

SPORT FUNDING OF SCHOOLS IN LOW SOCIO- ECONOMIC COMMUNITIES IN GAUTENG

A dissertation presented by

Elizabeth Ntshengedzeni Phaswana

15403603

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Supervisor: Dr. Engela van der Klashorst

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DECLARATION

I, Elizabeth Ntshengedzeni Phaswana, hereby declare that this dissertation is my own work, that is being submitted to the University of Pretoria for the degree HMS of Sport and Recreation Management and has never been previously submitted for a degree at any other university.

All sources that I have quoted in the text have been acknowledged by means of a complete reference list.

Signed by me on the _____ day of _____ 2018

Signature _____

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SUMMARY

Title of dissertation: Sport funding of schools in Low socio- Economic communities in Gauteng

Student: Elizabeth Ntshengedzeni Phaswana

Student number: 15403603

Abstract

In 1959, opinions regarding sport and its place in education were expressed for the first time at an international conference “Sport, Work and Health” organised by UNESCO, (ED-76/Conf). Leisure and sport activities are thought to be developmentally important because it provides opportunities for skill development and the formation of social relationship during adolescence (Fourie, Slabbert & Saaymen, 2011). Children from the Low Socio-Economic Community often grow up without the opportunity to sharpen these skills and qualities in them due to meagre of physical education programmes which are professional structured to develop their talent.

Walter (2014) concluded that in South Africa children from historically black communities and schools previously disadvantaged by apartheid, have limited physical activity opportunities due to the marginalization of physical education in the school curriculum, inadequate extra-curriculum, community sports provision, the paucity or poor standard of available facilities and equipment. The condition has remained perpetual from generation to generation with no change in how sport programmes are structured.

The purpose of this study was to examine the prevalence, nature, and importance of funding to schools in Low socio- Economic communities. Sport is widely regarded as a social agent that connects many grassroots communities, whereas business has more difficulty reaching communities on their own (Dhurup,2012). The overall aim of the study was to establish the core fundamental problems of insufficient funding in sport for marginalised schools in Gauteng.

Inadequate funding has been identified as a major setback facing sports development in low socio-economic schools in South Africa (Elumilade, Asaolu, Oladoyin & Oladele, 2006). The interest in soccer is so pervasive that rough open land is used for practice session, although these areas are uneven covered with stones and in some instance broken glass, it is salutary to observe how passive the coaches and players are in the face of what one admittedly deplorable condition (Williams and Atkinson, 2009). Despite the poor condition in which township schools must conduct sports programmes, the schools have not given up and sporting codes like soccer, athletics and netball are played in townships like Kagiso.

There is sufficient evidence for the researcher to make a conclusion that funding problem at Low socio-economic school are exacerbated by lack of ownership and support from both parents and school’s official who priorities more on academics and less extramural activities at schools.

Key words: Sport funding; Primary school; High school; Low Socio- Economic Community; Development; Physical Education.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALISATION

1.1 INTRODUCTION

In 1959, opinions regarding sport and its place in education were expressed for the first time at an international conference “Sport, Work and Health” organised by UNESCO, (ED-76/Conf). Surgeon (1999) agrees with this sentiment and have expressed the opinion that every effort should be made to encourage schools and education authorities to provide daily physical education in each grade to promote physical activities that can be enjoyed throughout adult life.

Singh and Surujlal (2009) emphasise that physical activity is an integral part of the curriculum of schools in South Africa as they usually form the medium of learning and instruction in physical education within life orientation. The field of offering, as promised in the National Sports and Recreation Plan (NSRP) of an ‘active, winning nation’ are not level as township schools are often left behind (add a reference). Schools in Lower socio- Economic and rural areas are struggling to offer professional structured sport activities at their schools due to poor sport facilities as well as a lack of external support to enable coaching and needed equipment (Laureano, Konukman, Erdogan, Yu & Cekin, 2014). Lower socio-Economic communities in Gauteng requires funding to facilitate properly and well-organized sporting programmes, ensure sports development at school level is achieved.

Disadvantaged schools and township areas lack basic sport and recreation facilities and resources (Walter, 2011). Sport sponsorship is a means of showing the good citizenship of an organisation and was found to be the third most important objective of sponsorship amongst sponsors by Waite (1977). We need strong economic arguments to turn the cynics and sceptics although it should be a no-brainer that an investment in physical activity yields significant dividends (Kidd, 2001).

Inadequate funding has been identified as a major setback facing sports development in lower socio-economic schools in South Africa (Elumilade, Asaolu, Oladoyin & Oladele, 2006). Since government alone cannot wholly finance sport, it has become necessary for philanthropists and corporate sports organisations to supplement government’s effort in funding sporting activities in the country (Iyanda,1988). Unfortunately, the downscaling of Physical Education (PE) and extra-curricular sport activities in SA is a reality due to a lack of qualified PE specialists and limited funds available for PE at schools (Van Deventer, 2004).

Rademeyer (2013) posits that the policy on school sport was a constant bone of contention during the 1980's as the government continued to emphasize that the decision regarding participation in multiracial sports and cultural activities should be made by each school. This presented as a rational idea that would bring South Africans together, however, it was not to be as white communities remained reluctant to compete with black schools and were not comfortable to participate in sport at black communities due to crime.

An integrated school sport framework was released by both departments of Education and Sport in June 2011 in an effort to ensure that institutional structures are in place to implement and monitor school sport, regulate access and delivery of school sport for all learners. The frameworks attempted to clarify the roles and responsibilities of all stakeholders and to develop a quality school sport system enshrined with the principles of excellence, inclusion, respect, fair play, professionalism, capacity development and social cohesion (Department of Basic Education, 2011; Department of Sport and Recreation, 2011).

In lower socio-economic communities in South Africa where unemployment is prevalent, schools and local government are often relied on to provide the necessary resources for sport and recreation (Walter, 2011).

Nation building is a social process of transforming an underdeveloped, poor and divided society into a peaceful community with equal opportunities and economic viability (Rajput (2011). The current government has acknowledged the slow progress of sport programmes at school level and have enforce transformation in all sporting code as means for sporting codes to introduce their sporting programmes at schools to develop sports talent of colour in their sports.

South Africans are passionate about sport and companies often use this passion to promote their brand through an association with sport (Etzman & Penstone, 2001). Advertisers can make use of sport sponsorship and sport celebrity endorsement as extrinsic cues to influence consumers' pre-purchase attitudes (Van Heerden, Kuiper & Saar, 2008). Corporate social responsibility (CSR) is broadly defines by Bradish and Cronin (2009) as the responsibility of organisations to be ethical and accountable to the needs of society as well as to their stakeholders.

The world Bank defines CSR as the way businesses contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life, in ways that are both good for the business and good for development (Ward, 2004). It has further been acknowledged that because of the unique role of sport in society and its ability to address some of the social issues, there is therefore a logical connection between some of the social issues, there is therefore a logical connection between CSR and sport (Dhurup, 2012).

Corporate social responsibility is defined as “the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families, as well as of the local community and society at large” (World Council for Sustainable Development, 1999). Viewed initially as a charitable or philanthropic activity, CSR has evolved globally into a strategic tool for organisations to protect their reputation, develop brand loyalty and foster competitive advantage (Babiak & Wolfe, 2006).

Walter (2014) mentioned that in South Africa children from historically black communities and schools previously disadvantaged by apartheid, have limited Physical activity opportunities due to the marginalization of physical education in the school curriculum, inadequate extra-curriculum, community sports provision, the paucity or poor standard of available facilities and equipment. The condition has remained perpetual from generation to generation with no change in how sport programmes are structured.

Sport is widely regarded as a social agent that connects many grassroots communities, whereas business has more difficulty reaching communities on their own (Dhurup,2012). In addition, sport is believed to enhance CSR through its ability to reach out to communities often alienated by traditional development initiatives and in developing partnerships (Levermore,2010).

From a practical standpoint, the absence of physical education in South Africa public school’s further limits children’s opportunities to participate in sport and physical activity (Amusa & Toriola,2008; Toriola et al.,2011)

Sports fields are believed to be the breeding grounds of future leaders who have adhere to the constitutional rules and are believed that there are going to impart their experience, moral value, ethics and the practice of fair play in their society. According to Falcao (2010), positive youth development approach considers human development as the product of Individual characteristics like resilience and how these interact with the environment like school, neighbourhood and family.

Youth development has been seen as a platform to encourage a healthy lifestyle in the life of the youth, prevent unwarranted behaviour like crime: teenage pregnancy which has hit the society hence why sport participation and positive youth development programmes needs the community to support as is to ensure that the society gives their children a chance to a better life through sports participation and eliminate the possibility of their children taking interest into crime or the pervasive teenage pregnant.

Schools in Lower socio- Economic communities in Gauteng are in desperate need of sport funding. They are no way near achieving the two department’s framework for school sport released in 2011. Five years after the release of school sport framework, still several schools

have not started implementing this framework due to inadequate sport funding in their schools.

Rademeyer (2013), mentioned that mixed schools sport did not always enjoy the same support in different areas in South Africa. Peri-urban community often lack access to sport facilities in any case, and few schools in these environments have such facilities, results is that children grow up in an environment that is conducive to sedentary rather than physical activities (Mokabane, Mashao, Van Staden, Potgieter & Potgieter, 2014).

The White Paper on Sport and Recreation (SA 2015:21), states that the best place to instil changes in lifestyle and behaviour is at school level, further made proposal that schools should have access to adequate facilities to practice school sport and physical education. Government policy needs to be transformed to ensure an increase in support and opportunities for the poor to participate in sport (Meyer,2016). Even though these changes have been proposed on national level it is yet to be introduced in schools in lower socio-economic communities in Gauteng.

1.2 PROBLEM STATEMENT

Sport participation is an important form of exercise, however the level of participation is often affected by poverty and the resultant lack of facilities and opportunities to fulfil in the basic need of school learners (North,2007; Withall, Jaco & Fox, 2011). Van Deventer (2008), emphasised that sport and physical education are indeed an essential component of a quality education because it forms part of a holistic education.

Leisure and sport activities are thought to be developmentally important because it provides opportunities for skill development and the formation of social relationship during adolescence (Fourie, Slabbert & Saaymen, 2011). Children residing in marginalised communities often grow up without the opportunity to develop and sharpen these skills and qualities due to meagre of physical education programmes.

According to the Department of Education (2006), the balance of current state spending on schools is directed towards the payment of personnel that is said to continue to favour historically advantaged schools, aka Model C schools. It is conspicuous that black schools need more support financial, but the government spending towards township schools have not yet increased instead.

Each generation shares experiences brought about by distinct environmental forces prevalent during their formative years which serve to shape their behaviour and distinguish them from other generation (Beven-Dye, Dhurup & Surujlal, 2009). With black youth and Low socio-Economic school there is no distinctive sports behaviour that is install through physical education as communities struggle to initiate sport and physical activity programmes from generation to generation.

The world of sport is by definition a world of partnerships incorporating diverse actors (Van Deventer, 2008). Schools in lower socio-economic communities have a fundamental problem of not having a network of supporting actors such as private business sponsorships that may attract funding for sports programs. As a result, this study explored questions such as: 'What is the reasons why local companies in and around Low socio- Economic communities in Gauteng do not show interest to market or promote their brand to their local clientele through school sports?' and 'How can schools in Low socio- Economic communities promote sport and physical activities to private companies and surrounding business entities? The research question posed was: 'How is sport funding perceived in Primary and Secondary schools in the lower socio-economic community of Kagiso?

