

Implementation of School Sport Policy for Public Schools; Lessons from Mgwenya Circuit, Mpumalanga Province, South Africa.

Edmond E. Mahlangu¹, Mngqobi B. Njoko², Mankolo X Lethoko³

Abstract: The article aims to investigate the challenges faced by public school principals in implementing Integrated School Sport Framework (2011) within Mgwenya Circuit in Mbombela Local Municipality, Mpumalanga, South Africa. To achieve this goal, the study applied quantitative research approach and case study methodology targeting. The targeted population and subsequently participants are the 26 principals of these 26 Mgwenya Circuit schools. Because of the small population size, the population was taken as a whole. It could be argued that at national sport level, we will continue to have less black African players if schools which are at grassroots level fail to identify, develop and nurture talent. The findings indicate that a majority of respondents agreed that the budget for school sport is inadequate and many schools are characterized by poor or no facilities. In addition the majority of respondents also agreed that schools do not have dedicated trainers and coaches and that makes development and nurturing of talent difficult. Interestingly and proving the earlier assumptions wrong, majority of schools have developed sport policies as per framework requirements, however their implementation was very poor. As a consequence many do not integrate sport activities into the school calendar or year plan.

Keywords: Sports Development; Policy Implementation; Public Schools; School Management

1. Introduction

According to South Africa Tours & Travel (2016), the dominant three South African sporting codes, namely; soccer, cricket and rugby reflect misrepresentation of the demographics of our country. The selection of players arguably does not reflect a

¹ University of South Africa, South Africa, Address: PO Box 27392, Sunnyside, Pretoria, 0132 South Africa, Tel.: +27 010 591 4401/2, E-mail: mbn509@gmail.com.

² Lecturer, Master of Development in Planning and Management, University of Limpopo, South Africa, Address: C/O R71 Tzaneen Road and University Street, Mankweng Township, Polokwane, Old Admin Block, Ground Floor, Sovenga, 0727, South Africa, Corresponding author: mnqobi.njoko@ul.ac.za.

³ Profesor, PhD, Turfloop Graduate School of Leadership, University of Limpopo, South Africa, Address: C/O R71 Tzaneen Road and University Street, Mankweng Township, Polokwane, Old Admin Block, Ground Floor, Sovenga, 0727, South Africa, E-mail: mankolo.Lethoko@ul.ac.za.

united nation in diversity as aspired in the constitution of the country. The schools should be an important feeder from amateur to professional level teams however they are allegedly part of the root cause of the imbalance that manifest itself at national sports level.

This article aims to identify the possible challenges faced by public school principals to successfully implement the 2011 Integrated School Sport Framework agreed upon by the Department of Basic Education and Department of Sport and Recreation South Africa (SRSA, 2011). Ministries of Basic Education and Sport and Recreation South Africa agreed on an Integrated School Sport Framework, 2011 that gave effects to the Intergovernmental Relations Framework Act, 2005. The article will rely on quantitative research approach and case study methodology. There are 26 schools that make up the Mgwenya Circuit and therefore there are 26 school principals which are the targeted population. Given the small population size, the total population will be taken as a whole to participate in the study. The data was collected through a self-administered questionnaire.

The Findings will relate to challenges in implementation of the school sport policy for public schools, the availability of qualified sport educators or coaches in rural schools and the infrastructural or resource support for sports facilities in rural schools. The article will conclude by highlighting key findings and lesson drawn from that and make some suggestions for policy and practice.

2. Public Schools' Participation in School Sports

Over the years the concerns and disappointment regarding the unequal representation of the population in national sports with some sporting codes being reluctant to even engage the transformation debates have been part of public debates. The Eminent Persons Group (EPG) Transformation Status Report (SRSA, 2016) states that the processes to transform the 'face' of sports in South Africa over the past 20+ years have been slow and largely ineffective. Of great significance in particular is the slower rate at which black Africans have benefitted from these processes and affirmative action, compared to Coloureds and Indians. The report reveals that among the 18 year-olds who were sampled, 84% of Coloured, White and Indian population versus 16% of Blacks had access to competitive sport.

The learners' participation in sports in Mpumalanga province was reported as below standard taking into consideration the norms and standards advocated in the national school sport programme. According to the Annual Report 2014/15 of (Department

of Culture, Sport and Recreation, 2015, p. 17), 1118 out of 1810 schools were registered for the school sport programme. In addition the report on the Evaluation of the South African Schools Sport National Championships Programme by (SRSA, 2016, p. 5) revealed that the primary aim of the school sport programme is to ensure that each and every one of South Africa's learners are afforded an opportunity to participate in at least one sporting code of which many schools do not comply with these requirements.

There could be various reasons for non compliance by schools. The most notable factor suggested by (SRSA, 2016, p. 106) was that the School Sport Manual is not yet known to all relevant stakeholders. Hence, some level of ignorance can be pointed to some of the school principals for not knowing wittingly or unwittingly sport policies and guidelines of which they are expected to implement. There is a need for the principals to focus on schools' sport policies and guidelines that are key when managing schools. The key guideline in this regard is the Integrated School Sport Framework, 2011 (SRSA, 2011) that advocates for all schools to develop a comprehensive school based policy to ensure a clear demarcation of the line function responsibilities between the stakeholders involved in sport within each respective school. Therefore, the co-operation between the Department of Basic Education and Sport and Recreation South Africa is managed through the school sport policy.

According to the Department of Basic Education and Sport and Recreation South Africa, (2009, pp. 2-14) the purpose of the Integrated School Sport Framework that was reviewed in 2011 aims to regulate the implementation of school sport consistently with all learners, irrespective of ability, across all schools in an age appropriate way based on the principle of equity. If we are to learn from our counterparts, internationally, there is an affirmation from Australian experience with regards to the application of school sport policy in order to achieve desired results. According to (Walkerville primary school: school sport policy, 2014, pp. 1-5), the School Sports Policy outlines the opportunities, responsibilities and commitments required by and from players (learners), parents, officials and spectators. It is paramount that all learners and adults agree to abide by the policy in place when participating in or assisting school sport teams.

2.1. Integrated School Sport Framework 2011 – RSA

After 1994 the new democratic South Africa developed new policies aimed at reversing the unjust apartheid legacy. The Department of Sport and Recreation South Africa under the former minister Steve Tshwete included school sport as one of the priorities and areas that needed redress. A National Policy Framework under the theme “Getting the nation to play” was developed (Department of Sport and Recreation, 1995, p. 16). One of the objectives was to ensure that previous disparities in sport were addressed and physical education and school sport become integrated into the school curricula even in black African, disadvantaged schools of which the Department of Education became the key role player.

