

**UNIVERSITY OF KWAZULU-NATAL**

**THE VALUE OF SPORT AND RECREATION IN EDUCATION: A  
CASE STUDY OF NDWEDWE AREA**

**by**

**Johannes Martin Muntu MKHONZA 9400162**

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**School of Management, IT and Governance College  
of Law and Management Studies**

**Supervisor: Dr T I Nzimakwe**

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## DECLARATION

I, **Johannes Martin Muntu MKHONZA**, declare that

(i) The research reported in this dissertation, except where otherwise indicated, is my original research.

(ii) This dissertation has not been submitted for any degree or examination at any other university.

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## **ABSTRACT**

Childhood represents the most physically active stage of human development. Children like to play games and participate in physical activity and sports, and they certainly love to compete. Of the great number of books written on physical training, the majority refer to elite athletes and only a few discuss training programmes designed specifically for children. The objective of the study was to investigate the array of facilities that exists for sporting activities in disadvantaged schools and communities. Children in the initial stage should participate in low-intensity training programme, in which the emphasis is on 'FUN'. It should be noted that there is a great link between Physical Education (PE) and sport. Schools that have a sound programme of PE are likely to perform better. PE is regarded as a basic of sport or foundation if one may want to call it, while on other hand it is not all learners who are capable of taking part in competitive sport, hence recreation cater for those learners. Scholars agree that recreation is the nursery for sport. It has been noted that in recreation, it is where most of the participants are going for fun and enjoyment. Within the fun and enjoyment one may end up discovering some talent which may end up forcing him to compete in elite sports. Some researchers are likely to show that learners who have PE at school show some enjoyment participating in and perform better in sports activity. The use of the questionnaire was deemed appropriate in this study. This study was conducted with selected high school learners. A sample of 300 learners participated in this study. The findings reveal that approximately all the respondents agree that the shortage of sport facilities at Ndwedwe has a negative impact and compromises the youth of Ndwedwe to be exposed to different codes of sport.

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## **ACRONYMS AND ABBREVIATIONS**

CEPD:	Centre for Education Policy Development
DoE:	National Department of Education
DSR:	Department of Sport and Recreation
FIFA:	Federation of International Football Association
FISU:	International University Sport Federation
GNU:	Government of National Unity
ISSF:	International School Sport Federation
NOCSA:	National Olympic Committee of South Africa
NSC:	National Sport Congress

PE: Physical Education  
PDoE: Provincial Department of Education  
RSA: Republic of South Africa  
SASC: South African Sport Commission  
SASSU: South African Students Union  
SRSA: Sport and Recreation South Africa  
USSASA: United School Sports Association of South Africa  
USA: United States of America  
WWII: World War II

# CHAPTER ONE

## INTRODUCTION AND OVERVIEW OF THE STUDY

### 1.1 INTRODUCTION

One of the most critical problem facing South Africa especially in disadvantaged schools and communities, is the insufficient sports facilities and poorly organised sporting programmes in school. The South African backlog in sports facilities has been identified as one of the major constraints on participation rates of children at schools. The disadvantaged schools have insufficient sport facilities thus making it difficult for the children to have adequate opportunity to participate in sport. These imbalances are the products of our past apartheid regime. Therefore, the researcher investigated the value of sport and recreation in education, with reference to learners in the Ndwedwe area.

Kraus (1998:311) indicates that the primary aim of sport is getting the nation to play it as the pervasive theme of the White Paper on Sport of 1998. The Minister of Sport and Recreation through the White Paper argues that the realisation of this aim requires a conscious effort and firm commitment from government, non-government organizations (NGO), the private sector and South African society in general. With these four, each stakeholder has a particular role to play in laying these foundations for sport and recreation. In realising this goal, cognisance must be taken of the following factors (Kraus, 1998:311):

- The imbalances between the advantaged predominantly urban communities, and the disadvantaged, largely rural communities; and

- The expectation that sport and recreation will cater for the entire population, within a budget that remains the same as that which catered for a mere 20% of the population in the previous dispensation.

## **1.2 MOTIVATION AND BACKGROUND OF THE STUDY**

Schools can play a vital role in the field of sports development. The responsibility of schools do not end at 15h00 in the afternoon; rather its influence extends to the learners throughout the school day as well as in those activities in which these children engage in after school hours. How the learners spend free time after school and on weekends and holidays influences their health and success. The school needs to introduce sports as part of the curriculum and provide time and facilities for learners to develop habits of participation (Ball and Cipriano, 1998:2).

The school sport programme should provide wide spread opportunity for all learners to participate regularly and enjoyably on a voluntary basis in a variety of sport, games, exercises, aquatics and similar activities. There are activities that challenge mind and that those that challenge the body. It should be closely integrated with the total community recreation programme.

The school sport programme provides an opportunity for people to overcome a sense of isolation by entering informal neighbourhood associations, religious organisations, or other social groups which provide friendship, sociability and common interests. Ball and Cipriano (1998:2) further indicated that through group participation the individual learns to interact with others, to accept group rules and wishes, and when necessary, to subordinate his own views or desires to those of the group.

At high school level the learners must be more exposed to sports and recreation programmes. The learners need to experience the joy and satisfaction that are a part of playing in a team, excelling in an activity with one's own peers and developing skills.

Girls and boys need to participate together. Many of the activities in the high school programmes adapt themselves well to both sexes. Such activities include volleyball, softball, soccer and netball. Activities must be selected in the light of the facilities, supplies; equipment; and other resources available in the school. School activities should provide situations that are similar to those that children experience in natural play situations outside school. Bucher and Koenig (1998:47) indicate that the ultimate objectives of the school sport programmes are to ensure participation by all during the formative years, and to instil in young people the desire for life-long participation in a variety of sporting activities for fitness and wholesome recreation. The teacher has the responsibility of knowing the community in which the school is located as well as knowing and understanding the pupils that comes from that community.

Pangrazi and Darst (1991:110-111) suggest that after-school activity programmes such as sports clubs, extra murals and inter-scholastic athletics can be an effective environment for students to improve their sports skills and become more proficient. These programmes also provide opportunities for young people to meet others with similar interests. These can be experienced through teamwork, dedication, perseverance, deferred rewards and loyalty.

Supervision is significant during their leisure time (common break) and after school programmes. Children should be supervised to enforce safety rules and prevent injuries. The supervisor shall be a trained teacher in first aid, cardiopulmonary resuscitation, and infection control and who has easy access to appropriate first aid supplies (Pangrazi and Darst, 1991:111).

### **1.3 SIGNIFICANCE OF THE STUDY**

The study provides a strategic framework as well as specific directions for facilities and open space, and will assist the province and the district to determine appropriate actions and priorities in the future. In particular, the significance of the study is to:

Provide a comprehensive understanding of issues and opportunities across the province; Identify priorities for providing and improving recreation and sport facilities and open space; and Encourage a provincial and district approach to planning. The study encourages the education districts and municipalities to work together to achieve initiatives and to consider opportunities that also benefit the other districts in the province.

The education districts and local communities can continue to strive for improved facilities and open space at the local level, but with a greater awareness of the regional implications and the regional priorities.

#### **1.4 STATEMENT OF THE RESEARCH PROBLEM**

There is an increase in delinquent behaviour in South Africans schools. The fitness levels have deteriorated over the last 20 years (Coopoo and Naidoo, 2003). There is an increase in the number of teenage pregnancies, smoking, and the consumption of alcohol in our public schools. In 230 prisons in South Africa, children prisoners account for 1100 of them (Community Law Centre, 1996:2). The researchers proposed more complex theories of juvenile delinquency, few of which identified the lack of recreational opportunity as a primary cause of deviant behaviour (Carlson, 1999: 333).

According to Sapora and Mitchell (1991:85-86) life will not be denied, and when socially acceptable living fails to bring opportunity for the satisfaction of basic drives and desires, individual tend to turn to antisocial ways. They further suggested that probably the first argument advanced for the introduction of playgrounds was that they would help to reduce the rapidly growing rate of juvenile delinquency.

A number of studies on sport and education have been undertaken. Allen Burns, a social worker conducted such a survey in Chicago, concluding: "To provide a probation district with adequate play facilities is coincident with reduction of delinquency as from

28 % to 70 %. The obvious conclusion drawn was that delinquency in this situation was largely a matter of inadequate play facilities and leadership. Our intention was to establish whether children are occupied after school with some organised extramural sporting programme or in the absence of such a programme, it may be a contributing factor to bad behaviour”.

The study focused on two areas. The main problem was to ascertain the influence of selected socio-economic factors on the following areas: □ availability and accessibility of sporting activities;

□ perceived quality of facilities/resources on sport performance of learners; and □ attitude towards sport performance.

The secondary problem was to ascertain whether the sports leaders in schools were fulfilling the sporting needs of the learners.

A number of sport performance or recreation studies were conducted in the past in South Africa, and most of them mainly in Physical Education (PE). These include studies done by Bressen (1995) and Arnold (1996). Previous studies have been undertaken in countries where the potential of the subject has been realised but where problems still occur, for example Sounders and White (1997) and Sparks and Webb (1993). Although some of the problems have been studied in South Africa by Coultis (1991) and Peterson (1984), they have been quantified in KwaZulu-Natal. Research focusing on sport performance aspects of the rural areas, in this case learners, is lacking. Buttler-Adams (1996:56) said that there was a need for a conceptual framework which would allow for assessment of primary areas in recreation/sport realm which had received less attention than they probably deserved. The impact of the availability, accessibility and quality of facilities/resources on sport performance appeared to be one such area. Curritthers and Hood (1992:50) argue that children from disadvantaged backgrounds needed environment, with fun, friendliness, spontaneity and freedom of choice, which could be provided through sport and recreation.

## **1.5 OBJECTIVES OF THE STUDY**

The objectives of the study were to:

- Investigate the array of facilities that exists for sporting activities in disadvantaged schools and communities;
- Determine the reasons for selected sport participation in these areas, for example soccer, netball or is it due to the fact that, these were the only sports introduced to these areas;
- Scan and document the sporting facilities that exist for these communities, especially the usage thereof by the learners, and whether the communities contribute to the recreational programmes of children; and
- Ascertain how communities can contribute to the recreational programmes of their children.

## **1.6 KEY RESEARCH QUESTIONS**

The main research question is: What value can be derived from sport and recreation in the education sector?

The study attempted to answer the following sub-questions:

- What facilities exist for sporting activities in disadvantaged schools and communities?
- What types of new sporting codes have been introduced besides the traditional codes like soccer and netball in this area?
- How are the sporting facilities that exist used by the learners, and does the community contribute to the recreational programmes of children? and
- How can communities contribute to the recreational programmes of their children?

- How can communities contribute to the recreational programmes of their children?

## **1.7 RESEARCH METHODOLOGY**

The discipline within which the research is being done will often determine the research design (Fox and Bayat, 2007:143). Researchers trying to gather information about organisational structure may do so in many different ways. Direct observation, questionnaire, interviews and secondary sources of information may all be informative. A survey was conducted using a cross sectional design. Personal interviews were also conducted in order to obtain relevant information from respondents. These interviews were based on the questionnaire that was formulated for data capturing and analysis. The sample was the representation of four (4) High Schools in the Ndwedwe area. A random selection of three hundred (300) learners was undertaken. Seventy five (75) learners from each school were selected between Grades 10-12. In the Ndwedwe area, emphasis on sport tends to be on Grades 1012 in high schools.

## **1.8 THEORETICAL/CONCEPTUAL FRAMEWORK**

### **Batho Pele Principles**

Based on the fundamentals of the RSA Constitution of 1996 and the White Paper on Transformation of Public Service of 1995, the *Batho Pele* White Paper on Transformation of Public Service of 1997, was formulated to enhance the quality and accessibility of government services by improving efficiency and accountability to the recipient of public goods and services (White Paper on Transformation of Public Service 1997:7).

The following principles have been identified in the White Paper on Transforming Public Services and are important within Public Administration (RSA, 1997):

**Consultation**, relates to communication between the public servant and the citizens, therefore citizens should be consulted about the level and quality of public services they

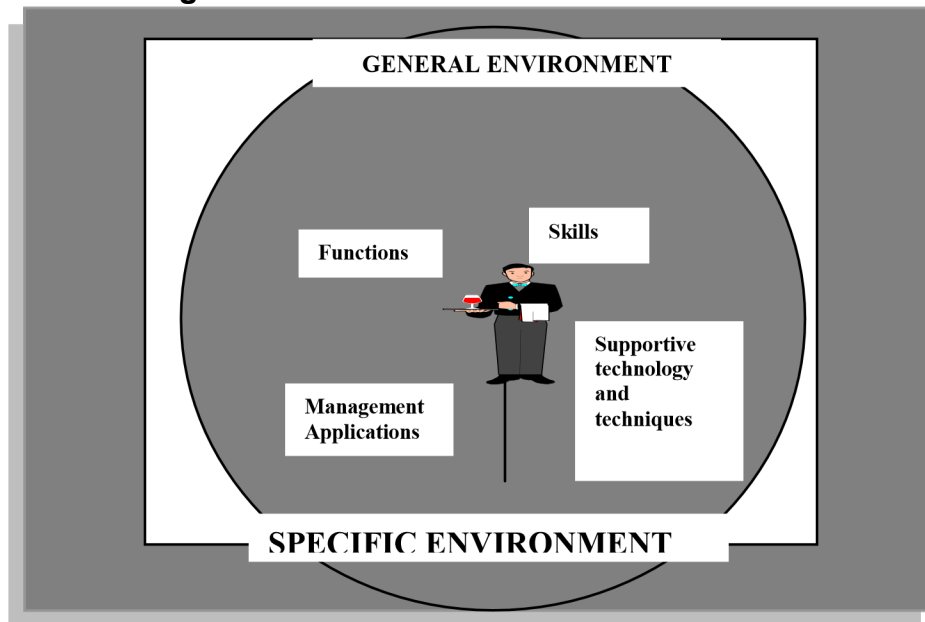
receive; **Service standards**, means that citizens need to know what to expect when served by public servants.

**Access**, it does not only mean that services be there, but also refers to the fact that they need to be user-friendly, the attitude of the service providers should be open, and respectful. **Courtesy**, citizens should be treated with consideration and respect their dignity at all times. **Information**, is power, citizens that we serve need to be always provided with useful information about public services. **Openness and Transparency**, citizens should be informed about how national and provincial governments operate. **Redress**, means that service providers need to respond urgently to any complaints, rectify any mistakes that might have happened and apologise to those affected. **Value for money**, refers to how services should be delivered, always do your best to ensure that services are provided effectively, efficiently and economically.