1.3 AIMS AND OBJECTIVES

The overall aim of the study was to establish the role funding plays in the provision of sport at schools in the lower socio-economic community of Kagiso. This study aimed to achieve this aim through the following objectives:

- To identify the current process utilised for sport funding at school level in Kagiso;
- To establish what form of funding is required towards sports development at Primary and High schools in Kagiso;
- To identify the current approach to funding used by Primary and High schools in Kagiso;
- To identify barriers in the current system of sport funding in lower socio- economic schools.

1.4 LITERATURE OVERVIEW

This study will utilise conflict theory as theoretical lens. Conflict theory is focused on economic issues in sport and how inequality is created in society. Black learners have been discouraged from sports participation by the absence or neglect of facilities and equipment (Mchunu & Roux,2010). This has been the case with Kagiso communities, in particularly schools as they have poorly maintained facilities in their schools which leads to students being discouraged to participate in sports. However, if the motives to stop participating are greater than those for continuing participation, then a child will most likely not begin or will discontinue his or her sport involvement (Wann, 1997).

According to Jones, Bester, Asihel and Humphreys (2007) the acquisition of life skills was viewed as the most important reason for engaging in physical education, while school sport offered opportunities for interaction with others and dealing with problematic situation. Sport is a solution to societal problem through sport friendships are developed, encourages the athlete to live a clean life that disassociate them from criminal activity and lead by example as a hard-working individual whom the community can look up to and the young ones would like to emulate. The aim is to express the view of Jones, Bester, Asihel and Humphrey (2007) and rejects the notion that black communities' sports offering can never improve.

Ndlangamandla, Burnett and Roux (2012), emphasised that active participation in structured physical activity at school as presented in physical education and school sport render multiple benefits, however access to such practices is not given in developing countries where structural obstacles remain. It's high time that the Lower socio- Economic communities realise that the problem they schools are faced with can't be solve by someone who is not from their area, they need to support schools sport and schools' activities. They need to start to embrace change and accept that sport participation and competition prepare their children for adulthood, build a character in them, increase high self-esteem, confidence, install discipline and more important introduce them to correct ethics and morality that's derived from participating in sport.

The availability of adequate physical facilities in the primary schools greatly affect the satisfaction of pupils, both pupils in rural and urban locations expresses great effect of the facilities on their satisfaction with schooling (Aina & Ileoye, 2015). Facilities seem to be the most important factor relating to non-participation in sport by black learners at secondary level (Mchunu & Le Roux, 2010). Shehu, Kasale & Moreri (2012), stated that in recent times, it has become clear that school sport resources and opportunities are not equal within and across Botswana district and regions.

Most school in the townships do not have their own sports fields and equipment for use by learners (Mchunu & Le Roux, 2010). In rural areas, approximately half of all schools have no

sports facilities (Chisholm, 200: DoE, 200B). A major shortcoming in the infrastructure at national level is the absence of an effective and efficient learning area advisory service for PE and school sport (Van Deventer, 2002).

The increased need for professional employees like professional sports coaches in the sport industry has placed greater demands on human resources manager, it is therefore important that coaches are appropriately trained to fulfil this role (Surujlal & Keyser, 2013). Black and Weiss (1992), emphasise that children drop out of sports such as athletics because of poor coaching. Van Deventer and Van Niekerk (2008) revealed that, for example, 60% of the Life Orientation (LO) teachers in selected Western Cape primary and secondary schools were not qualified to present PE, which is at the core of the battles regarding the successful implementation of the NCS (Campbell & McGhie, 2007; Blignaut, 2009; Jacobs, 2011).

Mc Veigh et al. (2004) found that children from Low socio- Economic quartile had low activity levels and high television watching time. Indeed, they have a high rate of television watching time due to lack of sport facilities easily accessible in and around their communities. Disadvantaged schools and schools in townships areas lack basic sport and recreation facilities and resources (Walter, 2011).

Many young athletes at secondary schools stop participating in sports because of the factors such as failure to gain self-esteem and self-confidence, burnout, not getting an opportunity to play, poor organization and management skills at schools, inadequate sports facilities, conflict spot and school work, etc (Gould & Petlichkoff,1988).

According to Amusa, Toriola & Onyewadume (2008), an individual's position and attitude towards physical activity are challenged, reshape and firmly fixed during the school years. The most important people in the children's live are teachers as they influence students' and encourage them on which career path to take looking at their performance, same will apply with sport, school's officials are there to nature, encourage, support and build the students to become better leaders of tomorrow. The study aims to gain an insight into the sports coordinator view of sport participation by students at schools.

Entuthukweni primary school in Kagiso became the latest beneficiary of a sport kit donation from a good Samaritan, Entuthukweni a school nestled in a neatly knitted community received a full soccer kit, four soccer balls and squeeze bottles from a local resident, Gcina Mfaze (DikgangTsa Mogale, 2015). A clear indication of the much-needed support for schools in Lower socio- Economic communities to continue to offer structured sport programme.

The challenge of access to resources such as good quality facilities, lack of access to school children for regular sport provision and not being able to facilitate a synergy between service

providers at the local level diminished the potential smooth synergy and strategic partner collaboration initiative of siyadlala Burnett (2014). Children are exposed to television all the time, they watch they sports heroes play and the quality of facility they play on, this inspire them to become sports heroes, to emulating their star but are discourage due to the quality and state of the facility they have at schools.

Kot and Kucharski (2015) states that financial resources provided to clubs enable them to contract players, participate in sports competitions, train young players, develop sports infrastructure and engage in marketing activities. However, lower socio- economic Schools in Gauteng are unable to develop or build sports infrastructure due to lack of sports funding. The development of future talent in sport at these schools is hampered. Moreover, corporations reach their own marketing and advertising goals through sponsorship (Kot and Kucharski.2015).

Wherever PE was offered, it has been significantly rationalised, this situation can be ascribed to a lack of qualified PE specialist and limited funding available for such low priority, non-examination subjects at schools (Singh,2004; Naidoo et al.,2009). In South Africa, inactivity is often associated with disadvantaged communities (Walter, 2011).

Dieltiens (2011), mentioned that Since the school relied heavily on fees for extra-mural activities, stationary, some textbooks and teachers' travel cost to and from school workshops, the SGB was strict on payment. Policy development in physical education and sport in Botswana over the past decade reflect the government's commitment to improving access, participation and athletic success of school children and youth and, ultimately reduce social inequalities in the playground (Shehu, Kasale & Moreri,2012).

Although schools are an established health-promotion setting, in most South African public school's formal Physical education is non-existent (Singh & Surujlal,2009). This situation can be ascribed to a lack of qualified Physical Education (PE) specialists and limited funding available for such low priority, non-examination subjects at schools (Singh, 2004: Coopoo, Lambert & Draper, 2009). Schools are seen as responsible for the provision of basic equipment, qualified coaches and sport coordinators, and to facilitate access to sport facilities and ensure that play grounds are safe and properly maintained (Kubayi, Toriola & Monyeki, 2013).

Bloemhoff (2008) recognised the visibility of high performance and professional sport has increased awareness on organized sport as a part of culture. Lower socio- Economic communities has to embrace sport culture, incorporate it on their daily life and I do believe this change have to start with the people who are responsible for imparting education to leaners at black communities. The question asked by Bloemhoff is on the structure of organized sport at schools and the involvement of teachers in the process.

According to Van Deventer (2012), as in most parts of the world South Africa has a top down approach to sport and very little investment is made at grass roots level. There are many different reasons why companies enter the sponsorship marketplace, ranging from brand awareness to bring awareness towards community they render their service to. If a school is sponsored it may attract more students, thus raising the quality of the school. If an event is sponsored it will be better organised and may be able to expand to allow more teams/players to take part.

Nongogo, Kubayi and Amusa (2014), points out that most of the schools lacked quality sporting facilities, this could be due to the inability of the public schools and/or government funded schools' inability to galvanise enough funds to build and/or maintain the often-meagre available sporting facilities.

Kubayi, Toriola and Monyeki (2013), research recognise that schools should also provide children with basic equipment hire qualified coaches and sport coordinators, access to sport facilities and ensure that playground are safe and properly maintained. Lower socio- Economic schools in Gauteng have not been in the position to provide any of the above, can't afford to maintain soccer field which looks like among many facilities required they only have. They need to organize events that could generate them profits like charity events to create awareness among their community, invite business around their community to come and offer support either donate sport apparel or donate money.

Kruger and Pienaar (2011), found that farm schools are among the poorest with regard to financial resource and physical structures in South Africa and subsequently learners are confronted with many constraints regarding sport participation. They organized themselves, played their sport in the conditions that apartheid has consigned them and still find it difficult to attract potential funding to their schools. The availability of resources to only the establishment groups, mostly white and the rebel tours that still took place, continued to widen the gap between the two groups. The situation worsened with the inadequate of funding at their black schools. The question asked by Kruger and Pienaar (2011), focused on inequality.

Kubayi, Toriola & Monyeki, 2013 reported lack of parental support, conflict from other interest and lack of transport after school hours as major barriers to sport participation among secondary school students in atteridgeville township in Pretoria. Another study carried out by Pule (2007), among secondary school students in atteridgeville township in Pretoria, reported that time constraints and safety concern, restricted sport opportunities, unqualified sport coaches and lack of sport facilities were the major barriers to sport participation among the learners.

The marginalization of physical education in the school curriculum, the lack of qualified physical education teachers and decline in extra-curricular sport provision also have a bearing on declining levels of physical activity in the country (Van Deventer, 2004; SSISA, 2011). However, active participation in school sport has declined in the past few years despite the keen interest shown by students to actively engage in sport (Toriola et al., 2011).

Most people in the previously disadvantaged communities of the Theewaterskloof (TWK) Municipality do not have enough money to let their children join a local sporting club or pay for transport so that they can participate in extramural sport activities, Van Hout, Young, Basset & Hooft, 2013. Rural and formerly black schools are invariably under-resourced in terms of programmes, finances, facilities, equipment, as well as professionally prepared specialists of PE (Burnett, 2000; Van Deventer, 2004).

To compound these challenges, learners live some distance away from schools and adequate transport for them is very rare (Singh & Surujlal, 2009). Lack of transport after school hours was also perceived as major barriers by the students (Kubayi, Toriola & Monyeki, 2013).

Most never experienced PE and participation in extramural sport activities in minimal due to transport and financial problems (Jenne, 1997; Burnett, 2000; Coetzee et al., 2000).

In South Africa, community sport and recreation facilities and opportunities are meagre in areas previously disadvantaged by apartheid. Walter (2011) emphasises that schools should be a primary site for enabling children to meet recommendations. Apartheid has derailed the black community regarding sport development and as a nation we continue to find it impossible if not difficult to pull the nation out of the current situation where there is no sporting facility as compared to the white community.

According to Ndlangamandla, Burnett and Roux (2012), a lack of facilities was viewed as the main limiting factor for participation in sport. There is a great interest in sport though with some difficulties faced by low socio-economic schools, they are able to offer soccer and netball as this sport requires an open field only let down by the quality of this field, a contrast to suburb's schools.

Kubayi, Nongogo & Amusa (2014), said soccer was found to be the predominant sport among black learners, however learners have also shown keen interest in other sports such as Cricket, Swimming and Tennis, the greatest concern however is that many of the above sports are non-existent in rural school. Lower socio-economic Community schools are not less of sporting talent, it's the facilities that has been a let-down for the schools to nurture and develop nations sport heroes, the interest is there. In the study conducted by Kirui, Kipkoech & Simotho (2013),

mentioned that the reason for low participation in indoor sports like swimming and racquet was because of inadequate of specialised equipment in most schools.