In 2005, 2008 and 2011 the Frameworks has gone under review with the intension of enhancing the partnership between the Department of Education and Department of Culture, Sport and Recreation. The school sport programme was re-launched by the former Minister of Sport and Recreation SA, Fikile Mbalula on the 5th November 2011 at the University of Johannesburg, Soweto Campus. The former Minister alluded to the fact that schools are identified as incubators for sport development and talent identification (SRSA, 2012). The revised Integrated School Sport Framework (SRSA, 2011), acknowledges mutual problems between DBE and SRSA in the areas of responsibility. These problems relate to overlapping and interpretation of roles among key stakeholders; failure to develop a funding model; and lack of regulatory tools to ensure compliance at school level to highlight some.

3. Funds and Stakeholders Support

In South Africa the former racially and ethnically organised departments of education embodied substantial inequalities in per capita spending, the largest disparities being accounted for by “the skewed distribution of teacher qualifications, inappropriate linking of salary levels to qualifications, and disparities in learner: teacher ratios” (Mestry & Ndhlovu, 2014). Taken together with the inequitable distribution of education facilities and learning resources, these disparities have resulted in both unequal access to education and unequal learning outcomes. The funding arrangement also negatively affected the development and promotion of sport in schools that give challenges to principals in successfully performing their duties that includes school sport (Department of Education, 1996).

3.1. School Sport Funding In South Africa

According to Department of Education (1996, p. 37) the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education provision. The challenge of funding in schools is the reality that cannot be ignored. The South African School Act, 84 of 1996 also notes that the fact that state resources alone are inadequate. Therefore, responsibilities were also given to the governing bodies of a public schools that they must take all reasonable measures within their means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school.

The Government funding to school sport is dispatched through two designated sector Departments namely; Departments of Sport and Recreation South Africa and Department of Basic Education. Therefore, Government funding will be discussed through these two sector departments. According to Sport and Recreation South Africa (2016, p. 15) the total allocation for the department of Sport and Recreation South Africa was R988.5 million in 2015/16 financial year. The Active Nation Programme is allocated R628.6 million which represents 64% of the departmental budget. The focus of SRSA spending is the development of sport and recreation in the country. The key projects are active recreation, community sport and school sport.

School Sport was allocated R215 million as it represents 40% of the total participation from sport development conditional allocation under the Active Nation Programme. School sport is the foundation of mass participation in sport and recreation initiatives, which are intended to mobilise communities into sport and to provide opportunities to finding and nurturing sport talent. The sport development conditional allocation funds school sport activities and competitions at the provincial level and provides equipment and attire to schools (Sport and Recreation South Africa, 2016, p. 15).

The School Sport budget allocation is utilized mainly for the following key activities:

- Learners supported to participate in district, provincial and national school sport competitions;
- Educators and volunteers trained in coaching skills and sport management;
- 200 Schools provided with equipment and/or attire per annum;
- Four (04) “sport focus schools” supported to give access to local schools that do not have required sport facilities;
- Thirty Four (34) school sport coordinators appointed to coordinate sport activities at schools.

3.2. Funding of and Availability of Sport Facilities in Public Schools

Current development patterns show unequal development of areas and a bias of provision of certain types of facilities. The pattern sometimes follows historical settlement patterns or income trends; other patterns show little rationality, while in some others past and present political doctrines and/or political paradigms have influenced the pattern of social facility provision (CSIR, 2012).

According to Government Gazette, (Notice 932 of 2013) the regulations relating to the minimum uniform norms and standards for public infrastructure for sport and recreation facilities indicate that all schools must have areas where sporting and recreational activities can be practised; a school may make use of the sporting and recreational facilities of another school or local community, in consultation with other school or with the responsible officials of the community concerned, the areas provided by a particular school will depend on the type of sporting and recreational activities undertaken by that school.

Though the shortage of sport facilities and inadequate funds to redress the imbalance is acknowledged, SRSA came up with the concept of Sport Focus Schools. Sport Focus Schools provide opportunities for learners to develop skills and pursue careers in physical education and sport and leisure. The identified institutions provide support to talented school going athletes to assist them in balancing their sporting and education commitments in their pursuit to achieve excellence. The specialist focus in a school is developed with the support of local and national sports federations, tertiary institutions and other key agencies (SRSA, 2014, p. 1).

According to the Annual Report 2015/16 of Department of Culture, Sport and Recreation (2016, p. 62) the Mpumalanga Province had Four Sport Focus Schools at; Lowveld High, Rob Ferreira Hoerskool, Ligbron Academy, General Hertzog

Hoerskool in the three regions of Mpumalnga. The first two schools are situated in the Ehlanzeni Region, Mbombela which is supposed to cater the Mgwenya circuit as well. Learners who qualify in terms of their excellence in a particular sport code qualify for the SRSA Ministerial Sport Bursary are placed at one of Specialist Sport Focus Schools that would be in close proximity.

3.3. Sport Talent Development and Coaching in Schools

The report on the Implementation Evaluation of the National South Africa School Sports Championship (SRSA, 2016, p. 249) made a revelation (not a shocking one given the known challenges faced by Basic Education) that schools lack trained coaches. This leaves coaching on the hands of educators who are not adequately trained and remunerated, adding to the challenges faced by the principals. Saffici (2015, p. 2) forewarned that a quality teacher does not always have the necessary skills and attributes to coach, and not all coaches make good physical educators. In an ideal setup, the hiring practices need to be separated, so that the most qualified individuals are found for each role. Unfortunately, qualified coaches are difficult to find, so teachers become the natural choice to fill coaching duties.

According to Nel *et al.* (2008, p. 233) an organisation must have the proper number and mix of employees with the required knowledge, skills and abilities to be able to reach its long-term goals. There is an acknowledgement on the National Development Plan (NDP) diagnosis that good governance is the problem in some schools mainly due to skills gap that came as results of issues such as appointment of non-qualifying principals (National Planning Commission, 2011). In an attempt to correct the situation, the National Planning Commission (2011) requires that in the first five-year period after approval of the plan there will need to be a broader approach to build capacity and training of district officials, principals and teachers to close the gaps available in both knowledge and administrative skills. It is in this area that governance of the school will be enhanced.

An added misalignment in this challenge is the appointment of volunteers to assist the teachers with sport coordination in schools. The Annual Report 2015/16 of the Department of Culture, Sport and Recreation (2016, p. 62) reported that there were volunteers who are referred to as "cluster sport coordinators" who are appointed for a period of 3 years. Each coordinator services a cluster of 10 to 20 schools each on rotation basis. The role of these volunteers cannot be overlooked however, the recruitment processes employed is problematic as it does not emphasise on the requisite sport qualification, skills or knowledge. This is because there are referred

to as “abnormal appointments” that focus more on job creation more than deliverables of that post. Some requisite to qualify could have put them into a better position to be assistant coaches and trainers in schools although short courses are regularly provided to them by the employer.