### **Public Management Theory**

The proposed study looked at the value of sport and recreation in education in enhancing participation of the youth in sports activities within local municipality of Ndwedwe. In its quest to investigate the array of facilities that exists for sporting activities in disadvantaged schools and communities can contribute to the recreational programmes of their children, the study applied the Public Management Theory by Fox, Wissink and Schwella.

**Fig 1.1: Public Management Model**



Source: Fox, Schwella and Wissink (1991)

□ **The general environment**

Since the main focus of the study is to learn more about what is going on in the public service in terms of sport and recreation, the focus is on the general environment where sporting activities happen. The study deems it necessary to use public management theory which is subdivided into general environment and specific environment.

The general environment is, according to the broad definition given by Kast and Rosenzweig (1994) quoted by Fox *et al* (1991:12) everything existing beyond the organisation's borders and which exert their influences on the organisation. Such influence may have direct or indirect impact in the functioning of local municipalities. When this influence impact negatively, local government will fail to execute their responsibilities of providing services to the people. Fox *et al* (1991:12-23) also focus on the issue of the environment and context of public administration. They argue that the general environment consists of everything that is external to the institution and that can constantly influence the management of these institutions. In the local government sphere, the choice of the level of particular service is influenced by the issue of affordability; it therefore means that, when municipalities make decision about the level of services, they should seriously consider the long term viability of providing

a service at that level. Failure to deliver those services in the long run, will contribute to crisis in the service delivery. The aspect of considering issues pertaining to affordability in municipalities is imperative in the sense that, the recent protests by local municipalities around the country have given rise to questions about the role of ward committee structures and municipal councillors in ensuring effective and efficient service delivery and providing an adequate standard of living to the citizens. It has appeared through various sources that the budget which is allocated to the communities. Fox, Schwella, and Wissink outline the following key components of Public Management of 1991.

#### □ **The political component**

The way in which societal structures are arranged and governed forms the political component of the environment. The political component in the structure of local municipality plays a crucial role in enhancement and promotion of sporting activities, and the political environment influences the role played by government in providing sporting facilities at the local level.

#### □ **The economical component**

The economic system of a society is the method by which it creates and distributes wealth (Schwella, 1996:19). It is through the economic system that scarce resources are allocated to competing economic actors. The economic downturn will affect the pace at which South Africa is able to address its social and economic challenges (<http://www.limtreasury.gov.za>). This research project explored the extent to which the allocation of municipal budgets enhances or delimits the functioning of ward committees and municipal councils. The allocation of municipal budgets has a bearing on the provision of sporting codes and facilities.

### □ **The social component**

Socio-economic obstacles such as crime, unemployment and overpopulation are regarded as major social problems which threaten the smooth provision of resources, such as housing, health care, sport facilities and educational facilities to the citizens. The abovementioned social characteristics and needs calls for the attention of ward committees and are primary important in the planning and provision for services to the citizens.

### □ **The cultural components**

The cultural component in the general environment of public management embraces the fundamental values of any group. It is therefore important that whilst examining the role of sport and recreation in education, the cultural component as embraced in the public management approach, is considered. The cultural aspect entails society's beliefs, attitudes, role definition and interactions.

There is a link between Public Management model and issues of sport and recreation in any society. Public Management model addresses many of the contemporary concerns facing public managers. These include problems of securing legitimacy for decision making, resource allocation and measuring service outcomes. This research project draws together different components of the current debate around public management, clarifies its elements and seeks to further understanding of this topical and important conceptual innovation in sport and recreation as part of public service delivery. Public Management model encourages public managers to pursue targets rather than to orient them towards the changing nature of political legitimacy, or to seek public authorisation for activities or initiatives.

## **1.9 RESEARCH AREA**

The study was limited to the four high schools (School A, B, C and D) in the Ndwedwe area. The area selected for this study was based on the fact that the researcher had an interest in the development of sport in the rural area of Ndwedwe.

## **1.10 LIMITATIONS OF THE STUDY**

The study was limited to the four high schools (School A, B, C and D) in the Ndwedwe area. The area selected for this study was based on the fact that the researcher had an interest in the development of sport in a rural area like Ndwedwe. Moreover, no learner from this area ever represented the province in any code of sport.

Questionnaires used in the study had inherent limitations such as:

- Answering the questions truthfully and honestly and this may be due to memory lapses.
- The misinterpretation of questions and poor returns of the questionnaire. However the researcher has taken all precautions to limit these pitfalls of questionnaire studies in order to achieve valid and reliable results. The researcher personally administered all questionnaires to the learners and was available for any clarifications if required.

## **1.11 DELIMITATIONS**

The research study was delimited to selected disadvantaged high schools in the Ndwedwe area. The data was collected from four (4) high schools randomly selected in the Ndwedwe area. A random selection of three hundred learners was undertaken. Seventy five learners from each school were selected from each of the grades selected, namely Grades 10-12. The questionnaire was administered to both sexes.

## **1.12 ASSUMPTIONS OF THE STUDY**

The study was established along the following assumptions:

- The researcher assumed that the subjects would cooperate positively in completing the questionnaire.

- It is also assumed that the respondents would answer the questionnaire honestly and truthfully.
- It is further assumed that the questions will be easily understood by the respondents.
- Lastly, it was assumed that the sample used in the study would be a fair representation of the learner population in Ndwedwe.
- Many of Ndwedwe's learners still do not have access to sporting facilities.
- Lack of sport facilities may impact negatively on sport performance and maintenance of a happy and healthy society.

### 1.13 DEFINITION OF TERMS

Selected definitions are explained as it would provide clarity as used in this study's context. The following are used:

**Extramural:** Is defined as any activity that is engaged in after school either on an organised or voluntary basis, e.g. playing soccer, chess, cards etc (Brussow 1990:20).

**Intramural:** Is defined as any activities in which participants are students in the same school and is organised during school time (Brussow 1990:20).

**Sport:** Sapora and Mitchell (1991:161-162) defined sport as an all-inclusive term, relating to a range of activities including hunting, fishing, skating, swimming, and many more which may or may not be competitive. Brussow (1990:19) determined the element of the essence of the sport, studied them and came to the conclusion that it is a collective noun for all voluntary, selected physical activities that have their origin in certain mental disposition. According to Brussow (1990:28), sport may be regarded as

one of the most important ways in which to bring about balance in unbalanced lifestyle. It also leads to the useful spending of time and contributes to education as it encourages proper behaviour. Loots (1992:18) also holds the opinion that sport and recreation may contribute to a better quality of life for employees and the broader community, particularly in the underprivileged areas. Edward (1999) regards sport as a secular, religious institution, which embodies the religious and moral heritage of the broader community. According to him, sport is physical exertion with explicitly stated rules for engagement.

**Physical Education:** Refers to the part of the school programme that provides guidance and instruction through physical activities designed to meet the needs of the learners in developing their physical efficiency and recreational skills (Zucker, 1994:5). Physical education is a school's inclusive plan and provision for instruction through the physical programme.

**Recreation:** In this study, recreation would be defined as any activity pursued during leisure, either individual or collective that is free and pleasurable, having its own immediate appeal, not impelled by a delayed reward beyond itself or by any immediate necessity. Recreation includes play, games, sport, athletics, relaxation, pastimes, certain amusement, art forms and hobbies (Zucker, 1994:3).

**Rural area:** Is defined as a non-metropolitan area that generally lack easy geographical access to health and many services that are concentrated in big cities (Van der Waldt, 2007:18).

**Urban area:** Is defined as a metropolitan area that have sufficient infrastructure such as sporting facilities, schools, clean water and hospital (Van der Waldt, 2007:18).

**Disadvantaged community:** Is a community that does not have the basic infrastructures such as electricity, health facilities, roads and recreation facilities (Van der Waldt, 2007:18).

## **1.14 STRUCTURE OF THE DISSERTATION**

The chapter outline of the study is as follows:

### **Chapter 1- Introduction**

This chapter discusses an approach to the study by concentrating on introduction, motivation and background of the study, statement of the research problem, objectives of the study, key research questions, research methodology, and structure of dissertation, limitations, delimitation of the study, assumptions of the study and definition of terms.

### **Chapter 2 – Review of the related literature**

This chapter examines the impact of accessibility, availability and quality of facilities/resources on sport performance in disadvantaged schools. A brief literature review will be undertaken in order to clarify the nature of the study.

### **Chapter 3 - Research Methodology**

This chapter concentrates on the various procedures and protocols that were used to gather information. The statistical treatment of data is also presented in detail.

### **Chapter 4 - Data Analysis and Interpretation of Findings**

Data analysis and interpretation of findings is dealt with in this chapter. The results are presented in graphical representation such as graphs, statistical tables with data and also in a written form.

### **Chapter 5 – General Conclusions and Recommendations**

Recommendations and conclusion originated from this research are discussed in this chapter.

## **1.15 CONCLUSION**

The chapter has briefly given an overview of the introductory chapter of the study. It has looked at the motivation and background of the study; key research questions, the problem statement, and the objectives of the study. The justification of the study and the definition of terms forming the basis of the study and terms that are going to be used in order to carry out the study have also been discussed. The next chapter focuses on the literature review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Sports play a significant role in the lives of young South African. It lays the foundation for participation in provincial and national sports. For any government to remain in power, it has to strive to deliver effective, efficient and economical public services. Service must be sustained and be affordable. Due the inequalities of the past, the government in South Africa introduced the White Paper on Public Service Delivery in 1997 (*Batho Pele* principles). The White Paper serves as a guideline to all public officials on how they should behave. The *Batho Pele* Paper pays more attention on issues of balancing of the past in terms of service delivery to the people. The past laws encouraged racial segregation. *Batho Pele* principles promote transparency in terms of how sports facilities can be used to promote education.

This chapter examines the problems faced by disadvantaged schools and communities. The majority of these schools were the victims of apartheid. Hence they

were characterised by insufficient sport facilities and poorly organised sporting programmes in schools. The era of the past apartheid regime has caused many negative images of the South African sport. Lack of these resources may be a contributing factor to poor performance in sport by the young people and the resulting bad behaviour such as smoking, teenage pregnancies, consumption of drugs, alcohol, vandalism or other forms of crime. The aim of this chapter is to examine the impact of accessibility, availability and quality of facilities/resources on sport performance in disadvantaged schools. A brief literature review will be undertaken in order to clarify the nature of the study.

## **2.2 HISTORY OF SPORT**

People have always played sport. The desire to play is very strong in the human race. Children learn through play. Adults use play for relaxation and enjoyment. In ancient times, people who had enough time and energy left over after work relaxed together. They developed different forms of play. Throughout the centuries, these recreational activities have changed. The type of activity which people chose was related to their way of earning a living. Those in privileged positions in society had the time and resources to take part in a variety of activities. For most people the opportunities were few and the activities simple. People of different countries have found different ways to play. One tribe of the North American Indians used the head of an enemy as a ball. In the Far East, games like chequers have always been popular. The cruel sports of bear baiting, cock fighting and hare coursing have entertained many Europeans. Today American football combines the violence of the battleground with the tactics of the chessboard. To look at the history of sport is to look at the social history of society. Sport reflects the society in which it is originated (Swanson and Spears, 1990:89).

### **2.2.1 Background of sport in South Africa**

Since sport is being promoted as a unifier for a new South Africa, often referred to as the “Rainbow Nation”, it must be inclusive of all people. Despite the rush to forgive the past and to move to the future, the development of sport cannot be readily separated from its history (Sport and Recreation Annual Report, 1995).

The era of the past apartheid regime has caused many negative impacts on South African sport which led to isolation from international era. Since 1964, South Africa’s participation in Olympic Games was rejected and the country’s membership of International Olympic Committee (IOC) was terminated in 1970 (HSRC Sport Investigation, 1982).

The National Party (NP) soon began to implement their Apartheid policies. While the segregation system had gone a long way towards dividing the country spatially and socially, the apartheid system went further in its attempts to completely segregate society. Due to segregation and difficulties caused by lack of resources, much sporting identity among Coloureds, African and Indians remained focused on local sporting heroes and competitions. Black South Africans were almost barred from any international competitions before the 1980’s unless, like Basil d’Oliveira, they moved to overseas. Thus, the identification with a national South African team, in any sport, was fraught with difficulties for many black sportspeople, because they were not allowed to represent their country in which they live (Nauright, 1997:101).

After the Second World War (WWII), Whites continued to participate in the Olympic Games and other international sporting events, while Blacks were not allowed to represent their country. Indeed, the government did all in its power to ensure that there would be no mixing in sport (Polidoro, 2000:44).

In 1956 Theophilus Donges, the then Minister of the Interior stated the government’s position. He argued in *Die Burger* that “Whites and non-whites should organise their sporting activities separately, there should be no inter-racial competition within South

Africa, the mixing of races in teams should be avoided, and sportsman from other countries should respect South Africans customs and he respect theirs” (Race Relations Survey, 1958:9). With this statement by Donges, the political stamp of the government was officially placed in South Africa for the first time. This statement totally buried the lives, potentials and talents of the black people.

Even in America, Blacks were being treated as second class citizens in accessing sporting codes. Smith said afterwards “*If I win I am an American, not a black American. But if I did something bad they would say a Negro*” (Bessel and Taylor, 1992:234).

For many years, South African sports teams were unable to compete in world sport events. This was because people from other countries did not agree with South Africa’s policy of apartheid. South Africa has undergone dramatic changes since 1990. All sporting codes have since 1994 been readmitted into international organisations and competitions, and South Africa participates in many global and regional sporting events. In the old white dominated sports of rugby and cricket, however, little changed at the top by the latter years of the 1990s. By 1997, Chester Williams remained the only Black player to represent South Africa since its return to international matches in 1992.

South Africa has many other pressing problems with between 50% and 60% of the population unemployed, up to 75% of people living below the poverty line and 100’s of thousands of new houses needed and also the need for basic infrastructures. Malnutrition is rife and the health care system overloaded and underfunded. All these problems mean that sport cannot receive the energy of the government as a top funding priority. Sport has been used, however, to shore up confidence and generate good feelings, even if temporarily (Nauright, 1997:180).

South Africa is still divided by the legacies of apartheid, the unevenness of capitalist development and massive discrepancies between the rich and the poor. The draft of White Paper on Sport and Recreation was established in 1995 and contains important

suggestions for improving the sport structure and management of sport in South Africa. If these suggestions can be implemented effectively, sport can play an even bigger role as a binding factor within the rainbow nation. This draft has been promulgated and is now an Act of Parliament.

### **2.2.2 Sport and leisure in schools**

During the years of apartheid black children and white children attended separate schools. Conditions in schools in disadvantaged areas were very poor. There were insufficient classrooms, teachers and books. Many black children left school unable to read and write. Children from disadvantaged areas were deeply affected by this segregation. Many disadvantaged schools were not taking sport seriously since physical education was not part of the curriculum (Gouws, 1997:77).