The barriers also highlight the important role that physical education in our school curriculum should play in educating people on the importance of leading an active lifestyle and in preparing them for life-time physical activity which learners could carry over into adulthood (Walter & Du Randt, 2011).

The annual performance report issued by the Department of Sport and Recreation (SRSA, 2013a) revealed several significant weaknesses that limits the department's achievement of their strategic objective. Weaknesses include the lack of availability of infrastructure in poorer communities, sport equipment and properly trained coaches to serve as examples.

In South Africa the government flagship programme Siyadlala has brought about change by providing sport participation opportunities in impoverished communities, contributing to a substantial increase in numbers and in variety of sporting code which fluctuate with the opportunity to participate in league and events Burnett (2010). So far, this programme has given the hopeless in sport to realise their talent, black students participate in numbers even from the townships schools to showcase their talent however parents at township community do not attend events played at their backyard again goes to their culture of not showing interest and support to their children. How are this schools going to get funding from, they need to start showing their support in large numbers as this will raise awareness to create interest for company to fund them.

The major problems experienced with the implementation of LO in secondary schools in the four provinces were qualified PE teachers, time allocation from the schools' time table for PE and facilities and equipment to present PE, sport and recreation (Van Deventer, 2012). The limited number of sport codes in schools could also be attributed to lack of facilities and qualified human resources (Ndlangamandla, Burnett & Roux, 2012).

Deficiencies in physical activity time allocation, insufficient qualified PE teachers and inadequacies in facilities and equipment were considered to be significant barriers to the effective teaching and development of sunshine sports as part of PE curriculum (Tian, Toriola & Wang, 2014).

Chelladurai (2006) suggests that school sport managers should be adequately equipped according to specific requirements of the school sport managers to deliver and provide the relevant sport services and opportunities to learners, otherwise or school sport may lose its potential impact as a social stabilizer.

Mchunu and Le Roux (2010), study noted that in terms of facilities it has been revealed that township schools do not have adequate equipment, properly organized recreational facilities, coaches for the different sporting codes and upgraded as well as maintained sport field.

The majority of schools in Lower socio- Economic communities such as townships do not have a sports field or the necessary equipment for use by learners. In the instance where any grounds or sports fields are available, these fields are often subject to neglect or vandalism, as most of the school cannot afford a security fence (Mchunu & Le Roux, 2010). Tonts (2005) comments that while much of the research on rural sport has focused on questions associated with infrastructure provision, facilities management, physical activity, and health promotion, very little research attention has focus on questions of exclusion and inequality.

Motivation and encouragement to participate in sport and physical activity comes from teachers, parents and peers. This support needs to be carried to the sporting field when there are games, it will edge sponsors to take notice and consider investing through funding them but if there is no attendance from community member, parents, teachers and peers there won't be any attention received. The biggest problem with these schools, students are left to play with just a coach no teachers, parents neither support from community hence there has been no company coming forward to sponsor them. Therefore, the study will edge the community, teacher, fellow students to start attending school events as they attendances in number will give the school much needed recognition to attract sponsors.

Previously disadvantaged schools have been adversely affected in almost all spheres of education, including PE and sport (Amusa & Toriola, 2006). One of the key portfolios in managing and marketing school sport, is the appointment of well-trained and dedicated managers who are frequently in direct contact with customers as well as media are among the primary employees (Chelladurai & Ogasawara, 2003). The school sport manager is therefore required to manage the rich sport environment at schools (Gerber, 2000; Doherty & Carron, 2003), and ensure high satisfaction level of all stakeholders and participants.

(Walter, 1994), some schools have well developed facilities, while the majority have next to nothing especially in Low Socio-Economic community. Despite the recognized benefits that school sport can offer, the "disadvantaged schools in the historically "Black areas like Soweto, lack basic sport and recreation facilities and resources (Walter, 2011).

Overall, Mchunu & Le Roux (2010), found that facilities and political factors were the most important constraints to students' participation in school sports. Farm schools are among the poorest with regards to financial resources and physical structures in South Africa and consequently learners are confronted with many constraints regarding sport participation,

Kruger & Pienaar, 2011. Black schools have been adversely affected in almost all spheres of education, including PE and sport (Amusa & Toriola, 2006)

Black learners have been discouraged from sports participation by the absence or neglected of facilities and equipment (Mchunu & Roux, 2010). Most schools in the townships do not have their own sport fields and equipment for use by learners (Mchunu & Le Roux, 2010).

In the White Paper on Sport and Recreation (2015: 40) in the 2014 Transformation report stated it was evident that there is a crucial shortage of trained coaches, referees/empires and technical officials especially in the previously disadvantaged areas and public schools.

Schools are ideal site for interventions that promote physical activity, especially in disadvantaged communities (Walter, 2011).

Many schools in Lower socio- Economic communities and rural areas do not have sports facilities. This contrasts with the South African suburbs where every school has several sports facilities some of which are not being use Bogopa (2001). This has been the problem with black schools from generation to generation and to date, the conditions has not change hence very low production of black sports stars.

The press severely criticized the city council for proclaiming to improve sports facilities for blacks but only after it had been long overdue and even then, such facilities were not of the same standard as those of its white voters Le Roux (2002). Low socio- Economic communities must stop relying on government funding and start sourcing out funding from the many company in their community that are profiting from their spending, through establishing and maintaining strong relationship with these company for financial gain to elevate financial pressure.

Schools sport among the marginalised and oppressed community during the apartheid regime remains unattended in both popular and academic literature Cleophas and Van Der Merwe (2009). During the regime black community where imposed with education being taught in Afrikaans which many oppose, some even opt not to go to schools at all hence the culture of sport at schools for some is new, still need to adjust and this people are either parents or grandparent. They have not passed on the culture of sport to their children nor grandchildren, this is one of the major problems why community do not attend school sport activities as oppose to the white communities.

Physical education and school sport in South Africa demonstrate extremes' and inequities, contrast is visible in all aspects of South African life but most significantly in education Amusa and Toriola (2006). The process of change remains stagnant in contrast to white communities,

one would think that things would have drastically change from where it was during the apartheid era but no, black communities are still far behind in education, sports offering conditions is deplorable.

Nongogo, Kubayi & Amusa (2014), mention that during the apartheid era, the black schools and township including Soweto generally were typically underdeveloped in comparison to white schools and their suburbs. The problem with township schools date from way back with an old government and now the new government is still failing to break from the past where very little was thought of when relating to black communities' school sport.

1.5 RESEARCH METHODOLOGY

Research approach

The researcher embarked on qualitative research approach used as an umbrella phrase covering an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning of naturally occurring phenomena in the social world (Welman, Kauger & Mitchell, 2005)

Data collection

Data collection requires precision to gather required information and be able to make a conclusive meaning which encourages further researchers to do more elaborative work in the field. Data collection in this study was carried out through the implementation of focus groups and semi structured interviews with participants.

Research participants

Participants arise from primary and secondary school based in Kagiso township from the West rand in Mogale City. Schools were equally given the opportunity to par-take in the study, based on first responded who heard the call and responded positively, three primary schools and three secondary schools were the source of the study participants. The participants consisted of Principal/Deputy, teacher/coaches, sports coordinator/teachers and parents.

1.6 KEY CONCEPTS

School Governing Bodies is a statutory body of parents, educators, non-teaching staff and learners who seek to work together to promote the well-being and effectiveness of the school community and thereby enhance learning and teaching (DoE Western Cape, 2018).

Financial Accountability providing track record of how finances were being used to all stakeholders to develop strong trust.

School Policy on Funding guidelines on how schools' can go about generating much needed extra funds within the confinement of their policy.

Fund-raising is when schools decide to organize activities to raise funds for a specific reason.

Community partnership is when schools engage their communities in all major activities in and around their area for support.

Sponsorship is when two or more Company or organization comes together for a mutual benefit.

Corporate social investment is when Company or Organisation decides to give back to communities that has supported to show their gratitude and appreciation.

1.7 CHAPTER CONCLUSION

This chapter gave the reader a summary in details as to what the study is about and included an overview of the research question, study objectives and methodology that was utilised to collect data. Chapter two will primarily focus on the background of the study, discuss the current available research related to the study topic.

CHAPTER TWO

SPORT AND PHYSICAL ACTIVITY

2.1 INTRODUCTION

Chapter One presented the research problem for the study as well as the methodology with which the research's question will be addressed. Chapter Two will provide an overview of the benefits of sport and physical activity and will emphasise the need for sport equipment and facilities to enable sport participation.

2.2 PHYSICAL ACTIVITY AND SPORT AS PART OF THE SCHOOL CURRICULUM

Physical activity is an important component of childhood that promotes health and well-being (David & Roman, 2014). The authors emphasise the importance of children being physically active and increasing their physical activities especially if their levels of physical activity are not as desired. The school and parents play a key role in encouraging their children to actively participate in physical activities.

Physical activity, defined as any bodily movement produced by skeletal muscles that requires energy expenditure (Cozzett, Bassett & Leach (2016), not only contributes to the physical development of children, but also functions as protective factor against risk factors associated with inactivity. These risk factors present as overweight and obesity (WHO, 2009) Risk factors associated with physical inactivity are known to establish themselves during childhood and adolescence and continue into adulthood, placing the adult at risk of the disease (Tergerson & King, 2002).

In a study by Phillips & Awotidebe (2015), the authors concluded that participation in physical activity has substantial benefits for the health and wellbeing of individuals and populations. Phillips, Kirenga, Steyl & Kagwiza (2015), elaborated on this conclusion by emphasising that encouraging increased physical activity is one way to aid young people in achieving a balance energy intake and expenditure and establishing healthy behaviour that will continue into adulthood. Physical activity improves children's attributes such as brain function and high energy concentration, increases self-esteem that leads to better behaviour which may support educational performance, and also cardiovascular health (Tremblay, Inman & Willms, 2000; Cocke, 2002).

According to the President's Council on Physical Fitness and Sports (PCPFS, 2008), children and teenagers require 60 minutes' physical activity of moderate intensity per day in order to derive health benefits. Nyawose & Naidoo (2016), caution that physical inactivity in children and adolescents can result in premature deaths, cardiovascular diseases and many other detrimental results. In a confirmatory study Dhubbert (2002), found that increased physical exercise participation reduces obesity, maintains healthy joints and builds stronger bone mass. Involvement in physical activity is furthermore considered to be an important during childhood for brain development and, when carried out in the form of sport participation, it is beneficial for pro-social development (Jacka et al., 2011).

The role of sport in any country cannot be underestimated or overstated (Swart, Swanepoel & Surujlal, 2014). It is through sports that South Africans came together as one nation without any division of colour. At a micro level participation in sport has numerous health benefits for individuals and communities (Sirard, Pfeiffer & Pate, 2006) and increases the likelihood of continued participation throughout life (Walters, Barr-Anderson, Wall & Neumark-Sztainer, 2009). The history of sports dates as far back as the existence of man as a source of recreation, belonging, gathering and competition, preparation for war, violence and divine blessing (Kirui, Kipkoech & Simotwo, 2014).

Compared with other school subjects, Physical Education (PE) has unique characteristics such as motor, social and physical development of all children irrespective of their ability (Amusa & Toriola, 2008). It is acknowledged to play an important and irreplaceable role in the child's development, satisfy children's need for movement and physical activity, as well as foster harmonious growth and development (Decker, 1985).