4. England’s Perspective

In England through the Department of Education, the Government is investing more than £150m per year to primary schools in the form of the Primary PE and Sport Premium fund. The programme gave 14-25-year-olds who are not particularly sporty, access to six-to-eight weeks of free or subsidised coaching in a range of sports. (Association for Physical Education, 2017).

In addition (Association for Physical Education, 2017) revealed that Premier League launches most ambitious community programme which aims to connect with 10,000 primary schools by 2019. The Premier League has launched Premier League Primary Stars, a national curriculum-linked education programme which uses the appeal of the Premier League and professional football clubs to inspire children to learn, be active and develop important life skills.

5. Research Methodology

In this section the researcher outlines the research design and methodology employed in the study that aimed to identify the possible challenges faced by principals in implementing the 2011 Integrated School Sport Frameworks in Mgwenya Circuit, Mpumalanga. Further, the population, sample size and the data collection instruments utilized in the study are described.

A quantitative approach and case study methodology were adopted a combination of historic and correlational research was applied. Historic research was appropriate because of the nature of topic that reflect the past experiences of participants in implementing school sport policy. Historic research will help answer questions such as what happened with policies, funding and staffing in schools to understand the underlying relationships of the research problem. Secondly, with regards to the choice of correlation approach it is appropriate because all the research questions of the study seek to determine a relationship between variables:

- Non-application school sport policies contribute to the failure of sport programmes in schools;
- Lack of funds in schools contributes to challenges faced by principals to advance school sport development;
- Lack of trainers and coaches deter the successful implementation of school sport programme by principals.

The response rate achieved was 81% which is made of 21 of 26 of targeted participants.

There are 26 schools that constitute the Mgwenya circuit and the 26 principals of these schools make up the targeted population for this study. Because of the total population size being small, the total population became the sample for the study. Greenfield (2002, p. 185) argued that the reasons why the entire units (population) are not included in the study as part of population of interest are cost, feasibility and quality and this was not the case for this study. Permission to conduct the research in schools in the Mgwenya Circuit was obtained from the Department of Basic Education.

Data was collected using a questionnaire, as it allows the researcher to obtain large amounts of information quicker than the labour-intensive interview approach useful for more in depth inspection. The downside is that this method is characterized by low return rates, inability to probe questions and sometime completed by someone else other than the intended participant are the common problems associated with questionnaires argued Fox and Bayat (2011, p. 99).

The questionnaires included questions on; the availability of coaches and trainers, funding and sport facilities as well as level of adherence to the implementation of policies and guidelines that govern school sport. An MS Excel program was used to capture, organize and analyse data. The researcher on his analysis focused on obtaining frequency distributions and are presented in graphical format. Open ended coding was used.

6. Study Findings

This section provides the data presentation, analysis and interpretation of the empirical evidence collected. A link and comparison in analysis and interpretation

of data collected will be made in relation to the literature reviewed. Twenty One respondents managed to return the self -administered questionnaire.

The Figure 1 below presents the gender distribution of participants. It is observed in the figure below that males dominate in management (and sport management) in both primary and secondary schools in Mgwenya circuit with a majority (81 percent) being males in comparison to 19 percent of the females.

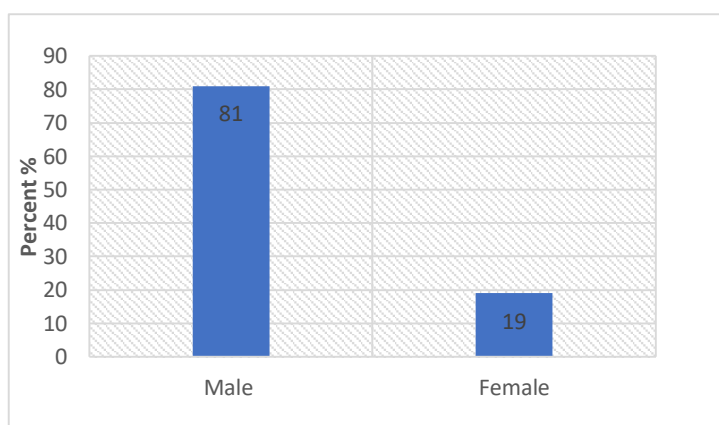


Figure 1. Gender Distribution of Participants

Source: Author

According to Pelak (2010), males still dominate when it comes to sport management in both primary and secondary schools and the Mgwenya circuit is no exception. Demographics are essential in research as the demographic variables present the picture of the sample normally in terms of attributes, such as gender inherent to the study before even the study begins (Brink, 2006, p. 86).

The majority of respondents were from secondary schools (57 percent) and (43 percent) being primary schools.

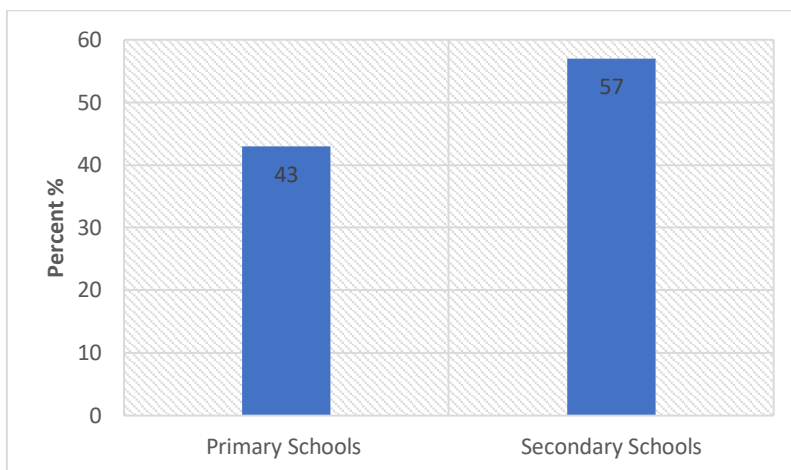


Figure 2. School Level Distribution

Source: Author

It was important that both levels are represented because the framework applies to all levels and also the implementation challenges are faced by both.

The respondents were asked if their schools have any sport policies. The following Figure 3 shows that a majority (56 percent) of the respondents agreed that their respective schools had a policy on sport, while (44 percent) did not have a school policy on sport (see the figure 3 below).