### **2.2.3 Sport facilities**

HSRC Sport Investigation (1992:87) reported that one of the most critical problems facing South Africa sport is the lack of sporting facilities especially in the disadvantaged and rural areas of the country. The provision of amenities, their financing quality, as well as their accessibility, utilisation and management, may be added factors in complicating the establishment of these facilities.

Sport can be regarded as a catalyst for the elimination of tension and conflict and it is a factor of real importance in heterogeneous community such as that in South Africa. However, opportunities for sport are created through the availability of sport facilities, and organisation of programmes to use these facilities. Lack of facilities was highlighted at a South African Democratic Teachers Union (SADTU) festival held on 27 September 2004. The former Vice President for Sports, Art and Culture, Mr KK Nkosi reminded participants that despite UNESCO's recognition of sports within the education system as fundamental human right, many South African's children still do not have access to sporting facilities. He told members that outside of private and exmodel C schools, physical education is all but non-existent for 80% of the children.

This figure is made more shocking when one considers how Mr Thulas Nxesi, former president of SADTU alerted South Africa to this unequal distribution of sporting facilities. Lack of sport provision is by no means a universal problem but is concentrated in certain groups for instance amongst the black population and women. As was emphasised throughout the festival, this is not a situation fit for any country, let alone the hosts of the FIFA 2010 Soccer World Cup. It is clear that as long as sporting facilities are lacking in some schools, hopes of competing at an international level will remain a serious challenge. It is clear that if this goal cannot be achieved, children cannot be expected to become complete adults and healthy human beings, prepared for whatever life throws at them (The Educators, 2009).

#### **2.2.4 Lack of amenities and facilities**

South Africa has few sport and recreation facilities but some communities have however been neglected and lack facilities. The South African backlog in facilities, land resources has been identified as one of the major constraints on participation rates of children at schools. Others have sporting facilities that have challenges such as (United Kingdom and South Africa Initiative, 2000:6):

- Vandalism (damaging/destroying things);
- Poor maintenance; □ Poor management; and □ Inaccessibility.

Disadvantaged schools have insufficient recreational facilities thus making it difficult for children to have adequate opportunity to participate in sport recreation. At least 95 % of public and private facilities require the user to pay a fee, failure to do so means one cannot use the facilities. Most of children's potentials and talents were destroyed by the apartheid regime, unlike white schools that have remained well equipped with sufficient facilities. According to HSRC Sport Investigation (1992:88) whites have over 73 % of all athletic tracks, 92.7 % of all golf courses, 83.7 % of all hockey fields, 84.7% of all crickets fields, 92.2 % of all squash courts, 80 % of all badminton courts, 98% of all bowling greens, 82,4% of all rugby fields, 83.5 % of all swimming baths and 26.5%

of all soccer fields. White schools have 72.4% the total number of sport facilities at schools.

Rees (1992:9) draws the more balanced conclusion that the lack of facilities could possibly be the reason why non-white sporting codes were not developed. However, he also linked the socio-cultural environment and asserts, lack of sports facilities for non-whites is part of the widespread discrimination in all aspects of life (Gouws, 2001:185).

Swanson and Spears (1998:288) indicated that not all schools, especially in rural areas and some inner-city areas, possessed or committed resources to provide quality physical education programmes for all children. Many segregated high schools attended by African Americans lacked gymnasiums, especially if the school had a small population. Spear (1990:175) found that for the most part, students from schools of under 1,000 reported a lack and/or inadequacy of facilities and outdoor areas in comparison with those of over 1,000. Gymnasiums, locker rooms and shower facilities were lacking in the majority of the segregated schools represented, and while some schools which lacked gymnasiums made other arrangements for indoor physical education, a large number did not.

In the policy statement of Budget Speech (2002) to the National Council by the former Minister of Sport and Recreation, Ngconde Balfour stated that the government delivered 55 facilities in disadvantaged, mainly rural and they only covered 350 of 1000 schools.

## **2.3 EXPLORING SERVICE DELIVERY**

Public officials in their roles as public servants, work in different sectors of the service industry of the economy. Public servants have different experiences, and it is important for them to share and reflect on these different experiences to shape and influence the

various policies and the regulatory work frame. The purpose of this study is to learn more about what is going on in the public service in terms of sport and recreation administration. There is no doubt that sport can make a difference in the lives of people, particularly the quality of life among the residents of Ndwedwe and KwaZulu-Natal at large. In the South African context, the public service is fairly young in terms of number of years and experience under the democratic government.

### **2.3.1 Shift in focus: 1994 – 2002**

From 1994, there were different phases with a different set of issues. The shift and the focus are quite clearly visibly. For a large part of the first four years or so, there was a strong focus on policy development, policy formulation and the rationalization of the public administration, the establishment of the nine provinces and moving away from apartheid and the former homeland structures. Legislation was amended and new legislation was adopted, such as the Public Finance Management Act 1 of 1999. The purpose of the Department of Sports and Recreation is to give effect to stated government policy of a better life for all and get the nation to play. Parliament, particularly through the Minister and selected committee, is principally responsible for defining government policy, legislation and budget allocation for sport and recreation (White Paper on Sport of 1998). Since 1999, attempts have been made to improve the integration function of government that is strategic management. At the centre of the government there has been much emphasis on the work being done in trying to find out how to integrate the policy imperatives with the resources allocation (Public Finance Management Act, No 1 of 1999).

### **2.3.2 The Constitution of the Republic of South Africa of 1996**

Any government in power needs to strive to deliver effective, efficient and economical public service. In other words, services have to be sustained and be affordable. Effective, efficient and economical services are, therefore imperative of and embedded in the Constitution of the Republic of South Africa of 1996. The Constitution sets the statutory framework for service delivery in South Africa.

According to the Constitution, each provincial government must manage municipalities in its area of jurisdiction and is entrusted with promoting the development of local government capacity to enable municipalities to perform their functions and manage their own affairs. Provincial government has a key role in monitoring local government in order to ensure that high standards of public services and good government are maintained (White Paper on Local Government, 1998).

In addition, provincial government assists the national counterparts in executing national goals and objectives. It must, therefore ensure that the political, economic, social and community development of the people are in line with national goals and objectives (White Paper on Local Government, 1998).

The Constitution highlights rights people must enjoy as part of human dignity. Sport and recreation is one of those rights. The Public Finance Management Act of 1999 deals with the management of public money. As such sport and recreation can only happen when there is adequate funding.

### **2.3.3 The Local Sphere of Government**

The White Paper on Local Government of 1998 introduced the concept of “developmental local government” which is defined as follows (White Paper on Local Government, 1998): *“Local government committed to working with citizens and groups within the community to find sustainable ways to meet their social economic and material needs, and improve the quality of their lives”*.

Local government transformation in South Africa has a particular resonance with a very explicit preamble of the Constitution. The Constitution seeks to establish a society premised on democratic values, social justice, fundamental rights and improve the quality of life for all citizens. These goals are premised on a mode of governance. The immediate challenge, therefore, is that of transforming the inherited local government system into a development-orientated government capable of meeting and satisfying

the needs and aspirations of the people (Local government Transformation Development Forum, 2001:13).

Local government need to assume a new and additional role, namely the promotion of socio-economic development, alongside that of traditional functions of service provider (Local government Transformation Development Forum, 2001:13). The Constitution provides a sufficient basis for local government transformation. In the first instance, constitutional principles 41(1)(g) elaborates on three spheres of government and it states that: “All spheres and organs of the state within each spheres must preserve the peace, the national unity and the indivisibility of the Republic, secure the wellbeing of the people of the Republic, respect constitutional status, institutions, power and functions of the government in the other spheres and must exercise their powers and perform their functions in a manner that does not encroach on the geographical, functions or institutional integrity of government in another sphere”.

The allocation of power amongst different spheres of government is made on the basis that it is conducive to effective and efficient public administration. According to the Constitution, Section 195 (1)(c) and (e), public administration must be governed by the democratic values and principles enshrined in the Constitution.

It is crucial to note that in the new dispensation public service is directed through the spheres of government. The spheres of government should adhere to the principles of public administration enshrined in the Constitution in order to improve the quality of life of the citizens. Public administration comprises of numerous sub-fields. Municipal administration which is one such field is specifically concerned with administration of municipal affairs by municipal officials at local government sphere. Municipal administration, like public administration, is also a comprehensive field of activity which comprises several sub-fields. Municipal service delivery is one such aspect mainly concerned with the provision of services such as water, health and sport to the

community (Craythone, 1990:23). Local government can support the development of sports in schools as most municipalities have sporting facilities.

The Ndwedwe municipality is now participating in the provincial local government games, which are organised by the South African Local Government Association (SALGA). In this way the local government sphere is channelling some funds to the Ndwedwe municipality. In return the schools in this area will benefit as there will be more sporting facilities.

### **2.3.4 Service delivery institutions**

Another important focus will be on “operational managers” at service delivery institutions. The emphasis here is on that staff that run schools, sport and recreation, and hospitals. These are the people who actually deal with ensuring that services are delivered. People have always made the assumption that there is good practice in so far as the basic administration of our public service organization is concerned, but the reality is otherwise (Watt, 1998:78).

#### **2.3.4.1 The Ministry of Sport Recreation in South Africa (SRSA)** The

duties of the Ministry of Sport include:

- Providing support, from a government perspective, to all stakeholders in sport and recreation;
- Aligning sport and recreation policy with the policies of other government departments in the spirit of integrated planning and delivery;
- Subsidising clients of SRSA in accordance with the Public Finance Management Act (PFMA), its concomitant regulations, as well as the SRSA funding policy, monitoring the applications of such fund, and advising clients on the management of their finances (HSRC Sport Investigation, 1992).

The above mentioned duties indicate that the government of South Africa broadly supports the promotion of sport, and as such communities like Ndwedwe need to be supported to achieve the vision of sport provision.

### **2.3.4.2 Project and Programme Management**

Project management plays a critical role in service delivery in this country. Looking at all government structures from National, Provincial to Local Government, all services are delivered through projects. For example, democratic government introduced Reconstruction and Development Programme (RDP) policy to enhance better service delivery to all South Africans especially, to those who were previously disadvantaged. Government put into place development projects all over the country to deliver services like, sport and recreation development, clean water, sanitation, electricity and roads. All these projects differ in methodology according to their scope and nature. Sport and recreation projects require different equipment, tools, skills, expertise and resources. Therefore, it is critical for project managers to understand these differing methodologies in management (Gouws 1997:98).

As indicated in chapter one, this research intends to investigate the value of sport and recreation in education in the area of Ndwedwe. In the light of the above statement, sport management has been used by the South African government to improve service delivery by making sure that there is funding allocated to all spheres of governments. The objective of this chapter was to contextualise the impact of accessibility, availability and quality of facilities/resources on sport development of learners in the Ndwedwe area, within public institutions. Traditional and innovative approaches in public administration will be explored to assess their relevance to sport management and service delivery in South Africa.

One of the fundamental commitments that the present government has declared publicly is that of transforming service delivery to improve the lives of citizens. A Reconstruction and Development Programme (RDP) was introduced to usher in this era of change, and over the years there has been a range of efforts which seek to give effects to this programme. It should be remembered that sport and recreation activities can be best delivered in the form of projects and programmes. A service delivery orientation of *Batho Pele*, people first, was also adopted and this further accentuated

government's public commitment to improved service delivered. The public was promised, among other things, that the public service would strive to provide services that are accessible, responsive, efficient and of good quality (Gouws, 1997:111). There was hope that sports facilities will be managed as projects and programme to ensure accessibility for all.

The extent to which government has been successful in improving the texture of its public service is often debatable, and although some, including those associated with government institution, maintain that a lot of progress has been made, considering how things were before, others keep arguing that we have not changed much, that the poor young athlete in a remote rural village is still not experiencing the benefits of transformed service delivery. It would be presumptuous and naive to argue that all the pronouncements of the *Batho-Pele* programme have been realised to the fullest. These challenges do not come as a surprise because public service transformation is a massive undertaking, and although milestones can be realised along the way, other achievements can only become discernable in the innovation needs to be embraced to ensure that new ways of working so that service delivery can be explored and institutionalised. Sound sport and recreation projects and programme management would be critical in this process to ensure that sport personnel can plan and implement meaningful pilot programmes which can be replicated and mainstreamed into the public service.

## **2.4 SPHERES OF GOVERNMENT AND SERVICE DELIVERY**

In dealing with integrated planning and service delivery by government, one needs to reflect on the constitutional provisions pertaining to the roles and responsibilities of the three spheres of government. Firstly, it should be recognised that the three spheres of government (national, provincial and local) are distinct, but also interdependent and interrelated (RSA, 1996). In this sense, the 1996 Constitution of the Republic of South Africa brought about a totally new vision for transformation and development. Although

each sphere is distinct in its own right, all three spheres relate to each other in numerous ways and they are dependent on each other in numerous way. As organs of State they must, amongst others, respect, protect, promote and fulfil the rights in the Bill of Rights provided for in the Constitution. These rights place an obligation on the three spheres of government to plan and work together to ensure that services are delivered to all people in South Africa. The interdependence and inter-relatedness is reinforced by the Constitutional provisions, which require municipalities to participate in national and provincial development programmes, and which regulate the assignment of power and functions and protect rights and resources. The Constitution requires of local government to (Gouws, 1997:113):

- provide democratic and accountable government for local communities;
- ensure the provision of services to communities in a sustainable manner;
- promote social and economic development;
- promote a safe and healthy environment; and
- encourage the involvement of community organisations in matters of local government.

The Constitution of South Africa of 1996 provides that a municipality has the right to govern, on its own initiative, the local government affairs of its community: that a municipality must participate in national and provincial development programmes. The 1996 Constitution also places a direct obligation on national governments to support, and strengthen the capacity of municipalities to manage their own affairs, to exercise their powers and perform their function (White Paper on Sport, 1998). All three spheres of government have to support each other in terms of providing access to sporting facilities.

## **2.5 SPORT BODIES AND ORGANISATIONS**

Immediately after the first democratic elections in South Africa, the Minister of sport and Recreation released a statement which reflected the Government's commitment to Sport and Recreation in South Africa. The statement encapsulated the following:

“To give effect to stated government policy of a better life for all to get the nation to play, the formation of the South African Sport Commission, which are all positive developments to ensure that sport reaches every corner of our country? The allocation from the Poverty Relief, Infrastructure Creation and Job Summit resource pool and proceeds from the national lottery are funding opportunities for the development of sport and recreation facilities in disadvantaged areas which will be a convenient way of making sport accessible to the majority of the country’s citizens” (White Paper on Sport, 1998). More funding opportunities for sport need to be explored in South Africa, especially in basic education.