Generally, in South Africa PE as a school subject has been neglected, misunderstood, seen as a benefit of little importance and regarded as inferior when compared to other subjects in the curriculum (Amusa & Toriola, 2008). Evidently, children who participate in PE activities on a regular basis learn the benefits of that participation and appreciate its contribution to a healthy lifestyle (Kanan & Al-Karasneh, 2009). A child who has the opportunity to play on a soccer team will understand the value of teamwork by playing alongside his/her peers and will also learn that staying active will help him/her avoid the sedentary lifestyle that promotes obesity, high blood pressure, and diabetes in adulthood (Kanan & Al-Karasneh, 2009). School-based PE interventions are therefore advantageous since programmes can become institutionalised into the regular school curriculum, staff development and other infrastructures (Stone, McKenzie, Welk & Booth, 1998).

Beyond physical education, schools offer organized extracurricular activities, such as school sports, activity clubs, and other structured and non-structured leisure activities making schools a viable medium for promoting physical activity Among youth (McKenzie and Kahan, 2008; Wechsleretal, 2000). One of the most significant contributions to the development of a lifelong love of sport is a rich, rewarding and high-quality PE curriculum in schools (Sport, 2014). In Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body (Kehinde & Adodo, 2011).

Schools are the bases of a strong foundation embed in pupils through sports participation both at primary and secondary levels. A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating in sport when they leave school (Ministry of Youth Affairs, 2002).

The research is quite clear that while sport and PE can be powerful facilitators of positive outcomes for children, they can also, if badly designed and poorly executed, do the complete opposite; turn children off, discourage and dissuade (Sport New Zealand, 2015). This is the case with current situation in South African school, students aren't deriving the desired benefits and goals of participating in school sports due to poor funding, qualified professionals and properly structured sports programmes. In most cases competitive sports at schools require travelling and transport of learners, sports clothing, equipment, facilities, resources and funding (fedsas. 2012).

Sport participation is often perceived as secondary to academic subjects. An example of this is evident in Kenya, as most schools in Kenya do not encourage students to concentrate on sports as much as academics, most teachers, students and parents perceive sports as a "timewaster" that diverts students' attention and concern from core academic curriculum and educational mission of schools. (Kirui, Kipkoech & Simotwo, 2014). In other areas of the world, the beneficial value of sport is recognised. French government plans to provide two extra hours of sport outside school hours will only benefit those who are already physically active, as the scheme would only be on a voluntary basis, teachers warn. Instead, they call for the promotion of physical and sport education as a school discipline (EURACTIV 11/07/2007).

The surprisingly low allocation for school sport and mass participation is difficult to understand in South Africa. In a broader context, the lack of investment in school sport decreases South Africa's potential to produce high quality talented athletes (Swart, Swanepoel & Surujlal, 2014).

Sports are the activities that students engage in, besides academics in schools to develop skills and develop their talents (Kirui, Kipkoech & Simotwo, 2014). Teachers and educationalists tell us that young people should do sport and need to understand that fitness is important to be healthy and do well at school (British Council, 2016). In regard to sport, most teachers noted

how time consuming it was to run school sport, purely from a logistical and administration point of view.

A strong school sport environment starts with the culture and ethos established by the leaders of the school and exhibited across all aspects of the school operation (Sport NZ, 2014). Sporting Schools is open to all Australian primary schools, and with quality programs developed by over 30 national sporting organisations, it offers a fun and supportive environment for children and coaches (Australian Sports Commission).

The recent trend across nations is to inculcate the culture of sports activities in children, even with emphasis on the foregoing, PE in Nigeria primary school still lacks the attention it deserves and more so when most public primary schools lack basic facilities and equipment necessary to conduct physical education classes, in addition to the reported zero funding of physical education programme and activities (Kehinde & Adodo, 2011).

Even with the prescription of the National Policy on Education (1977) which makes physical education a compulsory subject at this level, the situation remains the same in Nigeria, since the Ministries of Education, Youth and Sports scarcely provide funds, the schools usually turn to the students for sports levy (Kehinde & Adodo, 2011).

China's sports system has been enormously successful since the country returned to the Olympic fold in 1980, culminating with the host nation topping the medals' table at the 2008 Beijing Olympics with only a slight dip into second place behind the United States in London four years later (DailyMail, 2016). Debates about the continued relevance of the sports school system began to emerge around the 2008 Beijing Olympics, Huang and other schools said, as emerging tales of difficulties facing retired athletes jarred against rising expectations of education standards among China's booming middle-class (DailyMail, 2016).

Physical Education and School Sports in Germany have a tradition, following the beginning of a bourgeois (gymnastics-oriented) physical education promoted by the philanthropists, from the middle of the 19th century onwards – initiated by Prussia – gymnastic exercise lessons were introduced in schools (Memorandum on Physical Education and School Sports, 2009).

In primary schools, the intolerable situation that in Germany, on a national average, almost 50 % of PE and sports are taught by teachers with insufficient specialized training or none, it is necessary to employ more properly qualified PE and sports teachers, and school headmasters are requested to take measures for internal solutions. (Memorandum on Physical Education and School Sports, 2009). For genuinely teaching at least three hours of PE and sports per week, a sufficient number of places authorized by the budget are required and must be made

available for the employment of PE and sports teachers (Memorandum on Physical Education and School Sports, 2009).

If learners are to be subjected to sporting activities under the guidance, training, supervision, etc of untrained, unskilled or reckless people, such liability can even include criminal liability (Fedsas, 2012). Young people see sport as a way to get fit and healthy, develop skills, establish identity, and balance the demands of academic work (Sport NZ, 2012). To encourage children and young people to participate in sports, they need to feel physically and socially safe (Sport NZ, 2010). Schools should be able to recognise the sports that can provide quality experiences for their students, and the coaches who are appropriate and can provide these experiences (Ministry of Education, 2007).

A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating when they leave school (Sport NZ, 2014).

The way a school values, organises and resources sport, and encourages and supports students, are important influences on young women's experiences of sport (Burrows & McCormack, 2011). One of the most common reasons young people give for quitting a sport is that they didn't like the coach. Good coaches have a participant/athlete-centered approach which focuses on the needs of the kids; they encourage kids to participate and learn, they listen to their players, understand their needs and then work with them to help them succeed in their sport (Sport NZ, 2012).

An effective school sport programme provides pathways for students to realise their aspirations as participants, coaches, officials and administrators inside and outside the school, establishes strong working relationships with community sports organisations and personnel, and provides and shares equipment and facilities that meet the needs of all students (Sport NZ, 2014).

Since parenting plays an important role in determining the lifestyle that children lead (Lau, Lee & Ransdell, 2007; Mountjoy et al., 2011), it is important for health professionals to have a comprehensive understanding of the relationship between parenting styles and physical activity in children.

2.3 FUNDING STRUCTURE IN PUBLIC SCHOOLS

Government plays a significant role in promoting and developing sport in a country (Swart, Swanepoel & Surujlal, 2014). Government and sport federations constitute the public sector of the sports industry, which are responsible for developing sports policies, allocating grants for developing infrastructure, nurturing talents and designing specialized programmes for overall development of sports (Banerjee, 2011).

In terms of Section 34 of the South African Schools Act, the state is mandated to fund public schools from public revenue on an equitable basis in order to ensure proper exercise of the rights of learners to education and redress of past inequalities in educational provision (Mestry & Ndhlovu, 2014). The Act also makes provision for school governing bodies (SGBs) to supplement state funding by way of school fees and fundraising initiatives (Mestry & Ndhlovu, 2014).

An example of how government can support the physical education (PE) curriculum can be seen in how Australian government supports schools. Australian primary schools can apply for funding that includes a base amount determined by your whole school enrolment, plus an amount for your expected overall participant numbers and secondary schools can apply for funding that includes the costs of program delivery for the school, and access to additional support and tailored resources where it is needed most (Australian Sports Commission).

School Sport Australia is also proactive in providing students with opportunities to participate in ambassadorial roles which assist in enhancing their self-esteem and social development (School Sport Australia, 2014). Funding is available for schools to deliver Sporting Schools programs before, during or after school hours using one of our NSO partners (Australian Sports Commission). Sports help students get mental rest and stay physically fit and healthy (Astin, 1993).

IN the United Kingdom, Lottery funding from Sport England will also be deployed to build a framework of competitions as part of the new School Games and competitions for pupils with disabilities and SEN will be included at every level (Department of Education.uk, 2010). Michael Gove has today set out the direction of travel, and initial funding, for the coalition government's new approach on school sports, schools will receive funding to allow PE teachers to further embed competitive sport in schools across the country and raise participation (Department of Education.uk, 2010).

The New Zealand Curriculum includes the learning area of Health and Physical Education, while it is recognised that sport and recreation is not physical education and physical education is not just sport and recreation there is a distinct and important relationship between the two (New

Zealand Government, 2012). In 2014 Sport NZ started a project called the School Sport Futures Project (SSFP). The aim of the SSFP was to identify issues with the quality and quantity of physical education and sport in schools (Sport New Zealand, 2015). New Zealand Secondary Schools Sports Council Inc, is the sports service organisation that coordinates, promotes and protects secondary school sport for students, it has been established, by schools, to act as guardian of the heritage and the values of secondary school sport for all students (New Zealand Government, 2012). Membership of NZSSSC allows and encourages schools to participate in the whole range of sports activities under the Councils control by increasing their knowledge of what is available and providing clear guidelines for competition (New Zealand Government, 2012).

2.4 CHAPTER CONCLUSION

Chapter Two presented the case for the importance of Physical Education in schools. It provided an overview of how governments in countries in the Common Wealth are currently supporting physical activity in schools. Chapter Three will consequently present research on the funding of sport programmes and barriers.

CHAPTER THREE

BARRIERS IN SPORT FUNDING

3.1 INTRODUCTION

Chapter Two presented a case for sport and Physical Education (PE) in schools. Chapter Three will now explore what barriers exist to funding sport and PE programmes in schools in marginalized communities.

3.2 FUNDING OF SPORT AND PHYSICAL EDUCATION PROGRAMMES

Sport can awaken hope where there was previously despair (Nelson Mandela, Laureus World Sports Awards Ceremony, 2000). Sport is also seen to have a set of well understood values which can actively demonstrate the benefits and sustainability of a partnership approach that allows for common ground where people and organisations can meet and work together (Dhurup, 2012).

Funding presents a major stumbling block and gives rise to the decrease physical activity level in children with many parents lacking the money to allow their children to participate in organised sport activities (Mokabane, Mashao, Van Staden, Potgieter & Potgieter, 2014).

Figure 1. Sport Interest from Students

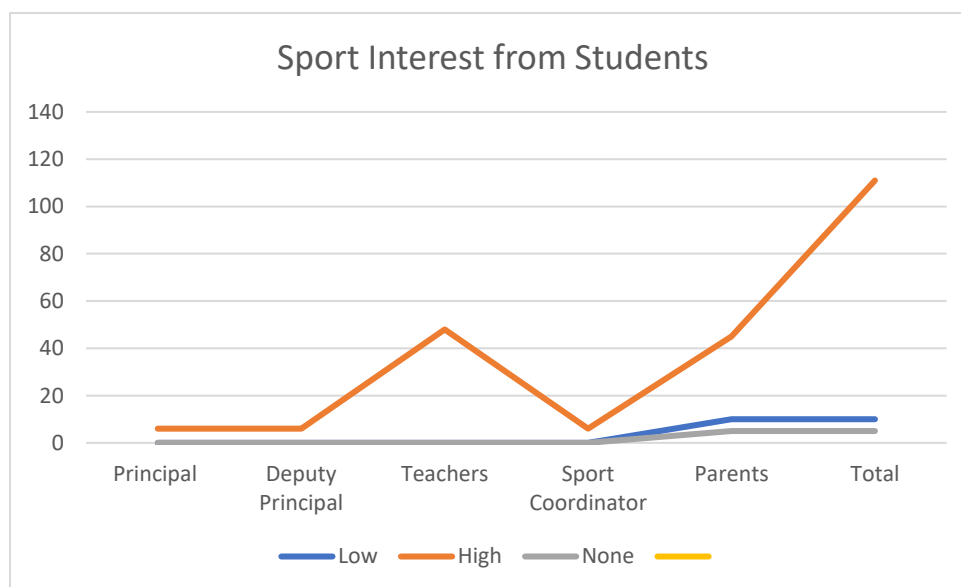


Figure 1 above reveals that there is always an interest in sport from students. It has further been acknowledged that because of the unique role of sport in society and its ability to address

some of the social issues, there is therefore a logical connection between CSR and sport (Dhurup, 2012). In addition, sport is believed to enhance CSR through its ability to reach out to communities often alienated by traditional development initiatives and in developing partnership (Levermore, 2010).