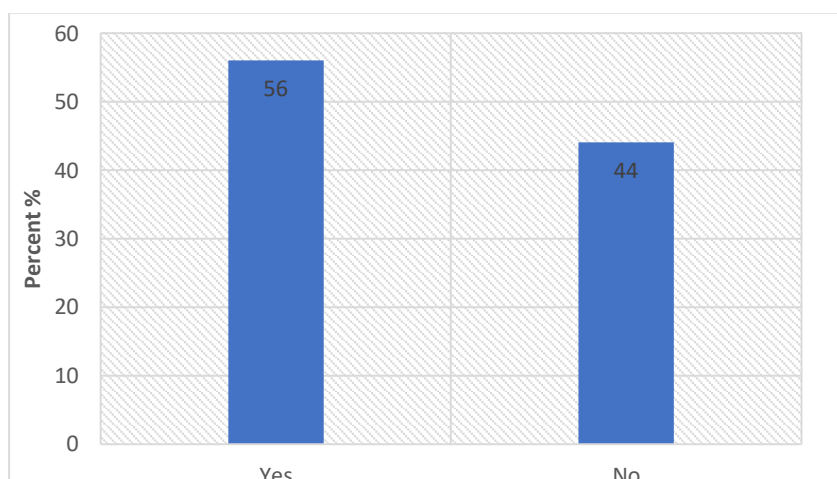


Figure 3. School Sport Policy in Place

Source: Author

According to (Shilbury, Sotirinadou & Green, 2008) the challenges to the development of sport starts with a lack of policy on sports at local level in such a way that sport becomes a top down approach and not a bottom up approach.

Figure 4 below shows that a majority (62 percent) of the schools which Do Have a sports policy, had a plan to implement such policy while (38 percent) did not have a plan for implementing sport policy within their respective schools even though the policy exists.

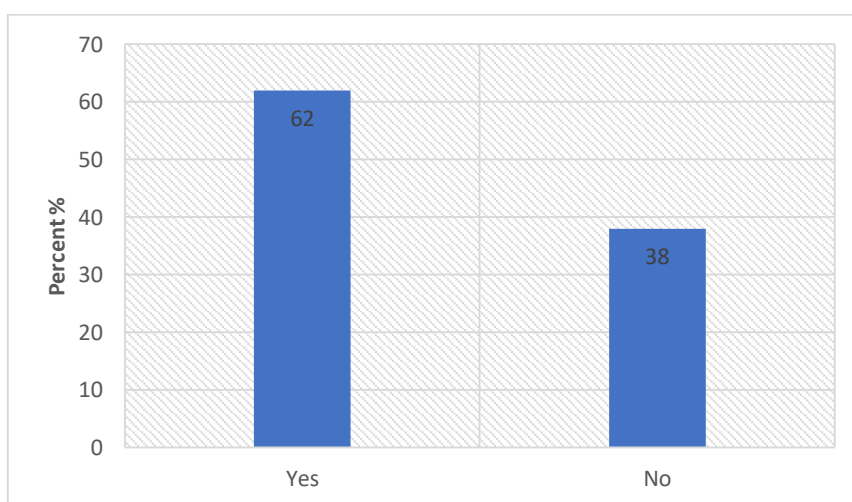


Figure 4. Implementation Plan for School Sport Policy

Source: Author

According to Rainer, Croyley, Jarvis & Griffiths, (2011) most schools do not have an action plan when implementing and integrating sport within schools' activities, as such, sport in these schools is relegated to disorganisation and under-development in such schools.

6.1. Participation in Priority Sport Codes

It is evident from Figure 5 below that the dominating sport is football which 17 out of 21 schools participated in followed by athletics and netball with 16 schools participating in each. While interestingly 10 schools participated in chess which is still an unfamiliar sport in our country and particularly in rural areas, and seven schools participated in volleyball. Significantly fewer schools participated in basketball and table tennis with four schools per code, three schools participated in cricket and only two schools offered rugby and gymnastics as sport codes. Only one

school per sporting code offered hockey, goalball and boxing while no schools participated in swimming and softball (see figure 5 below).

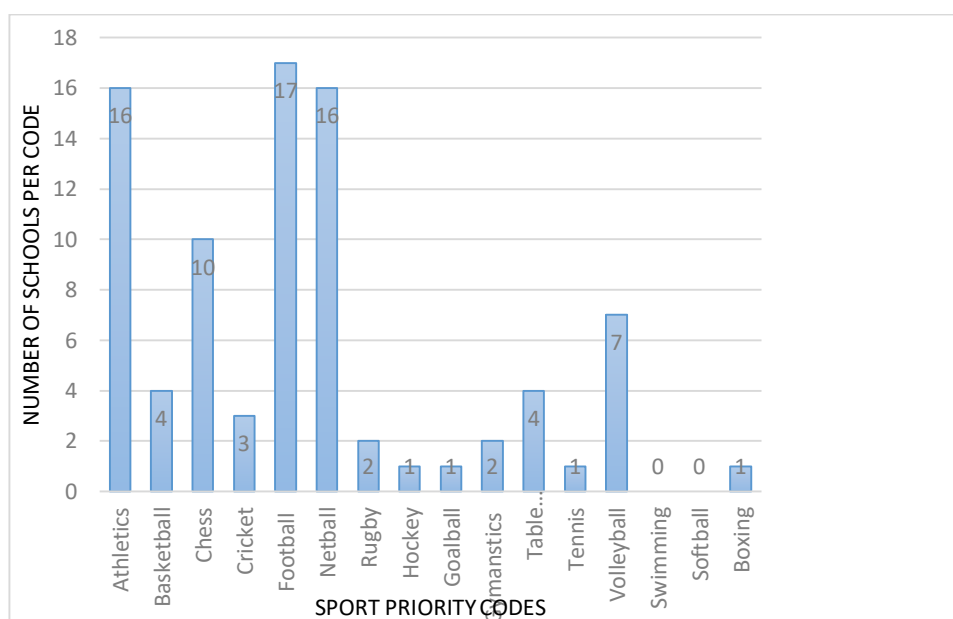


Figure 5. Types of Sport Priority Codes Found In the Sampled Schools

Source: Author

Swart, Swanepoel & Surujlal, (2014) found that participation in several types of sport codes is highly dependent on the resources available for development of such sport in schools. The lack of support definitely determines the participation of schools in different types of sport. As such, we have sports that are white dominated and those dominated by blacks which stems from the support available for such types of sport.

The section below presents the responses on the participation of the respondents' school in school tournament or school league at circuit level.