Role players that are involved in the implementation of the government’s sport policies are governmental macro bodies, schools and universities, sport bodies and local departments of sport and recreation.

There are a number of bodies and organizations that assist the ministry of sport in its implementation of sport policy for the country. Some of the role players for the government implementation of sport policy are:

- The Department of Sport and Recreation (DSR);
- The South African Sport Commission (SASC);
- South African Student Sport Union (SASSU); and
- United School Sport Association of South Africa (USSASU).

The Department of Sport and Recreation South Africa sets objectives for the nation.

This is achieved by (White Paper on Sport, 1998):

- Increasing the level of participation in sport and recreational activities by all South Africans;
- Raising the profile of sport in this country;
- Maximising the probability of success in major events, through funding of science and methodology in sport; and
- Placing sport at the forefront of effort to address national unity (White Paper on Sport, 1998).

The other role player is the South African Sport Commission (SASC). The South African Sport Commission is primarily concerned with sporting federations and facilitation of international sporting contacts. The formation of the South African Sport Commission is yet another step on the ladder to ensure that sport reaches every corner of the country. Sport has contributed to the successful political transition in South Africa since 1994. The South African Sport Commission Act of 1998 provides for the establishment of SASC as a body responsible for the co-ordination, promotion, development, and administration and resourcing of sport and recreation. The former Department of Sport and Recreation and the National Sports Council were merged to form the Commission.

The chairperson of South African Sport Commission released a commitment statement, which reflects the following: “It will be the responsibility of Sports Commission to ensure that all the communities get the necessary infrastructure to enjoy sport in its various forms. By the following an integrated approach, the Sport Commission will seek partnerships to optimise the use of available resources for the benefit of all communities” (South African Sport Commission, 1995). The vision statement of the commission is: “To lead South Africa to world-class sporting excellence” (White Paper on Sport and Recreation, 1998).

The strategic thrusts of the Sports Commission are summarised as follows (South African Sports Commission, 1995):

- Manage, promote and co-ordinate the provision of sport and recreation;
- Develop and implement a national sports plan and ensure that accessible facilities, competition and club infrastructure exist and are professionally managed;
- Ensure participation in international events;
- Identify talented athletes to ensure that South African teams are fully representative;
- Ensure the provision of resources;

- Provide information, financial and logistical resources for the development of athletes;
- Policy development and implementation; and
- Advise the Minister of Sport and Recreation regarding requisite policies on sport and recreation.

The third role player is the South African Students Sport Union (SASSU). This organisation functions at the tertiary level. SASSU functions include, among others the implementation of government policy on sport and recreation at tertiary education level. Its core business involves sharing of its specialized resources (both human and infrastructural) with the community, maximising participation, coordinating intra- and inter-institutional competitions. Other functions include: making representations to the macro bodies and relevant government departments with respect to tertiary sport; liaising with national and provincial federations with respect to tertiary sport; liaising with its international parent body, the International University Sport Federation (IUSF); and facilitating South Africa's participation at tertiary education institution sporting events (White Paper on Sport, 1998).

Another agency working towards the improvement of sports in South Africa is the United School Sports Association of South Africa (USSASA). Its prime functions are in the organisation of sport in schools. The core business of USSASA includes, among others (Grisogono, 1991:123):

- Talent identification in schools;
- Maximising representative participation coordination intra and inter-school competitions;
- Instituting coaches and development programs for teachers;
- Giving input to the physical education curriculum;
- Making representations to macro bodies and relevant government departments with respect to school sport;

- Liaising with the international parent body, the International School Sport Federation (ISSF); and
- International participation of representative South African schools sporting teams.

It appears that policy is in place for students to enjoy a good extramural and intramural sport programme. However, not all schools belong to USSASA. Government also extended the commitment to disadvantaged areas by stating that, funds for recreation or upgrading sport facilities in disadvantaged areas will be provided, through redress funding (White Paper on Sport, 1998). Funding will mean more sporting codes and more sporting facilities, which will increase accessibility.

Provision of facilities is a challenge in South Africa, and they are not located where the majority of the people are. Furthermore, the Ministry of Sport and Recreation South Africa and the South African Sport Commission indicated that communities will be responsible for the facilities, and will contribute to job creation. Table 2.1 show the role for each sphere of government in the provision of facilities.

**Table 2.1: The different levels of authority and their responsibility**

PURPOSE	RESPONSIBILITY
Local authorities	
Create multi-purpose indoor/outdoor facilities that are community centred	<i>Target:</i> schools, clubs, and recreation organization. <i>Functions:</i> Need analysis via a consultative forum Secure funding Maintenance
Provincial responsibility	

Upgrade facilities for provincial and national events	<i>Target:</i> provincial sport federations, recreation organizations and macro bodies <i>Functions:</i> Needs analysis Upgrade and manage Tracking and control of facilities
Sport Recreation South Africa (SRSA) / South Africa Sport Commission (SASC)	
Upgrade facilities for national and international events	<i>Target:</i> National sport federations <i>Functions:</i> Research and audit Provide a design prototype for a basic facility Secure funding Promote and provides incentives for private initiatives Coordinate the provisioning of facilities, through liaison with other governments National facility plan

Source: White Paper on Sport, 1998

The successful implementation of the unity process in South African sport, the country's re-admission to international sport, the important role for South Africa in the Supreme Council for Sport in Africa and the newly created statutory sport structures at Provincial level necessitated a re-appraisal of the role of the DSR in the provision of sport. The previous government narrowly focused on only support for the promotion of sport and recreation. The present DSR has redefined this role and its main focus is to play the role of provider of sport and recreation. For the policy on unity to succeed, the DSR will closely co-operate with National Sport Congress (NSC), the National Olympic Committee of South Africa (NOCSA) as well as with the national sport and recreation federations and the statutory Provincial sport and recreation structures (White Paper on Sport, 1998).

The divisiveness which characterised South African sport in the past was a direct result of the apartheid system that portrayed our athletes as racial and ethnic categories and

which ascribed the differentials that emerged between black and white. With the emergence of a new democratic dispensation, the time has come to entrench this new democratic ethos in sport as part of the transformation process for the upliftment of the quality of life of all South Africans. Sport is a factor in the national endeavour of the Government of National Unity (GNU) to redirect the fortunes of reconciled people into channels of peace and prosperity. It remains unsurpassed as a bridgehead because it speaks a simple practical language (National Department of Sport and Recreation, 1994).

The White Paper on Sport of 1998 is aimed at a structural strategy of taking sport and recreation to all the people, young and old, male and female, rural and urban, including disabled and handicapped. Under the banner of “Getting the nation to play” it is intended to positively redirect the massive latent talent available whilst encouraging current elite performers to realise their potential. The availability of physical resources constitutes a central component in providing for sport and goes hand-in-hand with human resources. There are serious backlogs in the availability of basic sports facilities. In this regard, the DSR will endeavour to provide funds within the parameters of its budget. However, other sources of funding, for example local government, the private sector, the education authorities and other central government institutions have a meaningful role to play in this regard. The time is long overdue to provide a coordinated sport scientific support service to our sports people. To complete successfully in sport, athletes, trainers and coaches should have such a service at their disposal.

In summary, the DSR’s priorities for the five year period ending 1999 are as follows (Department of Sport and Recreation, 1995):

- Identification of stakeholders in sport and agreement of roles between the State and the Sport Movement, to ensure efficiency in the delivery of sport;
- Creation of basic, multipurpose facilities in disadvantaged areas;

- Upgrading sports administrators' levels of expertise from club level upwards through the development of volunteer corps training, and staff teaching;
- Promotion of health consciousness via theme campaigns aimed at specific interest groups;
- Identification of talent especially via mass participation programmes;
- Investment in the preparation of sport people for competition via the establishments of sports support services, i.e. sports information, technological support, drug testing and the establishment of a central elite sports academy and provincial grassroots academies; and
- Institution of appropriate affirmative action controls aimed at redressing racial; gender and demographic imbalances, as well as narrowing the gap between able bodies, and less able sportspersons (Adapted from Sports Information South Africa, Department of Sport and Recreation, 1995).

Cratton and Henry (2001:85) indicated that major sporting codes have focused the political debate on the vitality of the sport continuum from its foundation in school, to participation levels within the local clubs up to international standards of excellence with the establishment of a National Sport Academy. Changes in the national curriculum challenged the local authority to re-evaluate its policies and particularly sport development work. As a result, the School Sport Strategies was set up with the aim of contributing to the development of the City Council sport strategy by establishing a framework of sport provision in schools through curricular physical education and extra-curricular based activities (Drever, 1996:4).

## **2.6 A HIDDEN PROBLEM**

Sport plays a significant role in the lives of young South Africans. It is inextricably linked to education, and therefore also plays an important role in the holistic development of learners. Up until 1994, there was a myriad of approaches, organisational structures, policies and resource allocations in line with the apartheid framework. While officials

from disadvantaged and establishment camps began negotiating sport structures in 1990, the problem remained hidden beneath a host of more visible difficulties that plagued the education system (White Paper on Sport, 1998).

### **2.6.1 Structures**

The establishment of a single, non-racial body for school sport, USSASA created a new set of dilemmas for school sport, namely that of its funding and placement. Since 1994, USSASA has been petitioning the National Department of Education (DoE), provincial Departments of Education (PDoE) and the Department of Sport and Recreation (DSR), seeking support and a home for its activities. It was only in mid 1996, after much lobbying, that these departments put school sport firmly on their agenda. After several consultations, a joint meeting between the DSR and DoE on September 1997 established an inter-departmental steering committee and task team to ensure that implementation of decisions regarding school sport. This meeting also agreed that the DSR would 'support' USSASA in the interim, but not adopt it, as had been previously proposed by the DoE. It was agreed that research would be conducted into placement and organisation of school sport. In 1999, both departments commissioned the Centre for Education Policy Development, Evaluation and Management (CEPD) and the Policy Unity (EPU) (Natal) to undertake research to investigate the organisation of sport at various levels to (Wolpe, Quinlan and Martnez, 1997:76):

- Clarify the roles and responsibilities of the DoE, the PDoE and the DSR;
- Clarify the role, placement and funding mechanism of USSASA;
- Investigate and recommend policy options towards a long-term solution to the issue of Physical Education (PE) within the current education system and school sport and its relation to PE, taking into account personnel, curriculum and infrastructural implications; and
- Investigate the recognition of educators' sport-specific qualifications as appointment requirement for career planning and professional registration (Wolpe, Quinlan and Martnez, 1997:76).

The research agencies were also expected to consult with governmental and nongovernmental role-players at both national and provincial level, and consider international models and advice on their applicability (Wolpe, Quinlan and Martnez, 1997:77).

### **2.6.2.1 Legislation and policy environment**

Is sport, or more precisely, access to sport, a fundamental right for South African children? The answer to this question is found in the Bill of Rights of the Constitution of the Republic of South Africa of 1996. Section 28 of the Bill of Rights lists a number of fundamental rights for the children. It is, however, silent on the rights related to physical development of the child. Section 29 states that “everyone has a right to basic education”, but it does not define and elaborate on this right. A survey of the legislation and policy environment was conducted by the Department of Sport and Recreation to explore policy documents that promote democratic governance in South Africa, and which currently inform the educational transformation process (White Paper on Sport, 1998). An examination of the relevant international charter to which South Africa is signatory and the principles and policy positions of government as well as current legislation; revealed that there is an absence of government policy concerning the role of sport for children in South Africa, particularly, school sport.

However, the evidence presented in the School Register of needs and government’s commitment to the principles of redress and equity provide ample motivation for the DoE and DSR to formulate an integrated school sport policy and strategy. There is a disparity between the international conventions and national and provincial government policies. While sport is not stated as basic right of the learner, international charters point to a moral obligation on the part of government to formulate policies and programmes that provide learners with opportunities to play.

Apart from Section 4.2 in the Employment of Educators Act of 1998, the only significant and direct reference to sport in policy documents emanated from the

Minister of Education's Gender Equity Task Team (Wolpe, Quinlan and Martnez, 1997:77). The Task Team's Report on Sport and Gender Equity in Education, outlines gender inequalities in respect of the extent and nature of male and female participation in school sports. The Department of Education's National Policy on HIV/AIDS for learners and Educators in Public Schools (1999) refers fairly extensively to the relationship between HIV /AIDS and sport. The integrated National Disability Strategy (MOP, 1996) Quality Education for all (DoE, 1997), the Joint Report of the National Commission on Special Needs in Education Support Services make no mention of school sport. Activities related to human movement, PE and sports, that enable learners to develop competence in physical skills, are directly relevant to learners with physical disabilities.

### **2.6.3 Current organisation**

The organisation of sport varies greatly from school to school and seems to correspond largely with the former apartheid departments of education. In advantaged schools, sport of one kind or another is played every day of the week after school and frequently over weekends. While learners play the sport they prefer, in many schools, it is compulsory to play at least one sport. Learners who are selected for competitive sport undergo substantial training, provided by volunteers and paid coaches. School fees include the cost of playing sport. The culture and ethos of sport is very high and the reputation of some schools is dependent upon the sporting prowess of the learners. In disadvantaged schools, very little sport is played. Sport is not part of the school curriculum and what little there is takes place after school, as part of extra-curricular programme. Moreover, some schools in this category regard sport as being disruptive to their academic programme and do not promote it if their academic results are poor. On the whole, the organisation of sport is dependent on the commitment of educators, the availability of basic facilities, and the absence of violence and vandalism. However, the pockets of excellence and commitment amongst the disadvantaged schools should not be underestimated. It is these schools that are, in effect, keeping school sports alive (White Paper on Sport, 1998).

## **2.7 ROLE OF EDUCATORS IN SPORT**

Current conditions of service for educators provide an enabling context for sport. Extra-curricular activities are part of the job description, and the current workloads for educators allow schools to set aside time for these activities. However, many educators are ignorant of these provisions. The majority are also not trained to supervise either PE or sport. It is unclear whether the Norms and Standards for Educators will ensure that all educators have some training in the area of school sport. While Curriculum 2005 has major implications for educator development in the areas, this uncertainty has led to a situation where the number of trainee educators specialising in subjects such PE and sport is dwindling rapidly (White Paper on Sport, 1995).

### **2.7.1 International Models**

The research also examined models (discussed under 2.8) of school sport in other countries like Australia, New Zealand, United States of America, and Germany. Social and political reconstruction within South Africa is premised on the principles of equity and redress with regard to race, class, gender and ethnicity. In reviewing these models, special attention was given to these issues. Several features of these international models are appropriate for South Africa, including the fact that:

- Increased delivery can be effected through decentralisation and partnerships between state and civil society;
- Clear role definitions for each partner enable effective and efficient delivery of school sport programmes;
- Adopting a lifelong learning approach to PE enables greater continuity between school and adult community life experiences;
- By prioritising a few selected sport codes, optimal use can be made of limited human resources and finances for equipment and facilities;

- National campaigns raise enthusiasm and participation and garner private sector funds; examples of this are Aussie Sport (Zeigler, 1997:112).

