fast bowler.

Public indignation became apparent and subtle social control emerged. Williams (1989) also mentioned this aspect by stating that Physical Education could never be independent from sport and recreation because the latter two concepts appeared to legitimate it for the majority of the public. Williams (1989) documented the unusually high profile given to Physical Education in 1987 and 1988, by citing various newspaper articles as well as a BBC documentary and a House of Commons debate. She attributed this to the revival of interest in health and fitness and the use of leisure activity as a form of social control. Pollard's (1988) quotation from an address delivered by Prince Phillip to the British Institute of Management indicates the level of public interference in the teaching of Physical Education and the wider implications perceived by that public,

There are those in education who, in the name of freedom and equality are trying to do away with competitive sports....This negative attitude is doing untold damage to the morale of those engaged in industry and commerce. The process of education and training for life in an industrial community is being corrupted and consequently the national economy as a whole suffers.

Williams (1989) explained that the public interest in the health and fitness benefits of Physical Education was relevant to the primary school whereas the concept of promoting leisure activity with social control as the hidden agenda was more closely associated with secondary school programmes. She quoted Campbell (1984) speaking in the House of Commons,

There is a growing awareness that sport in its broadest sense is one of the greatest weapons we have to combat the growing number of social problems which exist today.

In contrast to the studies in western democracies, which emphasised the negative aspects of competition, Walter (1990) did not even consider the possibility that competition could be detrimental or elitist when she advocated a stronger commitment to sport in schools, in the Ciskei,

"...teachers involvement in extramural activities - such as sport, drama, choir, etc should be compulsory and part of his/her job description. The pupils' attitude will change if these activities are enjoyable, well organised and relevant to life time recreational pursuits.

Although Arnold (1968) did consider the concept of competition, this was before competition had been seriously questioned as a desirable component of our teaching programmes. He therefore presented a neutral opinion by outlining the advantages and disadvantages. He included an illustration of how western democratic society had a fundamentally different attitude to competition in games from that of a society of Hopi American Indians.

...the Hopi took to basketball enthusiastically, but could not be taught to keep score. Competition did not interest them but they loved the teamwork. Our own children, trained to value fair conflict, need the competitive score to give an incentive and spice to the game. They can be taught teamwork but only incidentally and in a framework of competition.

Similar cultural differences in attitude towards the concept of competition were reported by Tannehill and Zakrajsek (1993) Asian, Hispanic and Anglo American youths ranked the importance of sportsmanship higher than competition, African American youth ranked the importance of teamwork and Asian American youth did not consider that competition with self or with others was important at all.

2.4.3 Examination status

Coutts (1981) considered the status of Physical Education as a subject. He researched the topic of "Physical Education in selected schools in Natal." Although the respondents were from the white population group only, this research had relevance for the present study. Coutts surveyed 59 schools and conducted structured interviews in 30 of those schools. Only teachers of Physical Education were involved in the study. The focus of this study was

the physical educator and the problems encountered by that person in historically white schools for boys in Natal.

Coutts (1981) noted that despite being an integral part of the curriculum, Physical Education tended to be separated. He quoted from Whitehead and Hendry (1976) regarding the marginal role of the subject and the Physical Education teacher stereotype:

His subject may lack prestige and he may be viewed as a trainer-instructor. Physical Education is sometimes seen to be a marginal subject, peripheral to the central instrumental functioning of the school, which is passing exams.

Williams (1989) gave further insight into the status of Physical Education by referring to the classification of subjects according to Meyer (1980) who categorised subjects as either "universal" such as Mathematics, English and Physical Education or "optional" such as Classics, Music, Russian and Economics.

A further categorisation would be between "central" and "peripheral" A subject defined as central would be one which is essential for students at a particular age. For example Mathematics would be both universal and central whereas Physical Education although universal would be peripheral.

Sparks and Webb (1993) wrote of this conflict between academic work and physical activity as follows:

There is an emphasis on academia in crowded curriculums....The implications for programming become very significant and responsibility often falls back on the ability of the Physical Education staff to promote their key learning area and win over curriculum time for their subject.

Paterson (1990) stated that the subject's non-examination status contributed to the teacher failing to maintain professional identity within the hierarchy of the school. He wrote:

The problem of ignorance in terms of the aims and content of the subject is compounded by the fact that Physical Education is not seen to be aligned to the main function of the school.

Coutts (1981) quoted from Dobie (1969) who stated,

Social attitudes, especially those of parents and employers towards examinations and certificates emphasise the importance of examinations with the obvious danger that success in an examination may come to be regarded as the principal aim of education.

Walter (1990) reported that in the Ciskei, this attitude was prevalent even among teachers. She stated it as follows:

In many examination subjects there is also a shortage of suitably qualified teachers and with Physical Education being a non-examination subject it is not considered a priority.

Two very disturbing factors were that 41% (of respondent schools) were not teaching Physical Education because it was a non-examination subject and that 16% were unaware that Physical Education was part of the school curriculum.

Coutts (1981) summed up this issue. **"That a subject might come to be considered to be deficient because it is not examined is an indictment of the system of education itself, rather than the subject in question."**

This philosophy, that educating the child was more important than examining explained why, in Britain pupils did not write end of year examinations which determined whether they passed or failed and repeated a year of study. However, as Anne Williams (1989) pointed out, physical educationists in Britain sought recognition for the subject through it being included as an examination subject. This happened in 1976 when over 9 000 pupils wrote the CSE examination and by 1992, 16 000 pupils from 777 schools were examined.

In 1994 there were 7 476 candidates in New South Wales who wrote the Physical Education HSC examination (Sydney Morning Herald) Physical Education became an optional theoretical examinable subject in Year 11 and 12 in the 1980's in Australia but it was rarely examined in the younger age groups. In advocating evaluation in Physical Education, Tinning and Fitzclarence (1992) criticised the Australian approach which had as its main objective keeping pupils "busy, happy and good" in the 1980s and had this to say:

"Without the forms of assessment that drive student application in most other school subjects (how many students would work hard at Maths or English unless it was formally required of them?) Physical Education is still trying to find the happy medium between appealing to enjoyment and interest and extending students beyond their limited experiences and capacities.

Bressan (1995) recognised that the subject of Physical Education provided far broader educational values than examination subjects. She explained that Physical Education addressed "life realities" by increasing social skills and improving health, whereas examination subjects, which were perceived as being the basics for life limited pupils to a narrow range of knowledge for passing examinations. She illustrated this concept:

Anyone who has lived in this world knows that if you cannot get along with other people, it doesn't matter how much you know. If you have a low self-esteem, you will limit yourself and the contributions you make to society. If you have poor health, you will never achieve your potential and you may in fact become a burden to your society. Physical Education addresses each of these "life realities", yet decision-makers in education continue to discount the subject.

2.4.4 The "physical" aspect

Moutray (1973) plotted the development of Physical Education as a subject in Australian universities. In the pre-war years he stated that the university authorities had seen Physical Education simply as exercises and physical fitness, relaxation from studies and an activity for healthful living. The subject then went through a period of being considered valuable only as a teaching subject in the school situation and as a recreational pursuit in the universities. It was not until the 1970's that the subject achieved the status of an academic discipline. Moutray stated:

Today the study of Physical Education is not only with anatomical and mechanical analysis of human movement but also with the chemical and behavioural implications of man in motion.

In a survey which focussed on the functioning of colleges of education in KwaZulu, Salmon (1991) reported that many students did not appreciate the need to study any theory of Physical Education and only valued the practical aspect.

Coutts (1981) attributed much of the low status of Physical Education to the misconception that Physical Education was concerned solely with the "physical" and the old idea of "physical training". A negative perception of the prospects for promotion was closely associated with this marginality of the subject. This led to a lowering of morale, which in turn resulted in ineffective teaching. Whitehead and Hendry (1976) mentioned that some headmasters reinforced these perceptions by allocating lower categories of responsibility.

Williams (1989) attributed the peripheral status of Physical Education to its unique physical nature. She concurred with other researchers who recognised this paradox and wrote:

While it is the physical nature of the subject which gives it its distinct identity and its unique place in the curriculum, it is this very physical nature which places it at the periphery of the curriculum.

Williams (1989) warned against an imbalance and overemphasis on the educational to the detriment of the physical or vice versa. It was Arnold (1968) who stressed the need for an holistic approach to the teaching of Physical Education. While most researchers have acknowledged the importance of this approach to teaching, Coutts (1981) warned against "an insidious danger" and "denigration of the physical".

Arnold's subsequent work (1979) presented the picture of a balanced curriculum which identified three dimensions in physical activity:

- A. Education IN movement
- B. Education THROUGH movement
- C. Education ABOUT movement

Williams (1989) discussed Arnold's (1979) theory and explained each dimension, giving her explicit endorsement of it. One warning that she gave was that the educational values of Physical Education did not automatically happen, as though they were some part of the hidden school curriculum,

If areas such as personal and social development are to be more than possible by-products, then they must be consciously planned for and experiences structured in such a way that qualities to be promoted are acquired by the child.

Bressan (1986) made the same point that it was the physical educator who was responsible for designing his/her students' Physical Education experiences. Bressan stated that, **"that may make some physical educators uncomfortable."** She placed the ball firmly in the teacher's court by stating that there were no magic lists of activities for keeping children "busy, happy and good." This was a phrase coined by Placek (1983) which was also referred to by Tinning and Fitzclarence (1992) and O'Sullivan and Tsangaridou (1992). What Bressan did offer was **"food for thought and frameworks for thinking"**

Capel (1986) stated that, **"a well-planned educational gymnastics program contributes not only to motor skill development but also to the total development of the child".**

Capel subscribed to the concept of Educational Gymnastics having pre-eminence over Olympic Gymnastics. This had naturally followed trends in education which had started in England in the 1970's (Mauldon and Layson, 1971) which deliberately moved away from teacher centred activity towards learner centred with an emphasis on creativity. Olympic Gymnastics was viewed as having no opportunity for the child to use imagination and less able pupils were automatically excluded from participation if they could not perform the skills, which were limited in range.

In Educational gymnastics all pupils could make their own choices of movements to fulfil the task. Mathematical concepts were often integrated with the Educational Gymnastics which coincided with the need to justify Physical Education on educational criteria and move away from the "physical" aspect (Mauldon & Layson, 1971; Williams, 1979).

This emphasis on child development obviously has more relevance for the primary stages of schooling. Researchers McKenzie, Alcaraz and Sallis (1994) assessed children's liking for activity units in an elementary school Physical Education programme in San Diego. Many of the recommendations mentioned in previous studies had already been implemented by the teachers in this study in that they had an extremely varied curriculum and were planning educational outcomes as advocated by Bressan (1986) and Underwood (1988). The study involved activity units which bore little resemblance to those outlined in other studies and included: "obstacle course" which was identified as a health-related fitness unit emphasising cardiovascular endurance, "frisbee" which was identified as a motor-skill-related unit which emphasised skill drills and small-sided games, as well as such items as "astronaut drills" and "parachute." This programme had received "consumer input" and was obviously going to rank high on any pupil attitude scale, thus highlighting the progress made since the days of P.T.

2.5 THE INFLUENCE OF THE TEACHER

The final aspect to be addressed is that of the all-important influence of the Physical Education teacher. Most of the factors influencing the attitudes towards Physical Education, which have already been discussed included references to the teacher.

Underwood (1988) addressed the most important issue at stake, which was what made the physical education teacher effective and what contribution Physical Education made to the general psychological well-being. His main aim was to study the way teachers taught and his secondary aim was to study pupils' perceptions of Physical Education. Underwood maintained that one of the strongest influences on the pupils' attitudes to Physical Education was the teacher. He reported that Physical Education teachers were an integral part of the teaching profession and played an important role in pupils' personal development.

2.5.1 The personality factor

This view was supported by Paterson (1984) whose research indicated that teachers had often been evaluated on the **"subjective judgements of teacher personality"** rather than on the more objective assessment of pupil outcomes. He advocated that effective teaching should be appraised on the basis of competencies, and expressed it as follows:

Summarised competencies for effective teaching would be the teacher's knowledge of; Educational aims and objectives learning principles; subject matter; sequencing learning experiences and evaluation; teaching techniques; teacher pupil relationships and motivation; and classroom organisation and control.

Paterson (1984) expressed the ideal where teacher effectiveness should be concerned with attainment of objectives rather than with the personality of the teacher but in reality attitudes of pupils are affected by the teacher's personality. Underwood (1988) outlined the determinants of pupils attitudes:

Attitudes are not innate but are developed from social learning situations. Consequently pupils will be influenced by the variety of experiences they have in Physical Education and from their contacts with the teacher and their peers...the formation of attitudes in Physical Education is inextricably linked to curriculum experiences and the manner of pupils' interaction with the teacher.

Knapp (1963) discussed the influence of the teacher when motivating pupils. She highlighted the aspect of the teacher giving sufficient encouragement for pupils to continue a physical activity after leaving school. She noted that this aspect was often the most neglected. She asked, **"How far do we decrease the pleasure of the less able, who need special help in the initial stages of skill acquisition, by giving the special coaching to those who are likely to represent the school in teams?"**

The suggestion that this elitist aspect of teacher behaviour could contribute towards negative attitudes in pupils was expressly supported by the findings of Luke and Sinclair (1991). Whereas Figley (1985) had found that the teacher was equally influential in determining both positive and negative attitude, Luke and Sinclair (1991) found that the teacher was a more powerful determinant of negative attitudes than positive attitudes. This finding was particularly true for their female group who had not chosen Physical Education as a subject.

Their sample of pupils valued sensitivity in a teacher, "a teacher who encourages me despite my low ability" or "a teacher who does not force me to run when I feel unwell." They also identified the need for commitment from their teachers by stating that they appreciated teachers who "held high expectations," "focussed on learning something" and "provided not just a play class with no challenges". Luke and Sinclair (1991) pointed out that the determinants of attitude towards Physical Education were "well within the control zone" of the teacher and they strongly recommended re-examination of teacher behaviour.

The importance of teacher behaviour was also researched by Evans (1984) who investigated the attitudes of fifth form girls towards activities in Physical Education. Positive attitudes were influenced by teacher behaviour which included praise and reinforcement which in turn raised pupils' self-esteem. Negative attitudes were engendered by absence of praise, lack of reinforcement, unrecognised effort and unfavourable comparisons made by the teacher which suggested that pupils were not trying. The personal characteristics of the teacher were also influential; teachers who were natural and fair had a positive effect in the learning climate as opposed to teachers who were "uncaring and autocratic."

Earl and Stennett (1983) found that pupils not taking Physical Education stated that they would have done so **"if the teachers made them feel good about it"**.

Similar characteristics were reported by students in the survey by O'Sullivan and Tsangaridou (1992) in the United States. According to their sample of respondents, professional teachers of Physical Education were described as "enthusiastic," "spent time with students in extra-curricular activities," "gave

students the feeling they wanted to be there," "showed patience," "motivated students," and "showed caring and willingness to improve."

Sparks and Webb (1993) referred to the influence of the teacher in their study of the attitudes of girls in their final year of secondary school in New South Wales and concluded thus:

Obviously the enthusiasm of individual teachers is the key to implementing school change but this must be supported by education and government initiatives that are responding to the need to promote this most valued learning area.

2.5.2 The effective teacher

In order to study teacher behaviour, Underwood (1988) drew on research concerning observation systems developed in the 1970's by Anderson (1971) and Berliner and Siedentop (1979) which analysed how pupils spent their time during the Physical Education lesson. He narrowed his focus down to five schools and studied the composition of the staffing, facilities, dress code, use of showers, structure and content of lessons, feedback given by teachers to the pupils, extra-curricular activities, curriculum planning and academic learning time (ALT). ALT referred to the time spent on different activities. Each lesson was analysed by noting the amount of time spent on such activities as organising equipment, resting time, changing time, time devoted to transmitting information about health, rules or techniques. This information was further divided into categories such as

"Motor engaged", "off-task", "motor appropriate" and "cognitive". This method was the first to quantify teaching time in a rigorous way. It assumed that the greater amount of time spent in the motor-appropriate category, the more opportunity pupils had to acquire skills and therefore the higher scores in

this category should have indicated the more effective teaching. Waiting time was referred to as "Dead time" and the schools with the lowest scores in this category should have been the most efficient.

On average, Underwood (1988) found that pupils spent almost 60 percent of the lesson in "not motor-engaged" activities. He noted that pupils spent approximately one sixth of the lesson in the "waiting" category, either waiting for instructions from the teacher or waiting for the opportunity to participate and there was comparatively little "off task" behaviour. The average level of most engagement was 41.5 percent where pupils had the opportunity to achieve a high degree of success.

With such a detailed analysis of time, physical educators could accurately evaluate their teaching. The identification of the length of instruction time as one of the most influential factors in pupil achievement was also made by Jacobs (1991) when she referred to research done in Tanzania, Brazil, Columbia and India which supported this contention emphatically.

O'Sullivan and Tsangaridou (1992) conducted research into how teachers learn to teach and concentrated on the teaching practice experiences of 39 student teachers and their perceptions of the characteristics of the successful Physical Education lesson. Whereas previous studies in this field (Placek, 1983; Templin, 1981) had found that student teachers' perceptions of effective teaching tended to focus on control, pupil participation and enjoyment to the exclusion of pupil learning, these findings indicated an appreciation of quality lesson planning to ensure pupil learning. In their assessment of effective teaching these students responses indicated the importance of teaching strategies and management skills with lesson planning and student learning as observed through high activity time being specific characteristics. Most

students described a highly structured class as the most effective. Ineffective teaching also related to instructional styles and organisation. The factor of the personal characteristics of the teacher were included with "bad demonstrations and explanations" being one of the specific characteristics of ineffective teaching.

O'Sullivan and Tsangaridou (1992) were optimistic in their conclusions that contrary to other studies students could be trained to have pupil learning as their primary goal and that well-planned school teaching practice gave student teachers the opportunity to reflect on the role of the professional teacher in the education of the child. They attributed these positive aspects to the shared vision of student teachers with their lecturers and school-based supervisors. This finding supported that of Underwood (1988) who had found that the most effective department of Physical Education in his survey of schools was the one where the teachers and pupils shared the same objectives.

Underwood's (1988) research included interviews with pupils and went some way towards demonstrating how pupils were involved, however informally in the curriculum process. He concluded from his analysis of questionnaires as well as these interviews that pupils taught by teachers from the more effective Physical Education department had a greater consensus regarding their Physical Education programmes, whether it be appreciative or critical. This agreement between teachers and pupils concerning their shared objectives was felt to stem from the fact that these teachers had transmitted their aims to the pupils. These schools had also compiled their own syllabuses with all staff members making a substantial input. They had also held regular meetings to assess their objectives and to adjust their content and methodology accordingly.

These characteristics were not in evidence in other less effective schools where male and female departments remained separate and no discussions or sharing of ideas took place.

2.5.3 Qualifications

In the Ciskei (Walter, 1990) it was not the teaching itself but the lack of qualified teachers which was cited as one of the main reasons for the lack of Physical Education lessons. Thirty two percent of Ciskeian schools indicated that they did not teach Physical Education "on a regular basis" and of the 58 not offering Physical Education at all, 71 percent cited the lack of specialist Physical Education teachers as the reason.

This finding was supported by Manson (1993) who identified inadequately qualified teachers as one of the factors contributing to the failure of teachers to meet the educational objectives of the subject.

Studies in western countries did not report this phenomenon and often referred to a large number of well-qualified staff in a department of Physical Education. (Sparkes, 1988; Underwood, 1988)

The primary school teachers used in the study by McKenzie, Alcraz and Sallis (1994) were hired, trained and supervised by the investigators. They were both female Physical Education specialist, each with master's degrees in the subject and a minimum of four years teaching experience.

Jacobs (1991) drew attention to the possibility of confusing qualified with competent. She stated that projects in Kenya, Iran, Chile and Tanzania showed that upgrading teachers' schooling was not cost effective and did not raise pupils' achievement.

What Jacobs' research did show was that the "quality of teachers" was the most important factor in pupils' achievement.

2.6 GENERAL CONCLUSIONS

It is evident from reviewing the literature from around the world that considerable progress has been made in the evaluation of attitudes towards Physical Education and more importantly the effect that data have had on curriculum planning.

As research became more complex, it advanced from mere attitude evaluation to the identification of determinants of both negative and positive attitudes and investigated minor as well as major determinants. After reviewing this research, it appears that there is broad consensus in identifying three major determinants of attitude towards Physical Education as being the curriculum, the teacher and the status of the subject. Minor determinants include gender, ability, the weather, enjoyment and facilities, although each of these varied depending on the circumstances specific to each study.

This study is concerned with establishing data concerning the attitudes towards Physical Education prevalent amongst pupils, teachers, principals, students and lecturers in KwaZulu. Such data may be of value to planners of Physical Education programmes by making them aware of the perceptions and needs of both educators and learners in KwaZulu.

CHAPTER THREE

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3. METHODOLOGY

3.1 SAMPLE SELECTION

This study utilised survey methodology using a questionnaire for the collection of data. This method was appropriate for the collection of the data which would be easily quantifiable and suitable for analysis.

3.1.1 Distribution of sample

Lecturers of Physical Education from eight colleges of education in the Department of Education and Culture were selected to complete questionnaires: Adams, Appelsbosch, Ezakheni, Eshowe, Esikhawini, Madadeni, KwaGqikazi and Umbumbulu.

At the six colleges from the northern half of the region, lecturers were requested to be responsible for the distribution of further questionnaires to 20 college students at each college in addition to the principals of five schools in the vicinity of each college. The lecturers were requested to use those schools used by the college for the purpose of Teaching Practice.

Each principal was then requested to distribute questionnaires to 20 pupils and to a teacher responsible for Physical Education. Principals were requested to divide the questionnaires evenly between the standards represented in their schools. This was done to ensure a range of ages among the respondents. College students were randomly chosen within each college.

The confidentiality of the responses of pupils, students, teachers and principals was assured, although the identity of the college lecturers was obviously known to the researcher.

Pupils and students were required to complete the questionnaire as a group and if necessary the teacher could explain terminology. It was expected that students and pupils would need a 30 minute period to complete the questionnaire and thereafter questionnaires would be submitted simultaneously to ensure the anonymity of the respondents.

3.2 DESIGN OF THE QUESTIONNAIRES

Questionnaires were prepared for the following four categories:

3.2.1 Pupils and students

3.2.2 Teachers of Physical Education

3.2.3 Principals

3.2.4 Lecturers at colleges of education

There were some common areas within each category. The first section in each was concerned with the background data of the respondents, namely language, age, gender, educational level, childhood locality and in the case of the pupils and students, the occupation of their parents. This was required in order to determine socio-economic status.

3.2.1 Pupils and students

The questionnaire for pupils and students was written in both in isiZulu and English and was designed to establish the attitudes of respondents towards sport and Physical Education. Pupils and students were requested to indicate whether they were interested in and participated in sport. The questionnaire included a section on the content and quality of Physical Education lessons. They were also asked about their interests in extra curricular activities and the availability of physical activities in their communities.

The final section of this questionnaire used the Likert (1932) method of attitude evaluation, based on statements similar to those used by Roche (1965). These statements expressed a certain attitude towards Physical

Education lessons. Respondents then had to indicate agreement, varying on a scale as follows: 1: strongly agree, 2: agree, 3: undecided, 4: disagree, to 5: strongly disagree. Thirty statements were included, which varied so that both negative and positive responses could reflect the same attitude and therefore respondents could not fall into a "response set". (eg. statement 4, "Physical Education lessons are boring" and statement 3, "Physical Education lessons are good fun".)

In accordance with the information which emerged from the literature, the statements were specifically selected to reveal the determinants of the attitudes of pupils and students towards different aspects of Physical Education:

Statements 8, 11, 15 and 28 related to the influence of the teacher and revealed pupil and student attitude towards their teachers.

Statements 5, 6, 27 and 29 concerned the "physical" nature and by implication, the non-examination status of the subject.

Statements 9, 13, 19, 20, 23, 26 and 30 involved the concept of competition with an element of ability level in competitive games.