6.2. Participation of Schools in Local Leagues

It is provided in Figure 6 below that the majority of schools participate in the Department of Education Integrated School Sport League; 13 out of the 21 participating schools, followed by the Danone Nations Cup where Nine schools participate. Seven schools participate in the Sanlam Kay Motsepe Schools Cup, Six

in the MacDonald’s U/14 League while only Two participate in the Milo Champions Tournament out of a total of 21 study participants.

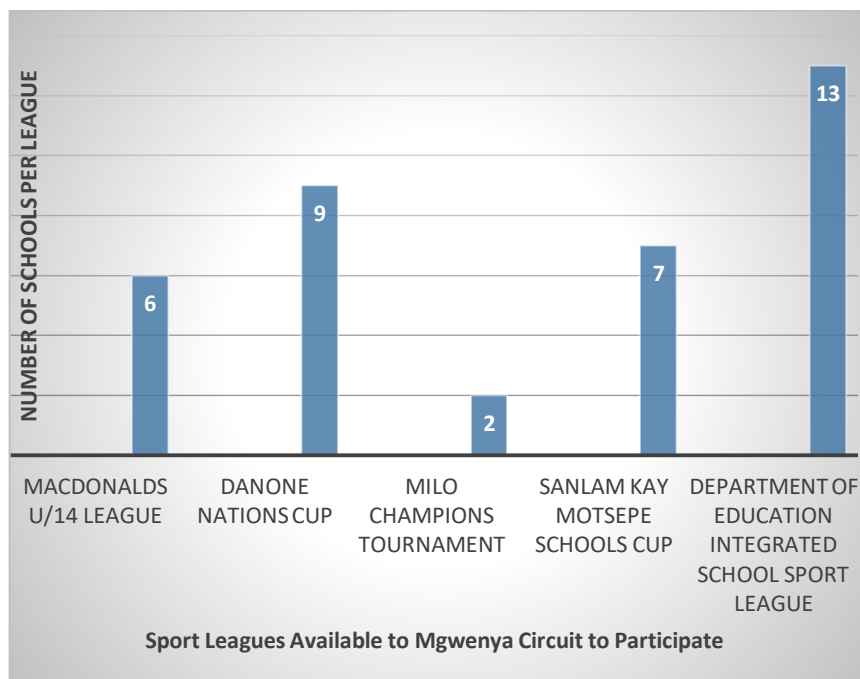


Figure 6. Sport Leagues Popular in Mgwenya Circuit

Source: Author

There are several tournaments available which different schools participate in. Besides the above popular leagues stated and tested on the respondents, some schools participated in different local leagues which are however not popular, for example, Coca Cola, Dr Zwane Tournament, Dreamfield, Silulumanzi Schools Cup and Dr Mavuso Tournament the study found.

In the Eastern Cape, a study by Pelak (2010) found that some schools did not participate in the circuit tournaments due to the lack of resources and support for such tournament either from the Department of Basic Education or the schools’ budgets which prioritised other school programmes besides sport. As a result, sport in those schools was underdeveloped.

6.3. Funding of Sport and Sport Facilities in Schools

Funding has always been a major challenge in sport development among many schools both primary and secondary. Figure 07 below shows that 76% of the sampled

schools have a budget allocated for the development of sport and sport activities in their respective schools. While 24% did not allocate any funds to sport activities.

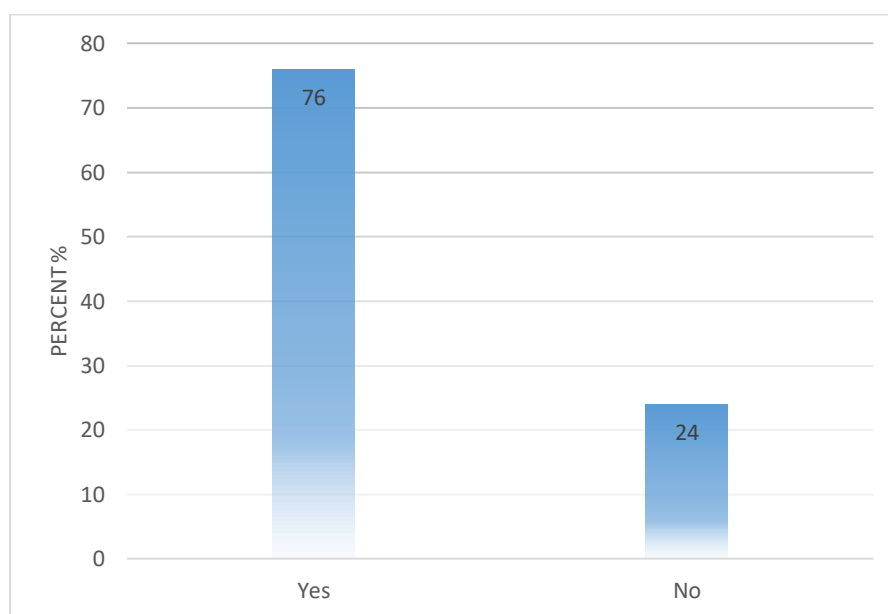


Figure 07. Availability of a Sport Budget in Participant Schools

Source: Author

Unfortunately, it is common for schools in South Africa to redirect sport budgets because of the financial challenges faced by such schools. For instance, school principals are forced to prioritise academic development as compared to physical development due to lean budgets allocated by the Department of Basic Education. According to Coatler, (2010) the availability of funds often has a positive relationship with sport development. For those who are able to allocate funds as mandated by the school sport policy, the funds are however hardly enough for expected results.

The Figure 08 below presents the respondents' views on the adequacy of the allocated budget. Only 19% of the respondents felt that the allocated funds were enough. According to Coatler (2010) the inadequacy of the allocated budget on sport has a negative relationship with sporting development for both primary and secondary schools.

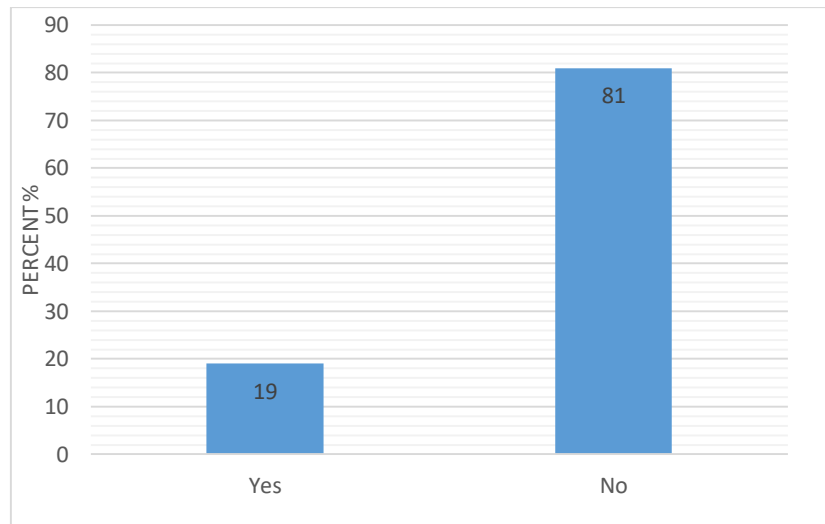


Figure 08. Adequacy of Allocated Budget

Source: Author

As discussed before, the facilities and all forms of sport development relies heavily on support for the development of sport from either the government or donations (de Villiers, Steyn, Draper, Fourie, Barkhuizen, Lombard, Dalais, Abrahams & Lambert, 2012). The lack of facilities or few facilities points out to the challenges these schools have in the development of physical education in their respective schools.