According to Van Deventer (2008), the world of sport is by definition a world of partnership incorporating diverse actors. Low socio- Economic community schools in Gauteng needs to realize the opportunity derived from proper school sports programs for their children because if they don't their schools will not change, and their children will not be in the position to benefits from playing sports. Not forgetting it is important to the sponsor to be associated with a team or individual that is successful. Therefore, through the study we would like the schools to embrace the ideology of developing partnership, that will be prolific in the future not invest on bench marketing.

In most instances, sponsorship is commercial, whereby a firm associate itself with a public event in order to gain direct economic benefits i. e increase in consumer awareness, improvement in image and sales (D' Astous & Britz, 1995). Sponsorship offers companies to cut through the noise of advertising by targeting specific segments of buyers and giving sponsors the avenue to involve these buyers with brand (Roy & Cornwell, 2004)

Smith (2013) argues that it is the hope of sponsors, that by investing in a sport property they will increase consumers' awareness of their brand and consequently build their brand equity. Black schools offer substantial commercial advantages to companies though sponsor feels that they will not receive enough publicity for the amount of money they have invested. The purpose of this study is to translate the core value company will derive from funding local schools. Companies can profit from creating brand preferences and strong brand impression at an early stage of their consumer's life (Cassim & McIntosh, 2009).

According to Barroilhet (2016), in modern days, sports have become a new medium for companies to communicate to the general population through sponsorship. Schools are used by company through sponsoring their event with target off capturing students to become loyal to their brand and not leaving out the parents and community at large. Sponsoring bypass media clutter and provides an environment where a brand can reach and communicate with the right target audience and differentiate itself from the other brand (Areska, 2012).

Jennifer (1996) emphasise that funding for sports continues to be a stumbling block and sponsorship trends are showing a shift towards community which were overlooked in the past or which were inaccessible due to political intransigence. The delivery of sport in rural areas is of importance, given the significant role it can play in the health and social cohesion of a community (Meyer & Surujlal, 2014). The sponsorship of sport is seen as socially beneficial because it promotes sport spectatorship and participation (Angelopulo & Overton, 1986)

During the 1982-1983 financial year NP government spend R 9,9 million on the development of school sport in white neighborhoods, the same period less than R15 thousand was spend on school sport development in black areas (Redemeyer, 2013).

The positioning of a company within a community institutes giving automatic endorsement to local schools but those that operate in the Low socio- Economic communities in Gauteng don't practice this principle. Sponsorship offer the means to cut through the noise of advertising by targeting specific segments of buyers and giving sponsors the avenue to involve these buyers with brand (Roy & Cornwell, 2004).

Kubayi, Nongogo & Amusa (2014), pointed out that with the increasing importance of Corporate Social Responsibility over the past two decades, there are ample opportunities for sport and commercial organisation to develop partnership in order to deliver community-oriented sport programmes especially at grass roots level in South Africa. From a marketing viewpoint, many companies which have substantial advertising budget regard sport sponsorship as a more viable option to market their products, as opposed to advertising their products (Surujlal & Dhurup, 2009).

In many countries, corporate organizations have resulted to sponsoring sports because it is a visible way of fulfilling their social responsibility to the society (Elumilade, Asaolu, Oladoyin & Oladele, 2006). The purpose therefore is to assess and bring about synergy to Schools, Community and Companies in Gauteng.

The lack of facilities and infrastructure, coupled with other factors such as high crime rates and poorly educated people make rural areas less attractive to potential sponsors, investors and sport marketers, negatively influencing the delivery of sport and recreation opportunities.

With escalating interest in sports globally, sport sponsorship has emerged as a platform that provides sponsoring companies with a chance of securing that competitive advantage (Amis, Slack & Berrett, 1999). It provides opportunities for companies to reach consumers through their "hearts and mind", presenting sponsors with opportunity to promote their companies and brands (Nicholls, Roslow & Dublish, 1999).

Sport has become a lucrative marketing tool and increasingly attract sponsorships, necessitating a professional approach to the management of school sport and of athletes (Vosloo, Burnett & Hollander,2009). Many schools have come to see sport as a means of generating revenue and as a marketing tool to attract better athletes and large sponsorship (Hollander,2000).

Sponsorship opportunities present numerous opportunities for marketers to create brand awareness in consumers because of its potential to overcome communication barriers, which may be present in other forms of advertising (Dhurup, Surujlal & Rabale, 2011). Meenaghan (2001) points out that buyers tend to view advertisement cynically while sponsorship are seen as more altruistic.

Funds allocation to school in particular Township and rural school has to increase as situation has worsened with very little sport offering. Research has indicated that in schools there is shrinking of the budget and pressure to improve the competency of a future workforce (Bocarro, Kanters, Casper & Forrester, 2008). Physical education, arts and drama are partially or fully cut from curricula (Ndangamandla, Burnett & Roux, 2012).

A partnership with a macro-structured organisation to assist with policy development regarding PE and school sport, and capacity building to facilitate implementation, could become a reality through a powerful national forum backed by a strong international network of collaboration (Van Deventer, 2002).

In the context of public organisations, it is noteworthy to attest that government structures often do not have the financial resources to adequately supply developmental assistance in sport (Dhurup, 2012). Hence both business and sport organisations are seen as potential “new engines” to deliver through sport development (Levermore, 2010)

Research has indicated that in schools there is shrinking of the budget and pressure to improve the competency of a future workforce (Bpcarro, Kanters, Casper & Forrester, 2008). Such pressures have also resulted in changes where schools have increased their emphasis on a broad spectrum of academic subjects at the expense of extracurricular activities like sports in terms of budgeting and time allocation (Bocarroet *al.*, 2008)

In poor communities in South Africa, where unemployment is often high, schools and local government are relied on to provide the necessary resources for sport and recreation (Walter, 2011). The low status of physical education, the lack of qualified teachers, inadequate facilities and insufficient funding make it difficult to practice physical education in historically disadvantaged schools in South Africa (Van Deventer, 2004).

In South Africa pupils are coached by volunteer, teachers and parents whom in are not qualified as professional sports personal. The policy determines that teachers must “avail themselves for extra-curricular activities” and we do agree with the notion that educators must make themselves available for extra-curricular activities in pursuance of IQMS performance standards, but there is no provision for compensation should educators make themselves available outside the compulsory 1800 hours (fedsas, 2012).The reality also is that the majority of teachers in the country do not coach any sport, do not have the required knowledge and/or skills to coach sport and will probably fail/refuse to do so in any event (Fedsas, 2012).

The White Paper on “Getting the nation to play” by the department of Sport and Recreation states that sport continues to be short-changed with regard to the allocation of state funds (National Department of Sport and Recreation, 1998).

There should be an active role by all stakeholders at schools with regard to partnership and sponsorship, parents, communities, political parties, businesses must take initiative of building the schools in their areas to ensure academic and sporting excellence (Rajput & Van Deventer, 2010). Furthermore, as they draw up and roll-out their respective school sport programmes, the Department of Basic Education (DBE) and sport and recreation south Africa (SRSA) should build quality sporting facilities in schools, provide the schools with equipment and qualified sport coaches (Nongoma, Kubayi & Amusa, 2014).

In a broader context, the lack of investment in school sport decreases South Africa’s potential to produce high quality athletes (Swart, Swanepoel & Surjlal, 2014). The results from the research carried out by Swart, Swanepoel & Surjlal reveal that the administration cost in

promoting sport are far too high and as a result of inadequate funding available for mass participation and school sport to develop at grassroots level. Sport participation is an important form of exercise, but the level of participation is affected by poverty and lack of basic needs (North, 2007).

Sport participation is an important form of exercise, but the level of participation is affected by poverty and the lack of basic needs (North, 2007; Withall, Jaco & Fox, 2011). Worldwide accountability to the public is becoming increasingly important for education and therefore several stakeholders need to be identified that could play a role in this process (Botman, 2007: Mcube, 2008).

Despite start up equipment and contracted school sport assistants, main challenges remain the lack of physical resources, replacement of damage equipment, non-credit bearing and skill-appropriate training (Burnett, 2010). Individual members who are in business and organisation that do business near the school can render services, provides products of financial assistance (Kleynscheldt, 2002).

What SA urgently needs is a clear-cut policy on PE and school sport, the provision of much needed infrastructure, an effective and efficient delivery system and qualified PE specialists (Burnett, 1999). The educational value of PE and school sport can also be effectively promoted through the media (Baker, 2001; Shedu, 2001). The media can also be a powerful tool to mobilise the private sector to become partners for much needed resources (Hardman, 2002a).

The needs and interest of children can be better served by a partnership between the provincial department of education and other relevant partners investing in PE as an independent learning area with sufficient time in the curriculum and school sport as an extra-mural activity (Van Deventer, 2002).

Poverty essentially concerns the inability of individuals, households or communities to reach and maintain a socially acceptable minimum standard of living due to a lack of resources (*cf.* May & Govender, 1998: 9). Finally, parental facilitation refers to efforts by parents to make it easier for children to be physically active by providing them with clothing, necessary sports equipment, and required shoes (Kanan & Al-Karasneh, 2009).

The South African Government has stated on many occasions that it cannot build a high-quality education sector alone (DoE, 1996a, DoE 1997; Chisholm, 2000; DoE, 2000b). The operational plan known as *tirisano*, a Sotho word meaning *working together*, “calls for a massive mobilisation of parents, learners, educator, community leaders, NGOs’ and the private sector, motivation by a shared vision” (DoE, 2000b:23).

The “adopt-a school system” of the United States of America (USA) can be applied by South African business to provide in the specific needs of disadvantaged schools (Van Deventer, 2002). Research has indicated that in schools there is shrinking of the budget and pressure to improve the competency of a future workforce (Bocarro, Kenters, Casper & Forrester, 2008). KiwiSport is a government fund for the promotion of sport for school-aged children, the funding is through the Ministry of Education, and Sport New Zealand via regional sports trusts (RSTs)

(New Zealand Government, 2012). New Zealand is one of the few countries that operate a community gaming model¹³ in which charitable gaming societies aim to return a percentage of their funds back into their communities (Sport NZ, 2012).

Bressan (1994:104), believes that there will be a successful programme of physical education in Soweto only if the people in Soweto decide to make it a relevant subject. The promotion of the active participation of parents in the education of their children is a growing worldwide phenomenon (Ramisur 2007:1). The role of parental involvement in education has received greater interest (Naong & Morolong, 2011).