“Lastly, in our leisure time we do not want to be regimented, it is important that we are free to choose what we want to do and not what somebody else has decided is appropriate” (Zeigler, 1997:112).

### **2.7.2 School recreation**

School recreation has traditionally been referred to as activities and programmes planned for learners’ leisure time within the school settings. Bucher (1997:237) suggested that the schools play a vital role in the field of recreation as part of their intramural programme affected by staff. The school, with wide and varied educational offering in such fields as science, art, music, physical education, and industrial arts, has infinite opportunity to develop many resources for leisure.

Although leisure education forms a basic aspect of education since 1981, it has not been implemented in the schools. Leisure educating is not conceived of as a special course but as a process through which the curriculum to enhance free time and to provide satisfying re-creative experiences. The school needs to introduce leisure education as part of the curriculum and provide time and facilities for students to develop habits of participation (Zeigler, 1997:112).

In summary the school recreation programme should accept the responsibility for leisure education. The facilities and resources of schools should be made available for recreation purposes. The school should co-operate with community organisations and agencies interested in or sponsoring recreation programmes. Society of State Directors of Health, Physical Education and recreation in the USA issued a statement which says: Social economic and other development taking place in this final quarter of 20<sup>th</sup> Century American life, highlight recreation as a major cultural force. The school must help prepare each individual to use his free time in constructive and satisfying

ways. Furthermore, school must accept a major responsibility for providing personnel and for making maximum use of their facilities and equipment in a broad, coordinated school community programme of recreation for students, parents and other community members (Jensen, 1998:198).

### **2.7.3 School play activities**

Sapora and Mitchell (1991:494) stated that one of the major functions of the school then is to assist parents and other individual and groups in the community to give each individual ample opportunity to develop interests that will lead to good health and the wholesome use of leisure time. Actually, all subjects in the curriculum; art, drama, music, biology (life science) and history, help the student to gain broad experience for living. The school has, through the total education programme, the responsibility to teach a variety of games, sport and physical activities in the elementary and secondary schools.

### **2.7.4 School-directed recreation programme**

School recreation has traditionally been referred to as activities and programmes planned for student leisure time within school setting. Community recreation administered by schools has evolved as the after-school and evening sport programs, classes, club and activities expanded to serve the post-school community members. The school already administered as it provides leadership, buildings, and facilities for sport, recreation and cultural activities (Kleindienst and Weston, 1998: 109).

School shall work with recreation agencies and other community organizations to coordinate and enhance opportunities to learners and staff for physical activity during their out-of-school time ([www.nasbe.org/health](http://www.nasbe.org/health)).

### **2.7.5 Use of school facilities for community programmes**

The Sport African Sport Commission recommends that school facilities be made available to the entire community as centres for human resource and adult

consumptions (HSRC Sport Investigation, 1992:70). Many communities have no recreational facilities at all. Others have facilities that are inadequate and in need of repair. Gyms and other school facilities can be a good source for expanded recreational facilities, provided someone takes the initiative to make them available during periods when they are normally closed (Ezersky and Theibert, 1996:61).

Mr Fredericks, former Head of Department of DSR said that he was in constant communication with Department of Education. The recently appointed Chief Director would formulate new protocols for physical education and extramural activity in schools. Mr Fredericks responded by pointing out that 87 facilities had been built in nine provinces during the 2002/2003 financial year. Eighty four community Sports Councils were established (Presentation on Sport Budget, 11 March 2003). At the Sport African Sport Commission Briefing, (8 April 2003), Dr Phahla suggested that “Traditional sport should take a rightful place of prominence in South African Sport” and Mr Shikwambama explained that more facilities would be available if there was co-ordination between the provincial administrations and local government. On the other hand, Humphrey (1992:237) suggested that the use of school facilities by the community has two noteworthy aspects, namely it helps to meet some of the recreational need of people in the community. Further members of the community using the facilities are more likely to develop an appreciation of the programme in general, and also of the school’s needs in physical education.

### **2.7.6 Community recreational and sport facilities and programmes**

The use of community facilities can broaden physical education offerings, allowing teachers to satisfy a greater variety of physical activities and provide increased opportunities for students to develop their skills. Weust and Lombardo (1994:29) suggested that the use of school facilities by the member of the community should be encouraged and actively promoted. School-community programmes can be scheduled

during the many hours when the school facilities are not being used, such as on the evenings weekends and vacations.

Weust and Lombardo (1994:29) further indicated that the utilisation of community facilities can have a positive effect on the secondary school physical education programmes. The broadening of school physical education programmes to meet the diverse needs of community members of all ages is a positive trend whose growth should be encouraged. Frost and Marshal (1997:200) suggested that the relationship between educational institutions and the communities are vital to the health of both. The life of the community and the activities of the school are completely intertwined. The resources of the school and their communities can be shared to the benefits of all.

### **2.7.7 Community relations policies for physical educators**

Bucher and Koeing (1998:17-19) stated that the relations between physical educators, and the community are affected by many divergent interactions varying widely in scope, complexity and intensity. Some of the policies include:

- Physical educators should work closely with the community in goal setting, planning and subsequent programme evaluation. By utilising citizen cooperation at its highest level better programmes can be developed, community needs can be more rapidly met, citizen involvement in activities such as parent-teachers associations and neighbourhood clubs can be enhanced and greater public interest can be gained.
- Physical educators should utilize appropriate community facilities and resources to enhance the programme of physical education in the school.
- Physical educators should develop the physical education programme with the community in the mind and flavour it with acceptable habits, customs traditions, ideals, resources and problems of the community.
- Physical educators should be capable of utilising available communication media in the community, make adjustments and improvements to meet changing needs, maintain continual communication with various groups and

keep school and community leaders informed regarding school and community activities.

- Physical educators should be familiar with such things as the community's historical backgrounds, social pursuits, economic status, political philosophy, leaders and channels of organised communication.

Policies from government should create a conducive environment for physical educators to focus on training and education learners on sporting activities.

### **2.7.8 Characteristics of the community school**

Kleindienst and Weston (1998:116) suggested the following characteristics of the community school:

- Makes all facilities and trained personnel available day and night year around; Develops much of its curriculum and activities from continuous study of people's basic needs;
- Integrates insofar as possible the educational, social, physical, recreation and health programmes for children, youth and adults;
- Is a source of initiative and gives initial leadership in planning and carrying out constructive community projects;
- Seeks to enrich all phases of the daytime programme by use of community resources;
- Aims to develop a sense of unity and solidarity in its neighbourhood; Initiates programme useful for persons of all ages, classes and creeds;
- Takes responsibility for coordinating living and service activities of other agencies in the community;
- Does much to establish confidence in the minds of people that they can solve cooperatively most of their own community problems;
- To promote community safety by offering activities such as aquatics and sport in supervised settings, controlling or limiting high-risk activities such as safety drag-racing or skateboarding and teaching safety principles in areas of outdoor recreation such as rifling or boating; and

- To meet the needs of people for ritual, ceremony, and a periodic release from social constraints and scheduled work, through holidays, mass celebrations and traditional community events. The nearby facilities in the community can add a valuable dimension to secondary programmes. Physical educators need to broaden their areas of competency and to use the resources at their disposal (Pangrazi and Darst, 1991:13).

The above can be achieved if schools in various communities are provided with facilities so that learners and community members can use facilities in those schools to promote and play sport.

### **2.7.9 Physical Education**

Today's physical education programmes utilise athletes and sports principally as modalities, not only to develop the body, but to teach social behaviour, to inculcate cultural and aesthetic appreciations and to improve mental-emotional health. Physical educators, like all other educators, cannot conduct their programmes without regard for the institutions, activities, knowledge and other aspects of the larger society, its history, politics, philosophies and economy (Baley and Field, 1996:6).

Siedel and Resick (1992:44) indicated that La Porte's classic, physical education curriculum presents a 'carefully graded curriculum' which serves two purposes:

- To set standards in physical education; and
- To unify programmes so that children can transfer from school to school without losing continuity in instruction.

Kleindiest and Weston (1998:63) state that physical education has, essentially, three divisions:

- The physical education instruction programme;
- The recreational sport programme, of which the most important elements are intramural; and
- Varsity athletics usually referred to on the college scene as intercollegiate athletics and on the secondary school level as interscholastic athletics.

Physical education classes are part of an instructional programme established to teach physical skills of movement, sports and games, to develop fitness, and to teach health, safety and essential information characteristics of physical education. Kleindiest and Weston (1998:63) further indicate that theft and vandalism have become such serious problems within the recreational sports programme that preventive, special attention in the construction of new facilities.

#### **2.7.10 Purpose of physical education**

Physical education, therefore, has a place in the development of the individual to approach his/ her full potential (Frost and Marshall, 1997: 60). According to Kircher (1981:13) physical education can contribute to educational goals through the following objectives:

- develop wholesome recreational skills;
- enhance a child's self-image;
- enhance a child's self-image;
- develop physical skills; and
- develop intellectual competencies.

On other hand, McEwan (1997:8) stated that physical education balanced the development of physique (physiologically and anatomical), and provide scope for self-expression and the development of socially and sporting attitudes. Bessel and Taylor (2004:193) indicated that physical education encourages the development attitude towards sport and recreation as future leisure activities. Physical education aims to give young people physical skills, and understanding of the value of fitness and good health and a desire to be involved in physical recreation. Barrow (1983:48) the ultimate aim of physical education is the optimum development of the physically, mentally and socially integrated and adjusted individual through guided instruction and participation in selected total-body sport, rhythmic, and gymnastic activities conducted according to social and hygienic standards.

The Educational Policies Commission of the National Education Association (NEA) surveyed the life of youth. They (NEA) list their conclusion in the book titled “*The purposes of Education in American Democracy*”. They concluded that these should be the objectives of education:

The *objectives of self-realisation*; development of the inquiring mind, skill in the fundamental process such as speech, reading, writing and numbers, sight and hearing, acquiring of health knowledge, development of health habits, concern for public health, development of recreational, intellectual, and aesthetic interest and development of character.

The *objectives of Human Relationship*; respect for humanity, friendships cooperation, courtesy, appreciation and democracy in the house;

The *objectives of Economic Efficiency*; respect for work, occupational information and choice, occupational adjustment and appreciation, personal economics, consumer judgement, efficiency in buying and consumer protection;

The *objectives of Civic Responsibility*; social justice and activity, social understanding, critical judgement, tolerance, conservation, social application of science, world citizenship law, observance, economic literacy, political citizenship and devotion to democracy. These objectives have served as guides to teachers in all subjects and to educators at all levels (Baley and Field, 1996:6-7).

The physical educator should be responsible for the safety of the students and facilities during the physical education period. Dougherty and Bonanno (1999:166) indicated that some guidelines for ensuring the safety of facilities and equipment are as follows:

- Start every day with a walk tour of those areas of the buildings and grounds which will be used by your classes. Note any hazards such as broken glasses and holes in the playing fields and take whatever steps may be necessary to

eliminate them. If a hazard cannot be removed, mark it clearly and keep students away from it until the problem can be corrected.

- Inspect and personally test all equipment before students use it and periodically during its use. While students can, if properly instructed, setup equipment for class, the teacher should always perform the final inspection before its use;
- Replace worn or defective parts immediately. In physical education classes, learners should learn about the availability of recreational facilities in their community and should be led to a desire to increase the numbers and quality of such facilities.

Recreation programmes should feel highly supportive of physical education because recreation programmes teach skills and develops interests that are useful in recreational pursuits. According to Jensen (1998:196), schools became involved in recreation in three ways:

- Education for the worthy use of leisure time;
- The provision of recreational activities, such as intramural, clubs sports and free play as part of the school programme; and
- Involvement in supporting, co-sponsoring or sponsoring public recreation programmes.

## **2.7.11 Physical fitness**

### **2.7.11.1 Intramural is about physical activity**

Physical activity, while a great reliever of stress and even better mental distraction from the rigours of school, studying and after-school jobs, also yields important health benefits. Benefits include; cardiovascular health, increased flexibility, and stronger bones and muscles. Intramurals offer the benefits of physical fitness in an environment of play.

### **2.7.11.2 Play is mystery and enigma**

Play can pervade all aspects of life, not just physical play, but also the play of mind, the play of words and the play of communications with people. Play can be evident in all walks of life, at school, at work, in politics and unions in religion and in business.

### **2.7.11.3 Play is self-justified**

Morris (1999:51) indicated that the most important aspects of children's sport include the opportunity, satisfaction, appreciation and enjoyment. It is suggested that if the children truly enjoy what they are doing, it may well become the main reason for continuous participation in the activity as well as the motivation for them to seek higher levels of performance (Brudstad, 1988; Scanlam and Lewthwaite, 1986; Wankel and Sefton, 1992). Torkildsen (2000:28) stated that Lloyd George, in launching the National Playing Fields Association in 1926 attached the highest priority to play. The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing deep and enduring harm to the minds and bodies of the citizens.

Torkildsen (2000:28) further indicated that article 31 insisted on certain rights of the children, including that:

- Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts;
- Members of governments shall respect and promote the right of the child to participate fully in cultural, artistic, recreational and leisure activity.

Alderman and Wood (1976) found that children enjoy their sport if three conditions are met:

- Affiliation (having friends in the same sport, or being a useful member of the group);
- Excellence (just being able to do a skill for personal satisfaction); and

- Stress (the excitement novelty and complexity of performing certain tasks).

## **2.8 SPORT AND RECREATION IN OTHER COUNTRIES**

Japan has shown a major interest in Western sports such as basketball, hockey, baseball, boxing, track and field, and swimming. Siedel and Resick (1992:19) indicated that much of their culture was influenced by the Chinese, and so were their physical activities. They preferred the art of judo and karate and spread those activities in other countries. Among their martial arts were fencing, archery on horseback, and wrestling.

Kraus (1978:205-206) indicated that they enjoy visiting national historic sites and shrines as well as varied recreational centres. Japanese people still continue many of their traditional leisure pursuits linked to folk art, dance theatre, ceremony and ritual, along with such combative activities such as Sumo, Kendo and judo. A final important aspect of Japanese recreation is the important of industrial sponsorship; many large firms are extremely paternalistic, providing many services- including sports, cultural and social activities to their employees.

### **2.8.1 Australia and New Zealand**

In Australia and New Zealand, recreation has been closely attached to sports and physical programmes, with schools providing varied gymnastics, games and sports. Community-based programmes are sponsored by independent sports clubs and municipal authorities, other cultural and social activities are conducted by churches, community centres and hospitals (Krause, 1978: 207).