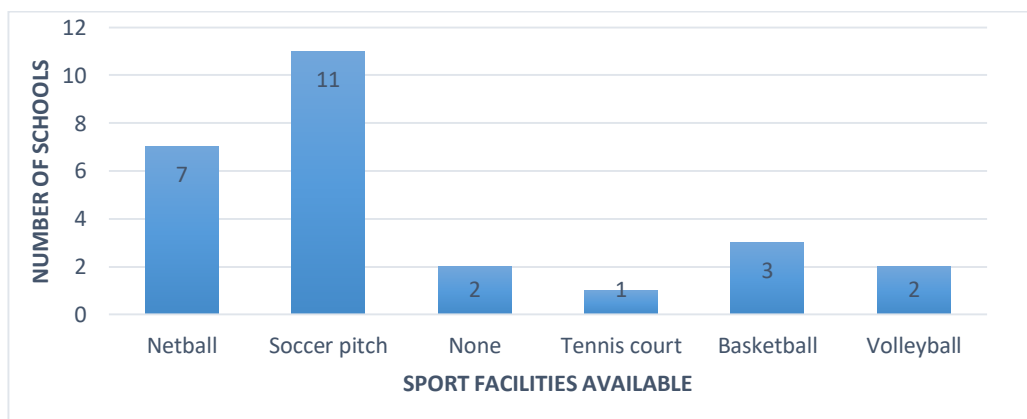


Figure 09. Sport Facilities Available at Participant Schools

Source: Author

It is shown in Figure 09 above that only 11 schools have soccer pitch at their schools, followed by seven schools which have netball court. Three (03) schools have basketball courts, two have volleyball courts and one has a tennis court. It is significant and worth to note that Two schools do not have any sport facilities at their respective schools (see figure 09 above).

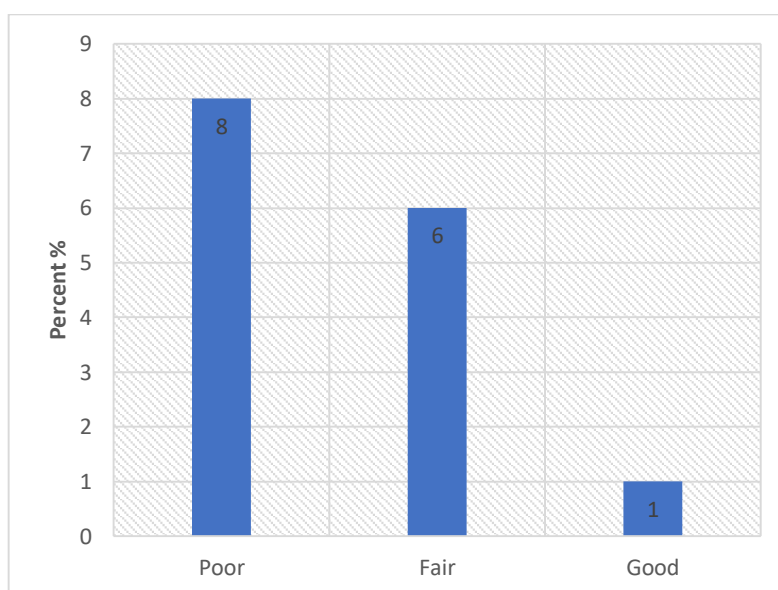


Figure 10. Condition of the Available School Sports Facilities

Source: Author

The challenges faced by a number of schools is mainly that the facilities available are now in poor condition because of lack of maintenance. Figure 10 above talks to the opinion of the principals regarding the condition of the available sport facilities. According to Rainer, Cropley, Jarvis & Griffiths, (2011) the condition of facilities is a major challenge for many schools, this is a result of the lack of support or finances for resourcing such facilities.

6.4. Lack of Trainers and Coaches as a Deterrent to the Successful Implementation of School Sport Programmes

The challenge of human capital in a form of trained coaches and trainers are discussed below. In any sport this could be detriment to successful implementation of school sport programmes. As such, the respondents are first asked if the school has specialized resident coaches and trainers. Figure 11 below shows that only Six

percent of the respondents' schools have specialised coaches and trainers available to their schools, while a majority; 94% do not have any staff qualified and dedicated to only sport development in the school (see figure 11 below).

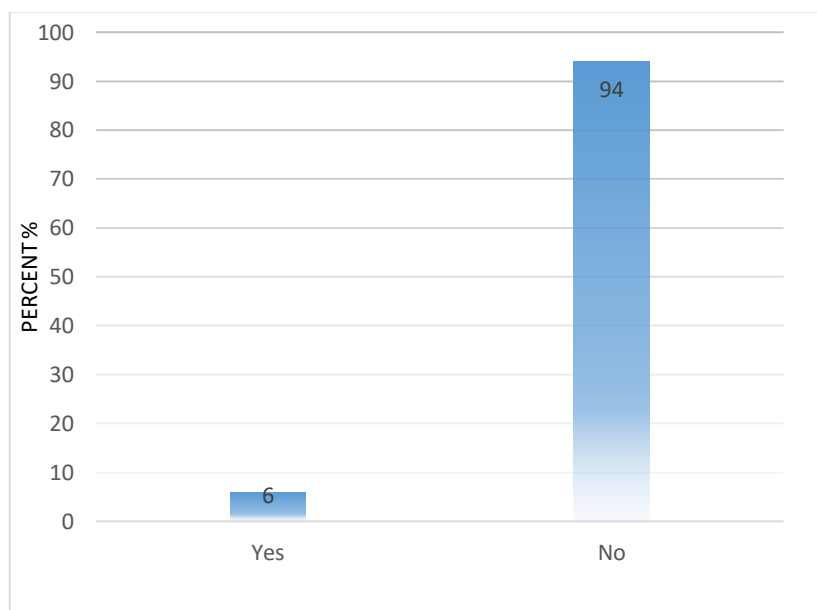


Figure 11. Availability of Specialised Sport Coaches and Trainers in Public Schools

Source: Author

According to de Villiers *et al.*, (2012) the inability to develop specialised coaches and avail them in schools is one major challenge of sport development among most primary and secondary schools in South Africa. The recruitment of specialised teachers in sport assists in the development of sport. The lack, thereof, is a major challenge to the development of sport among primary and secondary schools.