Parents can contribute insight and knowledge that complement the professional skills of school staff in ways that strengthen academic and social programmes (Bandlow, 2009). However, popular opinion and the public outcry for more meaningful parental involvement in school matters (Singh, Mbokodi & Msila, 2004; Smit & Liebenberg, 2003; Mmotlane, Winnaar & Wa-Kivilu, 2009), parent participation in education still leaves much to be desired.

After nearly sixteen years since the South African Schools Act 84 of 1996 (SASA) come into effect, the question that still evokes many concerns is whether Black parents as member of school-governing bodies (SGBs) are currently fulfilling their expected roles as partners with schools in the education of their children (Singh & Mbokodi, 2011).

Parents are role model for their children, and through showing enjoyment of sports and recreation activities, could interest their children to participate (Weiss, 2000). Parents and significant others have been responsible for the initial exposure, encouragement, motivation, support and guidance required by the children to be successful at sport (Singh, 2005).

Parental involvement may thus be regarded as the amount of time a parent spends and participates in relevant activities with the child (Fagen & Cowen, 1998). Of all adults, parents perhaps play the most significant role in the sport participation of their children (Kanters & Tebbutt, 2001 and as such they have been identified as primary agents for introducing youth to sport.

Moderately involved parents often volunteer and participate in supporting the organizations that sponsors the athletic programmes but they are generally able to leave the athletes skills development to the coaching staff, Pule, Drotsky, Toriola & Kubayi, 2014. The lack of parental support has exacerbated the current situation phased by Low socio- Economic communities with funding.

Sports funding organization are not guaranteed of return on their investment as the parents are showing zero interest in their children school sport programmes. Parent involvement can thus be judged as essential for maximizing the benefits of youth sport programmes and should be encouraged (Bloemhoff, 2008).

The lure of lucrative professional sports has resulted in parents becoming increasingly involved in the sporting lives of their children to the extent that they are investing more time, effort and

money in the sporting development of the young athletes to help them generate economic of sporting success (Surujlal, Dhurup & Sooful, 2008)

Despite numerous calls on parents to get involved in education (Hoffman, 2009), they remain reluctant to meet their obligations; lack interest and commitment and avoid taking responsibility for and ownership of education. Sen (1999) formulated the concept of capacity of function and stated that economic growth alone will not improve.

Most parent patronize private primary school, because the schools have very inviting, serene environment and facilities that are attractive to the children, meanwhile these facilities are lacking in most public primary schools (Aina & Ileoyo, 2015).

Research evidence also exists which points to the fact that parents have the potential to affect their children's withdrawal from sport (Singer et al., 2001; 617). A partnership between parents and schools in an instrument to improve and develop the schools as parents involve themselves in the schools 'activities in order to be benefit their children's education (Hoover-Depsey, Battiato, Walker, Reed, De Jong & Jones, 2001). According to Singh, Mbokadi and Msila (2004), black parents, especially those from impoverished backgrounds, needs to be empowered if they are to make a significant contribution to their children's education.

According to Gwenya, joint managing director of Octagon 'increasingly, consumers are demanding that companies put their money where their mouth are and do good," he says (Dice, 1986). This barrier to PE is compounded by the fact that white schools have more and better facilities than schools of other racial groups (Van Deventer 1999). The lack of facilities and equipment could be addresses by a partnership with private sector (DoE, 2000a). Sports federations and business could play a vital role in the construction and/or maintenance of facilities by negotiating sponsorship between the private sector/sports equipment provider and the sports federation (Marsden, 2001). The government can encourage participation by providing these corporations with incentives such as tax reduction (DoE, 2000a).

The lack of confidence in sports administrators by sponsors has, however, negatively affected the participation of private sector in sports promotion and this is usually as a result of unethical conduct of sports administrators and officials of sponsoring companies which is characterized by diversion and misappropriation of funds (Elumilade, Asaolu, Oladoyin & Oladele, 2006). According to Offiongodon (1991), this lack of confidence will definitely discourage sponsors from increasing the level of funding for sport development programmes in the country.

Sport and recreation facilities and opportunities in historically black schools and former black people's areas or locations have remained underdeveloped (Walter,2011). Furthermore, most of the schools lacked quality sporting facilities and this could be due to the inability of the public schools and/or government funded schools' inability to galvanise enough funds to build new and or maintain the often-meagre available sporting facilities (Kubayi, Nongoma & Amusa, 2014). This is often true of most of public school in South Africa's historically black location and township (Nongoma *et al.*, 2009).

Investments in education and physical infrastructure as basic needs are two of the most effective ways to extend economic gains to the poor (Afrobarometer, 2013). Recent studies have also highlighted the importance of access to appropriate sport facilities for social development projects (Burnett and Hollander 2006,15; Caborn and Thomas 2006,3-14; Coalter, 2007,6).

The lack of school and community sport facilities restrict sport participation and soccer is often the only sport offered at community level (Burnett & Hollander, 2006). Limited access to resources fosters a culture of interdependence, however extreme poverty erodes networks of cooperation at all levels of South African society (Burnett, 2010).

At a recent National Sports Indaba, all key stakeholders reflected on legacy of exclusion of woman, impoverished rural communities and townships schools, whilst the Minister (Makhenkesi Stofile), pledged to form strategic partnerships and provide opportunities for all to actively participate in sport and recreation within their own communities and schools (Ministry: Sport and Recreation, 2008).

A typical South African high-poverty school appears to be heavily challenged by a acute survival problem, abject socio-economic circumstances and a lack of provision from the education authorities regarding facilities, textbooks and meaningful support from the education district offices (Kamper, 2008).

In 1995 a new policy on sport and recreation focuses on general development of these activities among all South Africans (Amusa & Toriola, 2008). In relation to PE and sport within education, the policy emphasized that PE and sport should present children with life skills in a way that is unsurpassed by any other activity, and Increased physical activity should lead to improved scholastic performance (National Department of Sport and Recreation, 1995).

Sports has become a lucrative marketing tool and increasingly attracts sponsorship, necessitating a professional approach to the management of school sport and of athletes (Vosloo, Burnett & Hollander, 2009). Sponsorship in sport as one of motley elements of marketing communications, includes provision of resources (financial, human, equipment) by an organization (sponsor) directly for a subject that is supported (such as a sporting event, athlete and sports team) to achieve the goals of the sponsorship company and organization (Pope & Tezco, 2001).

Attracting sponsor is one of the methods of gaining income and that is ability of attracting revenue for an event or sports organization (Cutler, 2008). Often the aim of the sponsor companies is to meet their own social responsivity targets and simultaneously enlarge their product base for their own business growth (Le Roux & Pretorius, 2004). Many schools have come to see sport as a means of generating revenue and as a marketing tool to attract better athletes and larger sponsorship (Hollander, 2000: David, 2005).

For the successful determination and/or implementation of any policy, it is of critical importance that the policy must actually be implementable (fedsas, 2012). The purpose of this policy is to regulate the implementation of school sport consistently for all learners, irrespective of ability, across all schools in an age appropriate way based on the principle of equity (Department of Education and Sports and Recreation South Africa. 2009). It aims to create a world leading school community sport system which will ensure that, a substantial – and growing number of learners across the country play sport, talented learners from all backgrounds are identified early; nurtured and have the opportunity to progress to the elite level and everyone who plays sport has quality experience and is able to fulfil their potential (Department of Education and Sports and Recreation South Africa. 2009).

The problem (particularly in the context of the South African schooling context) is quite simple: structures established in terms of the draft policy will be rendered absolutely powerless when confronted by the stark realities of schools (and individuals) without any infrastructure, capacity or funding to implement the policy (fedsas, 2012).

The simple fact is that, at schools where any extracurricular activities such as sport are offered, this is done at the exclusive expense of parents or donors (fedsas, 2012). To help with the costs of running sport, many schools in New Zealand have corporate sponsorship (Sport NZ, 2012). Sports at our South African school is viewed as a waste of time, is not receiving the attention it deserves from both department of Education and Local sports and Recreation department at a provincial level.

In terms of section 34 of the South Africa School Act, the state is mandated to fund public schools from public revenue on an equitable basis in order to ensure proper exercise of the rights of learners to education and redress of past inequalities in educational provision and the act also makes provision for school governing bodies (SGBs) to supplement state funding by way of school fees and fundraising initiatives (Mestry Ndlovu, 2014). Each school shall have a structured programme for recreational school sport, and each school shall allocate time for participation in school sport and physical activity during or after formal school hours (Department of Education and Sports and Recreation South Africa, 2009).

Although the school funding Norms suggest that partial exemptions are granted on a sliding scale approach, their value is legally subject to the discretion of the school governing body and despite the existence of these mechanisms, the legal framework has failed to protect poor learners and their parents in a context where schools have insufficient funds to adequately run them and are therefore determined to extract much money as possible from the parents (Veriava & Wilson, Vol No 3). The Department of Basic Education, Sport and Recreation South Africa and their provincial counterparts as well as other strategic partners must consider available human, physical and financial resources and pool these together for

successful sport programmes to be implemented collaboratively, thus creating a vibrant sporting culture in the country (Department of Education and Sports and Recreation South Africa, 2009).

The SA political and economic contexts make it highly unlikely that education departments will have the financial means to meet the challenges of PE and school sport, or that these disciplines will receive a large state allocation in the near future (Darlison, 2001). The governing body consist of a majority of parents, a number of educators, administrative staff and, in the case of secondary schools, also a learner (Prinsloo, 2006). Despite training of school governing body (SGB) over a number of years, research, surveys and reviews on the status and functionality of SGBs in the country and in individual provinces reveal that conceptualization of what role the SGB has to play in executing its functions remain a challenge (Bush, 2004:42, DoE 2004:170).

Department of Education and Early Childhood Development (2011), the overall responsibility for controlling school money and property lies with governing bodies that are fully accountable for the allocation of funds to reflect school priorities, control of school expenditure and preparation and auditing of annual report (Rangongo, Mohlakwana & Beckmann, 2016). Heystek (2006, cited in Van Rooyen, 2012), states that financial management in schools is influenced by the broader local community and beyond.

In many emerging market economies such as South Africa, financial mismanagement in school is regarded as major obstacle in the process of economic growth and development (Ahmed & Ahmed, 2012). Joubert and Van Rooyen (2008) state that many schools in South Africa are faced with significant problem of mismanagement, managerial incompetence, lack of leadership and limited capacity.

Corruption Watch report (2012, 2015), stated that in Limpopo, principals are the number one offender when it comes to financial mismanagement, which involves, amongst other things, misappropriation of funds, lack of accountability, disregard for due process and lack of financial reporting to both the parents and SGBs. However, it should be emphasised that increased autonomy is matched by a greater emphasis on accountability (Glatter, Mulford & Shuttleworth, 2003).

Provincial education departments do not provide the school governing bodies in question with funding for sports (or any other extra-curricular activities) at their respective schools (Fedsas, 2012). Section 36 and 43 of the schools Act make it mandatory for schools to manage the schools' funds and take responsibility for implementing all the necessary financial accountability processes (Mestry, 2016).

As far back as the 1969 National Curriculum Conference, the Nigeria government has made effort to lay a solid foundation for physical education (Kehinde & Adodo, 2011). Specifically, the policy accorded physical education equal status with other school subjects. It further prescribed that Physical and Health Education (PHE) should be made compulsory at the junior secondary school level, and optional at the senior secondary school (Kehinde & Adodo, 2011).

In terms of the provisions of section 38 of the South African Schools Act, a public-school governing body has to prepare an annual school budget, which has to be approved by the majority of parents present at an annual parent meeting then the draft policy makes no

provision for funding from the DBE or Provincial Sport and Recreational Departments (PSRD, Fedsas, 2012). The schools are obligated to spend state funds for resources, services and repairs and maintenance of schools (Mestry, 2013). It is therefore ultimately the parents' decision whether or not to make available funds for school sports when approving the budget, parents are also entitled to lay down certain conditions under which such sports budget is approved (Fedsas, 2012).