Statements 15, 16, 18 and 21 referred to the quantity and quality of facilities.

Statements 2, 6, 7, 8, 10, 15, 16 and 17 referred to the diversity of activities in the curriculum, including fitness and skill acquisition.

Statements 13, 14, 17, 20, 23, 25 and 30 revealed the respondents' level of appreciation of the contribution to social relationships made by Physical Education.

Statements 3, 5, 9, 22, 24, 29 and 30 were used to assess pupil awareness of the effect on mental health including the aspect of enjoyment and fun.

The overall status of the subject was evaluated by responses to statements 1, 4, 8, 12, 17, 24, 27 and 29.

3.2.2 Teachers of Physical Education

The teachers' questionnaire attempted to ascertain how well-qualified teachers were in the area of Physical Education, how many teachers at each school were involved with teaching the subject, where their interests lay and how successful they were.

Promotion prospects and their role perception were included. Teachers were requested to outline extra-curricular involvement and funding in addition to equipment and facilities available.

3.2.3 Principals

The principals' questionnaire was designed to establish their attitude towards sport and Physical Education and whether they recognised the distinction between the two. Further, it attempted to outline the size of the school and its involvement in extra curricular programmes. Principals were given the opportunity to indicate the degree of their commitment to the subject by explaining their timetable allocation, to give their opinions on the success in the teaching of the subject and to make suggestions for improvements.

3.2.4 Lecturers of Physical Education

The questionnaire for college lecturers established their qualifications and experience in the subject. The next section concerned the nature and content of what was taught in Physical Education, which courses were offered, what ratio of theory to practical lectures were given and whether text books and syllabuses were being used. The degree to which lecturers perceived that they had achieved their objectives was included and they were requested to

outline their preferences for the use of different teaching methods. There were questions concerning the organisation and funding of extramural college sport and lecturers were requested to list facilities and equipment available at their colleges.

3.3 DATA COLLECTION

Returned questionnaires from pupils and students numbered 343, which formed 44 percent of the possible total of 780. These were evenly distributed among the age ranges.

From a possible total of 30 teachers and 30 principals only 10 teachers and 10 principals returned questionnaires which formed 33 percent of each category.

Questionnaires were distributed to all six colleges in the northern region of KwaZulu. These were Appelsbosch, Eshowe, Esikhawini, Ezakheni, KwaGqikazi and Madadeni and five questionnaires were returned. Further questionnaires were distributed to two colleges in the southern region, Umbumbulu and Adams and both were returned. The final number of returned questionnaires from lecturers was seven, which formed 88 percent

of the possible eight colleges and 70 percent of the total number of ten KwaZulu colleges of education.

These returns were regarded as sufficient to provide reliable data.

3.4 ANALYSIS OF DATA

The data were analysed descriptively. Each of the four categories of questionnaire were analysed by adding each response for each question and in most cases this figure was then converted to a percentage. Where the number of respondents was low, actual figures were used rather than percentages.

These figures and percentages were then entered into tables. Using the Harvard Graphics programme, the data in these tables were then converted into either histograms or pie charts depending on which graph gave the clearest representation. Pie charts were used for representing data which were limited (eg. the distribution of age ranges). Histograms were used for comparing data which were more numerous (eg. the facilities available at the different educational institutions).

Where two values for the same data had to be compared a stacked histogram was used (eg. existing and preferred sporting codes).

Where respondents were requested to indicate the frequency of an activity then total scores were plotted for each of the three frequencies (often, sometimes, never) and then the three frequencies were superimposed onto one frequency polygon for comparison.

The exception to these types of graphs was the attitude scale which displayed the responses of pupils and students to thirty statements about Physical Education lessons. After the responses had been weighted and multiplied by the number of responses reflected in the table, the total score was entered onto a scale which indicated the degree of negative or positive attitude towards each statement with the value of zero being neutral. Statements were entered on to the scale according to the final value and identified by the statement number on the questionnaire.

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4. RESULTS AND DISCUSSION

The results of this study are presented in four categories:

- 4.1 Pupils and students
- 4.2 Teachers
- 4.3 Principals
- 4.4 College lecturers

These four groups were asked a number of similar questions which concerned aspects such as facilities and sports offered as well as questions which were specific to their group. For example only the lecturers were asked about their use of different teaching styles and only the pupils were asked to consider why they enjoyed or disliked Physical Education. Where possible, results from the different groups have been compared.

To assist this descriptive analysis of results and the discussion, an illustration of the area to which this study was delimited is presented in Figure 4.1

The map in Figure 4.1 shows the 25 circuits of the KwaZulu Department of Education and Culture. The eight colleges of education which participated in the survey are indicated and six of these were the distribution points for the four categories of questionnaire.

As can be seen from the map (Figure 4.1) the sample was drawn from predominantly rural areas rather than urban centres

KWAZULU/NATAL

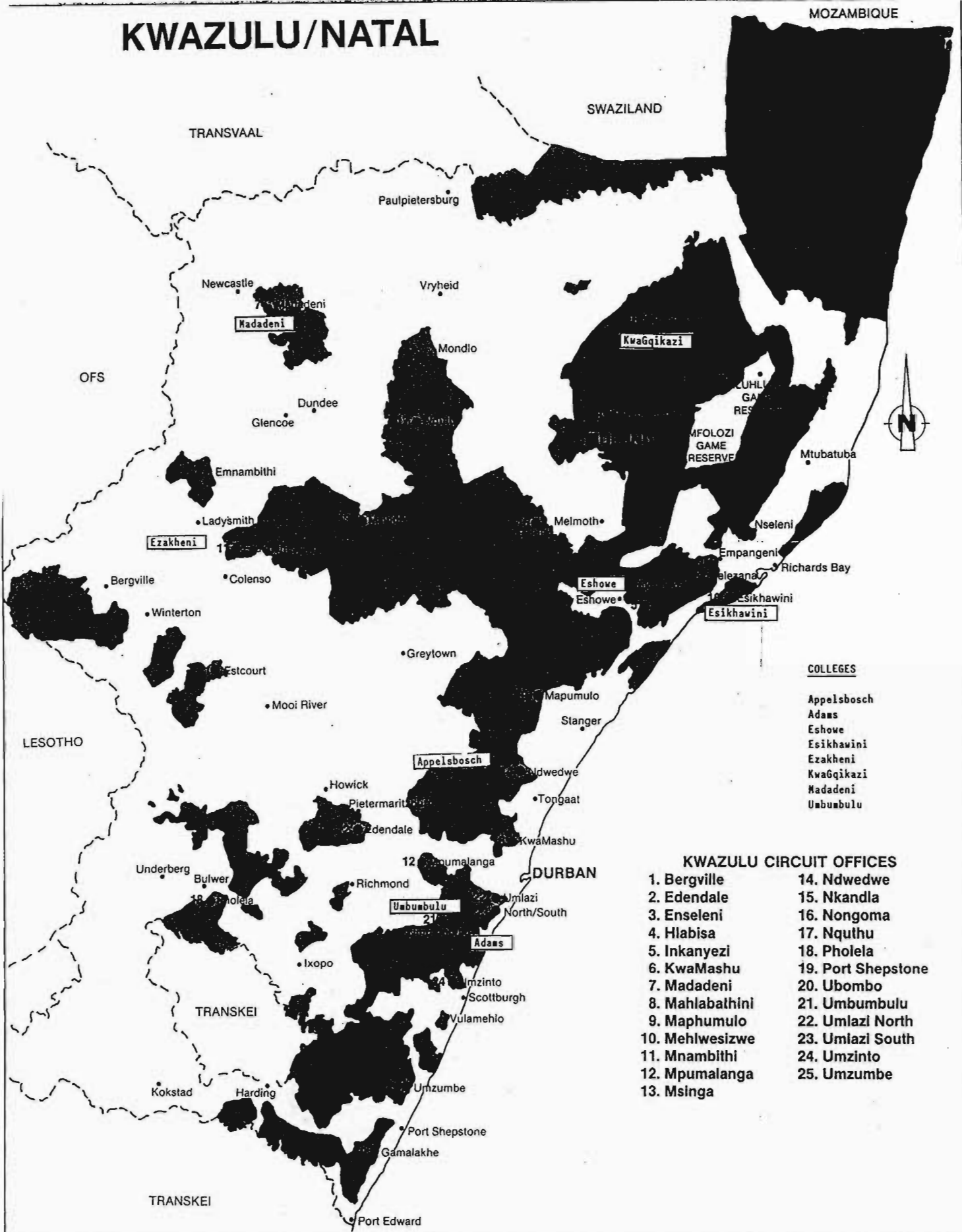


Figure 4.1: Distribution of sample.

4.1 PUPILS AND STUDENTS

4.1.1 Socio-economic Data

The data reflected the following:

4.1.1.1 Language

343 (100%) respondents were Zulu speaking

4.1.1.2 Gender

186 (54%) respondents were female and 157 (46%) were male.

4.1.1.3 Age of pupils and students

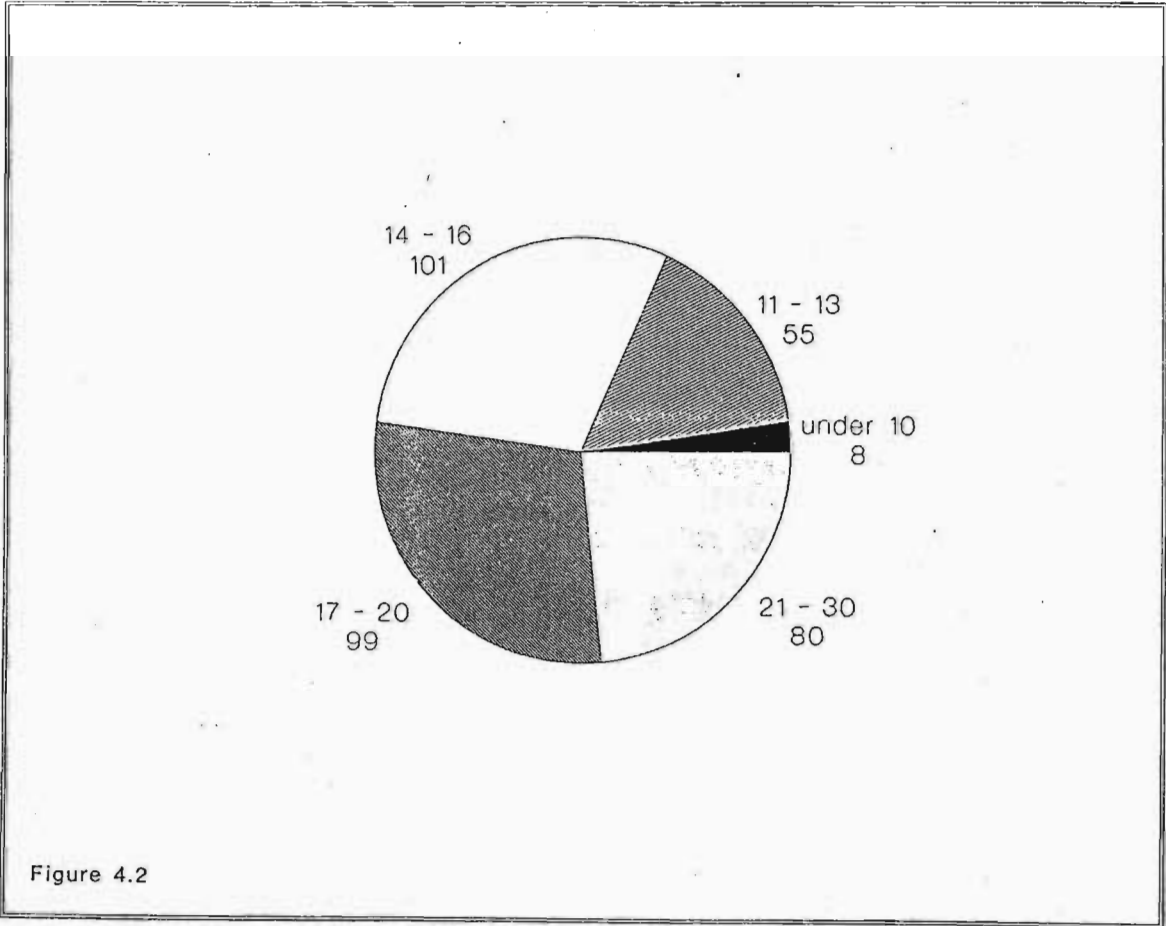


Figure 4.2: Distribution of age ranges of pupils and students.

The largest group in the sample came from the 14-16 age range closely followed by the 17-20 and then the 21-30, with very few pupils under the age of 10. This gives the sample a slight bias towards the Junior Secondary age range, which is the most receptive period for Physical Education (Butcher & Hall, 1983; Sparks & Webb, 1991)

4.1.1.4 Parents' Occupations

The histograms (Figures 4.3 and 4.4) indicate the occupations of the parents. Of these respondents, 336 (49%) were unemployed, 148 (21%) were employed as manual labourers, and 206 (30%) were engaged in other forms of employment such as clerical work, teaching, the police and nursing. This information clearly indicates that few of the families could afford access to private clubs in order to participate in sport. As Butcher and Hall (1983) reported, socio-economic status was a strong determinant of participation and non-participation in out of school physical activities.

It should not be assumed that children of unemployed parents will have the same prospects of employment as their parents but researchers in western countries which were concerned with the use of increased leisure time, due to the unemployment rate, stressed the need for pupils to receive education for leisure experiences (Hendry, 1986).

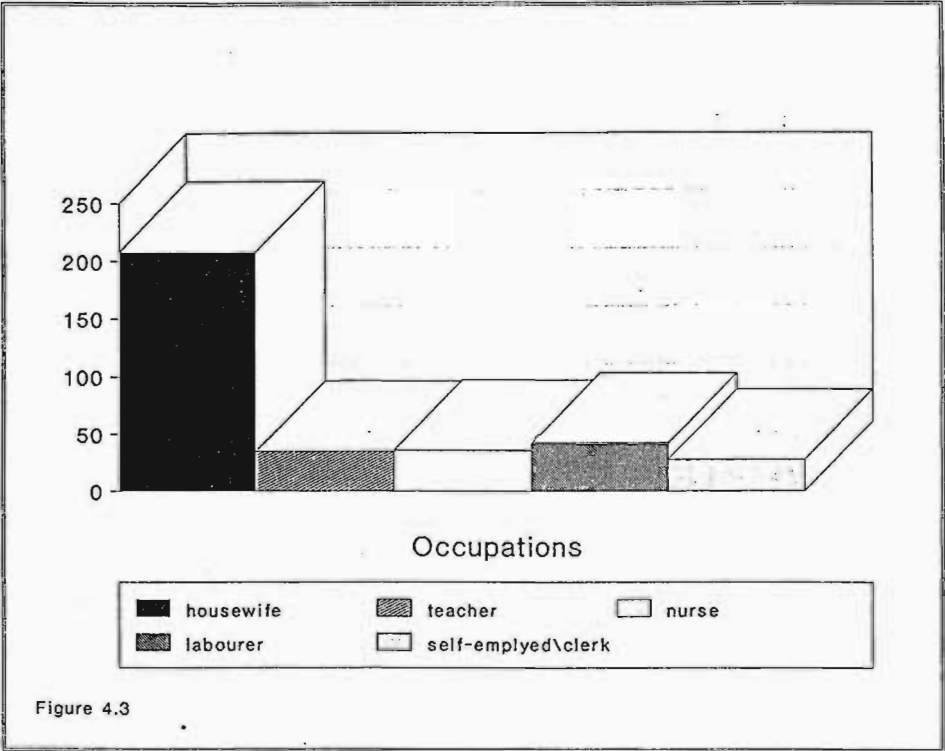


Figure 4.3: Occupation of mother

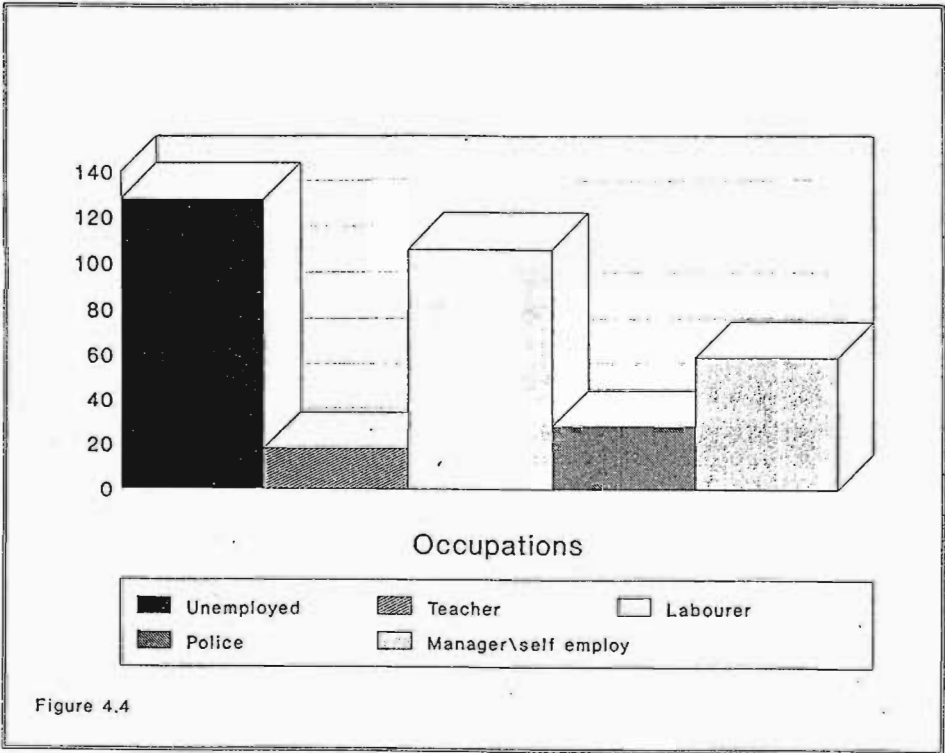


Figure 4.4: Occupation of father

4.1.2 Interest in Sport

QUESTION: Are you interested in sport?

Table 4.1: Interest in Sport

	Interested	Not Interested
Female	186	0
Male	156	1

Only one respondent declared no interest in sport. These results clearly demonstrate an overwhelming interest in the subject. This response was very important from the point of view of establishing the status of the subject in that if it were considered undesirable or not in vogue to be interested in sport then the responses to this question would have been less positive, as depicted by White et al. (1965) and Underwood (1988) in England and Sparks and Webb (1991) in Australia.

4.1.3 Participation in sport

QUESTION: Do you participate in sport?

Table 4.2: Participation in sport

	Participating	Not Participating
Female	133	53
Male	133	24
Total	266	77

The Table 4.2 shows that a large proportion (77%) did participate in sport. There was no distinction between sport and Physical Education because for many of the respondents, the categories proved to be synonymous. However there was a distinction made between school sport and community sport.

4.1.3.1 Participation in sport outside school

QUESTION: Do you participate in sport outside school/college?

The total number of respondents who participated in sport outside school was 202 (59%) as opposed to the total of 266 (77%) reported in Table 4.2 above.

The difference in participation levels between school and community sport was to be expected when one considers the lack of community facilities in these rural areas. Schools therefore offered more activities than the community. These findings differ considerably from those in Australia where this factor did not feature because pupils' out of school physical activities were diverse and exciting (Sparks and Webb, 1992) and where pupils insisted that they obtained enough exercise because they participated in far more activities out of school (Brown, 1992).

4.1.3.2 Reasons for non-participation (if "No" to previous question)

QUESTION: Indicate why you do not participate in sport.

No interest/Do not enjoy/Physical disability/Dislike the teacher/Too much academic work/other (specify)....

Table 4.3: Reasons for not participating in sport outside school

Reason given as:	No.	% of those not participating	% of total sample
1. Not interested	3	4%	0.87%
2. Too much academic work	13	18%	3.79%
3. Lack of facilities	58	78%	16.91%
Totals	74	96%	21.57%

There were 77 (22%) respondents who did not participate in sport. Reasons for this were given by 74 (21.57%). From these 74, only 3 (4%) were not interested in participating, 13 (18%) gave too much academic work as the reason and 58 (78%) did not have access to facilities. These findings were in sharp contrast to those of Sparks and Webb (1990) who found that 87.2 percent of Year 12 students in their study in Australia did not participate in Physical Education lessons even though 77.9 percent recognised it as a stress reducer.

The reasons for not participating in Physical Education given by the respondents in Earl and Stennett's survey (1983) were that other subjects were more important (88%), that it did not fit into their timetable (79%) and that they disliked aspects of the programme (62%).

No respondent in KwaZulu indicated that they did not like any aspect of the subject. Knapp (1967) found that 42% of the girls and 52% of the boys disliked physical activity. She also stated that dislike of the teacher rated very highly. Neither of these reasons was given by any respondents in this sample.

However the reason given by pupils in KwaZulu, that other subjects were more important, does correspond with the findings of other studies (Browne, 1992; Earl and Stennett, 1983 and Butcher & Hall, 1983). This is an indication of the emphasis on examination subjects mentioned by other researchers, such as Coutts (1981) Paterson (1984) and Walter (1990).

The emphasis on lack of facilities concurs with Walter's study (1990) in the Ciskei and will be discussed later.

The respondents in the present study had the opportunity to criticise existing physical education programmes offered to them. There was no mention of any of the disillusionment highlighted by Tinning and Fitzclarence (1992) brought about by the media and the need of pupils to be entertained. This could be because these respondents are unlikely to have had very much exposure to television as the majority live in areas without electricity.

These positive responses signify a desire for increased participation

4.1.3.3 Participation in specific sports

QUESTION: Indicate in which of these sports you have participated/which you would wish to participate/which you have represented your school/college

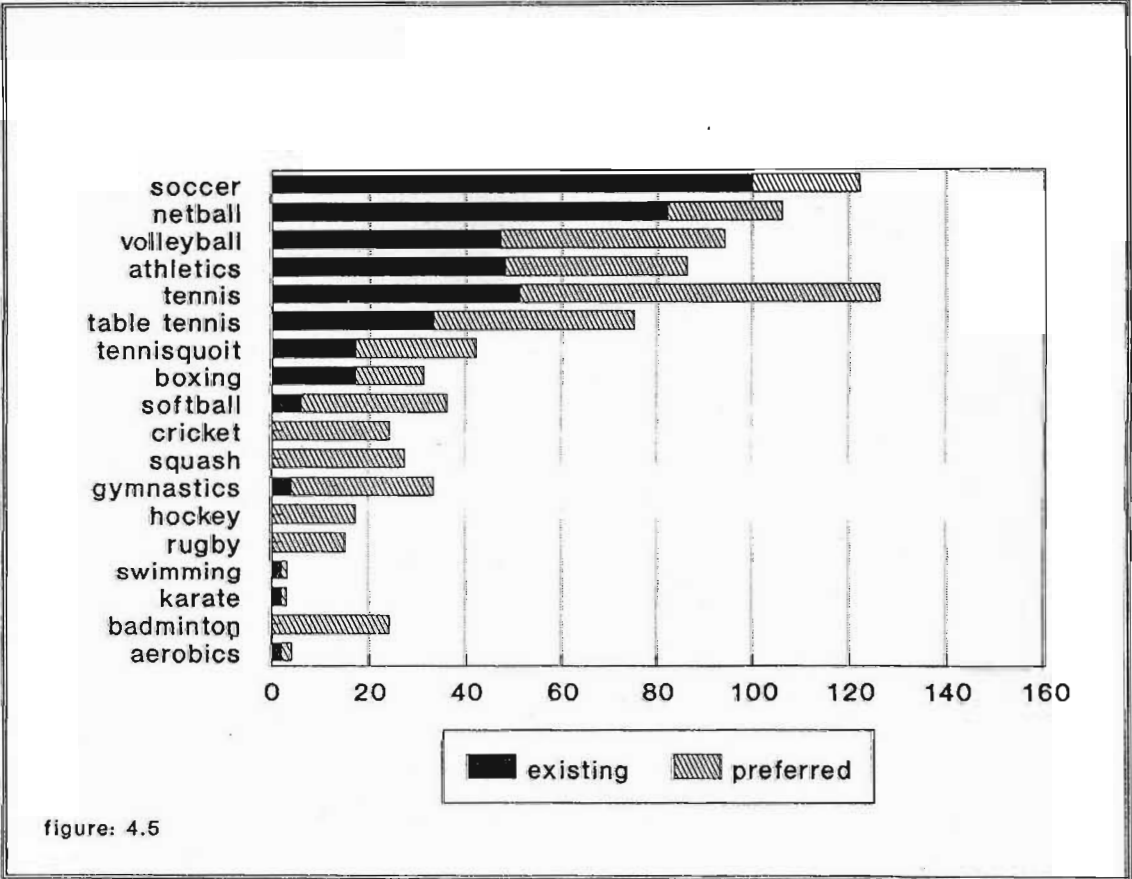


Figure 4.5: Existing and preferred participation in sports

Respondents indicated that they participated in 18 different sports, namely: soccer, netball, volleyball, athletics, tennis, table tennis, tenniquoit, boxing, softball, gymnastics, swimming, karate and aerobics. These responses obviously included out of school activities because there were no schools in the sample which had any equipment or facilities for swimming, tennis, table tennis, boxing, softball, gymnastics or aerobics. The total number of 411 responses represents the number of times an activity was indicated.