Because of the lack of qualified coaches and trainers, teachers then have to assume these roles in order for the school to comply with policy. The study found that 59% of the respondents' schools have programmes aimed at developing the teachers' capacity in sport training and coaching. While 41% have not yet adopted this model (see Figure 12 below). This of course creates more work for these teachers who volunteer to take up these sport development and coaching roles. But with these inadequate funds and facilities it becomes even more difficult, hence some schools do not even attempt to implement school sport policy.

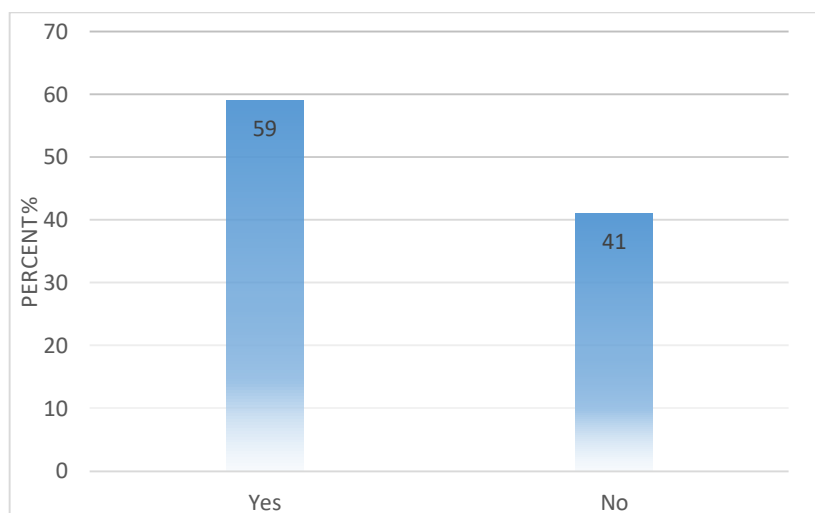


Figure 12. Availability of Capacity Development Training for Teachers in Sport

Source: Author

The availability of programmes aimed at developing teachers who have not specialised in sport to develop their coaching and training skills is a progressive input for the development of sport using the already available human resource stated Ono and Ferreira (2010). In some instances, the shortage of teaching staff creates a bigger challenge for sport development in both primary and secondary schools because academics will always take priority and also more resources would rather be put in developing their teaching and their numbers over any sports associated activities.

The Department of Culture, Sport and Recreation, RSA has appointed sport coordinators who should be assisting the schools in their efforts to develop sports and nurture talent. However, the majority of respondents feel that they are not adding any value to their schools. Figure 13 below shows that only 14% view the services of allocated sport coordinators from the DCSR as adding value to the development of sport. A majority of 86% of the respondents could not see the value added by such personnel (see Figure 13 below).

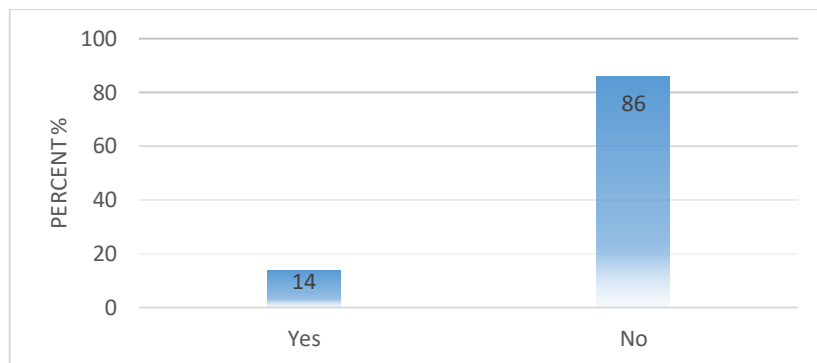


Figure 13. DCSR Coordinators' Capacity to Add Value

Source: Author

According to Muller (2014) the lack of development in sport among the primary and secondary schools is often from the lack of adequate value targeted efforts from the relevant authorities on sport especially at grassroots level. It then becomes wasteful expenditure when you have such efforts but they fail to add value as graph above expresses the opinion of the principals.

The challenge of sport development is experienced by both the primary and secondary schools. This has been mainly due to the identified lack of policies on sport development, inadequate budgets allocated for sport and the lack of human resources (coaches and trainers) for both primary and secondary schools. The study also reveals that although the Departments of Basic Education and Culture, Sports and Recreation provide resources (policy, budgets and sport personnel or coordinators) most schools in Mgwenya circuit are still not able to access these services hence the value of their efforts is not realised.

7. Conclusion

A self-administered questionnaire was used as a data collection tool and 26 principals from the 26 schools that make up Mgwenya circuit were the targeted population. The response rate was 21 of 26 questionnaires. The primary objective was to investigate challenges faced by principals in implementing Integrated Schools Sport Framework (2011).

Majority of the schools are aware of school sport policies and have adapted these to their schools. However, it is the implementation of such policies that remains

inadequate and a concern. The observation one makes from literature is that because performance is measured through academic outputs, sports and physical education are neglected. While the National Sport Plan advocate for the participation of learners and all schools in sport, there is a contradiction from the South African School Act that give School Governing Bodies (SGBs) the powers to determine the sporting code they wish to participate in. This is problematic since some SGBs choose to not participate in any sport.

The conclusion drawn from the study is that the benefits of implementing school sport policy will not yet be realised since it remains optional for the most part. There are no consequences for management of schools that do not comply. The situation with regards to equal representation of South African population in national sporting codes and teams might not change as fast as we envisage because schools are still not able to identify, develop and nurture sport talent. The research therefore recommend the review of the Integrated School Sport Framework (2011) to make it compulsory for schools to participate in a predetermined number of sport codes, so that there will be accountability.

Funding has always been a major challenge in sport development among many schools both primary and secondary and in many countries. While the results showed that majority of schools do allocate budget for the school sport annually, such budget is not adequate considering the poor condition of sport facilities and to the extreme some schools do not have facilities at all. The schools in the sample are no fee paying schools which means that they rely completely on the funding from government. There has been acknowledgement by the Minister of Sport and Recreation SA that the budget of the Department is inadequate to can make meaningful impact in many poor school.