Krause (1998: 207) further indicated that New Zealand has a national park which serves both her own people and visiting tourist. A high level of employment and considerable leisure allow New Zealanders to pursue a host of hobbies and interest; music and the arts, boat building and sailing, many clubs, for example rugby,

horseracing with government-operated betting offices and beer drinking, chiefly in hotels owned by the brewing companies.

### **2.8.2 United States of America (USA)**

Sports and athletics are integral parts of American life. The impact of sport on American society is great whether viewed from the political point of view, how people use their leisure, the influence of practices in sports on people's values, the amount of time devoted to sports on radio and television, the amount of space devoted to sports in newspaper, the use of sporting terms in daily conversation, the high salaries paid to professional athletes, or the amount of money and time given to high school and university programmes (Spears and Swanson, 1998:6-7). Spears and Swanson further indicated that after USA declared itself a nation, sport, dance and physical activity were accepted as part of everyday life as much by the average American and the local school board members, as well as by the sport entrepreneurs and the professional performers. Spear and Swanson (1998) insisted that USA organised sports in a variety of ways, one being in the public school system. However, sport instruction in the schools is sometimes equated with physical education, while athletics is usually considered as organised inter-institutional sport. Physical education also include exercise and dance activities as well as sport (Spear and Swanson, 1998).

### **2.8.3 Germany**

Germany was one of the first countries to develop a strong gymnastic and physical education movement and had established many parks and other recreation facilities including extensive playgrounds. Sports activities were based on workers involved in sports movement with thousands of adolescents participating in games and with strong voluntary organisations providing organised instruction, leagues, and facilities. They also organised the out of school activities for sexes including sports and games, camping, hiking, first aid and hygiene and other cultural pursuits (Zeigler, 1987).

## **2.9 SPORTS TRANSFORMATION BEGINS WITH FACILITIES IN BLACK TOWNSHIP**

South Africa, after years of suffering and stumbling of many forms- from politics to economy to sport to ideology- has to take its rightful place, and create a brand that reflects its rainbow nation character.

Sport transformation is obligatory, but as in all transformation, it has to be managed and thought in more rational terms and seen as life's entity that is part and parcel of evolution. In other words, South Africans must all be resurrected from the slumber of our political past and begin to infuse new meaning of life to sports, rather than "bean counting" or quotas. The country's politics influenced by the rotten to the core Verwoerdian policy of skewed and selective development for many years retarded progress in the country for as long as the policies of apartheid remained intact in the statute books. It is also true that colonialism contributed largely to underdevelopment.

The Sports Minister Fikile Mbalula's assertion that 'it is time for change now' makes sense. Former president Nelson Mandela was right. We all ought to have a common loyalty and common love for our country so that we heal the wounds of the past injustices. It is good and respectable sporting brand South Africa needs to create a brand that recognizes that consistent with the Freedom Charter, South Africans of different creeds and belief systems are bound up together, and that our destiny-even our sporting destiny-is intertwined, and that for success to be our lot, we need a new life, a resurrected life, if one may for a moment steal from the metaphor- without which sports transformation will not happen, but will forever remain a pipe dream.

The Department of Sports and Recreation has reiterated it will take strong action against federations that do not comply with the new transformation charter. The charter has been moved from 50:50 representation of the country's demographics in sport to 60:40, with formerly disadvantaged groupings Africans, Coloureds and

Indians favoured. Codes like rugby haven't transformed. According to Alec Moemi (2014) everyone has to comply.

South Africa cannot radically transform sport, and produce excellence when the African townships and rural areas continue to lack sporting facilities, and so the brand of sports in the country will always be troubled for South Africans shall perennially continue to sing one song which might be a recipe for disaster, if there was any (The New Age, Thursday, 17 April 2014).

## **2.10 CONCLUSION**

From the view of literature on extramural activities in high schools, it becomes clear that sport plays a significant role in the lives of young South Africans. Play serves a most useful purpose at recess or after school. It is evident from reviewing the literature from around the world that considerable performance standards in sport continue to improve and reflect increased understanding of training and exercise programmes. An athlete is aware of commitment, effort and sacrifices required to achieve success in sport. Without support, the road to success is long, hard and potentially less fruitful. Fortunately, whether one's goal is to set a personal best, get selected when local, national or international camps are held, or just enjoy sport injury-free, sport performance offers all the help one needs to succeed. Optimum performance in sport requires sound technique, tactical awareness and peak physical and mental condition. Finally, far from seeing this literature review as destination, it is really the start of a journey. It is the journey which indicates that all our learners, especially those who reside in rural areas like Ndwedwe, can have equitable access to sport training facilities, and ample opportunities for their talents to be realised. The next chapter discusses the research methodology used.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter focuses on the methods and procedures that were used in collecting and analysing of data. The study employed both qualitative and quantitative approaches. Questionnaires, with both open and closed ended questions have been used to collect data. Research involves the application of various methods and techniques in order to create scientifically-obtained knowledge by using objective methods and procedures.

### **3.2 RESEARCH DESIGN**

A survey is a relevant tool of gathering data in social science research. Since the quality of empirical research is greatly influenced by research design, the design of the research methods was carefully considered. The survey was of a descriptive nature. Newman (2000:24) states that survey research ask people questions in a written questionnaire (mailed or handed to people) or during an interview, then records their responses. Qualitative research is a systematic method of inquiry, and it follows the scientific method of problem solving to a considerable degree. These methods include the intensive long time observation and extensive interviewing in the field.

The use of the questionnaire as the main research instrument was deemed appropriate in this study. This study was conducted with selected high school learners. The researcher conducted the survey in both IsiZulu and English to accommodate all learners. The researcher personally administered all questionnaires to the participants and was available for clarifications when required. A sample of 300 learners participated in this study. The researcher visited those schools once the appointments were made with the principals. Each child volunteered to participate in this project. The learner had the right to withdraw from this study if she/he so wished. Each learner received a consent form before the learner was allowed to participate in this study.

The consent form explained the purpose and the importance of survey. The consent form indicated an assurance of confidentiality, specifying how the respondent's privacy

and anonymity will be maintained. The respondent's name would not appear on the questionnaire and also the possible benefits for the learners were listed. The researcher advised the pupils to return the consent forms on the following day as their parental consent was a prerequisite for them to participate in the study. A total of 300 questionnaires were handed out to learners. The responses of the learners are presented in a tabular form in the next chapter.

### **3.2.1 Selection of schools and subjects**

Permission was granted to the researcher by the KwaZulu-Natal Department of Education in Pietermaritzburg to conduct the research with the children in the selected schools. The researcher forwarded the permission granting letter from Department of Education to the principals of four participating schools. An appointment was then set with the principals of the schools in order to establish a convenient time for the administration of the questionnaires. The arranged times for the administration of the questionnaires to the learners did not interfere with the normal school day activities. The researcher decided on random selection to avoid bias. Using this criterion the following schools were selected as sample:

- Khamangwa High School;
- KwaVutha High School; □ Maphinda High School;  
and □ Myeka High School.

The area selected for this study was based on the fact that the researcher had an interest in the development of rural sport in Ndwedwe. Moreover, no learner from this area ever represented the country in any code of sport. Factors that impeded availability and accessibility of sport activities to these learners in this area were mentioned in the objectives of this study.

The researcher informed the principals that a sample of learners from each of their schools will be selected. Khamangwa and Myeka were the only two schools which contributed with one hundred participants due to their higher enrolment while the other

schools only contributed with fifty participants per school due to the lower enrolment. The researcher randomly selected the subjects from a class list. The researcher and the principal finalised the administration concerning the study without inconveniencing the school programme. Thereafter, the researcher began to distribute the questionnaires to the participant at their schools. The questionnaire was administered to both sexes. The researcher distributed questionnaires to the learners. They answered the questions in the presence of the researcher. The researcher also helped in clarifying questions whenever needed. The study was conducted between July and September 2012.

### **3.3 THE INTERVIEW QUESTIONNAIRE**

The interviews conducted were based on a prepared questionnaire. That was done to ensure that the interviews were consistent and all the respondents answered the same question. Clarke and Clarke (1994:137) indicated that interviews required a well prepared investigator. They further suggested that he or she should conduct the interview in a business-like manner, and should ensure courtesy and friendliness. The interview questionnaire contained four sections, and they are explained below.

#### **Section A**

This section focused on the respondents' sport patterns. They were first asked about their time use pattern in terms of school-related sport activities. They were then asked about the sport activities they perused, their frequency and where they were pursued. The respondents were also asked about the activities they were not doing but would like to do (preferences). Lastly they were asked about the mode of transport they used to attend activities, what facilities they used and the availability of school facilities to them.

#### **Section B**

The respondents were asked what they perceived to be constraints in preferred sport activities which if eliminated would lead to improved sport performance. The possible

constraints were presented in the Likert scale format with options. Statements pertaining to perceived constraints were read to each interviewee and he or she had to indicate whether or not it applied to him or her, and to what degree.

### 3.4 THE PILOT STUDY

According to Bannon (1985:148) a pilot study could be used to uncover and eliminate any difficulties which may exist in the entire procedure planned for the survey, as well as in the instrument itself. In this study, the pilot survey was conducted for the following reason:

- To ascertain if the respondents experienced any difficulty with the questionnaire, and whether the questionnaire itself yielded appropriate information.
- To familiarise the researcher with the environment of the population to be studied.
- To ascertain the best possible way of conducting the interviews amongst the chosen population.

The pilot study was conducted amongst ten school learners and three school sport teachers. The following changes were made following the pilot study:

- In section A, the respondents' time use pattern were to be asked in terms of "days" instead of "weeks";
- Certain statements in section B and C were repetitive and seemed somewhat lengthy. Some statements therefore had to be combined and or eliminated;
- IsiZulu terms which are generally understood to refer to "performance" such as "*izinga*", "*ukuzimisela*" seem to have different meanings to the respondents. It was therefore decided to use the term "*izinga lokuzimisela*" to refer to performance.

### 3.5 SAMPLING PROCEDURE

Babbie and Mouton (2001:202), describe sampling as a process of selecting observation required for a specific subset of a population in order to make inferences about the nature of the total population itself. Population refers to all the elements such as individuals, objects, events, or substances that meet the sample criteria for inclusion in the study. The target population was the learners in four (4) identified high schools in the Ndwedwe area.

Sampling was undertaken in order to provide the respondents that would best represent the school-children population at Ndwedwe. As explained later in this chapter, that was a challenging task. The study areas were distributed as following:

**Table 3.1: Study areas and sample distribution**

Sample areas	N	%
Secondary	300	100

### 3.6 FIELDWORK

It was initially expected that field work would be conducted between July and September 2012. However, this period had to be extended to January 2013 because of the difficulty in getting potential respondents due to examinations. A total of 300 learners were given questionnaires as indicated in Table 3.1 above.

### 3.7 PROBLEMS ENCOUNTERED DURING THE SURVEY

The following problems were encountered during the survey:

Some teachers were reluctant to allow the learners to complete the questionnaire. In some instances learners appeared not to have an understanding of sport performance.

This lack of understanding often meant that the questionnaire session could only proceed after a brief explanation of concepts. The result was that some of the questionnaire session took longer to complete. Some of the learners were a bit hesitant to participate in the study, unless it was explained to them, i.e. the importance and benefits of the study. In this case, a detailed explanation about the study and the possible benefits that could arise from it were given.

### **3.8 DATA PROCESSING**

Data processing is the most critical and challenging task in data analysis and interpretation. The data may be grouped into two categories: quantitative, which is collecting data in the form of numbers, and qualitative, which is collecting data in the form of words or pictures. Ragin (1994:92) has indicated that both qualitative and quantitative data complement each other. The key features common to all qualitative methods can be seen when they are contrasted with quantitative methods. Most quantitative data techniques are data condensers. They condense data in order to see the big picture. Qualitative methods by contrast are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly (Ragin, 1994:92).

The analysis of data was computed using the Microsoft Excel and Simstat programmes. These programmes generated frequencies, percentages, cumulative percentages and calculated significance between groups. With the aid of computer software programmes, data was graphically presented using bar graphs, pie graphs, histograms and tables. The level of significance used in this study was at the 5% level. In the main, descriptive statistical methods were used more often than inferential statistical procedures.

Different statistical packages were employed to process the data. The questionnaires were numbered and each question was coded according to a prepared coding system. The responses were then keyed into the computer using the code system.

The following programmes were used:

- Quatto Pro was used to capture data into the computer; □
- Simstat was used for frequencies and cross tabulations; and □
- The SPSS Version 4.0 was used for factor analyses.

A mean was used to analyse the result for section B and C and other selected questions in section A. Percentages were also used to express the spread of scores obtained. The data was further presented in tables and figures. The responses in section B and C were weighted as indicated in Table 3,2 below.

**Table 3.2: Responses and their weighting**

<b>Category</b>	<b>Weighting</b>
Agree	1
Partial Agree	2
Partial Disagree	3
Disagree	4
Do not know	5

### **3.9 ETHICAL CONSIDERATIONS**

Validity is described as a degree to which a research study measures what it intends to measure. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. The privacy, anonymity and confidentiality of all the respondents were respected.

Research in the social sciences is frequently concerned with gathering information from people. Almost unavoidably this raises questions about the manner in which

people who gives information should be treated by researchers and whether such questions are ethical in nature. The research society is becoming ever more sophisticated in the way in which it believes such ethics matter. It appears to be a rising concern especially when planning and implementing research (Oliver, 2003: 3).

When human beings are the substance of a study in the social sciences, unique ethical consideration come to the fore that would never be applicable in the clean clinical laboratory settings of natural sciences. In social science, the ethical matters are all-encompassing and complicated, since information must never be acquired at the expense of human beings. Anyone engaged in research is required to be aware of common agreements about what is suitable and unsuitable in scientific research (De Vos *et al*, 2002: 62).

Research ethics refers to the application of moral principles to conclusions prepared in planning, conducting, and reporting the results of research studies. The primary moral principles involved focus on what is appropriate and inappropriate behaviour (Monette *et al*, 1990: 52). It is significant to consider ethical matters from the early phases of a research project. From the commencement of the design procedure, provisioning decisions are generally taken about the nature of the research model, and of the methodology (Oliver, 2003: 9).

De Vas (2002: 58) suggests that there are two extensive approaches to building ethical conclusions about research. One is to create a set of rules and pursue these in spite of the consequences for the research. For example, you may accept the rule that you should tell the truth in spite of the consequences or that you will only gather the data from, or about people, with their informed consent. Pursuing such rules strictly may mean that you cannot carry out much research, or if you do, the results will be so polluted that they will be of small value. An additional method of making ethical decisions in research is to pursue ethical guidelines but to apply judgment far more than the rule-based approach would permit. Utilising this approach one considers

consequences of a particular course of action and one has to judge whether possible benefits of the research actually compensate for the danger to the participants.