Supporters of in-school marketing highlight the potential benefits to their schools as increased funding and access to free educational material through sponsorship (Cassim & McIntosh, 2009). Coetzel *et al.* (2004), found that although the majority of the principal felt the funds were needed they believed that it is important to monitor and evaluate the use of in-school marketing activities as certain activities are inappropriate for education. Where sponsorship is involved, the programme of action must make provision that the structure, together with sponsors, will determine how the school sport activities are branded (Department of Education and Sports and Recreation South Africa, 2009).

According to SASA (1999), a school's governing body is responsible for developing a set of rules and regulations regarding funding whilst abiding by the general rules set out by the governing ministry. DoE funding for school sport is allocated via a conditional grant; PED's provide funding for SSMPP in their norms and standards (Department of Education and Sports and Recreation South Africa, 2009).

In 1997, the European Advertising Standards Alliance (EASA) in the spirit of self-regulation recommended that in-school marketing should be regulated by the schools themselves. To intensify their fundraising endeavors, progressive SGBs' must find more creative and ground-breaking ways to do so (Mestry, 2016).

The SASA (1996) loosely states that schools themselves need to obtain funding to supplement government contribution to education and governing bodies take the liberty of formulating policies on these issues. Funding for school sport is allocated by SRSA via a ring-fenced grant in aid to the NFs for school sport programmes recognised by the national coordinating committee (Department of Education and Sports and Recreation South Africa, 2009).

For competitive school sport (regional, provincial, national and international), funding resides with SRSA for identified sports (Department of Education and Sports and Recreation South Africa, 2009). Successful schools will be popular while weaker schools will be unpopular, progressively losing their per capital funding until they either improve or close (Bisschoff & Koebe, 2005).

Mestry (2004, 2006), indicated that there are many principals and SGB members who lack the necessary financial knowledge, skills and expertise, and who are placed under tremendous pressure to manage the schools' finance, because they are unable to work out practical solutions to practical financial problems. There is no sense of morality and professional ethics and integrity when dealing with public funds (Rangongo, Mohlakwana & Beckmann, 2016).

From the School Act as a whole, it may be concluded that the primary legal responsibility regarding the conclusion of contracts on behalf of school's vest in SGBs (Visser, 2003). Corporate social investment and cause-related sponsorship will continue to increase in prominence in South Africa as local companies increasingly realize that they can act as a powerful force in demonstrating a company's commitment to uplifting the communities in which they operate (Dicey, 2016).

3.2 FACTORS CONTRIBUTING TO INADEQUATE FUNDING

3.2.1. Accountability from schools

Accountability is the state of being accountable, liable and responsible for certain actions or decisions (Watt *et al.*, 2002). The schools governing body in most cases delegate various financial task to the principal and thus hold the principal accountable (Mestry, 2006). This implies that the principal is in the position of wielding power when the members of the SGBs are either illiterate or have little knowledge when dealing with school financial matters (Mestry,2006). In view of the severity of the poverty challenges, it appears that an extra amount of sheer courage and tenacity is needed to lead a South African high-poverty school to success (Kamper, 2008).

Evidence shows that public- private partnerships work well where there is commitment and trust between the government and participating enterprises (Rein &Stott 2009). Given the existing challenges to accountability in PPPs, there is no doubt that there is a need to enhance accountability in PPPs (Fombad, 2014).

The importance of accountability is highlighted by Maile (2002:326), indicated that it enhances partnerships and balances the power between partners. The DoE believes that key national initiatives for education will largely rely on partnerships between the private sector and NGOs (Van Deventer, 2002).

Section 36 and 43 of the school's act make it mandatory for schools to manage the school's funds and to take responsibility for implementing all the necessary financial accountability processes (Mestry, 2016). Decentralising the functions of financial management and affording a potentially large-range of financial decision- making powers to SGB's has become an important strategy aimed as school improvement and school effectiveness (Marishane & Botha, 2004).

Van Deventer & Kruger (2003) concur that the approach of decentralising the functions of financial management to public school provides educational stakeholders (teachers, parents, learners and the broader community) with the opportunity and power to improve and develop their schools.

According to Botha (2012), accountability in self-managed schools reduces the risk of funds being mismanaged or misappropriated through corruption and other related fraudulent practices. Unquestionable, site-based management results in increased accountability for SGB's, who are entrusted with managing the financial and physical resources of public schools

(Xaba & Ngubane, 2010). In earlier studies on the subject of the role of SGBs, it was found that SGBs did not realise the goals clearly set out in SASA (Singh, Mbokodi & Msila, 2004; Mabasa & Themane, 2002).

Nevertheless, the concept of self-managed schools is significant for the transformation of the post-apartheid South Africa school system, as well as education system in developing countries plagued with major challenges in school funding and the provision of quality education (Mestry, 2016).

Most schools located within affluent suburbs and inner-city areas have elected to be self-managed in contrast to many schools in townships and rural areas that are dependent on education district offices to manage their school's finances (Organization for economic co-operation and development (OECD), 2008)

At the beginning of each academic year, the provincial DoE earmarks an amount for the procurement of physical resource and learning and teaching support material (LTSM) for each school under their administration and deposits the amount directly into the so-called section 21 schools banking account (Bisschoff & Thurlow, 2005). Fee-poor districts cannot adequately fund school needs through fees, and government currently does not provide sufficient state funding to remedy the shortfall and as a result many fee-poor schools are not able to provide a minimum core level of basic education for learners (Sajhr, 2003).

Research reveals that schools that have been granted section 21 functions perform much better financially (Van Wyk, 2007). The Department of Education, Gauteng Provincial Government (2004) also listed some of the weakness that have been identified at public schools in terms of financial processes as a result of lack of transparency and accountability for expenditure concerning the use of state funds in section 21 schools.

Schools that fail to satisfy a sufficient large clientele will go out of business or, if subsidised, the latter is becoming increasingly burdensome on their patron organisation (Chubb & More 1990:32). It is of importance that multiple stakeholders collaborate to address physical inactivity in a holistic and educational way, as to ensure optimal impact and sustainable implementation (Hollander, 2014).

A lack of management capacity and support, and weak infrastructure in Provincial Department of Education and most school further erode the success of policy implementation (Chisholm, 200; Fiske & Ladd, 2004; Todd & Mason, 2005; Vambe, 2005; Blignaut, 2009; Bloch, 2009).

The success of these high poverty schools was attributed to the role that they (Stakeholders) played as centre for community upliftment indicating that these schools are of real significance in alleviating poverty in SA (Kamper, 2008). Schools and the community should not be understood as separate bodies with different agendas, but rather as a single body that should attend to problems associated with schooling as well as problems facing the community (Mmotlane et al. 2009).

In terms of the Schools Act, once state allocation to schools are made, the remaining financial requirements in school budgets, in particular deficiencies in basic provisioning and personnel, can only be provided through the charging of school fees or through private fund raising (Sajhr,2007).Critics charge that these fees jeopardise the right to education, particular for the poorest families who cannot afford to pay and argue that the system of public school financing, which relies on fees, reproduces much of the inequality in access to education that marked the apartheid era (Sajhr, 2003).

Evidence shows that PPPs' work well where there is commitment and trust between the government and participating enterprises (Rein & Stott, 2009). The research problem focuses on partnerships as a possible strategy to ensure quality PE programmes in schools (Van Deventer, 2002).

To ensure the survival of PE and school sport in these difficult times, partnerships between government departments and between these departments and the private sector are needed to pool available resources (Van Deventer, 2002).

Provincial advisory could play an important role to educate school governing (SGBs), school principals, teachers and communities about the value of PE and school sport (Van Deventer, 2002). In the interim phase, the Provincial Department of Education should assist and support SGBs' of previously disadvantaged schools to establish partnerships to alleviate the immediate needs regarding PE and school support (Kleynseldt, 2002).

Weilbach (2012), asserts that, based on the alarmingly low levels of leisure activity among youth and the potential benefits that can be derived from such participation, the importance of increasing participation in recreation and sport is apparent. The need for immense funding of Low socio- Economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports at schools.

3.3 CHAPTER CONCLUSION

Chapter Three focused on present research conducted concerning the funding of sport programmes at Low socio- Economic schools, barriers and accountability in sport funding. Chapter Four will present the research methodology utilised by the study to address the research questions and to address the objectives identified.

CHAPTER FOUR

RESEARCH METHODOLOGY

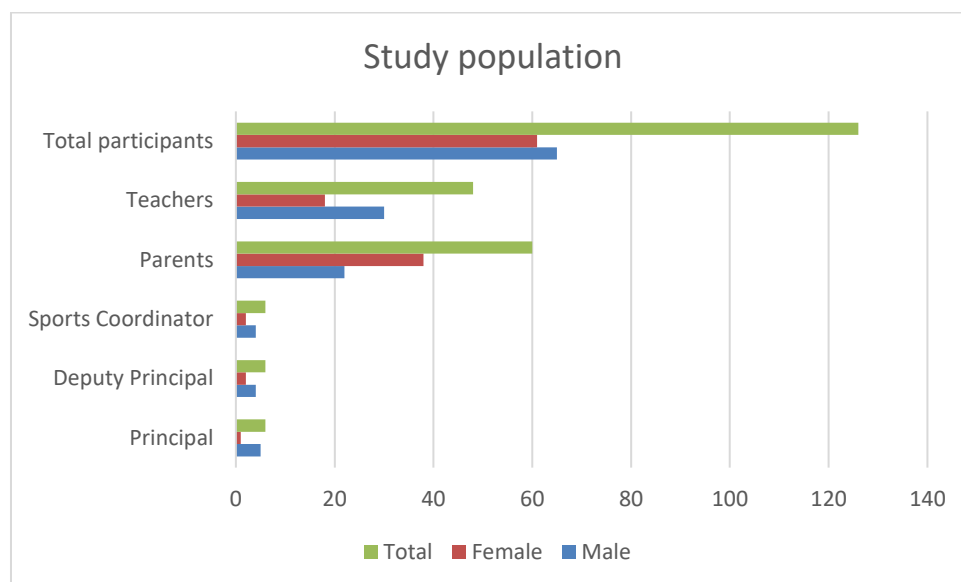
4.1 INTRODUCTION

Research is an essential and powerful tool in leading man towards progress, without systematic research there would have been very little progress Pandey and Mishra Pandey (2015). This chapter will depict the methods used to gather information for this study. Details on how the interviews were conducted, process of population sampling, transcribing, coding, analysis, type of data, ethical consideration and the research limitation of the project.

4.2 STUDY DESIGN

Literally, research design is a researcher's plan of how to execute a particular study from identifying the topic to interpreting the results (Schurink, 2003). A research design is simply the way that the researcher proposes to go about testing the hypotheses or answering the research question (Webb & Auruacombe, 2007). A descriptive research design was implemented for this study. It was deemed necessary as it provides detailed information required.

Figure 2. Study population



The study will utilise qualitative research method to gather information which will allow for maximum understanding of social phenomena. Qualitative research aims to capture meanings or qualities that are not quantifiable, such as feelings, thoughts and experience. (Jacobsen, 2014; Merriam, 2002). A qualitative approach enables a researcher to clearly explain the experience, explore and be able to describe the situation from the sample population involved in the study.