Another recommendation is that the budget allocation that is made to schools should be a conditional grant. This is because a school sport budget is allocated but because sports are not compulsory that budget is redirected to what is deemed more important. If there are conditions then principals will have to make sure school sport policies are implemented even if it is at a minimum.

Schools do not have additional teachers who will specialise in coaching and training of learners. Most teachers who are coaches and trainers did not specialize in sport or physical education. Professional coaches are difficult to attract for poor schools as they cannot afford to pay them but this increases the burden for the already overloaded teachers as they take the role of coaches and trainers.

The last recommendation is that when the Department of Education conducts staff provisioning or work placement they should not only look at academics but also source people for sports. Schools should at least be provided with one qualified coach or trainer who can then be assisted by the rest of the teaching staff where possible. The observation made by the researcher is that privileged schools are able to employ additional resident coaches and trainers outside the Departmental provisioning and remunerate these staff from their own internal coffers they raise as school. Unfortunately this is not possible for poor schools.

8. References

- Association for Physical Education (2017, April 26). Premier League launches community programme aiming to connect with 10,000 primary schools by 2019. London, London Region, Britain.
- Coatler, F. (2010). The Politics of Sport for Development: Limited Focus Programmes and Broad-Gauge Problems. *Interaction Review for the Sociology of Sport*. Sage Publications.
- CSIR (2012). *CSIR Guidelines for the provision of social facilities in South African settlement*. Pretoria: CSIR.
- De Villiers, A.; Steyn, P.N.; Draper, E.C.; Fourie, J.M.; Barkhuizen, G.; Lombard, C.J.; Dalais, L.; Abrahams, Z. & Lambert, E.V. (2012). Formative Assessment of the Health Environment in Low Resource Primary Schools in the Western Cape Province of South Africa. *BMC Public Health*.
- Department of Basic Education (1996). *South African Schools Act*. Tshwane: Government Gazette.
- Department of Basic Education (2015). *Revised five - year strategic plan 2015/16 - 2019/20*. Tshwane: Department of Basic Education.
- Department of Basic Education (2017, April 10). *Department of Basic Education*. Retrieved from The Funza Lushaka Bursary: <http://www.funzalushaka.doe.gov.za/>.
- Department of Basic Education and Sport and Recreation South Africa (2009). *Draft School Sport Policy for Public Schools in South Africa*. Tshwane: Department of Basic Education and Sport and Recreation South Africa.
- Department of Culture, Sport and Recreation (2014). *Annual Report 2013/14*. Mbombela: Department of Culture, Sport and Recreation.
- Department of Culture, Sport and Recreation (2016). *Annual Report 2015/16*. Mbombela: Department of Culture, Sport and Recreation.
- Department of Education (1996). *The Organisation, Governance and Funding of Schools*. Pretoria: Government Gazette.
- Department of Sport and Recreation (1995). *A National Policy Framework "Get The Nation to Play"*. Pretoria: Sports and Recreation SA.
- Fox, W. & Bayat, M.S. (2011). *A Guide to Managing Research*. Cape Town: Juta & Co Ltd.

Government Gazette (Notice 932 of 2013). *Regulations Relating to Minimum Uniform and Standards for Public School Infrastructure*. Pretoria: Government Printing Works.

Mestry, R. & Ndhlovu, R. (2014). The Implications of the National Norms and Standards for School Funding policy on Equity in South African Public Schools. *South African Journal of Education*; Vol. 34, No. 4. Education Association of South Africa.

National Planning Commission (2011). *National Development Plan*. Pretoria: GCIS.

Nel, P.W.A. (2008). *Human Resource Management*. 7th Ed. Cape Town: Oxford University Press.

O'Neil, A. (2015, December 17). *Qualitative research methods*. Retrieved from <https://blog.optimalworkshop.com/qualitative-research-methods>.

Ono, Y. & Ferreira, J. (2010). A Case Study of Continuing Teacher Professional Development: Lesson Study in South Africa. *South African Journal of Education*.

Pelak, C.F.(2010). Women and Gender in South African Soccer. *Soccer and society*, 11(1).

Rainer, P.; Cropley, B.; Jarvis, S. & Griffiths, R. (2011). The challenges of providing high quality physical education and school faced by head teachers within Primary Schools. *Physical Education and Sport Pedagogy*, 17(4).

Republic of South Africa (2014). *Medium-Term Strategic Framework 2014-2019*. Pretoria: GCIS.

RSA Act No. 13 (2005, August 10). Intergovernmental Relations Framework Act, 2005. Tshwane, Gauteng, RSA.

Saffici, Christopher (2015). Teaching & Coaching: The Challenges and Conflicts of Dual Roles. *The Sport Journal*. 10.17682/sportjournal/2015.005. United States Sports Academy

Shilbury, D.; Sotiriadoru, K.P. & Green, C.G. (2008). Sport Development Systems: Policies and Pathways: An introduction to the Special Issue. *Sport Management Review*, pp. 217 - 223.

South Africa Tours & Travel (2016, March 4). *South-Africa-Tours-and-Travel.com*. Retrieved from The Top Ten” and the “Big 3” of South Africa sports: <http://www.south-africa-tours-and-travel.com/south-africa-sports.html>

Sport and Recreation South Africa (2015). *SRSA Strategic Plan 2015 - 2020*. Tshwane: SRSA.

Sport and Recreation South Africa (2016). *Annual Performance Plan 2015/16*. Tshwane: Sport and Recreation South Africa.

Sport England (2017). *Sport England*. Retrieved from Sportivate: <https://www.sportengland.org/our-work/children-and-young-people/sportivate/> Date: April 2017.

SRSA (2011). An Integrated School Sport Framework. Tswane, Gauteng, South Africa.

SRSA (2012). *School Sport Programme Roll-Out*. Retrieved from Sport and Recreation South Africa: www.srsa.gov.za/MediaLib/Home/.../Schools%20Sport%20Rollout%20Speech.doc Date March 2017.

SRSA (2012). *Transformation Charter for South Africa Sport*. Retrieved from <http://www.srsa.gov.za/pebble.asp?reid=1438> Date November 2016.

SRSA (2016). *2014/15 EPG Transformation Status Report*. Retrieved from Department of Sport and Recreation SA: <http://www.srsa.gov.za/pebble.asp?relid=2863> Date: April 2017.

Swart, J.J.; Swanepoel, M.J. & Surujlal, J. (2014). A Critical Analysis of Government Spending on Sport: Mass Participation and Scholl Allocation: Sport Administration. *African Journal for Physical Health Education, Recreation and dance*, pp. 251-265.