The types of ethical matters raised by the research process concerning human beings are no different from the ethical matters raised by any interactive condition with human beings. All situations require that other human beings must be treated with respect, should not be injured in any way, and should be completely up to date about what is being made with them. Many of these common ethical values can be useful in a research context, but there are more detailed situations which demonstrate the significance of ethics (Oliver, 2003: 22).

For the purpose of this study the researcher was very concerned with ethics at four stages in the research process, that is, when planning to gather data, gathering data, processing and interpreting data, and then disseminating the results of the research. The researcher obtained ethical clearance from the University to conduct this research. The clearance was recommended by the School of Management, IT and Governance and approved by the Ethical Clearance committee of the University.

### **3.10 CONCLUSION**

This chapter discussed the research methodology used in this study. It also defined significant concepts that could be used in research. Once data had been collected and analysed, findings were generated from the collected data. The next chapter presents data analysis and interpretation of the study.

## **CHAPTER FOUR**

## DATA ANALYSIS AND INTERPRETATION

### 4.1 INTRODUCTION

This chapter focuses on the analysing of the data collected. The researcher chose both qualitative and quantitative methods. Data analysis focuses on the responses provided by 300 respondents/learners. This chapter will interpret the data as recorded in the responses received from the participants. Data analysis involves data collection and applying the measurement to the sample or cases selected for the investigation (Mouton, 1996:67).

### 4.2 DATA ANALYSIS AND INTERPRETATION

The biographical data of the respondents was analysed under the following subheadings.

#### Gender

In order to obtain a representative view, it was decided to obtain information from both male and female learners. The following illustrates the distribution of the respondents according to gender.

**Table 4.1: Gender distribution**

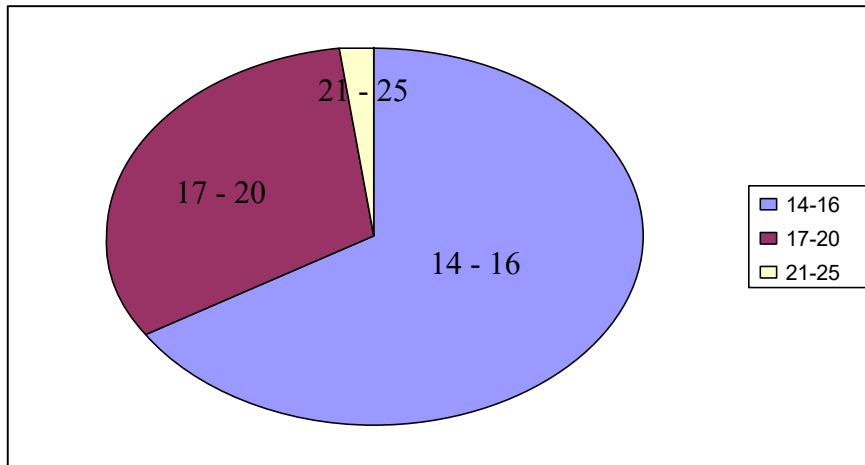
	Frequency	%
Females	130	44
Male	170	56
Total	300	100

Almost equal number of male and female learners of school responded to questionnaire, thus minimising the influence of gender bias in this particular variable.

**Age Table 4.2: Age distribution**

Age	Frequency
14- 16	66
17- 20	32
21- 25	2

**Figure 4.1: Age distribution**



The largest group of the sample came from the 14-16 age range, followed by 17-20 and then 21-25 with very few pupils. This gives a fair sample towards the secondary age range, which is the most receptive periods for sport development (Butcher and Hal, 1983; Spartis and Webb, 1991).

**Interest in Sport**

**Table 4.3: Are you interested in sport?**

Responses	N	%
Yes	275	90
No	20	08
Not stated	05	02
	<b>N = 300</b>	<b>100</b>

Only five (2%) respond did not respond, probably because they had not given a thought if they desired any activities. 20 (8%) respondents declared no interested in sport. These results clearly demonstrate an overwhelming interest in the subject.

**Participation in sport Table 4.4: Do you participate in sport**

Response	N	%
Yes	80	27
No	220	73
	N=300	100

The above table shows that a large proportion (73%) of learners did not participate in sport, while 27% of the respondents participate in sport. The finding is in contrast with the previous responses whereby 90% of the respondents have an interest in sport.

**Have participated Table 4.5: Have participated**

Response	N	%
Soccer	35	53
Netball	20	32
Volleyball	10	15
	N=65	100

The above results examined the participation in different sport codes. It was found that soccer was the most popular sport activity as indicated by total of 53% of the respondents participated in soccer, while 31% have participated in netball and 15% only in volleyball.

**Have represented a particular code Table 4.6: Have represented a particular code**

Sport Codes	Yes	No
Soccer	Y	

Netball	Y	
Athletics	Y	

The above results examined the different sport codes that have been presented to the respondents. It was found that three (3) different sport codes have been presented. It has been noted that all the above activities are mostly known as “Traditional” sport which are mostly found in any rural area in South Africa. The researcher feels that more research needs to be conducted why these are mostly found in certain areas while other kind of sport codes are not there.

**Wish to participate Table 4.7: Wish to participate**

Sport Codes	N	%
Hockey	50	20
Squash	10	4
Cricket	50	20
Gymnastics	45	18
Softball	20	8
Rugby	60	24
Volleyball	15	6
	N=250	100

The result gained in above table, showed that seven (7) different sport codes have been indicated as those in which the respondents wish to participate. There is a clear indication of a desire for new activities. It is also assumed that the above activities are mostly not found in rural areas. There is a need to find out why these activities are mostly found in urban areas only. Maybe it is because of South Africa’s previous political set up. These results reveal the gap between what is available and what is desired.

## Sport facilities

The respondents were asked to indicate what type of facilities is available around them, either at home or school. Sport field (soccer field) was the popular one. Sometimes respondents failed locate where a particular soccer field belongs. Another thing that seems to confuse is the issue of netball facilities next to soccer fields. Some of the school do have their own netball poles which most of the time are being removed after an activity. For athletics soccer field are being used. It goes without any reasoning that soccer field should be increased since they also cater for athletics.

**Missing facilities Table 4.8: Missing facilities**

Activities	N	%
Swimming	155	62
Basketball	80	32
Tennis	10	4
Rugby	5	2
	N = 250	100

The respondents were asked about the missing facilities which they would like to have. The results revealed the same response as being given before, which was responding to the question which was asked to mention those sport codes which they will like to play. The majority responses were 155 (62%) pointed to swimming and basketball, 80 (32%) and 10 (4%) chooses tennis and lastly 5 (2%) for rugby.

## SECTION B Type of facilities available at school

The respondents were asked about the facilities which were present at school.

**Table 4.9: Facilities available at school**

Facilities	N	%
Soccer fields	54	18
Netball field	21	7

No facilities	225	75
	N = 300	100

Soccer fields and netball were available at schools.

The most commonly available sport field between the two that have been identified as soccer field as indicated in the above table were soccer having 18% while netball is 7%.

According to the above results it is clear that the majority of the respondents have no sport facilities as being indicated that 75% of the respondents do not have any type of sport facility. The effect of socio-economic characteristics on sports of the respondents will influence the accessibility, availability of facilities or resources on sport performance of learners. The three socio-economic characteristics chosen for this study were age, gender and residence. The results which are presented below pertain to the findings in terms of socio-economic conditions.

### Hours spent on sport activities

**Table 4.10: Hours spent on sport activities.**

Age	N	%
13-15	101	40
16-18	139	56
Not stated	10	4
	N=250	100

The respondents were asked about the number of hours they spend on sports activities on daily bases, ranging between one and five hours or more. The results showed minor differences amongst different age groups. Table 4.10 above reveals that the respondents spent two-and-half to three hours on sports activities on a daily basis. The age group (13-15) and 16-18 spent 2,5; 2-6 hours respectively.

### Summary

This section is an overview of the results in terms of socio-economic factors with specific reference to gender. The time spent on sport activities showed no significant difference between males and females. Males seemed to spend slightly more time than female on sport activities.

### Facilities provided for respondents

When asked about who made provision for their facilities?

**Table 4.11: Provided facilities**

Facilities provider	N	%
School	46	46
Non-government organisation	-	-
Local government	-	-
Self	54	54
Other	-	-
	N = 100	100

When asked about who made provision for their sport facilities, 46 % of the respondents stated that their schools were responsible for this provision. The results also revealed that 54% of the respondents made provision themselves. Local government does not provide sporting facilities to schools, even though kids use the municipal grounds for their informal activities.

**Perceived responsibilities for facilities provision by respondents:**

**Table 4.12: Perceived responsibilities for facilities provision**

Facilities provider	N	%
School	07	7
Non-government organisation	22	22
Local government	66	66
Self	02	2
Other	03	3
	N = 100	100

The respondents were further asked who they thought was responsible for providing them with sport facilities opportunities. The majority of them, 66% perceived that it is the local government’s responsibility, whilst 22% argued that it should be the nongovernmental organisation and community-based organisations and 7% cited the school, hence 2% claimed that they should provide themselves whilst 3% indicated that private organisation should provide these facilities.

**Use of local government sport facilities by learners**

**Table 4.13: Use of local government sport facilities**

Use of facilities	N	%
Yes	15	15
No	85	85

	N = 100	100
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The purpose of this investigation was to ascertain if the respondent use any public facilities provided by local government. Whilst 46% of the respondents had said that the schools do make some provision for certain sport facilities, the above table shows that 98% of them do not use local government facilities to meet their sport and recreational needs. This shows that there is a shortage of sport facilities.

### **Summary**

This study indicated that few sport facilities are available to the learners. Nearly all learners also indicated that there were few facilities at their disposal namely, soccer, netball and athletics. They also indicated that even athletics does not fully cover all events involved in athletics activities, e.g. Track and field activities are not given same attention. The focus seems to be on track events as opposed to field events activities. These findings concur only with Walter's study (1990) conducted in the former Ciskei, where she reported that less than 10% had volleyball courts or a cemented area and that gymnasia, tennis courts and swimming pools were nonexistent. Not all schools in the former Ciskei had soccer fields and netball courts. It may be noted that these pupils were restricted by the facilities available. They were able to participate in three basic activities, namely, soccer, netball and athletics partially. Facilities, as a determinant of attitude were considered by Luke and Sinclair (1991). 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. The overwhelming majority of the respondents felt that the local government was not helping them to satisfy their sport needs. In fact few of them indicated that assistance came mainly from non-governmental organization, and some said that they provided for themselves.

### **Do you belong to any sport club?**

**Table 4.14: Belong to any sport club**

Response	N	%
Yes	46	20
No	204	80
	N = 250	100

The respondents were asked if they belong to any sport club. Most of them (80%) indicated that they do not belong to any sport clubs, while 18% indicated that they do belong to sport clubs.

### **Comments**

Most of the respondents do not belong to any sport clubs. As a result they do not have any access to the sport club facilities. Sport worldwide has a crucial role in promoting greater opportunities for sport and active recreation for local communities. It is therefore keen to encourage the opening up of sports facilities to the wider community, when they are not required by the main user. Some schools and educational sites, including schools of all kinds, academies and sports colleges, have very good sports facilities which are often underused out of normal school hours.

### **Do you have access to sport club facilities?**

**Table 4.15: Access to sport club facilities**

Responses	N	%
Yes	0	0
No	46	100

The respondents were asked if they have access to their sport club facilities. All of them (100%), as shown above, indicated that they had no access to the club facilities.

### **Comments**

Respondents without any sport facilities have been unable to participate in various sporting codes since there are no clubs they are attached to.

## Transport and facilities provision

The purpose of this question was to ascertain what mode of transport the respondents used to attend sport activities. It was also intended to determine who they thought was responsible for providing their sport facilities needs, and what type of sport facilities they used.

**Source of transport used by respondents Table 4.16: Source of transport used**

Source	N	%
Private	-	-
Bus	3	7
Taxi	3	7
Walking	40	86
Other	-	-
	N = 46	100

When the respondents were asked about the mode of transport they often used when attending sport activities, 86% indicated they walked. A further 7% and 7% indicated that they used bus and taxi respectively. It should also be remembered that in most instances, the respondents indicated that they participated in activities near their homes.

## Comments

Sport facilities are not close to the respondents. As a result transport is needed to transport them.

## Part of the day do you train?

**Table 4.17: Part of the day training undertaken**

Part of the day	N	%
Morning	-	-
Afternoon	38	58

Anytime	10	15
None of these	17	27
	N=65	100

The respondents were asked as to which part of the day they pursued sport activities (training). Fifty eight percent (58%) of the respondents indicated that they pursued training in the afternoon. Fifteen percent indicated that they were involved mostly at any time, and 27% do not do anything.

### Comment

Due to the fact that the sport facilities are far away from the respondents, it makes it difficult for them to utilise them.

### Part of the week for training

**Table 4.18: Part of the week for training**

Part of the week	N	%
Weekends	35	54
Weekdays	17	26
Everyday	09	14
Do not know	04	06

The respondents were further asked as to which part of the week they pursued most training. Fifty four percent (54%) of the respondents indicated that they pursued activities on weekends. Twenty six percent (26%) indicated that they were involved on week days, and fourteen percent (14%) pursued training on daily basis while six percent (6%) do not know.

### Comments

Weekends seem to be the best preferred day for the respondents to pursue training.

### **Supervision during training/practising**

**Table 4.19: Supervision during training/practising**

Responses	N	%
Yes	38	58
No	27	42
	N = 65	100

The respondents were asked if there was any one who supervises them during training or practising. Most of them (58%) as shown in the above table indicated that they are supervised during training. This was also close to those who were saying they have been marginalised.

### **Desired sport activities**

This part of the study was intended to ascertain if there were any sports activities which the respondents were not doing but would like to do.

### **Sports preferred by respondents**

**Table 4.20: Sport preferred**

Response	N	%
Yes	295	98
No	05	02
	N = 300	100

When the respondents were asked if there were any sports they were not doing but would like to do, 98% of them responded positively, whilst 2% responded negatively.

## Comments

Providing opportunities to all children to participate in various informal and organized recreational sports should be the focus of the sport preferred.