In addition, respondents indicated activities in which they wished to participate. The total number of responses in this category was 457. The two sets of data on the histogram may be compared, showing a clear indication of a need for more activities to be offered.

These results reveal a gap between what is available and what is desired, a finding which is supported by other research (Whitehead and Hendry, 1976; Tinning and Fitzclarence, 1992 and Sparks and Webb, 1990). However, the indication here is a desire for more of the existing sports; 47 students participated in Volleyball but a further 47 wished to participate. There is also a clear indication of a desire for new activities, as no respondent had participated in badminton, rugby, hockey, squash or cricket but many wished to do so. Studies in western countries had found a demotivation through

boredom with the existing activities, such as in Australia where Sparks and Webb (1990) identified the top ten activities preferred by boys and girls separately. They included activities such as scuba diving, horse riding, triathlon, weight lifting. Such lists bear little resemblance to Figure 4.5 where the top ten preferred activities in order can be seen to be: tennis, soccer, volleyball, athletics, table tennis, tenniquoit, softball, boxing and gymnastics.

Respondents did not appear to understand the final part of this question concerning the representation of school or college. Therefore it was omitted.

4.1.4 Facilities available and their usage outside school

QUESTION: Indicate what sort of facilities are available to you outside school/college.

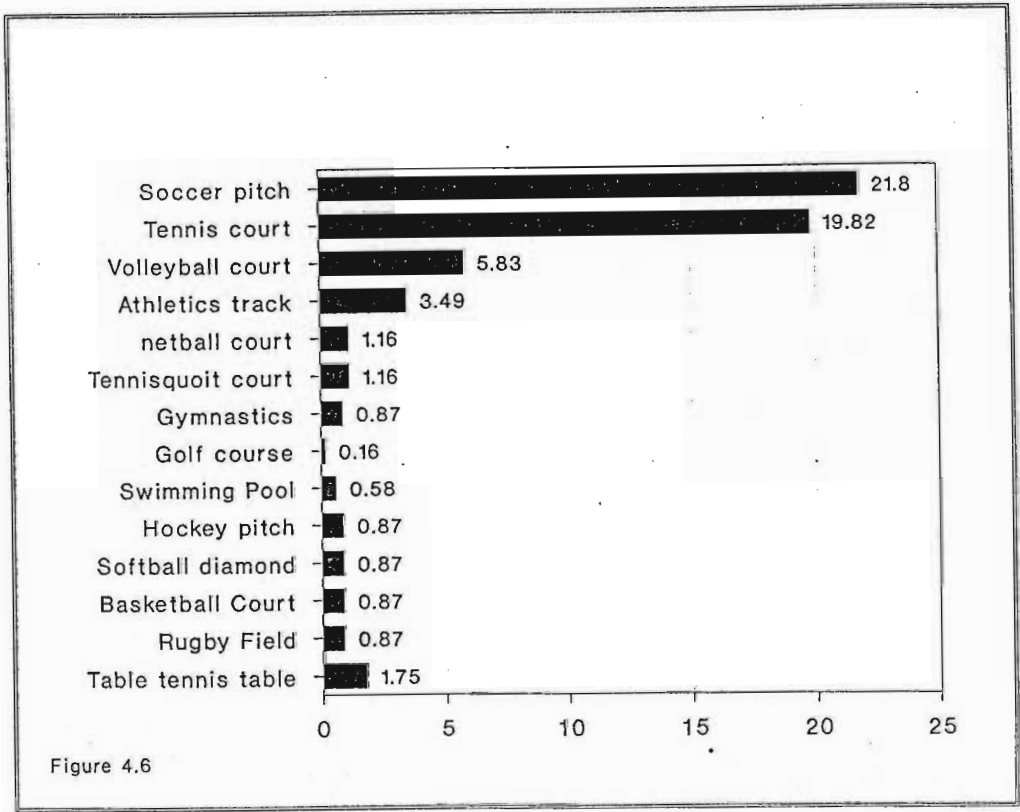


Figure 4.6: Facilities available outside school

Unfortunately respondents did not distinguish between facilities and equipment. This may have resulted in fewer indications of facilities being available. Even allowing for the pupils' misunderstanding of the required response, this list provides the strongest evidence of privation. Even stronger evidence is that there were only 211 responses to this question. If each

respondent indicated only one facility each, which is not probable, then only 61 percent of the sample had any facility available to them outside school.

These findings concur only with Walter's study (1990) conducted in the Ciskei, where she reported that less than 10 percent had a volleyball court or a cemented area and that gymnasias, tennis courts and swimming pools were non-existent. Not all schools in the Ciskei had soccer pitches (72%) and netball courts (80%) whereas each of the schools in this survey had both.

It may be noted that these pupils and students were restricted by the facilities available. They were able to participate in five basic activities, namely, soccer, tennis, table tennis, volleyball and athletics.

A few students mentioned netball, golf and tenniquoit and an even smaller number gymnastics and swimming. This compared very unfavourably with research conducted in western countries, (Sparks and Webb, 1990) where the choice, even at primary level, had become diverse (McKenzie, Alcarez and Sallis, 1994).

Facilities, as a determinant of attitude were considered by Luke and Sinclair (1991). Although their respondents ranked facilities the lowest of all the determinants of attitude to Physical Education, they reported that this was

because their sample enjoyed good facilities. They noted that they would expect facilities to feature prominently where the standard or variety was poor, which is also the situation outlined by these findings.

4.1.5 Timetabled Physical Education

QUESTION: Do you have Physical Education on your timetable?

One hundred and eighty replies (53%) were positive and seventy (20%) replied negatively. It must be noted that 27 percent did not respond at all to this question, which may indicate a negative response. A larger number, however, responded to the question concerning enjoyment of physical education lessons, which may indicate that they have had experience of Physical Education on their timetables previously.

The fact that 28 percent of pupils who did respond did not have Physical Education on their timetable when it is a compulsory core subject, is cause for concern. Approximately the same percentage (30%) is also reflected in the responses of principals, where some explanation of the reasons is given.

This finding is supported by Walter (1990) who recorded that 16 percent of Ciskeian schools in her study were unaware that Physical Education was part of the curriculum and 42 percent were not teaching it because it was not an examination subject.

The majority of pupils indicated that they had two periods per week.

4.1.6 Enjoyment of Physical Education lessons

QUESTION: Do you enjoy Physical Education periods?

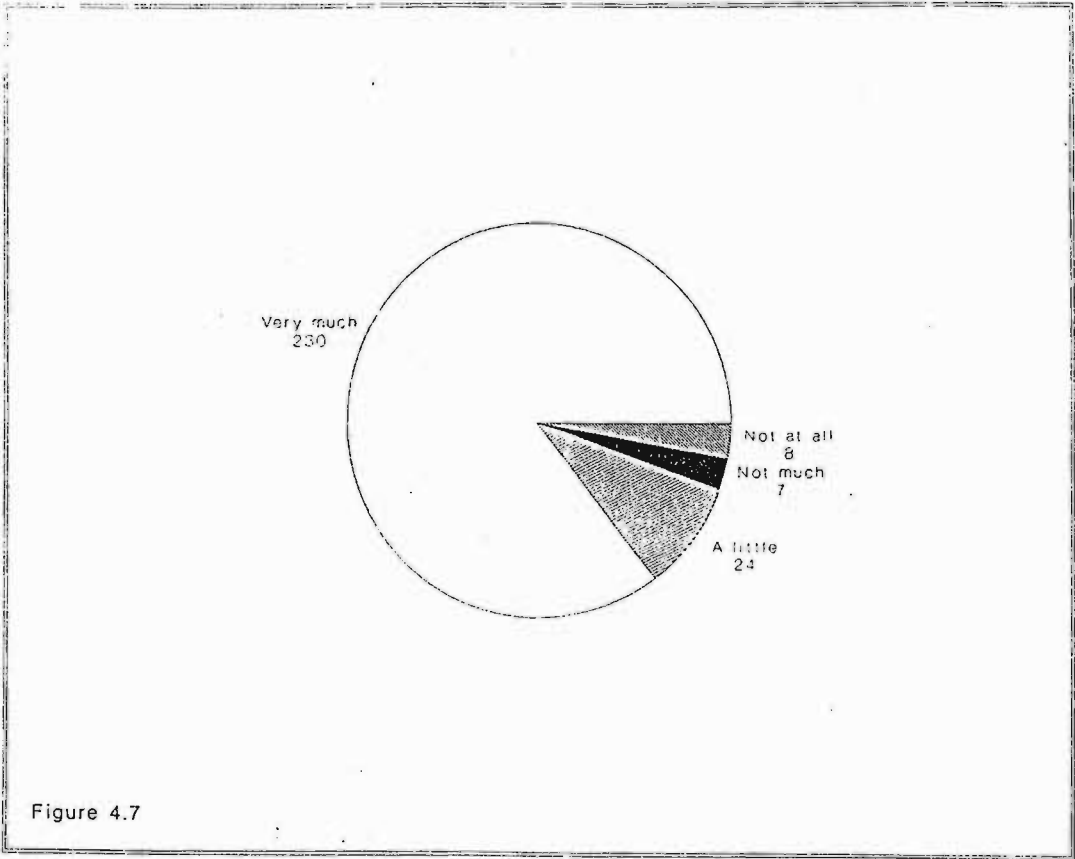


Figure 4.7: Enjoyment of Physical Education

These results display an overwhelmingly positive attitude; 230 (86.5%) categorised their enjoyment as "very much", 24 (0.08%) as "a little", 7 (0.026%) as "not much" and 8 (0.029%) as "not at all".

Placek (1983) criticised programmes which kept pupils "busy, happy and good" (Bressan, 1986; Tinning & Fitzclarence, 1992) and although Underwood (1988) warned that enjoyment should be a by-product rather than a prerequisite to learning, Tannhill and Zakrajsek (1993) recommended that enjoyment should be planned for because it was a motivation for participation.

These results provide a far stronger endorsement of the subject than any other study. Both Butcher & Hall (1983) and Browne (1992) found that "fun and enjoyment" were the most important positive factors identified by respondents as the reason for choosing the subject.

However it is difficult to understand why pupils expressed such positive responses when it was established that very little Physical Education is actually taught in KwaZulu and that enjoyment was not an objective for which teachers consciously planned.

Pupils indicated the frequency of specified activities in the "often", "sometime" and "never" categories. The totals were listed in Table 4.4 and then each of the three categories were entered on to the frequency polygon in Figure 4.8.

A comparison of the frequency of each activity is easily discernible. Activity F, "litter collection" is the highest activity on the "often" scale. It is also quite high on the "never" scale and therefore low on the "sometimes" scale. Litter collection has not been reported in any previous study.

4.1.7 Content of Physical Education Lessons

QUESTION: Indicate what you do during Physical Education periods.

Table 4.4: Actual use of timetabled periods for specific activities

Activity	Sometimes	Often	Never
A. Ball games with the teacher	131	25	48
B. Singing games	78	67	55
C. Traditional Dance	101	10	78
D. Gymnastics (exercises)	93	22	88
E. Athletics	127	23	49
F. Litter collection	25	71	65
G. Soccer without the teacher	124	19	46
H. Netball without the teacher	112	12	64
I. Modern dance	52	20	120
J. Cross Country	50	7	115
K. Other (specify)			

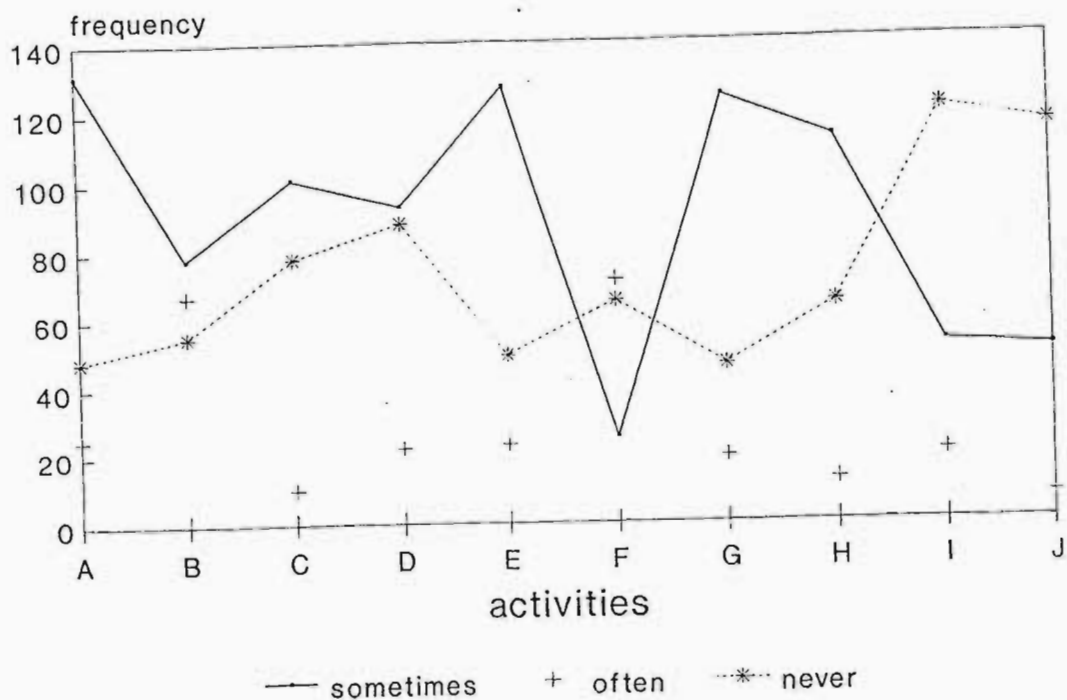


Figure 4.8

- | | |
|----------------------------|--------------------------------|
| A. Ball games with teacher | F. Litter Collection |
| B. Singing games | G. Soccer without the teacher |
| C. Traditional dance | H. Netball without the teacher |
| D. Gymnastics exercises | I. Modern Dance |
| E. Athletics | J. Cross Country |

Figure 4.8: Frequency of specified activities-pupils and students

"Singing games" is the next highest in the "often" category which is explained by the fact that it is one aspect of the prescribed syllabus for primary schools which can be undertaken without equipment, special facilities or specialist training and which pupils readily enjoy. As in many cultures, there is a strong tradition of singing games, which children already know and do not require formal teaching.

Obviously, some activities are more appropriate for the primary school and others more appropriate for the secondary school which would account for some of the "Never" categories being greater than if only the relevant age group were surveyed.

As one might expect, "Modern Dance" is highest on the "Never" scale but surprisingly very closely behind it is "Cross Country" which is an activity which requires very little equipment although the absence of showers, not to mention water, may be a factor.

It is interesting that "Soccer without the teacher" and "Netball without the teacher" were as frequent as both netball and soccer with the teacher (Ball games with the teacher). These statistics give a most negative picture and contradict the principals' responses. They indicated that "games without the teacher" only took place at 40 percent of their schools and only "sometimes" and a further 40 percent of principals stated that it "never" took place. A game of soccer without the teacher was mentioned by Underwood (1988) as an experiment, where the pupils concluded that no worthwhile learning had taken place. Other than this experiment, games without the teacher was not mentioned in any other study.

Where respondents were requested to specify "other" activities not listed one mentioned "boxing", two wrote "studying" but the most frequent comments referred to "no equipment and no teacher."

4.1.8 Attitudes towards Physical Education lessons

QUESTION: How do you feel about the following statements?

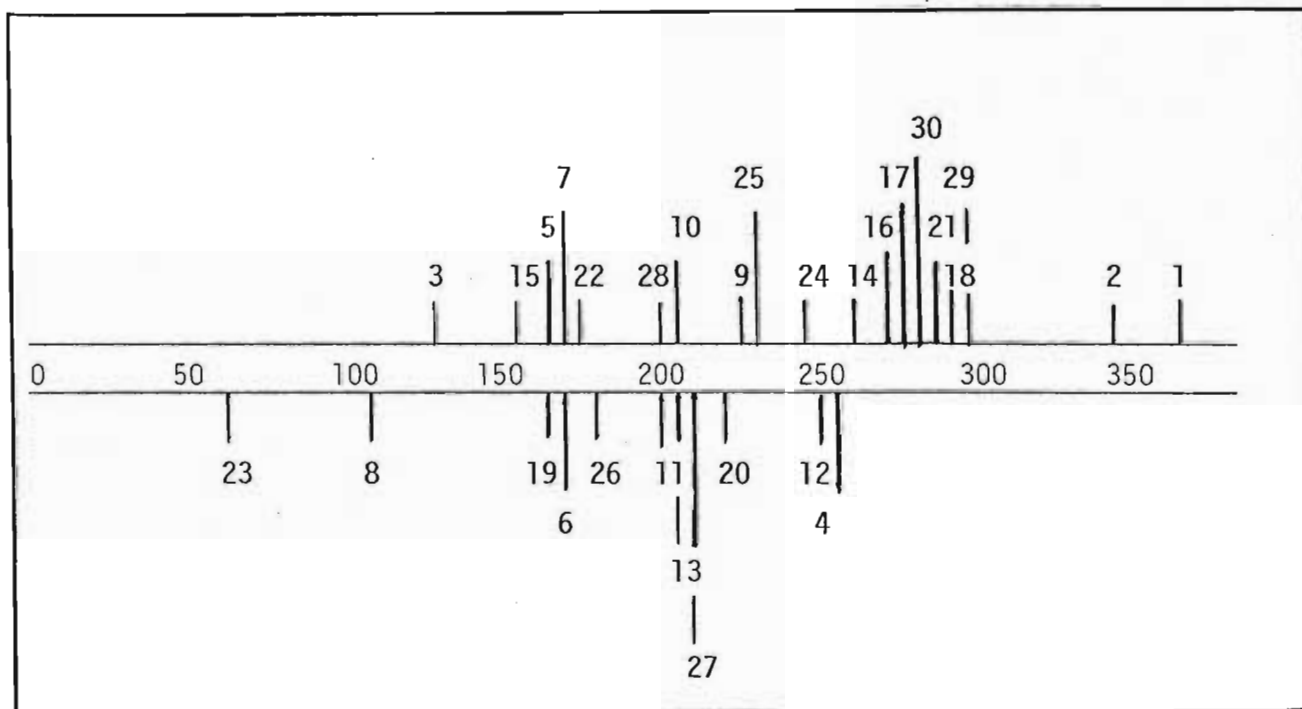
Respondents were requested to indicate the strength of their agreement on a five point scale, ranging from "strongly agree" to "strongly disagree". Table 4.5 reflects the number of times each response was indicated by pupils and students. The total was calculated by weighting the response to score +2 for strongly agree, +1 for agree, 0 for undecided, -1 for disagree and -2 for strongly disagree. The weighting was reversed for negative statements.

It was then multiplied by the number of times it was chosen. A total score of zero would indicate that respondents were either undecided or that the total number of positive scores was cancelled by the total number of negative scores. It is clear that the total responses to all questions in table 4.5 were positive.

Table 4.5: Attitudes of pupils and students towards Physical Education lessons

1-strongly agree 2-agree 3-undecided 4-disagree 5-strongly disagree

Physical Education lessons		1	2	3	4	5	Tot
1.	Are very important	156	66	10	7	1	369
2.	Improve fitness	135	92	7	4	4	350
3.	Are good fun	64	84	39	29	26	131
4.	Are boring	9	22	13	98	101	260
5.	Help you relax between lessons	67	101	17	27	20	168
6.	Make you too tired to do mental work	13	23	37	79	73	176
7.	Include exercises which are good for you	74	88	31	19	23	171
8.	Include stupid exercises	44	26	45	61	81	109
9.	Are exciting	80	105	27	14	11	229
10.	Develop strength	77	105	20	14	16	213
11.	Are taught badly	11	24	36	66	93	206
12.	Are a waste of time	10	19	18	76	110	257
13.	Are embarrassing because I am not good at anything	14	25	37	60	101	209
14.	Help you make friends	102	103	10	15	14	264
15.	Always include new activities	54	104	33	26	14	158
16.	Develop new skills	83	120	23	6	2	276
17.	Train you to use your leisure time for when you leave school	91	106	20	5	7	269
18.	Could be improved with more equipment	106	103	16	1	9	296
19.	Cause accidents and injuries	10	31	46	66	78	171
20.	Allow big children to hurt small children	10	21	36	63	100	222
21.	Could be improved with better facilities	103	104	16	6	6	292
22.	Help you learn to control your emotions	73	77	51	17	13	180
23.	Teach you to compete/dislike your opponents	22	52	44	35	63	65
24.	Prevent you from becoming lazy	97	94	15	12	14	248
25.	Teach you to obey the rules and the law "off the field"	90	102	15	10	17	238
26.	Are often full of quarrels	13	22	47	83	76	187
27.	Are for those who are physical not intellectual	11	20	32	75	90	213
28.	Could be improved with better teachers	79	86	39	21	9	205
29.	Make you alert and full of vitality	105	102	10	5	5	297
30.	Improve your character	108	81	23	9	2	284



**Figure 4.9: Attitude scale of pupils and students towards
Physical Education lessons**

The total scores were entered onto a scale from 0 - 400. (Figure 4.9) This shows that all scores were positive, ranging from 65 for statement 23 "Physical Education lessons teach you to compete and to dislike your opponents" up to 369 for statement number 1 "Physical Education lessons are important". Scores for negative statements were placed below the scale and those for positive statements were placed above but all statements reflected a positive attitude.

A strong degree of loyalty for the teachers appears evident. Respondents did not agree that Physical Education included "stupid exercises" like their western counterparts (Knapp 1967). That statement scored 109. The disagreement with the statement that Physical Education lessons "are taught badly" received a score of 206 and statement 28, that Physical

Education lessons could be improved with better teachers, received overwhelming disagreement with a score of 297. Almost the same number (260 and 257) strongly disagreed with the two statements, 12 and 4, "Physical Education lessons are a waste of time" and "Physical Education lessons are boring".

In fact these statistics show that these pupils in KwaZulu perceived many benefits to be gained from their Physical Education lessons, most noticeably being "fitness" which scored 350. This attitude was rare in studies conducted in the West possibly because, as Tinning and Fitzclarence (1992) pointed out, teachers of Physical Education in the eighties had emphasised entertainment and enjoyment at the expense of motor skills and fitness. This contention is further supported by the very low score for statement 3, "Physical Education lessons are good fun". Here in KwaZulu enjoyment is obviously not an important factor for either pupils nor teachers whereas pupils clearly indicated that fitness was an integral part of their lessons which they valued.

A similar response was recorded only by Tannehill and Zakrajsek (1993) who found that the desire to become fit motivated 73% of Hispanic respondents but was in contrast to other ethnic groups in their sample who indicated fitness exercises as the strongest negative determinant of attitude.

The strong influence of facilities and equipment is evident from the high scores in responses to statements 18 and 21 "Physical Education lessons could be improved with better facilities/equipment" respectively. This element may contribute towards the low score for statement 15 "Physical Education lessons always include new activities" because it is difficult to include new activities without adequate facilities or equipment.

It was interesting that pupils indicated a strong (284) appreciation of the character-building attributes of Physical Education in statements 30, 22 and 25. They did not reflect the opinions of Craig (1991) and Williams (1989) who warned that positive personal and social development was not automatic but had to be consciously planned for so that negative attributes did not prevail.

The negative attitude to competition, which dominated Physical Education in the eighties in western countries (Williams, 1989; Pollard, 1988), is also not supported. Statements 20, "Physical Education lessons allow big children to

hurt small children" and 26, "Physical Education lessons are often full of quarrels" both received strong disagreement scores. The low score of disagreement with the statement that Physical Education lessons teach you to compete and dislike your opponents, indicates that competition is considered to be desirable. This attitude was also prevalent in Walter's study in the Ciskei (1990).

4.1.9 Summary

Pupils and students were found to hold strong positive beliefs concerning the benefits of Physical Education. They particularly valued the character-building and social development aspect.

Unlike their western counterparts, they perceived fitness to be a positive outcome from Physical Education lessons. It could be concluded that this was because fitness was an objective consciously pursued by the teachers.

In sharp contrast to pupils in other surveys (Knapp, 1967; Browne, 1992) they did not indicate "having fun" as one of the positive determinants of their attitude towards the subject although they did express a certain degree of enjoyment of the lessons. This suggests that teachers did not plan for enjoyment as an outcome because they did not consider it to be important.

Competition was recognised as a positive component of Physical Education and no evidence was revealed of the aversion to competitive win-at-all-costs activities which was prominent in other studies (Capel, 1986; William, 1989).

The findings of this study did not concur with studies where the personality of the teacher was a negative determinant of attitude (Knapp, 1967; Like & Sinclair, 1991).

Pupils and students indicated a strong loyalty and respect for their teachers in that they did not indicate dissatisfaction with the teaching of the subject, despite the considerable amount of time removed from physical activities or spent without the teacher and despite schools not catering for their preferred activities.

Although other research suggested that facilities did not influence pupil achievement in academic subjects (Jacobs, 1991) it is evident that the provision of the basic facilities is necessary in order to engage in physical activities.

The most negative determinant of attitude reflected by this data was the absence of facilities and equipment available to pupils and students both in

school and in the community, revealing not only the failure to realise the objectives of Physical Education but also the failure to provide any experience of education for leisure.

4.2 TEACHERS

The sample of teachers was selected with the assistance of the principals. Ten teachers returned questionnaires, nine of whom indicated isiZulu as their home language and one of whom indicated English.

4.2.1 Qualifications of teachers

Teachers were requested to indicate their qualifications.

Table 4.6: Qualifications of teachers

Qualification	No. of teachers
Degree	2
STD/PTD	5
Matric or less	3

Two of the teachers were in possession of a degree, five had teachers' diplomas and three were either matriculants or less. None possessed any qualifications in Physical Education. These statistics have nothing in common with other studies, where all teachers of Physical Education were specialist

trained (Coutts, 1981; Sparkes, 1988). They are in sharp contrast to the study by McKenzie, Alcaraz and Sallis (1994) where the two primary school Physical Education teachers both held Masters' degrees in Physical Education.

4.2.2 Qualifications in sport

Fifty five percent had no qualifications in sport. Three were qualified as umpires in netball and two were coaches in athletics and hockey respectively. As no pupil indicated that they had ever played hockey, it can be assumed that the hockey coach did not coach hockey at the school. The same teacher had also attended a diving course and no pupil had experienced diving. Eighty percent of the teachers had never attended any course in any aspect of Physical Education. Although Paterson's (1984) sample were all Physical Education specialist teachers, they still perceived a need for more in-service courses.

4.2.3 Allocation of teaching duties

QUESTIONS: What does your timetable consist of?

What is your average class size?

What is the enrolment of your school?

How many other members of staff teach Physical Education?

Table 4.7: Allocation of teaching subjects

Subject	No. of teachers
Physical Education	7
Agriculture	3
Mathematics	3
isiZulu	3
Economics	2
Physical Science	1
Accounting	1

Seventy percent of the sample taught Physical Education as well as a variety of other subjects ranging from Agriculture to Accounting. All stated that they were teaching two periods per week per class, with class sizes varying from 30 to 65 pupils per class. The schools of the teachers ranged in size from an enrolment of 250 up to 1 200. The number of teachers specialising in the teaching of Physical Education ranged from zero to 12 per school. The 12 teachers at one school were primary school class teachers, who all taught Physical Education to their own class in addition to other subjects. One would expect to find more specialisation at secondary level but there were three high school teachers who did not include Physical Education as one of their teaching subjects. This may have been because only examination subjects were being taught.

There is little comparison with the British studies such as those by Sparkes (1988) and Underwood (1988), where all of their sample schools had large departments of Physical Education, each consisting of several specialist trained teachers.

4.2.4 Use of prescribed syllabus

QUESTIONS: Do you follow a syllabus?
 If so, what is the date and origin?
 If no, indicate how you plan your scheme
 of work

Only two teachers indicated that they used the prescribed syllabus. One teacher indicated that he had a scheme of work compiled by a visiting overseas teacher.

With little or no background knowledge of the subject, it was not surprising that only two teachers indicated that they were using the prescribed syllabus. This is in contrast to the responses of principals who indicated that 50 percent of their schools were using the prescribed syllabus. Three teachers made comments which suggest that they viewed

Physical Education lessons as practices for school teams in the major games; "I organise with the captain and then inform the players", "I am still playing hockey at a high level - my scheme is based on my experience as a sports woman", "I plan informally with the teacher for the code concerned". The confusion between sport and Physical Education is apparent in these responses and supports findings by Williams (1989).

4.2.5 Content of Physical Education lessons

QUESTION: What aspects of Physical Education do you teach?

Table 4.8 shows that despite their lack of qualifications and specialised experience, teachers indicated that they taught a variety of activities, with major games being dominant. One of the limitations was that the teaching of gymnastics refers to warm-up exercises as opposed to Olympic or Educational Gymnastics.

Activities which were not widely taught were karate, boxing, singing games, softball, basketball, hockey and traditional dance. This variety of activities appears to be quite diverse. However, a comparison with the frequency polygon where pupils indicated how often they actually engaged in specific activities gives contrasting data. The activities indicated by pupils did not include some of those indicated by teachers and such items as "litter collection" and "soccer without the teacher" rated high on the pupils' frequency scale.

The concentration on competitive sports concurs with Manson (1993) who found that this was due to the teachers being inadequately qualified.

Table 4.8: Aspects of Physical Education taught by teachers

Code of sport	No. of teachers
Netball	6
Gymnastics	4
Athletics	4
Soccer	3
Volleyball	2
Tennis	2
Karate	1
Boxing	1
Singing Games	1
Softball	1
Basketball	1
Hockey	1
Traditional Dance	1

4.2.6 Use of structured lesson plan

QUESTION: Do you use the suggested lesson structure in the syllabus?

Table 4.9: Use of structured lesson plan

Those using structured lesson plan	3
Those not using structured lesson plan	6
Don't know	1

Researchers have placed much emphasis on the need to plan objectives and educational outcomes. (Underwood, 1988; Bressan, 1986; Williams, 1989). With only three teachers indicating that lesson plans were structured, it is apparent that such planning was not taking place in these KwaZulu schools. Underwood (1988) established that the successful teachers were those who, in consultation with others in their department compiled their own syllabuses, assessed their objectives and shared common goals with their pupils.

The concept of pupil input to planning programmes was recommended by several researchers (Saunders & White, 1977; Tinning & Fitzclarence, 1992; Sparks & Webb, 1993). None of these factors influencing successful teaching is evident in this sample of teachers.

4.2.7 Perceived Success in teaching

QUESTION: How would you describe the teaching of Physical Education at your school?

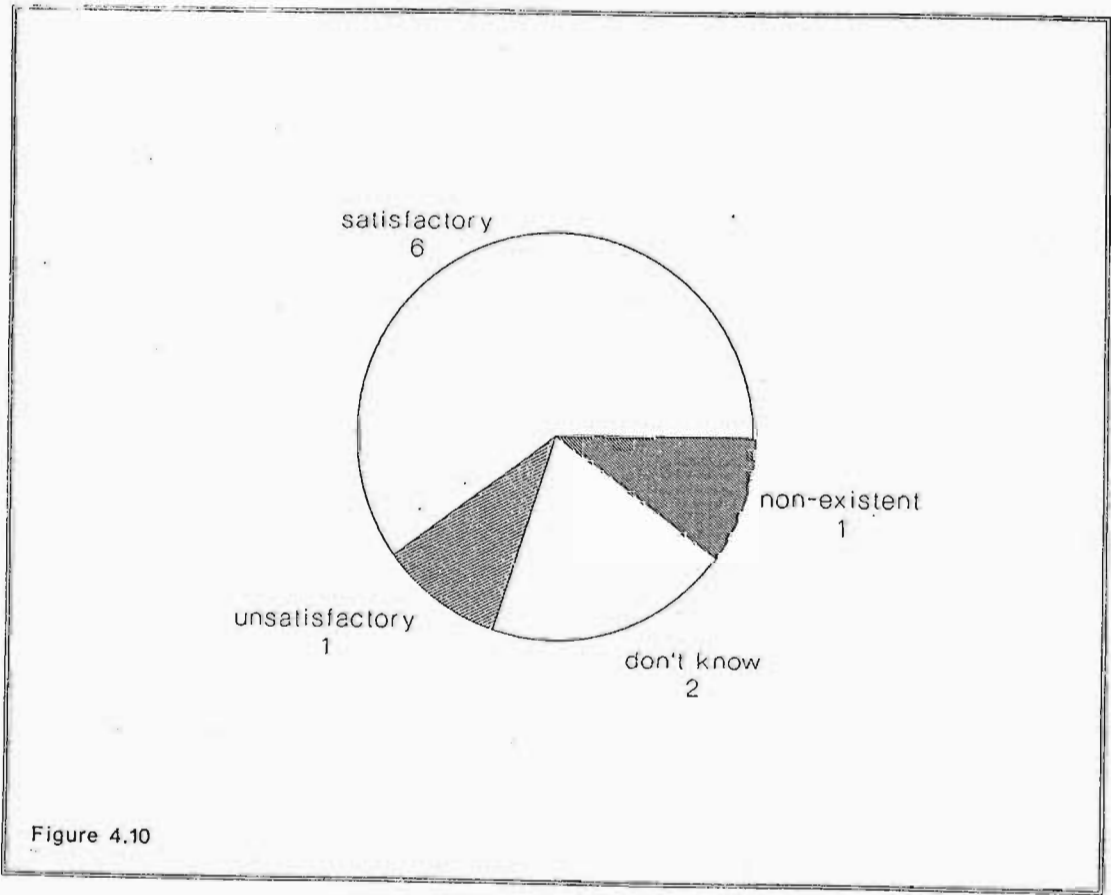


Figure 4.10: Success in teaching - teachers' opinions

Sixty percent of teachers described the teaching of Physical Education at their schools as "satisfactory", despite the previous data which provided an impression of unqualified and uniformed teaching. Twenty percent did not know or preferred not to comment. Ten percent indicated that it was "unsatisfactory" and 10 percent stated that it was "non-existent". These findings may be compared with the opinions of principals where only 20 percent described it as "satisfactory", 10 percent as "non-existent" and 70 percent considered it to be "poor". No other study reported similar findings.

4.2.8 Extra-curricular sports

QUESTION: What extra-curricular sports are offered at your school?

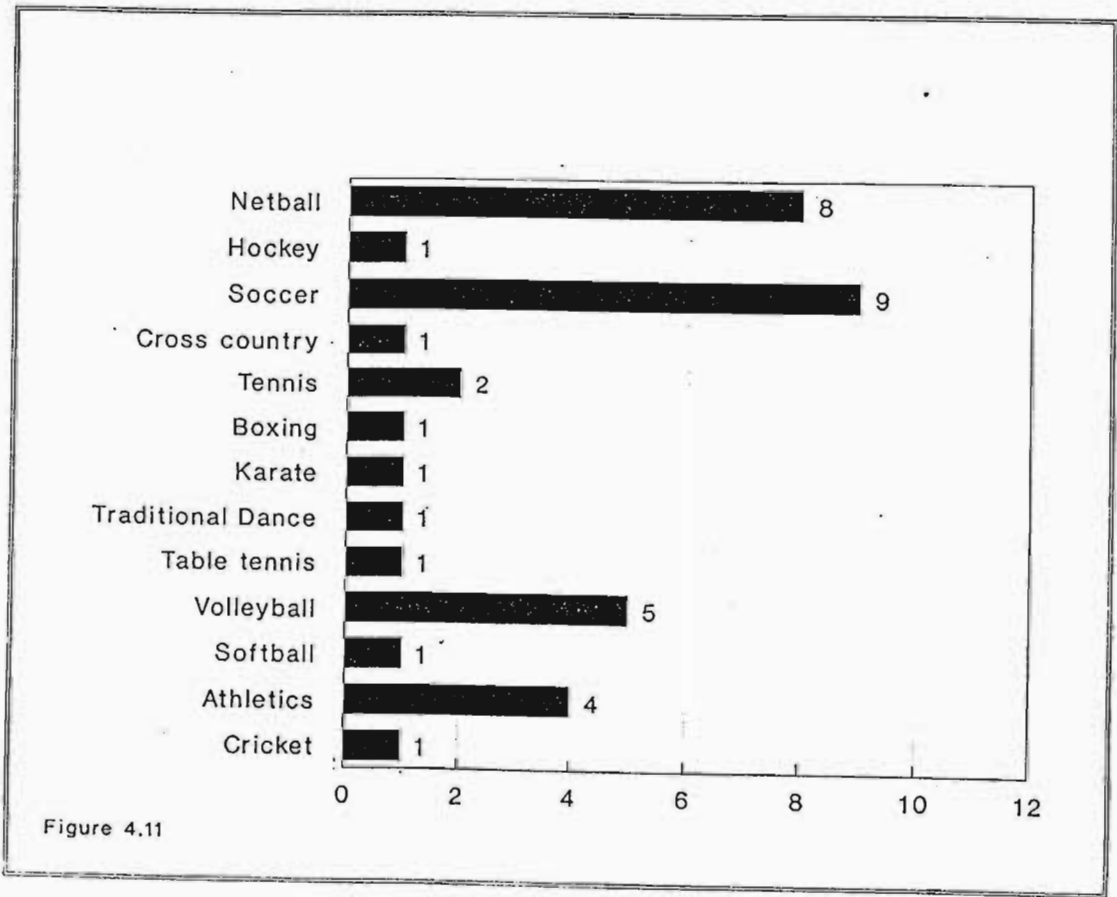


Figure 4.11:Extra-curricular sports offered at teachers' schools

The histogram (Figure 4.11) clearly reflects that the extra-curricular activities varied little from the Physical Education programme, except for the addition of table tennis, cricket and cross country. Music, chess and computers were also listed as extra-curricular sports, which certainly highlights the misconceptions surrounding the meaning of sports.

In contrast to the timetabled periods, extra-curricular sports appeared to receive more attention from the staff. Ninety percent were involved in soccer, 80 percent in netball, 50 percent in volleyball, 40 percent in athletics, 20 percent in tennis and 10 percent were engaged in other activities (boxing, karate, traditional dance, table tennis, cricket, softball, cross country and hockey).

These findings concur with those of Tinning and Fitzclarence (1992) who found greater commitment to out of school than timetabled Physical Education. Their study did however focus on the attitudes of pupils rather than teachers.

Emphasis on extra-curricular sport may be partly attributable to the fact that these teachers had no formal training in the teaching of Physical Education and therefore were unfamiliar with its educational values. Their motivation

for being responsible for sport at the school stemmed however from their experiences in and knowledge of sport. As Williams (1989) argued, sport is easily evaluated in terms of success on the field.

The study of the status and role of Physical Education in Ciskeian schools concurs with these findings. Walter (1990) reported that Physical Education was seen more as sports coaching than as a teaching subject. She recommended that there be more specialist-trained teachers.

4.2.9 Role perception of teachers

QUESTIONS: Do you see yourself as sports coach or subject teacher?

How do your colleagues view you?

How does your principal view you?

All respondents except one answered the same for each of the three questions. That respondent viewed himself as a sports coach and perceived his colleagues and principal to view him as both a sports coach and a subject teacher.

Table 4.10: Role perception of teachers

Teachers viewed as subject teachers	1
Teachers viewed as sports coaches	2
Teachers viewed as both	6
Teachers viewed as neither	1

Table 4.10 shows that 60 percent of teachers viewed themselves as both sports coaches and subject teachers, 20 percent as only sports coaches, 10 percent as only subject teachers and 10 percent viewed themselves as neither. Paterson (1984) identified this phenomenon and his findings indicated that the Physical Education teacher was viewed as a sports organiser-coach by those in his professional environment. This does not apply in the same way to these teachers in KwaZulu because all of them were teaching subjects other than Physical Education.

4.2.10 Promotion prospects

QUESTION: Do you consider your promotion prospects to be the same as those of your academic colleagues?

Please motivate your answer.

All responses indicated that promotion prospects were viewed as the same as their academic colleagues. This appears to be attributable to the fact that none of them was confined to teaching Physical Education and in fact all possessed academic qualifications. Therefore they did not conform to Paterson's stereotype (1984) Physical Education teacher. Comments made by these teachers reflected the opinion that in fact academic teachers who involve themselves in extra-curricular sports have better promotion prospects. This opinion concurred with that of the principals but not with the opinions of the lecturers, who were specialist trained.

4.2.11 **Suggested improvements for the teaching of Physical Education.**

QUESTION: Make suggestions which you consider important for the improvement of Physical Education at your school.

Teachers made informed suggestions for improvements, namely:

- (a) The creation of specialist Physical Education teaching posts.
- (b) Implementation of physical activities during the allocated time.

- (c) Teachers should attend in-service courses or be specialist trained.
- (d) Facilities and equipment to be provided.
- (e) Management of available staff to be improved.
- (f) Teaching methods should be more creative.

These suggestions indicate an awareness of the major obstacles to the successful implementation of physical education programmes in KwaZulu. Walter (1990) found that the perception in the Ciskei was that lack of facilities prevented them (47%) from offering Physical Education as a subject.

4.2.12 Facilities available

QUESTION: What facilities do you have ?

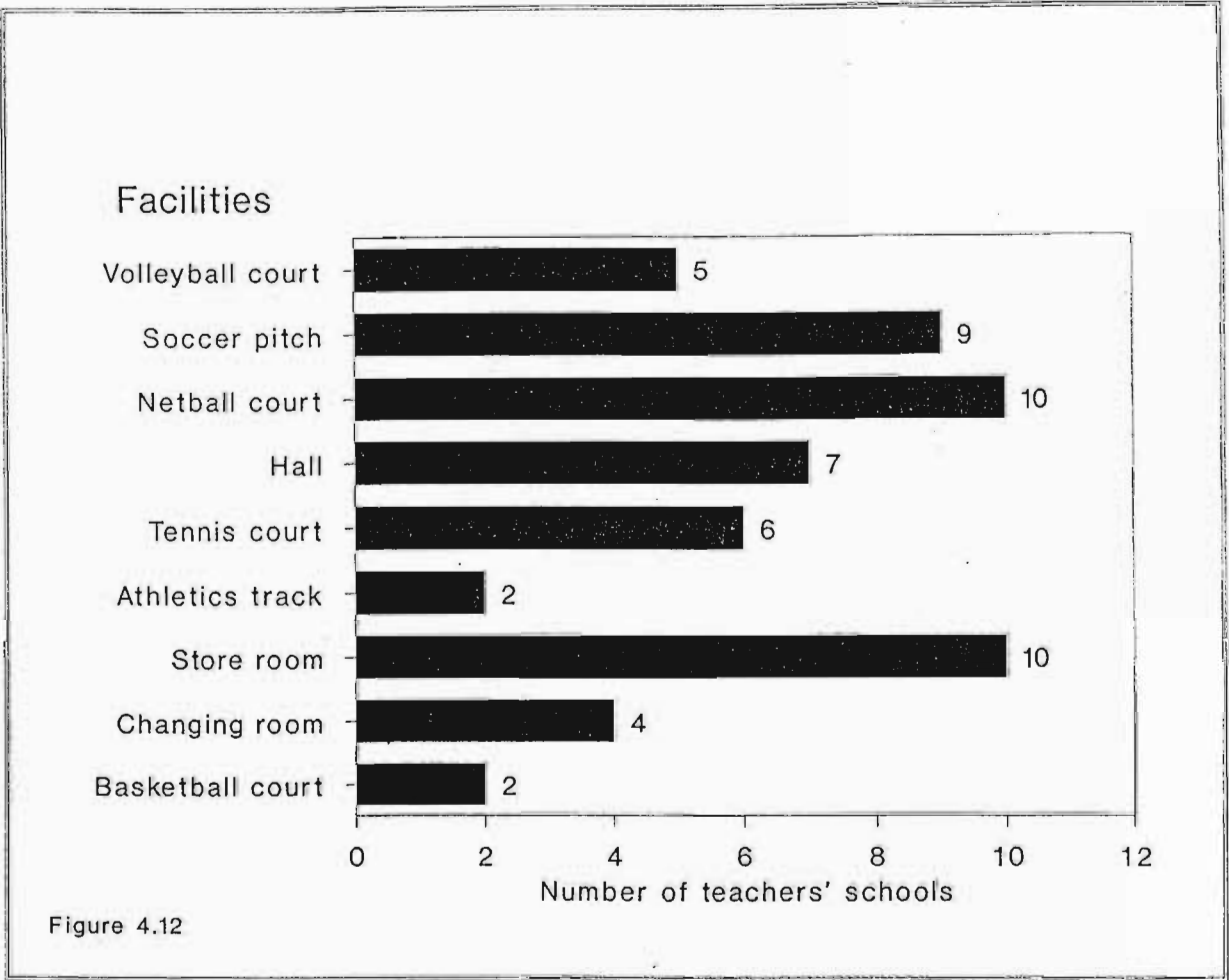


Figure 4.12: Facilities available at teachers'schools

These findings show that there were nine soccer pitches available, although the quality was indicated as "poor" in the majority of cases. It is often the case that this facility does not exist in more urban areas. All schools possessed a netball court, there were seven halls, six tennis courts, two athletics tracks, all schools had a storeroom, there were four changing rooms, five volleyball courts and two basketball courts.

Although these facilities appear to be reasonably adequate, there was a concentration at certain schools. Two schools possessed the two athletics tracks and the six tennis courts.

Changing rooms existed at only three schools. These schools were not typical. The most frequent response to this question was an indication of a netball court and a soccer pitch only.

The lack of facilities appears to be one of the reasons frequently used by respondents in this study to explain why Physical Education is not implemented at schools. Although Jacobs (1991) found that studies conducted in third world countries did not regard facilities as crucial to pupil achievement in academic subjects, it is clear that the teaching of certain aspects of Physical Education could be precluded by this factor.

4.2.13 **Equipment available**

QUESTION: Bearing class size in mind, what sort of
equipment do yo have ?

Table 4.11: Equipment available at teachers' schools

Soccer balls	11
Netballs	13
Volleyballs	10
Tape measures	2
Tennis balls	5
Television	2

Respondents could list three categories of quality (very good, satisfactory and poor) and three categories of quantity (number, insufficient and adequate) Table 4.11 reflects the number indicated. As with the facilities, there appeared to be a concentration of equipment at certain schools.