### Learners' attitude towards sport activities Table 4.21: Learners' attitude towards sport activities

ATTITUDE STATEMENT	A	B	C	D	E
Fun, Enjoyable and Exciting	97	3	-	-	-
Keep people healthy and happy	92	3	-	-	5
Help people to relax	64	5	-	13	18
People do better at school work	95	2	-	3	-
Help people to make friends	83	6	-	9	2
Stimulate people intellectually	77	4	-	15	4
Give people a sense of accomplishment	85	6	-	9	-
Help people to develop discipline	82	3	-	5	3
Help people develop self-confidence	89	3	-	5	3
Enable people to meet new people	87	4	-	6	3

#### Legend

A: Agree            B: Partially Agree            C: Partially Disagree            D: Disagree            E:  
Do not know

The analysis of the findings presented above, indicated that the overwhelming majority of the respondents had a positive attitude towards sport activities. Nearly all respondents 97% agree that sport activities are fun, enjoyable and exciting. 95% felt that sport helps people to do better at school. 92% of them also felt that sport activities kept people healthy and happy. Other sport activities benefits indicated by over 80% of the respondents included development of self-confidence, opportunities to meet other people, sense of accomplishment and opportunities to make friends. Over 70% of the respondents also felt that it stimulates people intellectually and gave them a sense of diversion. The findings therefore suggested that the respondents indicated that sport facilities were beneficial to their well-being.

### **4.3 SUMMARY**

The findings on perceived constraints and preferred sport activities seemed to indicate that different constraints were not felt to the same degree by the respondents. The lack of sport facilities and problems relating to transport appeared to be the major constraints. The results further indicated that the overwhelming majority of the respondents felt that sport activities had positive effects and were beneficial to their quality of life.

Community facilities play a very important role in helping to foster a sense of community. There is a recognised lack of community and sporting facilities in certain communities within the previously disadvantaged areas, which needs to be addressed. It is through such partnerships that needs for more sporting facilities can be assessed and met. There is a need for more public playing fields and there are a number of potential locations.

The education districts and local communities can continue to strive for improved facilities and open space at the local level, but with a greater awareness of the regional implications and the regional priorities.

### **4.4 CONCLUSION**

Sport is an important channel for reaching and engaging children and young people in their own development. It can help them to become active participants in decisionmaking and express their own views freely. This chapter has discussed an analysis of the data collected from respondents who were part of the study. The next chapter discusses general conclusions and recommendations of the study.

## **CHAPTER FIVE**

### **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter presents the conclusions drawn and recommendations made based on the finding of the study. Conclusions are drawn from the findings and recommendations have been put forward. It is assumed that the recommendations made will allow the Department of Sport and Recreation in all spheres of government to examine and implement the recommendations.

#### **5.2 GENERAL CONCLUSIONS**

From the analyses of results, the following conclusions can be made:

The data suggests that schools were facing an acute need for sport facilities which limited their potential to provide diverse sport programming.

Sport personnel seemed to be facing the problems of uncooperative and unsupportive managers in school. These problems appeared to be exacerbated by lack of finances, which often meant the inability to provide transport and equipment and thereby limiting access to certain sport facilities.

When an educational establishment decides that its sports facilities will be available for community use it is valuable to agree in an Agreement how it is intended to operate, covering such matters as hours of availability and management arrangements.

Encourage integrated community developments through state, local authority and voluntary sector partnerships, thus enabling the provision of co-ordinated community facilities and services for education, recreation and social facilities.

Community facilities play a very important role in helping to foster a sense of community. There is a recognised lack of community and sporting facilities in certain communities within the previously disadvantaged areas, which needs to be addressed. It is through such partnerships that needs for more sporting facilities can be assessed and met. There is a need for more public playing fields and there are a number of potential locations.

The findings on perceived constraints and preferred sport activities seemed to indicate that different constraints were not felt to the same degree by the respondents. The lack of sport facilities and problems relating to transport appeared to be the major constraints. The results further indicated that the overwhelming majority of the respondents felt that sport activities had positive effects and were beneficial to their quality of life.

Sport is an important channel for reaching and engaging children and young people in their own development. It can help them to become active participants in decisionmaking and express their own views freely.

### **Objectives of the study**

The objectives of the study were to:

- Investigate the array of facilities that exists for sporting activities in disadvantaged schools and communities;
- Determine the reasons for selected sport participation in these areas e.g. soccer, netball or is it due to the fact that, these were the only sports introduced to these areas;
- Scan and document the sporting facilities that exist for these communities, especially the usage thereof by the learners, and whether the communities contribute to the recreational programmes of children; and
- Ascertain how communities can contribute to the recreational programmes of their children.

### **Research questions**

The main research question is: What value can be derived from sport and recreation in the education sector?

The study attempted to answer the following sub-questions:

- What facilities exist for sporting activities in disadvantaged schools and communities?
- What types of new sporting codes have been introduced besides the traditional codes like soccer and netball in this area?
- How are the sporting facilities that exist used by the learners, and does the community contribute to the recreational programmes of children? and
- How can communities contribute to the recreational programmes of their children?

- How can communities contribute to the recreational programmes of their children?

### **5.3 RECOMMENDATIONS**

The following recommendations are warranted:

- Urgent attention should be given to factors inhibiting the learners interested in sports to access quality sport facilities.
- Increase the opportunities for and quality of sports activities in rural areas especially at Ndwedwe.
- Deliver a range of sports participation opportunities that target increasing participation for young groups.
- Long term solution should be found and task teams can be set up involving all stakeholders, for example non-governmental organisation, business community, community-based organisation, local government and Department of Education and Department of Sport and Recreation.
- The availability of sport facilities for school learners to provide a range of sports/physical activity programmes for inactivity and increase their involvement in physical activity.
- Deliver a range of high profile events that help promote sport and physical activity and increase participation from different sections of the community.
- Conducting continuous basic research into availability & accessibility of sport facilities.
- There should be closed links between the Federation, local government and the school sport bodies.
- Sport personnel should also be introduced in order to avoid the situation a sport facility exists but cannot be used because of a lack of skilled personnel.
- Urgent attention should be given to factors inhibiting learner access to quality sports facilities.
- Promote the availability of sport facilities for school learners.

- Conducting continuous basic research into availability and accessibility of sport facilities.
- There should be close link between the sport federation, local government and the school sport bodies.
- Work with local agencies to increase the availability and variety of coach education.
- Raise awareness and provision of sports opportunities.
- Offer wide access to physical activity, sport and culture for people of all ages and abilities to increase the number of people taking up sport and help encourage people to stay in sport, creating a culture of lifelong participation.

The researcher argues in conclusion that the data from this study generally supports the research problem which was identified in chapter one, namely the value of sport and recreation in education has an impact on sport performance of learners in the Ndwedwe area.

#### **5.4 AREAS FOR FURTHER RESEARCH**

The following are areas for further research on sport and recreation:

- Researchers must continue to advance the understanding and knowledge of youth sport in order to assure positive youth development, and lifelong sport participation.
- Further research is required to examine exactly what sport structures, designs and parenting influences are linked to positive youth development through sport.
- Further research should expand on the role of coaches throughout youth sport development. Further, future studies should focus on learning more about youth sport coaches' development and required training (Conroy and Coatsworth, 2006; Werthhner and Trudel, 2006).
- Future research should also examine the role of parents in youths' sport development. While research to date indicates that support and pressure are key determinants of sport participation, there is a lack of clarity as to what these

behaviours constitute. The development of quantitative tools to prospectively measure specific parents' behaviours more accurately is necessary, rather than relying strictly on qualitative or retrospective perceptions of support and pressure behaviour.

- Finally, future research among special populations groups is necessary. Given the institutionalisation and elitism in youth sports in developing nations (De Knop, 1996), high socio-economic status is unfortunately most often necessary for participation in youth sport setting, which has led to limited research of youth sport participants of lower socio-economic status. Steps must be taken to assure that all youth have opportunities to experience quality sport and physical activity programming (Fraser-Thomas and Kirk, 2005). Until this occurs, high socioeconomic status will remain a limitation of most youth sport studies. While some research (Hellison and Cutforth, 1997) has highlighted the critical role youth sport programmes can play in promoting the healthy development of good youth in underprivileged communities, more extensive studies must examine the unique challenges and requirements of program development and implementation in underserved communities.

## **5.5 CONCLUSION**

This study reviewed literature on youth sport programmes, coaches and parents within the framework of positive and negative outcomes. Implications for sport practitioners and future directions for youth sport researchers were outlined. If researchers and practitioners work together in a collaborative manner, it is most likely more youth will experience positive outcomes development, and lifelong recreational or elite sport participation.

The findings reveal that approximately all the respondents agree that the shortage of sport facilities at Ndwedwe has a negative impact and compromises the youth of Ndwedwe to be exposed to different codes of sport.

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## QUESTIONNAIRE

### **The value of sport and recreation in education: Case study of Ndwedwe**

#### **Purpose of the Study**

There is a need to conduct a study on the impact of the accessibility, availability and quality of facilities/resources on sport training of learners at Ndwedwe area. The purpose of this study will determine the availability and quality of facilities needed by learners in this area.

- The results will impact on programmed development for the children even after school.
- The result will assist the local government in fulfilling the shortage in sport facilities development.

#### **CONFIDENTIALITY OF THE STUDY**

The findings of this study will ensure confidentiality of all participants (Respondents).

Particulars of the participants will not appear on the questionnaire, unless the participants willing to provide such information for future feedback and unless the participant would want feedback of the results. The results of the study will be presented as group data and not as individual results.

The benefits for participation in this study would include among others:

-An audit of recreational pursuits of high school children in the Ndwedwe area as well as make recommendations based on the result.

-A recommendation to the department of sport and recreation for further development of sporting activities in this area.

-Finally these documented activities would assist schools to develop new programmes for the learners.

I therefore, would like to request permission to allow your child to take part in this study by signing the consent forms (parent and learner).

**Consent form for learners.**

I -----,the undersigned, hereby confirm that I will

(Name and Surname)

take part in this study. I acknowledge that all the information that I will provide in this study is true.

-----

Date

-----

Signature of participant

-----

Date

-----

Signature of witness

**Parent consent form**

I ----- agree that my child/ward can participate in

(Name of parent/ guardian) your study. A questionnaire is to be filled in, noting that there is no personal family data required from you.

I give my child/ consent in this research study.

-----

Date

-----

Signature of Parent/guardian

-----

Date

-----

Signature of witness

If there are any further questions or concerns be free to contact me at the above address or the Head of Department at the University of KwaZulu-Natal (Westville Campus).

Yours sincerely

Johannes Mkhonza (Mr)

Cell No: 0827179732

Dr TI Nzimakwe

Supervisor: School of Public Administration, University of KwaZulu-Natal

## SECTION A

1. Gender

Male	Female
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2. Age

10	11	13	15	17	19	22
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3. What do your parents do for living?

Employed	Self Employed	Non Employed	Pensioners
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4. Are you interested in sport?

Yes	No
-----	----

5. Do you participate in sport?

Yes	No
-----	----

6. Indicate in which of these sports you have participated or would like to participate.

Sport	Have participated	Wish to participated	Have presented
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1.Soccer			
2.Netball			
3. Athletics			
4.Volleyball			
5. Table Tennis			
6. Tennis			
7. Softball			
8.Squash			
9.Hockey			
10.Rugby			
11.Boxing			
12.Cricket			
13. Gymnastics			
14 Other ( specify )			

7. Indicate what sort of sport facilities is available at your school and community?

Facility	Community	School
Athletic field		
Cricket field		
Rugby field		
Soccer field		
Tennis court		
Swimming pool		
Gymnasium		
Other ( specify )		

8. Are there any activities based on (7) you are not doing but would like to do?

Yes	
-----	--

No	
----	--

9. If yes, please specify the activities

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**SECTION B**

1. Indicate what sort of facilities is available to you at school?

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 -----  
 -----

2. Below is a list of different sport activities. The researcher would like to know which ones you participated in, how often you do so and where?

**SPORT ACTIVITIES**

<b>Activities</b>	<b>Frequency</b>	<b>Participated</b>	<b>where</b>
Athletic			
Basketball			
Cricket			
Gymnastic			
Hockey			
Karate			
Soccer			
Swimming			
Rugby			

3. How many hours on average day do you spend on the above sport activities?

1.hour	2 hours	3 hours	4. hours	5 hours

4. During which part of the day do you train?

Morning	afternoon	Anytime	Non of these

5. Which part of the week do you have most time to do your training or practising?

Weekdays	Weekends	Every day	Do not know

6. Do you have any one who is supervising you during your training or practising?

Yes	
-----	--

No	
----	--

7. Are there any sport activities you are not doing but would like to do?

Yes	
-----	--

No	
----	--

8. If yes, please indicate those sport activities.

-----  
 -----  
 -----

9. Do you belong to any sport club?

Yes	
-----	--

No	
----	--

10. If yes, list them below and indicate their location.

Club	Location

11. Do you have access to any of their sport facilities?

Yes	
-----	--

No	
----	--

12. Which of the following means of transport you normally use to reach any sport facilities?

Bicycle	Bus	Car	Tax	Walk	Other ( Specify )

13. Who normally provides your sport facilities?

School	NGO's	Government	Self	Do not know

14. Who do you think has the responsibility to assist you in providing for your sport facilities?

School	NGO's	Municipality	Self	Do not know

15. Do you use any of the facilities provided by the local municipal government?

Yes	
-----	--

No	
----	--

16. If **YES** (15) please list those facilities and where they are located .

Facility	Location

17. If **NOT**, Give two main reasons for not using the facilities.

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-----  
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18. What other sport facilities would you like to have at your school?

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### SECTION C

We would like to know how you feel about participation in sport activities. For each statement, please cross the number you feel most represents your feelings.

1. Sport training are fun, enjoyable and exciting.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

2. Sport training keep people healthy and happy.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

3. Sport activities help people to relax.

Agree	Partly agree	Partly disagree	Disagree	Do not know
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1	2	3	4	5
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4. Sport activities help people do better at school work.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

5. Sport activities help people to make friends.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

6. Sport activities give people a sense of change/diversion

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

7. Sport activities stimulate people intellectually.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

8. Sport activities give people a sense of accomplishment.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

9. Sport training is useful to people

---

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

10. Sport performance enables people to be in position of activity.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

11. Sport performance helps people to develop discipline.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

12. Sport performance helps people to develop self-confidence.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

13. Sport training enables people to meet people.

Agree	Partly agree	Partly disagree	Disagree	Do not know
1	2	3	4	5

**SECTION D**

**SPORT PERSONNEL IN SCHOOLS**

We would like to know about the training programmes and facilities for learning in your school.

1. What training programmes do you have for learners in you school?

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2 What are the main objectives of the programs above (No1)?

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3. What are the main problems (if any) you encounter in running training programmes for the learners?

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4. What assistance do you think school sport personnel need in order to improve their sport performance?

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5. What are the main difficulties (If any) do you experience with regards to facilities in your school?

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6. What are two main difficulties (If any) do you experience with regards to use of public facilities?

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7. In your view, who should provide facilities for learners?

NGO'S	Business people	Local government	communities	Other
1	2	3	4	5

**Thank you – Your time and participation in this study is greatly appreciated!**