One school had six of the ten volleyballs. These data give more cause for concern when correlated with the facilities available and the sports and Physical Education programmes offered in the same schools. Two schools indicated that they had tennis courts. However only one school had tennis

balls (five). All schools had netball courts but two did not have netballs. Five teachers indicated that they offered volleyball as an extra-curricular activity although only three teachers possessed volleyballs.

Funding for the purchase of equipment could be one of the problems. Fifty percent of teachers indicated that the principal had sole control of funding and 50 percent indicated that a sports committee was responsible. However, responses of the principals indicated that funding was extremely limited and virtually confined to fees levied from pupils. The commitment to sport expressed by principals is not reflected in the expenditure on sports equipment.

4.2.14 **Summary**

Not only were none of these teachers qualified in the subject of Physical Education but neither had they attended in-service courses to improve their knowledge of the subject. This finding concurred with none of the other studies. It is possible that such courses have not been widely available, especially to teachers in rural areas.

Teachers viewed their status and promotion prospects as the same or better than their academic colleagues because they were also teaching academic subjects.

The educational objectives of the subject were not being realised because, as the data made evident, teachers had no knowledge of these objectives, they were not using structured lesson plans and therefore they concentrated on the objectives which were familiar and readily achievable in coaching competitive sports.

Teachers indicated an awareness of their inability to implement the Physical Education syllabus. Primarily they attributed this to lack of facilities and equipment but they also recognised the importance of expertise.

4.3 PRINCIPALS

A total of ten principals returned questionnaires. Not all the principals were from the same school as the teachers' sample but there were pupils from each of the principals' schools and each of the teachers' schools.

The whole sample indicated isiZulu as their home language and only two principals were female.

4.3.1 **Qualifications of principals**

Principals were requested to indicate their highest educational qualifications. As expected the principals were better qualified than the teachers. One principal had a one year Physical Education specialist Diploma from the Transvaal College of Education.

Table 4.12: Qualifications of principals

Qualification	No. of principals
Hons/B.Ed	2
Degree	3
Physical education specialist	1
Diploma Technical Diploma	1
PTD/STD	2
STD 10	1

4.3.2 **Principals' interest in sport**

QUESTION: Are you interested in sport ?

Eight were "very interested", two were "interested" and there was no one who indicated that they were not interested in sport. This shows a positive response.

4.3.3 Specific interests and sports offered

QUESTIONS: Specify any particular sports you are interested in.

Which of the following sports does your school offer ?

The histogram (Figure 4.13) reflects the sports in which principals were particularly interested. Soccer was indicated the most frequently, followed by athletics and tennis. The low interest in netball could be attributed to the fact that 80 percent of the sample were male although it would be incorrect to stereotype sports by gender (Macdonald, 1990) and it was a female principal who indicated interest in wrestling.

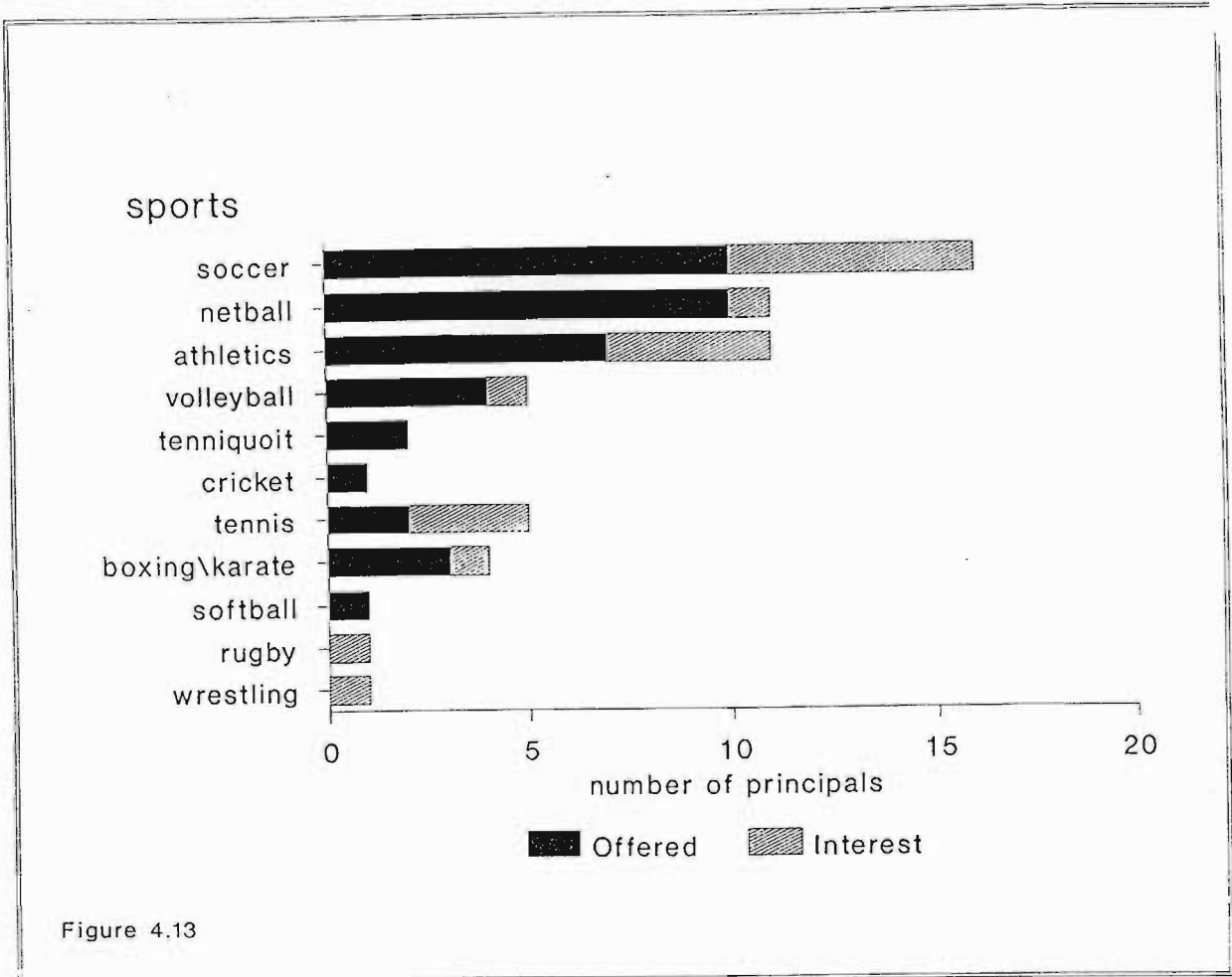


Figure 4.13: Sports Interests and sports offered at principals' schools

Figure 4.13 also indicates the sports offered at principals' schools. Here netball and soccer are indicated at all schools, closely followed by athletics and then volleyball.

Thirty percent of principals did not offer the sport in which they were specifically interested at their own schools. This either reflects a lack of commitment to the sport in which they claim to be interested or serious problems exist which prevent them from implementing that particular code at their school.

4.3.4 Participation in inter-school competition

QUESTION: Does your school participate in inter-school sports ?

If yes, please give details

If no, please give reasons

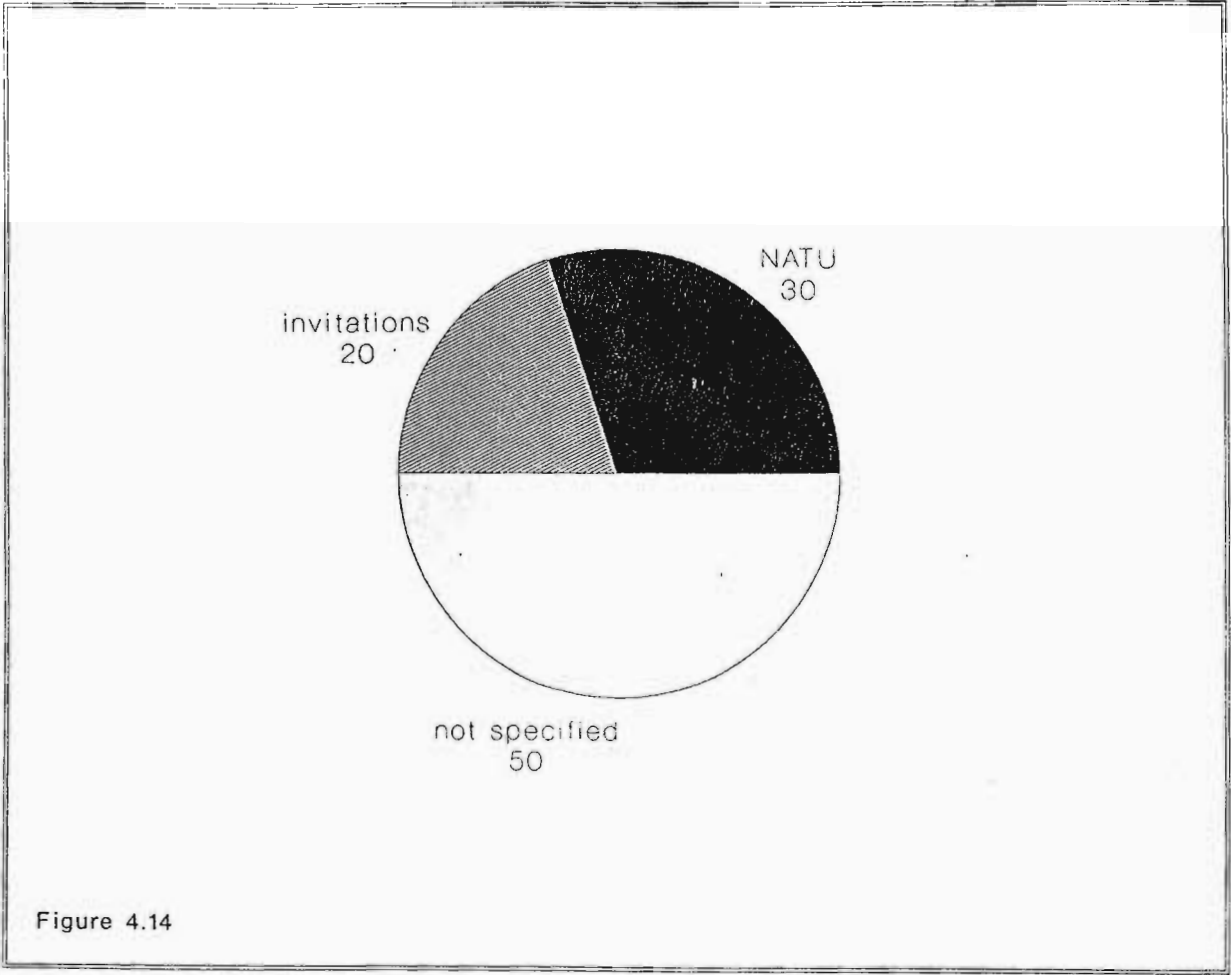


Figure 4.14: Participation in inter-school competition

All principals stated that they engaged in inter-school sports competitions. The pie chart (Figure 4.14) shows that principals indicated that they participated in competitions organised by NATU (Natal African Teachers' Union). Two principals stated that competitions were arranged by invitation and five principals did not specify. One principal mentioned chess competitions only.

Despite pupil, staff and principals' expressed enthusiasm for extra-curricular sport, there was no evidence of regular inter-school sport enjoying prominence on the school calendars. This is in contrast to all studies conducted in western countries, where it was the norm for extra-curricular physical activities to be conducted on a regular basis and where, in Britain there was a public outcry against the reform of this practice (Williams, 1989).

These findings do, however concur with those of Walter (1990) who found that schools in the Ciskei were participating on a friendly basis only, with very little regular coaching.

4.3.5 Funding of school sport

QUESTION: How do you fund school sport ?

Nine relied on a sports fund accumulated by collecting fees from pupils. Only one principal had sought sponsorship. No one had considered an application to the KwaZulu Education Department. One principal appeared to misunderstand the question.

From the responses of these principals it was evident that the education department bore no responsibility for the provision of school sport and that it was pupils themselves who bore the costs of their participation. No equipment was provided by the education department nor did it assist with any form of transport. This situation contrasts sharply with that of other studies where local education authorities provided the bulk of the equipment required in order to implement an extra-curricular programme as well as the syllabus (Luke & Sinclair, 1991).

4.3.6 Sizes of schools

QUESTIONS: What is your total enrolment ?
 What is your average class size ?

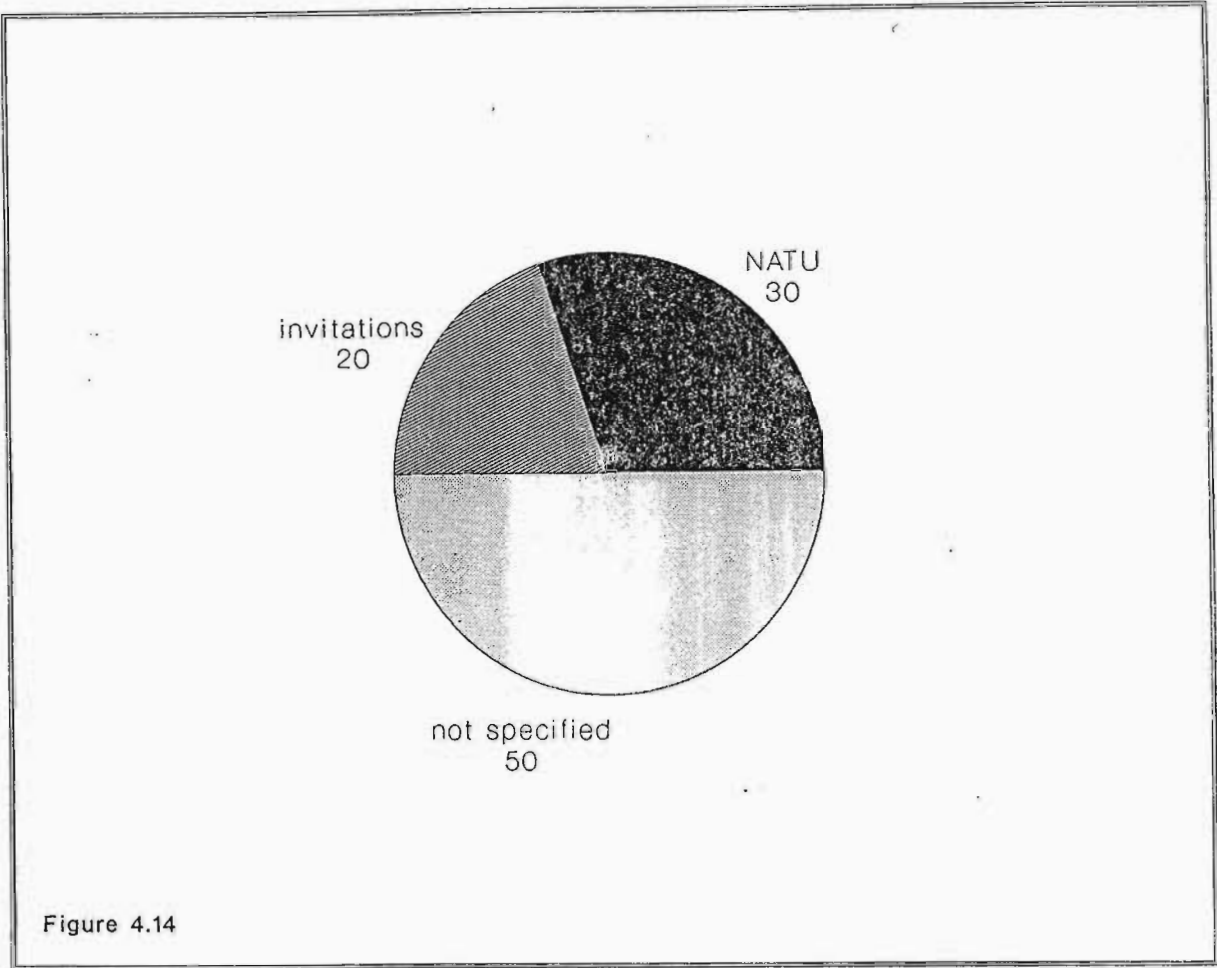


Figure 4.15: Sizes of principals' schools

The schools of the principals' sample ranged in enrolment from 412 to 1 220 and covered standards one to ten. Average class sizes ranged from 39 up to 95 per class. When considering practical lessons, a class of 95 can present difficulties. Problems with class size was not mentioned in any other study.

4.3.7 Existence of a specialist Physical Education teacher

QUESTIONS: Do you have specialised Physical Education teachers?

Are they specialist trained or do they just have an interest ?

Two principals indicated that they had specialised Physical Education teachers but in response to the second question, they indicated that those teachers were not trained. The remainder of the sample (80%) indicated that they had no specialist.

From the two responses indicating the existence of a specialist, it can be assumed that the principals' definition of a specialist teacher merely meant that a teacher had been given the responsibility of teaching Physical Education and in some cases it merely meant that that teacher was in charge of the school sport.

Although none of the principals in Paterson's (1984) study was as extreme as this, he did conclude that they viewed their Physical Education teacher as a sports organiser and coach rather than a subject teacher.

4.3.8 Attendance at courses in Physical Education

QUESTION: What Physical Education/sports courses have your teachers attended ?
If possible, give dates.

Eighty percent of principals indicated that their teachers had attended no courses. One had attended an athletics course and another an unspecified course, both held at the University of Zululand.

These data reflect the same situation as the teachers sample, where 80 percent had attended no course in Physical Education although 50 percent of the teachers' sample did have coaching and umpiring qualifications. In other studies there were specialist teachers and even they requested more in-service courses (Paterson, 1984; Coutts, 1981; Sparkes, 1988). The implementation of a programme of coaching clinics was one of Walter's (1990) recommendations in order to uplift the standard of sport in Ciskeian schools.

4.3.9 Allocation of periods to Physical Education

QUESTION: How many periods of Physical Education do you timetable per class ?

The average time allocated to Physical Education was two 30 minute periods per week, which is the time stipulated by the syllabus. This answer was purely theoretical because principals’ answers to the next question clarified the position of Physical Education on the timetable.

4.3.10 **Actual percentage of allocated time spent on physical activity**

QUESTION: Indicate how much of that time is actually spent on physical activity.

 Please motivate your answer.

Table 4.13:Percentage of allocated time spent on physical activity

% of time	reason	No. of Principals
0 %	various	3
30 %	non-exam.status	2
40 %	no facilities	2
50 %	no teachers	2
70 %	no excuses	1

One principal admitted to allocating no time to Physical Education on the timetable and two others indicated that the subject was not being taught even though it was on the timetable. Those three principals cited "no teacher", "no

equipment" and "concentrate on academic work" as their justification for not offering Physical Education as a subject at their schools.

Two principals commented that they concentrated on examination subjects and therefore physical activity took place for 30 percent of the allocated periods.

Two principals indicated that physical activity actually took place in 40 percent of the timetabled lessons because there were insufficient facilities.

Two principals referred to understaffing as the reason why physical activity took place in only 50 percent of the timetabled lessons.

The exception was one principal who indicated that physical activity took place 70 percent of the time. He commented that the remaining 30 percent was spent in organising and getting changed. This would be supported by studies conducted which analysed the actual time spent on motor-engaged activities (Berlinner and Siedentop, 1979; Underwood, 1988).

However the rest of these responses indicate an apparent lack of commitment to the subject and correspond with Walter's (1990) findings in the Ciskei. Even the principal with the qualification in Physical Education stated that he had no equipment, no teacher and therefore was unable to timetable the subject.

4.3.11 **Problems with the implementation of Physical Education**

QUESTION: Describe any problems encountered with the implementation of Physical Education.

The principals listed the following problems:

- (a) Lack of facilities and equipment.
- (b) Examination subjects received priority.
- (c) Lack of qualified teacher.

Walter (1990) identified the same problems, where 47 percent of principals from respondent schools stated that there was no Physical Education in their schools because they had no facilities. Further discussion of facilities takes place at the end of this discussion of principals' questionnaires. This aspect was not mentioned by any of the researchers in western countries although

Jacobs (1991) quoted research conducted in third world countries where improvements in facilities did not enhance pupils achievement in science subjects.

The problem of examination subjects being given priority is an international one which appeared to be more acute in Australia where Physical Education became optional in the 1980's for Year 11 and 12 high school pupils as described by Browne (1992) and Sparks & Webb (1992). This competition for curriculum time was a recurring theme in many studies, as reported by Dobie (1969), Whitehead & Hendry (1976) and Coutts (1981).

Walter (1990) however reported the most extreme findings in the Ciskei, where 42 percent of her respondent schools were not teaching Physical Education because it was a non-examination subject. This study in KwaZulu is slightly more positive with only 20 percent of respondents giving the non-examination status of the subject as the reason why it is not taught fully and only 30 percent stated that it was not taught at all.

4.3.12 Actual use of allocated Physical Education periods

QUESTION: Indicate to what extent the following activities are undertaken during Physical Education time.

Table 4.14: Actual use of timetabled periods for specific activities

Activity	Often	Sometimes	Never
A. Soccer with the teacher	5	2	3
B. Soccer without the teacher	1	4	5
C. Netball with the teacher	4	1	5
D. Netball without the teacher	1	3	6
E. Gymnastics	1	2	7
F. Singing Games	1	1	8
G. Traditional Dance	1	3	6
H. Athletics	2	4	4
I. Tidy up school grounds	4	2	4
J. Pupils catch up on academic work	5	2	3
K. Teacher catches up on admin work	1	4	5
L. Extra Assemblies	0	3	7

Principals indicated the frequency of specified activities undertaken during the periods timetabled for Physical Education. These data were then entered onto a frequency polygon (Figure 4.16) illustrating the comparison of the three frequencies, "often, sometimes and never". The principals who did not include Physical Education in the curriculum slightly affected the results

because they indicated "never" for all activities. However, this merely resulted in the "never" frequency being higher than the "often" frequency but variations between the different activities remains clear.

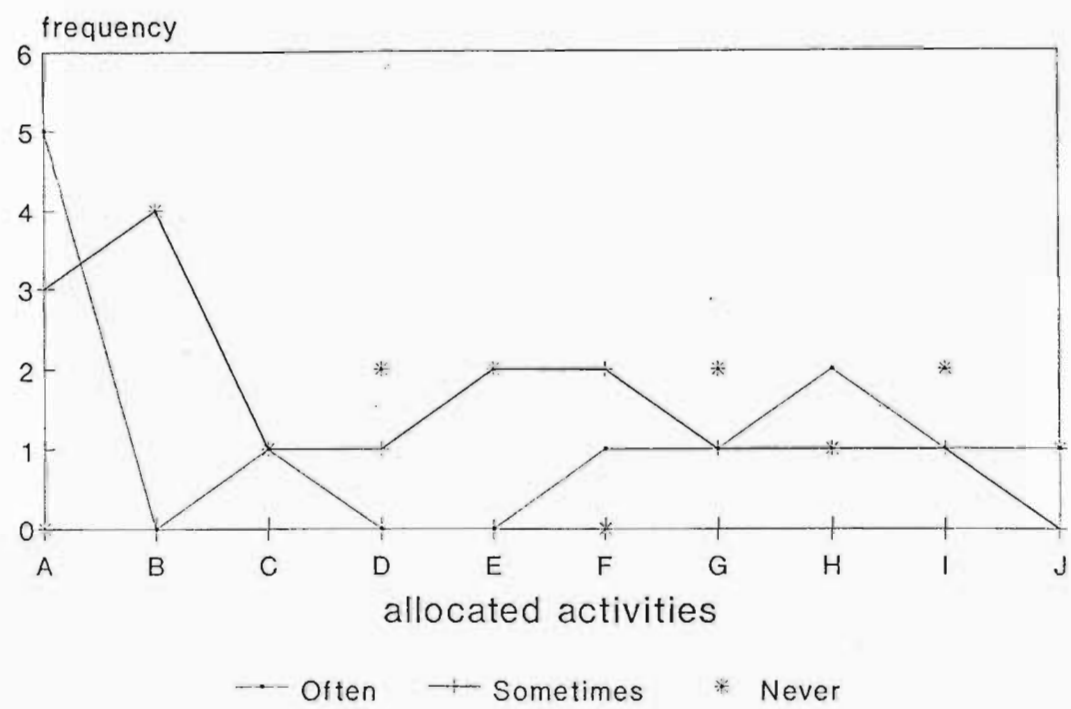


Figure 4.16

- | | | | |
|----|-----------------------------|----|---------------------------|
| A. | Soccer with the teacher | G. | Traditional dance |
| B. | Soccer without the teacher | H. | Athletics |
| C. | Netball with the teacher | I. | Tidy up school grounds |
| D. | Netball without the teacher | J. | Pupils catch up on work |
| E. | Gymnastics | K. | Teachers catch up on work |
| F. | Singing Games | L. | Extra Assemblies |

Figure 4.16: Frequency of specified activities-principals

Figure 4.16 reveals that "soccer with the teacher" and "pupils catch up on academic work" were the most frequent activities, scoring highest on the "often" scale, followed by "netball with the teacher" and "tidying up school grounds". These frequencies may be compared with those indicated by the pupils who placed "litter collection" at the highest frequency on the "often" scale.

Considering the Academic Learning Time formula used by Underwood (1988) for evaluating the effectiveness of the Physical Education teacher and the importance of length of learning time stressed by Jacobs (1991), it is evident from these findings that pupils in the principals' schools appear to be at a grave disadvantage. Their total lesson time was severely curtailed before the teaching time even commenced.

It may be assumed that some of the activities were preferred at primary school and other at high school. However the indications were clear that much teaching time is removed from the subject and that the time remaining is not necessarily filled with accepted Physical Education programmes. Walter's study (1990) concurs with these findings and Paterson (1984) found that Physical Education time was often interrupted or used for other purposes.

4.3.13 **Use of prescribed syllabus**

QUESTIONS: Do you have a syllabus for Physical
Education ?

Do lessons follow the syllabus at your
schools ?

Five principals (50 %) stated that they did have a syllabus while the other five did not. Of the 50 percent who did have a syllabus, all professed to follow that syllabus to some degree. These responses created the impression that very little emphasis was placed on syllabus content whereas in most of the studies conducted in western countries, curriculum and syllabus content were of the greatest significance in forming pupils' attitudes towards the subject (Tinning & Fitzclarence, 1992; Figley, 1985; Underwood, 1988).

4.3.14 **Perceived standard of teaching**

QUESTION: How would you describe the teaching of

Physical Education at your school ?

EXCELLENT/VERY GOOD/SATISFACTORY/POOR

Seventy percent of principals indicated that the teaching of Physical Education at their schools was "poor", 20 percent rated it as "satisfactory" and 10 percent as "non-existent".

These responses indicated that the principals were aware of major problems with the implementation of the subject. These data contrast with the responses given by the teachers. Sixty percent of teachers rated the teaching of Physical Education at their schools as "satisfactory", 20 percent were non-committal and 10 percent rated it as "non-existent".

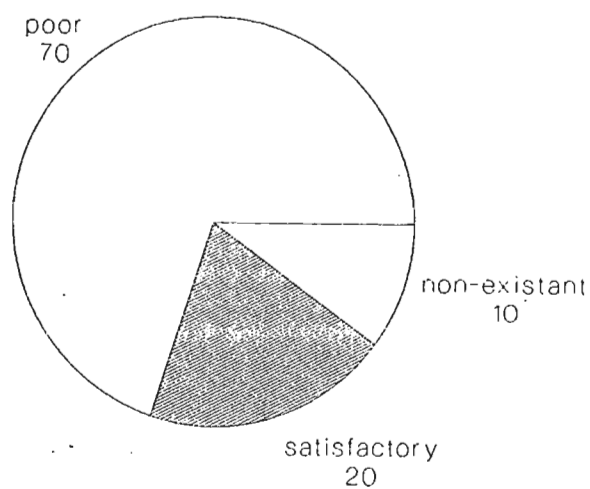


Figure 4.17

Figure 4.17: Standard of teaching in principals' schools

4.3.15 Suggested improvements

The improvements suggested by principals were similar to those suggested by teachers, namely:

- (a) creation of posts specifically for Physical Education
- (b) Special courses be offered for Physical Education teachers
- (c) Provision of facilities and equipment

These suggestions would be interpreted as the basic essentials in other countries (Luke & Sinclair, 1991) and in historically white schools in South Africa (Coutts, 1981; Manson, 1993).

4.3.16 **Status of the subject teacher**

QUESTIONS: Do you view the Physical Education teacher as fulfilling the role of sports coach or subject teacher ?

SPORTS COACH/SUBJECT TEACHER/
BOTH/NEITHER

How would you compare the promotion prospects of the Physical Education teacher with those of your academic teachers ?

BETTER/ THE SAME / WORSE

Please motivate your answer

Two principals regarded their teachers as sports coaches, five as subject teachers, two as both and one as neither. These responses were consistent with those of the teachers' sample.

Although six principals viewed their teacher's promotion prospects as "the same", three as "worse" and only one indicated "better", they were not actually commenting on the promotion prospects of the Physical Education teacher but rather on the academic teacher who also coached sport.

Therefore the circumstances are not quite the same as for Paterson's (1984) study in that these teachers were all teaching academic subjects. One principal indicated that he had a specialist physical educator at his school but unfortunately he was needed to teach an examination subject. The existence of one physical education specialist teacher who was not teaching Physical Education was a most meaningful factor.

4.3.17 **Facilities available at principals' schools**

QUESTION: What facilities do you have ?

In comparison with the studies in Australia (Sparks & Webb, 1992), Britain (Underwood, 1988), the United States (McKenzie, Alcaraz and Sallis, 1994), Canada (Luke & Sinclair, 1991) and historically white schools in South Africa (Coutts, 1981) these facilities are deplorably inadequate.

Only Walter (1990) had comparable findings, where 72 percent of respondent schools in the Ciskei had playing fields, 80 percent had a netball court and 10 percent had a volleyball court. She found no gymnasia, tennis courts or swimming pools.

Although there was little reference to facilities in other research and Jacobs (1991) suggested that facilities did not improve pupil achievement, the effect of facilities on attitude is obvious (Buckland, 1965).

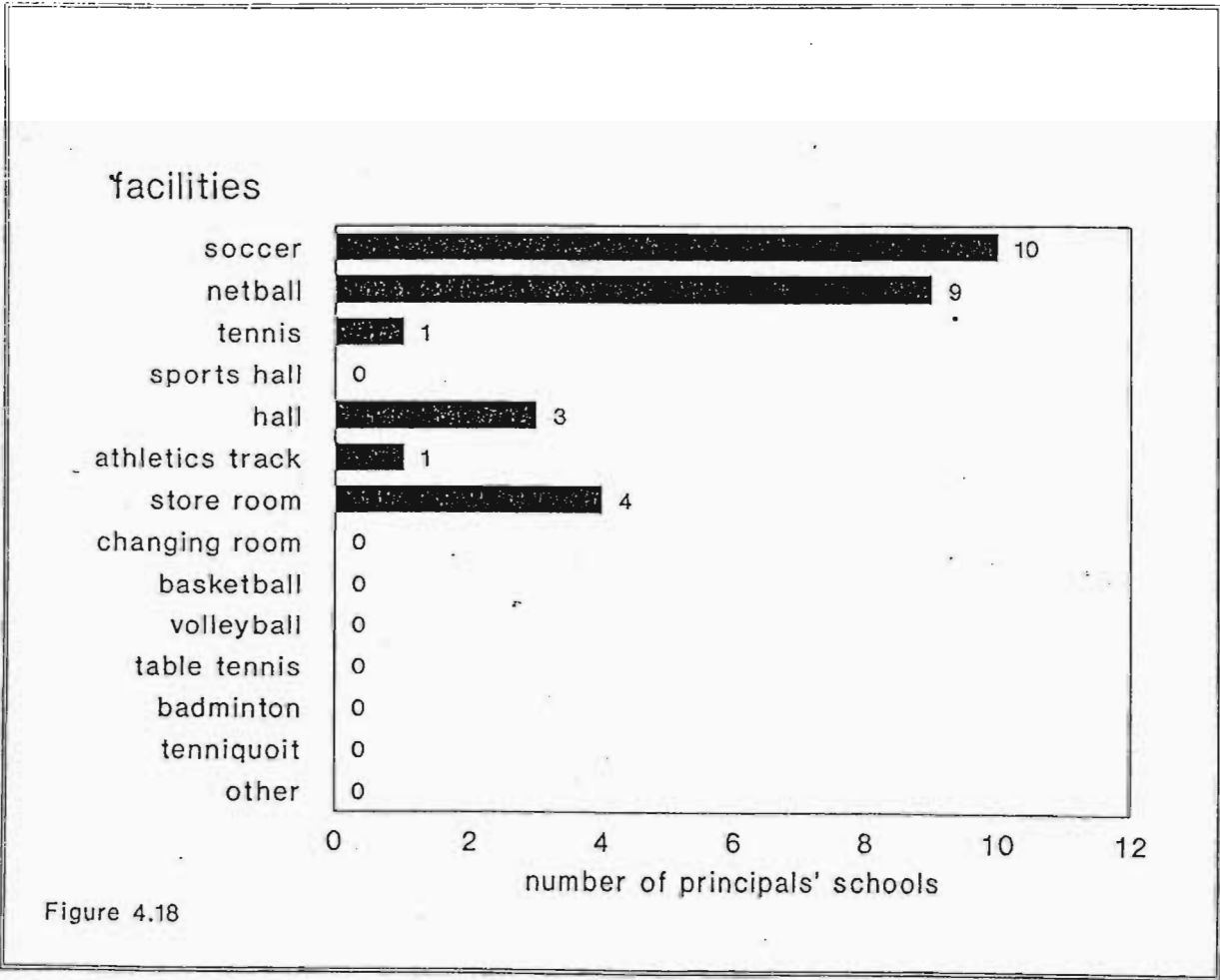


Figure 4.18: Facilities available in principals' schools

4.3.18 **Summary**

Responses indicated that principals had a very positive attitude towards sport. However their understanding of the concept of sport did not appear to include the subject of Physical Education; some of the principals perceived their teachers to fulfil the role of sports coach only.

Few principals allocated sufficient actual time to the subject despite some of their indications of allocating the prescribed number of periods. Thirty percent confirmed that Physical Education was not taught at their schools. Interruptions to the lesson, reported by both students and teachers, were less evident in the responses of principals. Fifty percent of principals possessed syllabuses for Physical Education compared to 20 percent of the teachers.

It may be concluded that serious problems existed because principals had expressed positive attitudes towards the subject but were unable to implement it.

Principals indicated that they were unable to implement Physical Education due to the following reasons:

- a. that they experienced understaffing
- b. that examination subjects took preference
- c. that there were no facilities nor equipment

Inter-school sports activities did not appear to receive prominence, despite the positive attitude indicated by all groups surveyed.

The principals' group revealed the existence of one teacher who was qualified in Physical Education but who was teaching an academic subject.

This fact leads to the following conclusions:

- a. that the principal did not value the opportunity to have Physical Education taught at his school.
- b. that the teacher himself did not wish to teach Physical Education, possibly because he perceived his promotion prospects to be greater in an academic field.

- or c. that colleges of education offering Physical Education as a specialist qualification are not providing a solution to the problem of an insufficient supply of appropriately qualified teachers because once qualified they translate to other subjects.

4.4 COLLEGE LECTURERS

In order to obtain data concerning the learning environment of the student teachers of Physical Education in KwaZulu, college lecturers of Physical Education were requested to complete questionnaires. From the ten colleges of education in the KwaZulu Department of Education and Culture, eight were supplied with questionnaires and seven lecturers returned them.

4.4.1 Background information

Respondents comprised two Zulu speaking males, two Afrikaans speaking males, one Zulu speaking female, one Afrikaans speaking female and one English speaking male. Three lecturers were in the 26 - 30 age range, two were in the 31 - 35 age range and two were in the 36 - 40 range. Teaching experience ranged from one year to ten years.

4.4.2 **Qualifications**

Lecturers were asked to categorise their qualifications, including subjects studied.

Table 4.15: Qualifications of lecturers

Diploma (STD)	1
Degree	1
Degree in Physical Education	2
Higher Diploma in Education	3
B.Ed	2

This group was better qualified than both the teachers' group and the principals' group: Three lecturers had degrees and four had H.D.E.'s. However it was not expected that one lecturer would hold a Secondary Teachers' Diploma only, nor was it expected that two lecturers would not have qualifications specific to Physical Education.

4.4.3 Qualifications in sport

QUESTION: Indicate any sports qualifications you may have.

Table 4.16 Qualifications in sport

SPORT	UMPIRE/REFEREE	COACH
Soccer	3	0
Rugby	2	2
Athletics	6	2
Softball	1	0
Volleyball	2	1
Cricket	2	2
Hockey	1	1

The sports qualifications of lecturers reflect a bias towards athletics. Once again there were sports indicated by lecturers which do not appear to be in evidence at the colleges. A peculiar phenomemon appears here which was also evident with one respondent in the teachers' group. Where that teacher or lecturer comes from a different cultural group than his/her pupils/students whom he/she is teaching, then there are sports in which the teacher has qualifications which are not taught at that institution.

Craig (1991) highlighted the social need for the integration of different sporting cultures and furthermore Pollard (1988) indicated that there was a cultural power block surrounding culturally accepted concepts in sport. It was evident from these findings that national codes of sport need to be developed before any of these students will benefit from them.

4.4.4 Courses attended

QUESTION: Indicate any other courses related to sport or Physical Education which you may have attended.

Table 4.17: Courses attended

Attended no courses	2
Sports Administration	4
General sports coaching	1

Comparisons with other studies (Jacobs, 1991) suggest that this is an aspect which requires a great deal of attention.

4.4.5 Lecturing timetables

QUESTIONS: What does your timetable consist of ?
How many other lecturers teach P.Ed. at
your college ?
Which courses do you teach and what is
your average class size ?

Four lecturers were lecturing in Physical Education only. One lecturer also taught Mathematics. One lecturer taught more History periods than Physical Education and one lecturer taught six other subjects in addition to Physical Education.

The Physical Education departments at most colleges consisted of one male lecturer and one female lecturer, the exception being at one college where a specialist course had been introduced and there, there were three male lecturers and three female lecturers. Sizes of groups of students ranged from five to 50.

In comparison with the teachers' sample, the timetables of this group reflected a greater degree of specialisation. Therefore comparisons with other studies should be more relevant. However other studies, apart from Walter

(1990) did not involve such large class sizes as these indicated and apart from O'Sullivan (1992), other studies did not include students at tertiary level where one would expect class size to be smaller.

4.4.6 Use of text book/s

QUESTION: Do you use a text book ?
 If YES, which text book/s ?
 If NO, what do you use ?

Table 4.18: Text books used by lecturers

Source	No. of lecturers
McEwan, H.E.K Teaching Sport in Schools A Guide for Teachers and Students	3
Pelser, P.P. Methodology of P.E The Didactical Approach	2
Text books/notes not specified	2
Own notes	2

Only two of the respondents mentioned their own notes compiled from a variety of sources. Three lecturers of junior primary student teachers were using high school text books. From these findings the lecturers' perspective appears to be very narrow.

4.4.7 Use of the prescribed syllabus

4.4.7.1 **QUESTIONS:** Do you have the official syllabus?
if NO, What do you use ?

One lecturer did not have a syllabus and the response to the second part of the question was "general information".

4.4.7.2 **QUESTION:** What percentage of what you teach is
derived from the syllabus ?

Table 4.19: Use of Syllabus

Percentage of content	No. of lecturers
90+%	2
80 %	2
45 %	1
Don't Know	1

4.4.7.3 **QUESTION:** Do you follow the recommended lesson structure in the syllabus ?

Three lecturers answered "yes", three lecturers answered "sometimes" and one lecturer did not know.

4.4.7.4 **QUESTIONS:** How do you feel about the syllabus ?
What do you like about the syllabus ?
What do you dislike about the syllabus?

Table 4.20: Attitudes towards the syllabus

Like the syllabus	4
Dislike the syllabus	1
Indifferent	2

Aspects which were liked about the syllabus were its flexibility and its format. Aspects which were mentioned as being disliked were that it was too shallow, that it did not cover didactics adequately and that it gave no reference for further study.

4.4.8 Perceived success in teaching

QUESTION: How would you describe the teaching of Physical Education at your college ?

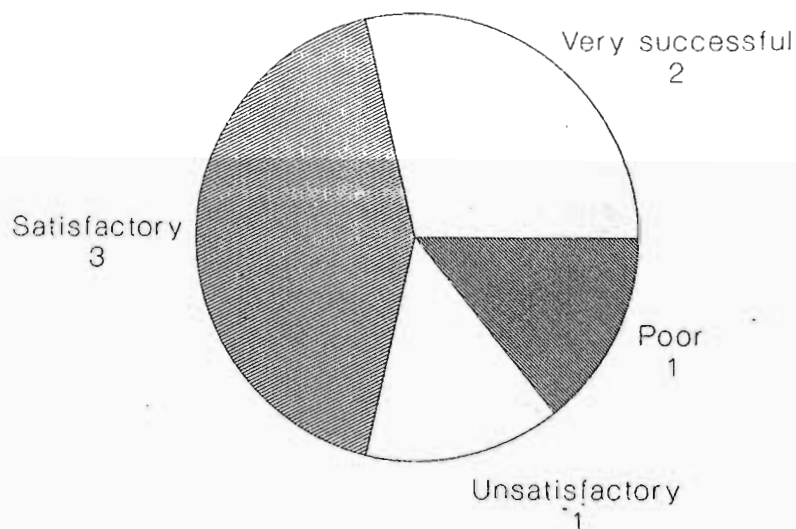


Figure 4.19

Figure 4.19:Success in teaching - opinions of lecturers

Only one lecturer indicated that the standard of teaching Physical Education at their college was poor. Another considered it to be unsatisfactory whereas the majority felt that it was either satisfactory or very successful. The lecturers therefore indicated a much greater degree of confidence in their teaching than either the teachers or the principals.

4.4.8.1 Ratio of practical to theory

QUESTION: What ratio of practical to theory do you teach ?

Table 4.21: Ratio of practical to theory

Practical/Theory	No. of lecturers
90/10	1
80/20	1
60/40	3
20/80	1

One lecturer appeared to misunderstand the question. A vast range is evident from these responses; one lecturer was conducting lectures consisting of 90 percent practical and 10 percent theory while at the other extreme one lecturer taught 20 percent practical lectures and 80 percent theory. A possible explanation for this could be that the requirements of a primary school

student teacher differ from those of a secondary school student teacher who is specialising in Physical Education (Williams, 1989). It was clear, however that some lecturers were not sufficiently professionally prepared for the courses they were teaching, in that they had secondary qualifications and were lecturing primary and even junior primary students. This problem did not feature in any of the other studies.

"Too much irrelevant theory" was one of the criticism of Physical Education programmes, raised by students interviewed in colleges of education in KwaZulu by Salmon (1991). This criticism would appear to be justified in certain of these cases.

4.4.8.2 Actual content of Physical Education lectures

QUESTION: Indicate what practical and what theoretical aspects you teach.

THEORETICAL ASPECTS | PRACTICAL ASPECTS

Results indicated a concentration on the games of tennis, softball, netball, volleyball, soccer and athletics. Only one lecturer mentioned gymnastics, fitness and dance. The same lecturer was the only one to include in the theory section such aspects as the aims of Physical Education, the difference

between sport and Physical Education, management of equipment, time and pupils. Others concentrated on the rules of games, how to mark out sports fields and the organisation of tournaments.

These findings indicated that despite some of these lecturers having qualifications in Physical Education they failed to promote the educational values of the subject and concentrated on sports coaching. This is a recurrent theme in studies concerning the teaching of Physical Education (Nixon & Jewett, 1964; Bressan, 1986; Manson, 1993). This problem was examined by Underwood (1988). He blamed the failure of teachers to evaluate their own teaching in relation to their original aims, which is a process not carried out by some of these lecturers.

This is not mentioned as they did not use structured lesson plans which would have outlined their initial objectives.

4.4.8.3 Achievement of objectives in Physical Education Lectures

QUESTION: To what extent do you think that you achieve the following objectives of Physical Education ?

1 = Not at all 2 = slightly 3 = moderately 4 = greatly
5 = very greatly

Table 4.22: Achievement of Objectives

OBJECTIVES	1	2	3	4	5
A. Health	1		2		2
B. Physical fitness		1	2	2	1
C. Skills			4	1	1
D. Problem solving		2	3	1	
E. Aesthetic sense		3	2	1	
F. Relaxation		1	3	2	
G. Sound attitudes			4	2	
H. Self control		1	4		1
I. Co-operation			4	1	1
J. Leadership		1	2	2	1
K. Character		1	2	2	1

The responses were weighted with values of -2 for column 1, -1 for column 2, 0 for column 3, +1 for column 4 and +2 for column 5 so that the more positive the answer the greater the achievement of the objective. This score was then multiplied by the number of times it was indicated to give a total value of the

degree of success achieved. By entering this data onto a histogram (Figure 4.20) a clear distinction can be made between the objectives which lecturers thought they had achieved and those which they did not.

The most conspicuous objectives on the negative scale are those of problem solving and aesthetic sense. These findings concur with those of Manson (1993).

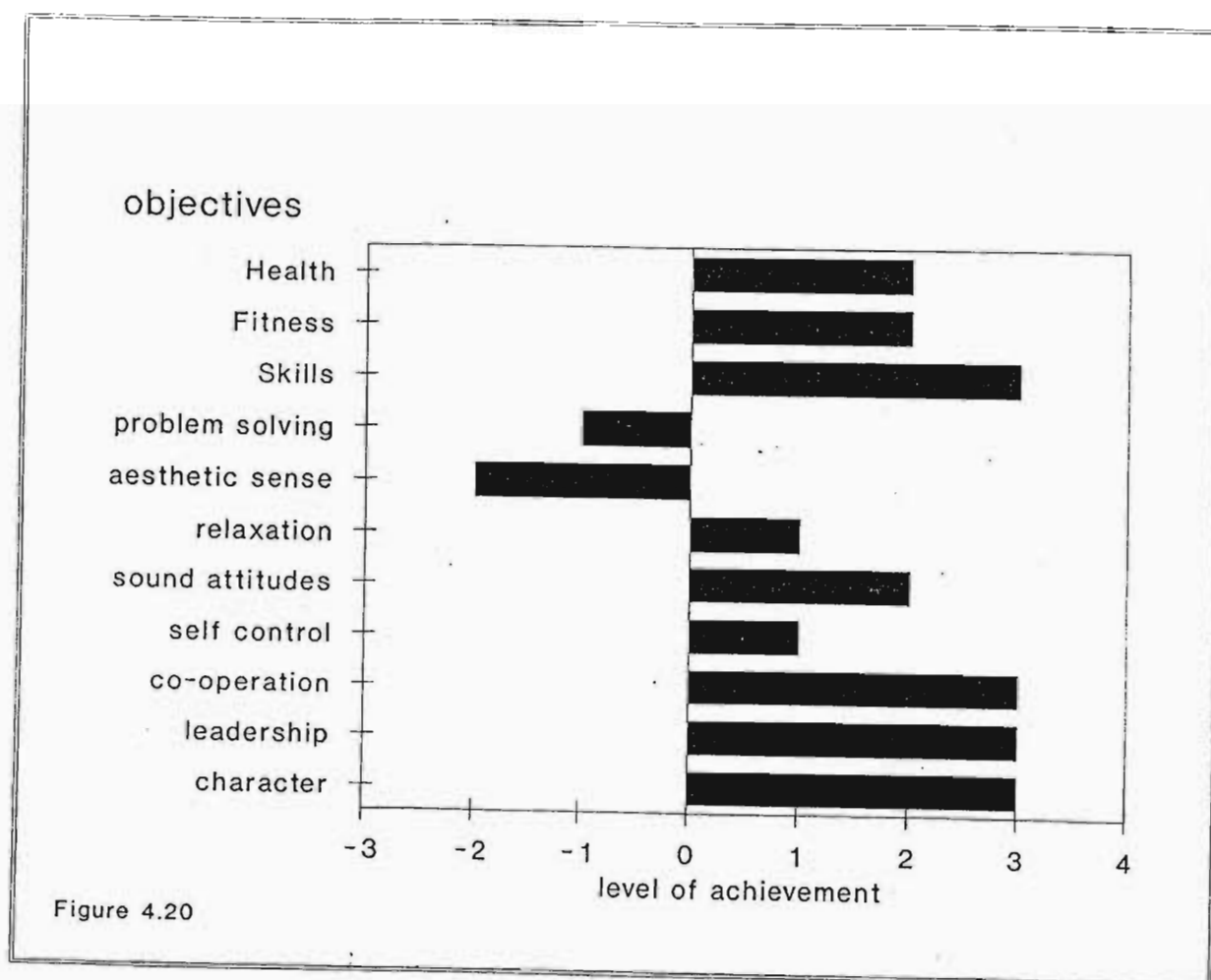


Figure 4.20: Achievement of objectives by lecturers

There does appear to be some consensus in that most of the objectives were considered to have been achieved to some extent and only one lecturer felt that there was no achievement at all in health. This was a lecturer of primary student teachers and may therefore be justified in that the allocated timetable time may have been insufficient to achieve any effect (Manson, 1990). However it was surprising that this lecturer did not feel the same about fitness.

A concentration in the objectives related to the teaching of competitive sports and social behaviour is reflected by the "skills", "co-operation", "leadership", "character" objectives being equally high on the scale. "Sound attitudes" did not receive a high score. This could indicate that lecturers had discerned a problem with the teaching of values through the medium of competitive sports, as highlighted by Bressan (1991).

Relaxation was the objective which lecturers felt that they achieved to the greatest degree, after those objectives related to teaching competitive sports. It would be of value to ascertain whether the effect of that relaxation could be measured in terms of stress relief as Sparks and Webb (1990) did in Australia. The positive score of relaxation may indicate that lecturers viewed the status of Physical Education as relief from academic work. This theory could be supported by the emphasis on successful achievement of other

objectives related to the teaching of skills, character, leadership and co-operation, which all occur in the teaching of competitive sports. This also concurs with the findings of Manson (1993).

4.4.8.4 Use of different teaching styles

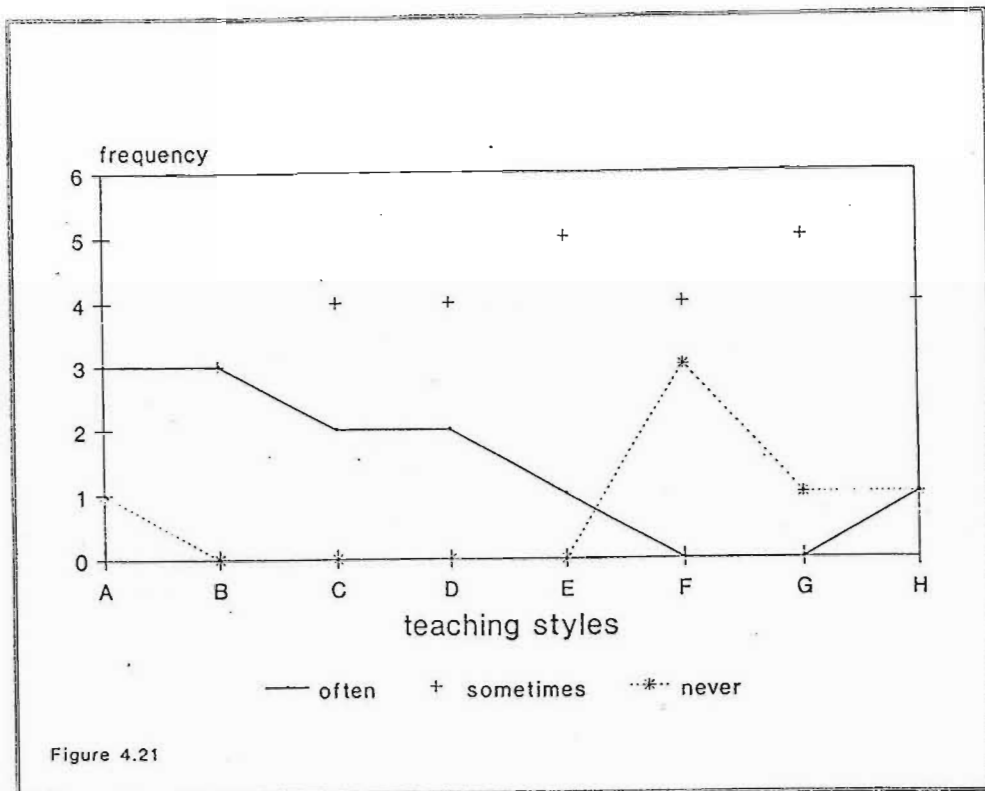
QUESTION: Indicate how much of your teaching is spent
on using the following teaching styles.

Table 4.23: Use of different teaching styles

TEACHING STYLE	OFTEN	SOMETIMES	NEVER
A. Teaching by Command	3	2	1
B. Teaching by task	3	3	0
C. Partner work	2	4	0
D. Group work	2	4	0
E. Individual assignments	1	5	0
F. Problem solving	0	4	3
G. Guided discovery	0	5	1
H. Creativity	1	4	1

Lecturers were requested to indicate the frequency of use of the teaching styles indicated. These scores were then entered onto the frequency polygon (Figure 4.21) which illustrates the comparative frequency of use on the often, sometimes and never scales.

Problem solving was the least popular teaching method and teaching by task was the most popular, with partner work and group work rating equally highly. This is consistent with the apparent emphasis on teaching games skills. It was difficult to understand how one lecturer could teach without ever using a command but otherwise there was a reasonable distribution of teaching styles which were common to all lecturers. Manson (1993) also found that her sample of teachers predominantly used the command and task methods of teaching and Paterson (1984) reported that teachers were not providing pupil-centred teaching.



- A. Teaching by command
 B. Teaching by task
 C. Partner work
 D. Group work
 E. Individual assignments
 F. Problem solving
 G. Guided Discovery
 H. Creativity

Figure 4.21: Lecturers' use of different teaching styles

4.4.9 Extra mural involvement

QUESTION: What is your role in organising extra mural sports ?

Table 4.24: Extra mural involvement of lecturers

All sports alone	2
All sports with help from other staff	1
Some sports only	3
Other staff organise sports	1

Only one lecturer was not involved in the organisation of extra mural sports and only one was involved in all sports with the help of other staff. Two lecturers were organising all the sport at their colleges and three, the largest number, organised certain codes of sport only. These responses are varied, which indicated that there was no common practice at KwaZulu colleges. However, with the exception of two colleges, there was an apparent commitment from the academic staff to assist with the organisation of sport.

This was an important determinant of attitude in that students perceive positive attributes in teachers who demonstrate that they wish to spend time with their pupils (O' Sullivan, 1992). It may be suggested that students attitudes could be negatively affected where codes of sport were not offered at their college but in which lecturers were qualified.

4.4.9.1 Lecturers' role perception

QUESTION: Do you see yourself as a sport coach or a
subject teacher ?

How do your colleagues view you ?

How does your Rector view you ?

Table 4.25: Lecturers' role perception

	<u>Lecturers'</u>	<u>Rector</u>	<u>Colleagues</u>
Sports Coach	0	0	0
Both	5	6	1
Subject teacher	2	1	1

Clearly none in the three categories viewed the Physical Education lecturer as a sports coach only, which was not the case with the teachers' sample. Interestingly, the lecturer who saw themselves as a subject teacher only did not feel that this view was shared by either their colleagues nor the Rector. Obviously the one lecturer who had indicated no involvement in the extra mural programme could only be viewed as a subject teacher. There was no such person amongst the teachers' sample and no reference was made to any

such person in other studies. In fact, O' Sullivan (1992) observed the perceived need of pupils to be involved with their teachers in extramural activity.

In contrast to Paterson's study of the role of the Physical Education teacher (1984) these lecturers do not appear to have the same degree of compulsion to organise sport. It may be that the inclusion of theory and examinations in their content lends justification for their subject's inclusion in the curriculum and therefore they feel no compulsion to prove themselves in the extra mural programme. This concept was examined by Williams (1989) who suggested that the introduction of school examinations in Physical Education in Britain was motivated by the need for recognition as an examinable subject once the status of the subject could no longer be promoted through success on the playing fields. Many other studies indentified the non-examination status of the subject as a determinant of negative attitude towards it. (Coutts, 1981; Paterson, 1984; Walter, 1990 and Tinning & Fitzclarence, 1992)

4.4.9.2 Promotion prospects

QUESTION: How would you compare your promotion prospects with those of your academic colleagues ?

 Please motivate your answer ?

Table 4.26: Perceptions of promotion prospects

The same	2
Worse	3
Better	0
Don't know	2

Although two lecturers had no views on their promotion prospects, those who answered "worse" gave the same reasons, which were that there were few promotion posts within the field of Physical Education and that promotion in the college structure outside Physical Education was improbable because as one lecturer commented "Physical Education staff are counted as outdoor people with no administration potential" .

This view certainly concurs with that of Paterson (1984) who found that the Physical Education teacher had very limited opportunities for promotion at high school.

4.4.9.3 Extra mural activities offered at colleges

QUESTION: What extramural sports are offered ?

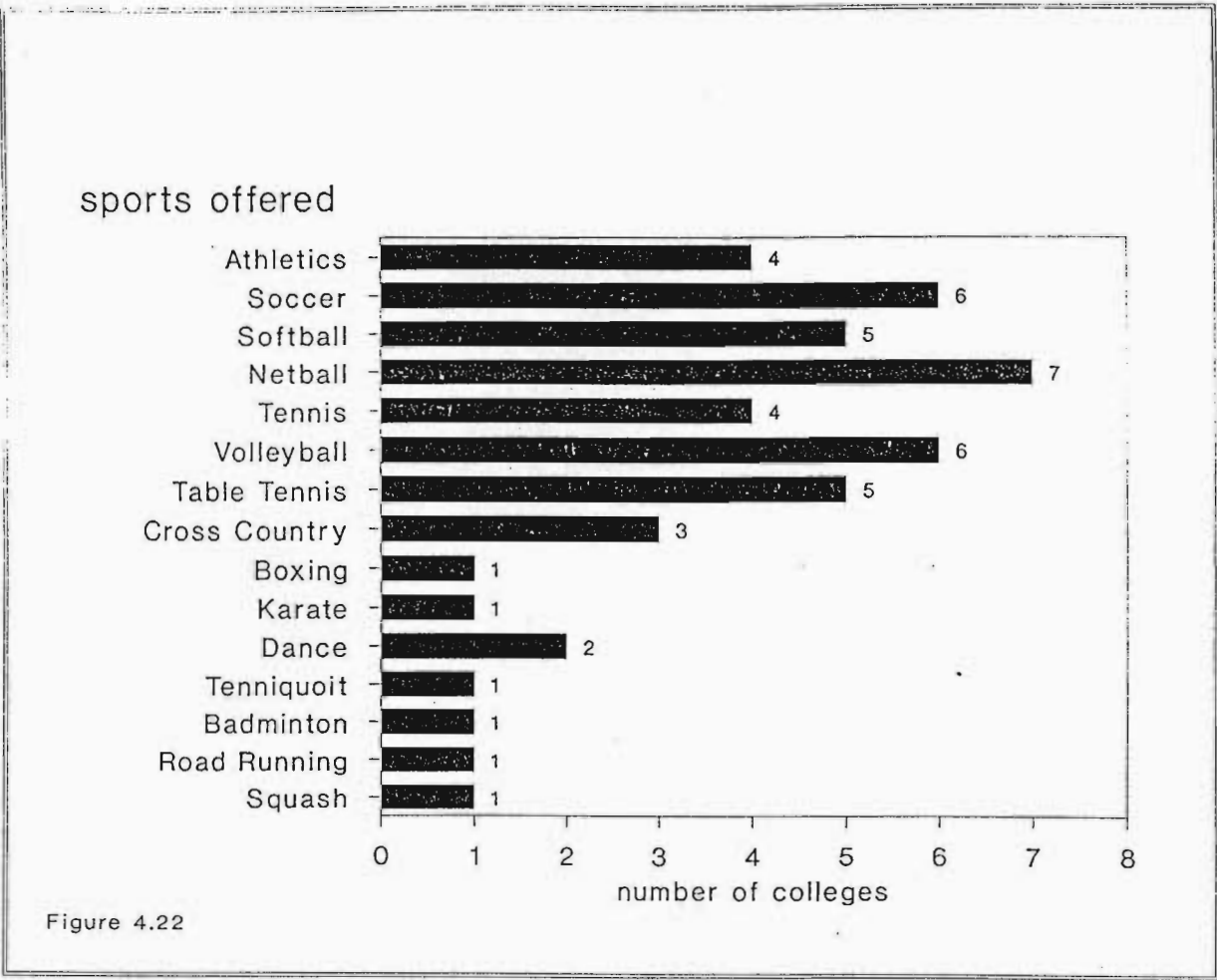


Figure 4.22: Extramural activities offered at colleges

As one would expect there was a greater variety of extra mural sport offered at colleges than at schools although it should be noted that there was an absence of hockey, cricket and rugby, even though these were indicated as particular interests of the lecturers. The reasons for this have already been explained.

Each lecturer indicated that a sports council was in existence at their college and that it was composed of both staff and students. It would appear from these responses that students were included in the policy decisions and would therefore be able to motivate for the inclusion of a variety of sports codes. This was not supported by the finding that students showed dissatisfaction in that they required more sports codes in addition to more of the existing ones. Comparisons with other studies (Sparks & Webb, 1992,; Mckenzie, Alcaraz & Sallis, 1994) reveal that KwaZulu colleges offered a very limited choice of activities.

4.4.10 **The effect of the newly qualified Physical Education teachers**

QUESTION: To your knowledge do your ex-students teach Physical Education according to your methods?

Lecturers were unable to answer this question. Lecturers who had contact with ex-students were unable to ascertain the extent to which they were teaching Physical Education but most expressed the opinion that it would be unlikely because the schools do not teach Physical Education and most students who have specialised in Physical Education are allocated another subject by the principals. One lecturer suggested that the lack of Physical Education in the schools was because principals had not been educated into the values of the subject.

4.4.11 **Facilities and equipment available in colleges**

Lecturers were requested to list facilities and equipment existing at their colleges.

Table 4.27: Facilities available in colleges

	Quality and Quantity			
	Good	Satis- factory	Poor	Total
Soccer pitch	2	1	3	6
Netball Court	4	0	4	8
Hall	3	4	0	7
Tennis Court	6	2	3	11
Athletics Track	3	1	2	6
Store room	0	12	2	14
Changing rooms (students)	0	1	0	1
Changing rooms (Staff)	0	0	0	0
Gymnasium	0	2	0	2
Swimming Pool	1	0	0	1
Cricket pitch	0	0	0	0
Rugby pitch	0	0	0	0
Hockey pitch	1	0	0	1
Long Jump	0	0	7	7
Throwing circles	6	0	0	6
Basketball court	1	0	0	1
Volleyball court	7	0	0	7
Squash Court	1	0	0	1
Diving Pool	0	1	0	1
Badminton Court	1	0	0	1

These data do give a much more positive picture than the one showing school facilities but if one compares the facilities and equipment with any seven colleges in any other part of the world then there would be an acute sense of

deprivation. It is meaningful that studies, other than Walter (1990) in the Ciskei did not even consider the issue of facilities and equipment to be important.

Manson (1993) specifically stated that schools in her study did not suffer from a lack of facilities. She recognised the possibility that facilities could limit the curriculum but she concluded from her results that insufficient use was made of existing facilities and equipment.

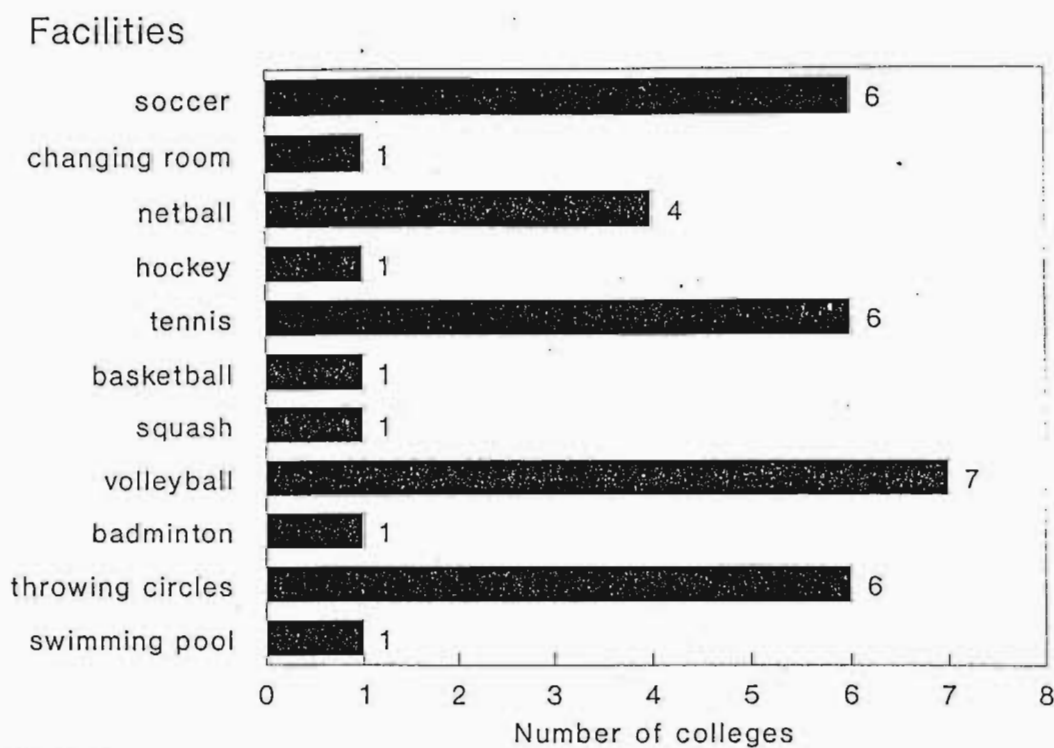


Figure 4.23

Figure 4.23: Facilities available at colleges

The facilities at schools surveyed in Canada by Luke and Sinclair (1991) were also considered to be adequate and therefore did not rank as determinants of attitude towards the subject. However they concurred with Manson (1993) in stating that facilities could be restrictive to the curriculum if they were inadequate.

Table 4.28: Equipment at colleges

	Good	Satisfactory	Poor
Soccer balls	6	30	5
Netballs	11	37	4
Hoops	42	0	42
Tennis Balls	28	150	52
Agility mats	34	5	2
High Jump equipment	3	0	1
Relay batons	13	28	8
Bean bags	68	0	68
Stopwatches	35	0	35
Hurdles	45	0	45
Shot	0	49	0
Discus	0	21	0
Javelin	0	27	0
Tape measures	13	3	1
Gymnastics box	0	4	0
Tennis rackets	16	40	1
Badminton rackets	25	0	0
Volleyball nets	3	7	1
Tennis nets	2	7	2
Tenniquoit	2	20	0
Starting gun	5	0	0
Whistles	5	0	55
Softball bats	12	5	12
Softballs	10	0	10
Catching mits	6	32	38
Training bibs	62	0	62
Soccer nets (pairs)	4	3	7
Netball nets (pairs)	2	4	6
Skipping ropes	30	67	0
Cricket bats	14	0	14
Parallel Bars	1	0	1
Padder bats	40	0	40
Starting blocks	1 set		

In schools in KwaZulu it was evident that the principals and the teachers were not only handicapped by lack of facilities but also they did not have financial resources for the purchase of equipment. In contrast the lecturers did have access to funding and yet students' responses requested a greater variety of both curricular and extra-curricular activities. It is therefore possible to draw the conclusions that insufficient use was made of the existing funds and of the existing equipment.

The equipment listed appears to be reasonably adequate until one examines the distribution. Equipment was limited to certain colleges as follows:

Table 4.29: Number of colleges possessing equipment

Equipment	Number of colleges
Hoops	2
Agility mats	2
High jump	3
Bean Bags	2
Stopwatches	3
Hurdles	4
Badminton rackets	3
Starting gun	4
Whistles	5
Training bibs	2
Skipping ropes	4
Cricket bats	2
Padder tennis bats	1

It is evident from table 4.29 that the total amount of equipment listed in table 4.28 existed in a small number of colleges. It is clear that some colleges possessed a very limited amount of equipment which explains why students requested more activities be made available to them. Although athletics tracks existed at six of the seven colleges, only three colleges possessed enough equipment to host an athletics meeting.

The lack of equipment at some colleges also explains why certain lecturers limited their curriculum activities to competitive sports and why others concentrated on theory. Equipment for junior primary Physical Education appears to be the most deficient, as four of the colleges specialised in junior primary courses and yet they did not possess skipping ropes, hoops or bean bags. This could be attributed to the lecturers' lack of qualifications and experience appropriate to the primary field. None of these findings were reported in other studies.

4.4.12 **Summary**

Although there were some exceptions the lecturers were better qualified than the teachers and expressed a greater degree of confidence in their teaching of the subject.

Lecturers did not feel that they achieved the objectives of Physical Education to a successful degree. They were confident in promoting objectives related to the teaching of competitive games but at the expense of the health-related, aesthetic and problem solving objectives. One lecturer had suggested that principals did not understand the educational objectives of the subject and yet it is possible to conclude from these data that lecturers were not transmitting those objectives to their student teachers.

Lecturers did not display initiative in the compilation of their teaching content. An insufficient variety of sources was discernible. Only one lecturer offered any critique of the syllabus. One lecturer expected the syllabus to prescribe reference books. It may be concluded from these findings that this was one of the reasons why lecturers did not knowledgeably pursue the educational objectives of the subject.

The criticism from students recorded by Salmon (1991) that college Physical Education lectures contained too much theory was justified in some cases where lectures consisted of 40 percent or more theory. This data suggested that lecturers were reluctant to conduct practical lectures.

Lecturers' comments confirmed the finding that newly-qualified teachers of Physical Education were not teaching the subject but were being allocated other subjects. It could therefore be concluded that this could be a demotivating factor for lecturers of Physical Education.

Despite the better provision of facilities and equipment and access to funding, college lecturers did not appear to make extensive use of what was available to them nor did they accede to the activity preferences of their students.

Extra-mural activities for the lecturers' group had an unusual characteristic which was also evident from the responses of one of the teachers' group. That was the issue of teachers and lecturers having different cultural and therefore different sporting backgrounds or interests than their pupils and students.

There is a similarity with the concerns expressed by Craig (1991) in Northern Ireland that sport can unite a divided society just as easily as it can reinforce cultural and political divisions.

4.5 GENERAL CONCLUSION

In conclusion the data from this study generally support the hypothesis which was proposed in Chapter 1, namely that the educational infrastructure in KwaZulu limits the extent to which the objectives of Physical Education can be realised.

CHAPTER FIVE

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5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

From the analysis of results the following conclusions appeared warranted:

- 5.1.1 The data suggest that the high status of Physical Education in KwaZulu was due to the positive attitude towards the perceived benefits of the subjects, but that the non-examination status and the confusion with sports coaching detracted from that position.
- 5.1.2 The status and role of the physical educator in schools was not affected by the status of the subject because all the teachers in the survey were teaching academic subjects in addition to Physical Education.
- 5.1.3 The status of physical educators in colleges of education was perceived to be lower than that of their academic counterparts due to the perceived limited promotion prospects.

5.1.4 The restricted allocation of the resources of time, personnel, facilities and equipment severely inhibited the realisation of the objectives of Physical Education.

5.1.5 The provision of suitably qualified teachers was found to be inadequate; these were only evident in the colleges of education.

5.2 RECOMMENDATIONS

5.2.1 There is an obvious and urgent need for qualified teachers of Physical Education. These qualified teachers require support because of the misconceptions concerning the role of the subject. Therefore in-service courses should be provided in the form of practical workshops, which will serve to educate pupils, teachers, principals and the community as to the importance of Physical Education in the total education of the child.

5.2.2 Well-qualified Physical Education specialists are required to co-ordinate and assist with this process.

5.2.3 Development of existing facilities and the provision and maintenance of basic equipment should be undertaken jointly by the schools, the education department, the private sector and the community. Well-resourced institutions should be involved in sharing their facilities with less fortunate institutions.

5.2.4 Inter-schools sporting competitions should be organised in a more formal manner. There is a serious need for support in the form of coaching clinics which could be provided by those responsible for development programmes of the major sports associations by harnessing the enthusiasm of these under-qualified school teachers.

5.2.5 It is recommended that, those physical educators who are qualified in sports which have previously been restricted to their cultural group should be encouraged to become involved in such development programmes so that as South Africa becomes more integrated and, more specifically, as a more integrated education system combines with sports organisations, there will be a willingness and enthusiasm to extend all sports to all sections of society.

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APPENDICES

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Appendix 1

Janet Thomson
P O Box 145
NEW HANOVER
3440

3/10/91

Lecturer Physical Education
College of Education
Department of Education & Culture
KWAZULU

Dear

RESEARCH - PHYSICAL EDUCATION IN KWAZULU

You have been selected in connection with a research project to establish the attitudes towards Physical Education in KwaZulu. The ultimate value of the research will depend on your contribution.

The research is being done for an M.A. thesis entitled, "Attitudes towards Physical Education in KwaZulu" under the auspices of The University of Durban-Westville's Department of Human Movement.

Your name does not appear on the questionnaire. After completing the questionnaire yourself, I am requesting you to distribute similar questionnaires to 20 of your students plus any 5 schools of your choice. In each school, one questionnaire is for principals, one for physical education teachers and one for a sample of 20 pupils. In primary schools, try to use 10 pupils from standard 4 and 10 from standard 5; in high schools, 5 pupils from each of standards 7,8,9 and 10.

I realise this will mean that you sacrifice your time on my behalf, but it is for a good cause and I imagine that physical education teachers in the schools are under less pressure at this time of the year.

Your contribution towards this research will be highly appreciated. Thanking you in anticipation,

yours sincerely

Janet Thomson

Appendix 2.1

Pupils/Students

QUESTIONNAIRE
ATTITUDES TOWARDS PHYSICAL EDUCATION IN KWA-ZULU

- 1.
- Ulimi Enilukhuluma Ekhaya

Home Language

Zulu	Other (specify)
------	-----------------

- 2.
- Ubulili

Gender

Male	Female
------	--------

- 3.
- Iminyaka

Age

Under 10	11 - 13	14 - 16	17 - 20	21 - 30	30+
----------	---------	---------	---------	---------	-----

- 4.
- Wazalelwa kuphi

Place of birth.....

- 5.
- Wafunda kusiphi/kuziphi izikole

Where do / did you attend Primary school ?

- 6.
- Ufunda liphi iclass kulonyaka

What standard / year are you in ?

Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
Std 9	Std 10	Teachers' Diploma		1st year	2nd year	3rd year	

- 7.
- Abazali bakho benza msebenzi muni ?

What do your parents do for a living ?

MOTHER

FATHER

GUARDIAN

- 8.
- Uyayithanda na imidlalo ?

Are you interested in sport ?

Yes	No
-----	----

- 9.
- Uyayidlala imidlalo ?

Do you participate in sport ?

Yes	No
-----	----

If "No", proceed to question 14

Uma ungayidlali qhubeka upendule umbuzo 14.

- 10.
- Khombisa ukuthi imiphi imidlalo osuke wayidlala/ongathandq ukuyidlala /osuke wamela isikole kuyo

Indicate in which of these sports you have participated/ would like to participate/ have represented your school/college.

SPORT	HAVE PARTICIPATED	WISH TO PARTICIPATE	HAVE REPRESENTED
1. Soccer			
2. Netball			
3. Volleyball			
4. Athletics			
5. Tennis			
6. Table tennis			
7. Tenniquoit			

Question 10 continued....

SPORT	HAVE PARTICIPATED	WISH TO PARTICIPATE	HAVE REPRESENTED
8. Softball			
9. Boxing			
10. Cricket			
11. Rugby			
12. Badminton			
13. Squash			
14. Hockey			
15. Gymnastics			
16. Other (specify)			
17.			
18.			
19.			
20.			

11. Khombisa ukuthi iziphi izinhlobo zezinto zokudlala onazo ngaphandle kwesikole.
Indicate what sort of facilities are available to you outside school/college.

.....
.....
.....

12. Uyayidlala na imidlalo uma ungekho esikoleni ?
Do you participate in sport outside school/college ?

Yes	No
-----	----

13. Uma ikhona yisho ukuthi imiphi
If "Yes", please give details.....

14. Uma ungadlali lutho yisho ukuthi kungani ?
Indicate why you do not participate in sport.
anginalo ugqozi lokudlala angithandi imidlalo ukhubazekile

No interest	Do not enjoy sport	physical disability
Dislike the teacher	Too much academic work	Other (specify)

awumthandi utisha odlalisayo muningi umsebenzi wesikolo onawo okunye

15. Niyayifunda na imidlalo esikoleni ?
Do you have Physical Education on your timetable ?

Yes	No
-----	----

If "no" proceed to question 19.
Uma uthe qha qhubeka uphendule urbuzo 18

16. Mangaki amaperiod okufundwa ngawo ngemidlalo ?
How many periods of Physical Education do you have per week ?

1	2	3	4	It varies	Other (specify)
---	---	---	---	-----------	-----------------

kuyedlulana

17. Uyasithanda na isikhathi sokufunda ngemidlalo ?
Do you enjoy Physical Education periods ?

VERY MUCH	A LITTLE	NOT MUCH	NOT AT ALL
-----------	----------	----------	------------

Kakhulu kabi kancane nje kancane impela qhabo

* 3 *

18. Khombisa ukuthi wenzani ngalama period

Indicate what you do during those Physical Education periods.

ACTIVITY	SOMETIMES	OFTEN	NEVER	GIVE DETAILS
1. BALL GAMES with teacher				
2. SINGING GAMES				
3. TRADITIONAL DANCE				
4. GYMNASTICS				
5. ATHLETICS				
6. LITTER COLLECTION				
7. SOCCER without teacher				
8. NETBALL without teacher				
9. MODERN DANCE				
10. CROSS COUNTRY				
11. OTHER (specify)				

19.

How do you feel about the following statements ?

1 - STRONGLY AGREE 2 - AGREE 3 - UNDECIDED 4 - DISAGREE 5 - STRONGLY DISAGREE

PHYSICAL EDUCATION LESSONS:

	1	2	3	4	5
1. Are very important					
2. Improve fitness					
3. Are good fun					
4. Are boring					
5. Help you relax between lessons					
6. Make you too tired to do mental work afterwards					
7. Include exercises which are good for you					
8. Include stupid exercises					
9. Are exciting					
10. Develop strength					
11. Are taught badly					
12. Are a waste of time					
13. Are embarrassing because I am not good at anything					
14. Help you make friends					
15. Always include new activities					
16. Develop new skills					
17. Train you to use your leisure time for when you leave school/college.					
18. Could be improved with more equipment					
19. Cause accidents and injuries					
20. Allow big children to hurt small children					
21. Could be improved with better facilities					
22. Help you learn to control your emotions					
23. Teach you to compete and to dislike your opponents					
24. Prevent you from becoming lazy					
25. Teach you to abide by the rules and to obey the law "off the field"					
26. Are often full of quarrels					
27. Are for those who are physical not intellectual					
28. Could be improved with better teachers					
29. Make you alert and full of vitality					
30. Improve your character					

19. Uyavumelana yini nalokhu okubhalwe ngezansi ?

- 1 - Nginimekwa nakho kakhulu
- 2 - Ngiyavuma
- 3 - Angazi kahle
- 4 - Angivumi
- 5 - Angivumi kakhulu

Izifundo zemidlalo:

	1	2	3	4	5
1. Abaluleke kakhulu					
2. Akwenza ubenamandla					
3. Zinamahlaya					
4. Ziqedumdlandla					
5. Akwenza uphumuze umqendo phakathi nezifundo					
6. Zenza ukhathale kakhulu ungabe usakwazi ukufunda kamuva					
7. Kunezilolongam zimba ezilungele wonke umuntu					
8. Kunezilolongam zimba ezingenanqondo					
9. Avusa ukwenama					
10. Akwenza ubenamandla					
11. Afundiswa kabi					
12. Achitha isikhathi					
13. Angenza ngizinyeze ngoba angikwazi ukwenza okuningi					
14. Akusiza ekwakheni abangani					
15. Ahlale enokusha njalo engakwenza					
16. Ufunda ubuciko obusha					
17. Akufundisa izindlela zokusebenzisa isikhathi sakho sokuphumula noma ungasekho esikoleni					
18. Izinga lingabangcono uma ziningi izinto zokudlala					
19. Adala izingozi nokulimala					
20. Enza abantwana abadala balimaze abancane					
21. Izinga lingabangcono uma kunezindawo zokudlala ezifanele					
22. Akusiza ukuba ufunele					
23. Akufundisa ukuqhidelana nabanye nokungabathandi oqhidelana nabo					
24. Akwenza ungavilaphi					
25. Akufundisa ukuguna nokuhlonipha imithetho yemidlalo enkundleni					
26. Adala izinxabano					
27. Awulabo abaphiwe ngokomzimba hayi ngengqondo					
28. Angabangcono uma kunothisha abangcono					
29. Akwenza uhlale uphapheme futhi unomfutho					
30. Akwenza ube nesimilo esingcono					

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Appendix 2.2

QUESTIONNAIRE

ATTITUDES TOWARDS PHYSICAL EDUCATION IN KWA-ZULU

1.

Home Language

2.

Gender

3.

Age

4.

Place of birth.....

5.

Where did you attend Primary school ?.....
High School ?.....

6.

What are your qualifications ?

MATRIC or LESS	DIPLOMA / DEGREE	MAJOR SUBJECTS	YEAR	INSTITUTION

7.

Do you have plans for further qualifications ?
Please Specify

8.

How many years teaching experience do you have ? years.

9.

Indicate any specialist qualifications you may have in any sport.

SPORT	OFFICIAL	COACH	REFEREE	UMPIRE	OTHER(specify)

10. Have you attended any other courses related to sport / physical education ?
Give details.....
.....

11. What does your timetable consist of ?

SUBJECTS	PERIODS PER WEEK	STANDARDS

12. What is your average class size ? pupils per class.

13. What is the total enrolment at your school ? pupils

14. How many other members of staff teach physical education at your school ?

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

15. What aspects of Physical Education do you teach ?

Gymnastics	Cricket	Volleyball	Ball skills	Traditional Dance	Rugby	
Netball	Hockey	Tennis	Badminton	Athletics	Games skills	Soccer
Singing Games	Swimming	Squash	Other (specify)			

16. Do you follow a syllabus ?

YES	NO
-----	----

If YES, what is the date and origin of the syllabus ?
If NO, indicate how you plan your scheme.....
.....

17. Do you use the suggested lesson structure in the syllabus ?

YES	NO
-----	----

SOMETIMES	DON'T KNOW
-----------	------------

* 3 *

18.

How would you describe the teaching of Physical Education at your school?

EXCELLENT	SUCCESSFUL	SATISFACTORY	UNSATISFACTORY	POOR	NON-EXISTENT
-----------	------------	--------------	----------------	------	--------------

19.

What extra mural sports are offered at your school ?

.....

.....

.....

20.

DO you see yourself as a sports coach or a subject teacher ?

SPORTS COACH	SUBJECT TEACHER	BOTH	NEITHER
--------------	-----------------	------	---------

21.

How do your colleagues view you ?

SPORTS COACH	SUBJECT TEACHER	BOTH	NEITHER
--------------	-----------------	------	---------

22.

How does your Principal view you ?

SPORTS COACH	SUBJECT TEACHER	BOTH	NEITHER
--------------	-----------------	------	---------

23.

Do you consider your promotion prospects the same as those of your academic colleagues ?

BETTER	THE SAME	WORSE
--------	----------	-------

Please motivate your answer

24.

Do you have sports council / Committee ?

YES	NO
-----	----

If YES, how is it composed ?.....

Who makes decisions concerning the purchase of equipment ?

COMMITTEE	PRINCIPAL	STAFF	PUPILS
-----------	-----------	-------	--------

25.

What sort of Physical Education did you experience as a child ?

Primary school

Secondary school

26.

Make suggestions which you consider important for the improvement of Physical Education at your school / in Kwa-Zulu.

.....

.....

.....

.....

* 4 *

27.

What facilities do you have ?

FACILITY	QUANTITY	QUALITY / STANDARD		
		VERY GOOD	SATISFACTORY	POOR
1. Soccer Pitch				
2. Netball Court				
3. Hall				
4. Tennis Court				
5. Athletics track				
6. store room				
7. changing room				
8. Volleyball court				
9. Basketball court				
10. Other (specify)				

28.

Bearing class sizes in mind, what sort of equipment do you have ?

Equipment	Quantity			Quality		
	Number	Insufficient	Adequate	Very Good	Satisfactory	Poor
1. Soccer balls						
2. Netballs						
3. Hoops						
4. Tennis balls						
5. Playballs						
6. Volleyballs						
7. High Jump equip						
8. relay batons						
9. bean bags						
10. stopwatch						
11. hurdles						
12. shot						
13. discus						
14. Javelin						
15. tape measure						
16. Gymnastics equip						
17. Television/video						
18. Other (specify)						
19.						
20.						

QUESTIONNAIRE
ATTITUDES TOWARDS PHYSICAL EDUCATION IN KWA-ZULU

1.

Home Language

Zulu

Other (specify)

2.

Gender

Male

Female

3.

Age

Under 30

31 - 40

41 - 50

51 - 60

61 +

4.

Place of birth.....

5.

Where did you attend high school?

6.

Highest Educational Qualification

Std 6 or less

Std 7 - 9

Std 10

PTC

PTD

STD

Degree

UHD

Other (specify)

Qualification	Year	Institution

7.

Are you interested in sport ?

VERY INTERESTED

INTERESTED

NOT INTERESTED

8.

Specify any particular sport you are interested in

.....

9.

Which of the following sports does your school offer ?

netball	soccer	athletics	volleyball
basketball	cricket	tennis	tennisquoit
gymnastics	rugby	hockey	other (specify)

10.

Does your school participate in Inter-school sports ? ☐ YES ☐ NO

If YES, please give details.....

If NO, please give reasons.....

11.

How do you fund extra curricula sports ?

.....

.....

12.

What is your average class size ?

Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10

13.

What is your total enrolment ?

14.

DO you have specialised Physical Education teachers ? ☐ YES ☐ NO

15.

Are they specialist-trained or do they just have an interest ? ☐ TRAINED ☐ NOT

16.

What Physical Education/sports courses have your teachers attended ?

If possible give dates and venues.....

.....

.....

.....

17.

How many periods of Physical Education do you timetable per class ?

STANDARD	PERIODS PER WEEK

* 3 *

18.

Indicate how much of that time is actually spent on physical activity.

100 %	90 %	80 %	70 %	60 %	50 %	40 %	30 %	20 % or LESS
-------	------	------	------	------	------	------	------	--------------

Please motivate your answer.....

.....

19.

Indicate to what extent the following activities are undertaken during

Physical Education time:

	ALWAYS	OFTEN	SOMETIMES	NEVER
1. Soccer with teacher				
2. Soccer without teacher				
3. Netball with teacher				
4. Netball without teacher				
5. Gymnastics				
6. Singing Games				
7. Traditional Dance				
8. Tidying up the school grounds				
9. Pupils catch up on academic work				
10. Teacher catches up on admin. work				
11. Athletics				
12. Extra assemblies				
13. Other (specify)				

20.

Do you have a syllabus for Physical Education ? ☐ YES ☐ NO ☐ DON'T KNOW

21.

Do lessons follow the syllabus at your school ?

YES	NO	DON'T KNOW	IN CONTENT	IN STRUCTURE	BOTH	SOMETIMES
-----	----	------------	------------	--------------	------	-----------

21.

How would you describe the teaching of Physical Education at your school?

EXCELLENT	VERY GOOD	SATISFACTORY	POOR
-----------	-----------	--------------	------

22.

Describe any problems encountered with the implementation of Physical Education

.....

.....

.....

23.

Make suggestions for any improvements you feel necessary.

.....

.....

.....

.....

24

Do you view the Physical Education teacher as fulfilling the role of Sports Coach or subject teacher ?

Sports Coach	Subject Teacher	Both	Neither
--------------	-----------------	------	---------

25.

How would you compare the promotion prospects of the Physical Education teacher with those of your academic teachers ?

BETTER	THE SAME	WORSE
--------	----------	-------

Please motivate your answer.....

.....

.....

.....

26.

What facilities do you have ?

FACILITY	QUANTITY	QUALITY / STANDARD		
		Very Good	Satisfactory	Poor
1. Soccer pitch				
2. Netball court				
3. Tennis court				
4. Sports Hall				
5. Hall				
6. Athletics track				
7. Store room				
8. Changing room(staff)				
9. Changing rooms(pupils)				
10. Basketball court				
11. volleyball court				
12. tenniquoit court				
13. Other (specify)				
14.				
15.				
16.				

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Appendix 2.4
QUESTIONNAIRE

LECTURERS

ATTITUDES TOWARDS PHYSICAL EDUCATION IN KWAZULU

- 1. Home Language [Zulu] [Other (specify) _____]
- 2. Gender [Male] [Female _____]
- 3. Age [20 - 25] [26 - 30] [31 - 35] [36 - 40] [41 - 50] [51 + _____]
- 4. Place of birth.....
- 5. Where did you attend school ? Primary
Secondary
- 6. What are your qualifications ?

Qualification	Major Subject/s	Year completed	Institution

- 7. How many years Physical Education teaching experience do you have ?

Institution	No. of years	Standard / PTD / STD

- 8. Indicate any sports qualifications you may have:

SPORT	OFFICIAL	COACH	REFEREE	UMPIRE
1. Soccer				
2. Netball				
3. Athletics				
4. Tennis				
5. Table tennis				
6. Softball				
7. Volleyball				
8. Badminton				
9. Boxing				
10. Cricket				
11. Rugby				
12. Squash				
13. Hockey				
14. Gymnastics				
15. Other (specify)				

* 2 *

9. Indicate any other courses related to sport or physical education which you may have attended.....
.....
.....
10. What does your timetable consist of ?

SUBJECT	PERIODS PER WEEK

11. How many other lecturers teach Physical Education at your college ?

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

12. Which courses do you teach and what is the average class size ?

COURSE	TICK	Average Number of students per class
JPTD		
SPTD		
STD		
SPECIALIST		
OTHER		
(specify)		

13. What ratio of Practical to Theory do you teach ? EG: 20% / 80%

COURSE	RATIO	(Practical / Theory)

* 3 *

14. Indicate what practical and what theoretical aspects you teach.

PRACTICAL	THEORETICAL
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

15. Do you use a text book ? ☐ YES ☐ NO

If YES, which text book/s ?.....
.....
If NO, what do you use ?
.....

16. Do you have an official syllabus ? ☐ YES ☐ NO

(i) If YES, what is the date and origin of the syllabus ?.....
(ii) What percentage of what you teach is derived from the syllabus%
(iii) Do you follow the recommended lesson structure in the syllabus ?

<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> sometimes	<input type="checkbox"/> don't know
------------------------------	-----------------------------	------------------------------------	-------------------------------------

(iv) How do you feel about the syllabus ?

<input type="checkbox"/> like	<input type="checkbox"/> don't like	<input type="checkbox"/> indifferent	<input type="checkbox"/> don't know
-------------------------------	-------------------------------------	--------------------------------------	-------------------------------------

(v) What do you like about the syllabus ?.....
.....

(vi) What do you dislike about the syllabus ?.....
.....

If NO, what do you use ?.....
.....

* 4 *

17. Indicate how much of your year's teaching is spent using the following teaching styles:

TEACHING STYLE	OFTEN	SOMETIMES	NEVER
1. Teaching by command			
2. Teaching by task			
3. Partner work			
4. Group work			
5. Individual assignments			
6. Problem solving			
7. Guided discovery			
8. Creativity			
9. Other (specify)			

18. To what extent do you think that you achieve the following objectives of Physical Education ?
Not at all - 1 Slightly - 2 Moderately - 3 Greatly - 4 Very Greatly - 5

OBJECTIVES	1	2	3	4	5
1. Health					
2. Physical fitness					
3. Skills					
4. Problem solving					
5. Aesthetic sense					
6. Relaxation					
7. Sound attitudes					
8. Self control					
9. Co-operation					
10. Leadership					
11. Character					
12. Other (specify)					

19. How would you describe the teaching of Physical Education at your college ?
very successful | satisfactory | unsatisfactory | poor

Give reasons.....
.....
.....
.....
.....
.....

* 5 *

20. What is your role in organising extra-mural sports ?
☐ All sports - alone ☐ all sports with help from other staff
☐ some sports only ☐ other staff organise all sports
☐ other (specify) _____
21. Which extramural sports are offered ?.....

22. Do you see yourself as a sports coach or a subject teacher ?
☐ sports coach ☐ subject teacher ☐ neither ☐ both ☐ don't know
23. How do your colleagues view you ?
☐ sports coach ☐ subject teacher ☐ neither ☐ both ☐ don't know
24. How does your Rector view you ?
☐ sports coach ☐ subject teacher ☐ neither ☐ both ☐ don't know
25. How would you compare your promotion prospects with those of your academic colleagues ?
☐ better ☐ worse ☐ the same ☐ don't know
 Please motivate your answer.....

26. Do you have a sports council ? ☐ YES ☐ NO
 If YES, how is it composed ?
☐ students ☐ staff ☐ rector ☐ admin
27. What is the procedure for ordering sports equipment ?

28. What sort of Physical Education did you experience as a child ?
 Primary
 High school.....
29. To your knowledge, do your ex-students teach Physical Education according to your methods ?
☐ all ☐ some ☐ a few ☐ none ☐ don't know
 Please motivate your answer.....

* 6 *

30. What facilities do you have ?

FACILITY	QUANTITY	STANDARD		
		Very Good	Satisfactory	poor
1. Soccer pitch				
2. Netball court				
3. Hall				
4. Tennis court				
5. Athletics track				
6. Store room				
7. Changing room (pupils)				
8. Changing room (staff)				
9. Gymnasium				
10. Swimming pool				
11. Cricket pitch				
12. Rugby pitch				
13. Cricket nets				
14. Hockey field				
15. Long jump pit				
16. Throwing circles				
17. Basketball court				
18. Volleyball court				
19. Squash court				
20. Other (specify)				

31. What equipment do you have ?

EQUIPMENT	QUANTITY	STANDARD		
		Very good	Satisfactory	Poor
1. Soccer Balls				
2. Netballs				
3. Hoops				
4. Tennis balls				
5. Agility mats				
6. Playballs				
7. High Jump Bar				
8. High jump mattress				
9. High jump uprights				
10. relay batons				
11. Bean bags				
12. stopwatches				
13. Hurdles				

continued/.....

* 7 *

EQUIPMENT	QUANTITY	STANDARD		
		Very good	Satisfactory	Poor
14. Shot				
15. Discus				
16. Javelin				
17. Tape measures				
18. Gymnastics box				
19. other gym equip.				
20. (specify)				
21. Tennis rackets				
22. Badminton rackets				
23. Padder bats				
24. Volleyball nets				
25. Tennis nets				
26. Tenniquoits				
27. Starting gun				
28. Whistles				
29. Softball bats				
30. Softballs				
31. Catching mits				
32. training bibs				
33. Soccer nets				
34. Netball nets				
35. Skipping ropes				
36. Other (specify)				

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