A qualitative approach utilising in-depth interviews with semi-structured questions developed through a comprehensive literature search to evoke participants' responses that are meaningful and applicable to the study (Surujlal, 2013). This approach is mainly aimed at gaining a deep understanding of the topic being researched, not leading the answer in a specific direction, getting a better understanding through first-hand experience (Maseko & Surujlal, 2011; Surujlal, 2011; woods, 2006; Meyer & Surujlal, 2013).

The aim of a qualitative study is to explore real life world of interviewees and obtain an insider perspective of the phenomenon being research (Patton, 2002; Surujlal, 2011). Within a qualitative research design, data analysis is aimed at describing and contextualizing events and phenomena through the use of qualitative logic in order to interpret, understand, explain and/or predict other events and phenomena in future (Cloete, 2007).

This study will make use of qualitative research approach, to attempt to gain in-depth understanding of the core problem of not attracting lucrative funding for their sport program Saunders, Lewis and Thornhill (2009). The field researcher therefore typically takes extensive field notes and gather vast amounts of qualitative data which are subsequently coded and analysed (Auriacombe & Mouton, 2007)

4.3 STUDY SETTING, POPULATION AND SAMPLE

Non-probability key informant sampling was used to give everyone an opportunity to take part in the study. Hundred and forty-five participants were selected based on the following inclusion criteria: research participants should be a teacher/coach, principal, sport coordinator or parents of a student at identified schools. The population come from six schools in total, three primary and three secondary schools.

Participants for this study were selected from Kagiso communities, Gauteng in the Westrand. Participants were selected from the schools; three secondary Schools and three primary school. All participants who are either parents to students, teachers/coaches, sports coordinator, and principal were eligible to be selected into this study.

4.4 DATA COLLECTION

Data collection is a structured systematic process of gathering information relevant to the study through questionnaires. Data were gathered by field research using semi-structured questionnaires, in this instance focus groups were implemented and utilized to gain in-depth information about the phenomenon in its natural setting's. Semi-structured questionnaires consisting of closed-ended and open-ended questions were developed and the interviews were also semi structured in nature (Meyer & De Wet, 2007).

Participants were informed week before conducting interviews with them, during the time were also furnished with consent form to sign and ask questions if they have any. The interviews were carried out simultaneously with principal researcher interviewing the School Principal, parents through focus group and one on one with sport coordinator while three other field researchers interviewed the Head of Department and Teachers/coaches.

Towards the end of the interview all participants were asked to comment on any aspect of sport funding at their school which they felt has exacerbated the stagnant of sport development at their schools. All participants from all the schools involved were asked the same questions. All interviews conducted were recorded for transcribing and handed over to the principal researcher at the end of each session for safe keeping.

4.5 DATA ANALYSIS

Data will be analysed by transcribing semi-structured interviews. The researcher will utilise a coding grid to group and code data (van der Klashorst, 2015). Interviews were audio recorded and transcribed verbatim in order to create data that can be analysed further (Mabusa, Govender, Ogunbanjo & Mash, 2014).

The aim of qualitative analysis is a complete, detailed description (Atieno, 2009). Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical meaningful categories; to examine them in a holistic fashion; and to find a way to communicate this interpretation to others (Simon, 2011). Qualitative content analysis is a descriptive research method involving development of a coding frame and qualitative coding data (Snelson, 2016).

4.6 ETHICAL CONSIDERATIONS

Ethical approval for the study was granted by the University of Pretoria. The privacy and confidentiality of participants were protected throughout the study (Kumar, 2005; Maritz & Visagie, 2010). Participant's right to withdraw from research participation without penalty was guaranteed (Kumar, 2005; Tobin, 2009). Confidentiality of all participants was ensured before the interview could be conducted with them.

Written informed consent form all participants was obtained for interview recording and transcribing of all data gathered with all interviews at all the schools. To adhere to the principle of beneficence, the study was designed so that risks are minimized, and potential benefit maximized (Marotz & Visagie, 2010). There were no risks involved in the study and we pledged to avail the results of the study to all participants on request from them.

4.7 CHAPTER CONCLUSION

Chapter Four presented the research methodology utilised by the study to answer the research question and to address the objectives identified. Chapter Five will now present the data collected followed by the interpretation thereof.

CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 INTRODUCTION

Chapter five will provide an in-depth look at the study' methodology and the results of the study conducted at six school in Kagiso, Mogale City. In this chapter graphs will be used to give a clear illustration of feedback gathered from all identified participants of the study.

5.2 DATA ANALYSIS

This study employed a descriptive, thematic analysis method allowing the analysis of qualitative data that appropriately give a distinctive description of factors contributing to sport funding at schools in the Low socio- Economic community of Kagiso in Gauteng. Tustin, Ligthelm, Martins and Van Wyk (2010:86), stated that a descriptive research design is a framework or a plan for a study, used as a guide to collect and analyse the data. The thematic analysis utilized has furthermore allowed the qualitative data to be quantified and graphically presented.

It should be noted in the process of analysis results of this study N, will be referring to the total number of participants in the study. It should further be noted that total number of participants in this study were 126. The composition of the study consisted of namely: Parents (10 per school), Teachers (8 per school), Principal and deputy Principal (2 per school) and Sports Coordinator (1 per school). The study through questionnaires designed was able to gather required data from all participants who gave feedback through questionnaires and empirical finding were identified.

5.3 RESEARCH RESULTS

5.3.1 Participation in and attendance of sport events

In addressing the question 'how would you rate the current participation in sport at your school' the majority of research participants (n=3) expressed participation as average. This was emphasized by a hesitant answer by one of the principals: 'Yaah, it's average...'.

Table 1. Sport participation

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	1	16.6
B= Average	3	50
C= Sometime	1	16.6
D= All the time	1	16.6
Total	6	100

The attendance of principals at school sport events have been identified as an important factor in determining whether sport is perceived as important in a school. From the data it surfaced that all the principals at the six Low socio- economic schools sometimes, or on average, attend school sport events (see Table 2). This was emphasized by one participant who stated: ‘Yes, I do attend, unless I’m in the meeting, but when I am around I do attend.’ From this discussion it became apparent that even though school principals perceive sport participation as important, they have an array of additional responsibilities to attend to.

Table 2. Principal attendance of sport events

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	0	0
B= Average	4	66.6
C= Sometime	2	33.3
D= All the Time	0	0
Total	6	100

Data presented in Table 2 contributes to a complete understanding as to why schools are finding it difficult to attract potential funding. 33.3% reflect on some principal who can only attend sports events occasionally, most of them have been trying and are all averaging at 66.6%. The results indicate a satisfying attendance support which needs to grow yearly per schools and this could lead to successfully attract future funding and increase sports support.

5.3.2 Parental support of school sport and level of sport offering

The researcher tries to understand sports participation level at school by posing this question to participants ‘does your child participate in sport at school’ and the respond from participants was encouraging with (n=51) indicating that they children do participate in sports and this was emphasized by one of the participants who mentioned that “its important that children participate in sport because its healthy and this takes them away from the street”.

Table 3. Children’s’ participation in sport

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	51	85
B= No	9	15
Total	60	100

85% shows that parents are encouraging and edging their children to participate in sports while 15% shows that some parents are not supportive nor encouraging their children to participate in sport. 15% of those who are not supportive of their children participating in sport, have showed dissatisfaction of sport offering (see table 4). The results show that schools are

receiving desired support from parents towards sports as parents have indicated that they do encourage students to participate in sports.

Table 4. Happy at the level of sport offering

	Frequency	Relative Frequency	Cumulative Percentage
Valid Never	14	.28	28%
Average	10	.20	20%
Sometime	6	.12	12%
All the time	20	.40	40%
Total	50		100

The table 4 gives us a total indication of satisfaction level from parents looking at sport offering at their children schools. The table has an overview of feedback showing that 28% of parents are not happy while 40% have indicated that they are always happy with sport offering and we have 20% indicating that they have average satisfaction while 12% shows that sometime parents are content with sport offering at their children schools. This have a true reflection of the current situation at Low socio- Economic school, as they continue to find it difficult to recruit lucrative sponsor to fund sport program with 28% highlighting their disappointment.

5.3.3 Are you happy with sports offering and sport facilities you have at school

The researcher seeks to gain thorough understanding through posing this question 'are you happy at the level of sport offering at your school' and majority of participants (n=3) gave an average respond which shows that at this point in time sports offering is very much under development. The study results gave a great support to the objectives and aims of the study which questioned the process used, what funding was required towards sport, barriers in the current system used and gather information on whether Companies have been approach to fund sport programmes.

The study has again reflected on the foundation of the study which looked at equitable access, development of sport facilities, opportunities and lastly Excellence at all levels of participation in Low socio- Economic communities. Table 28 clearly concur with the above stated foundation

of the study with results indicating that infrastructure, resources (i.e. coaching personnel) and once again funding has been identified as a huge problem towards sport development. Table 20 results showed that parental support has contributed and exacerbate the current problem schools are phased with as 48.3% of them have indicated that they don't attend sport event. Company can only invest through funding sport if there is a great potential of return on investment and with parents not attending sport event the problem will remain perpetual and the circle will continue.

I have come to realized that SGB members find it difficult to convene meetings to discuss matters that affects the development within their schools.

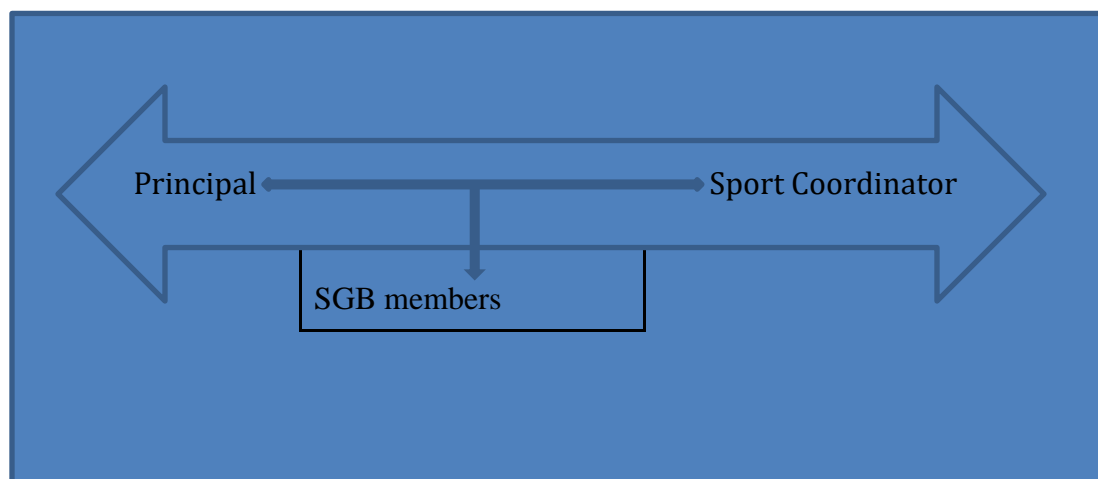
Through my research it was difficult to convene a meeting and get answers from them and this is one of the reasons why marginalized communities battle with development in their school as those who have been entitled with the responsibility of advancing the school (SGB) don't seem to understand their responsibility.

The results indicated the reason why the schools current funding process utilized has not yield much anticipated results due to lack of meetings convened to reflect on necessary changes that could improve the current system.

Table 21 results has showed that only 50% have indicated that sport is mentioned in their meetings while 33.3% indicated that sometimes sport is included in their meetings and this explain why there have failed continually to attract funding.

The same (SGB) members have failed to approach Company from within their communities towards sport funding. Table 15 results indicate that 90% of parents have stated that they haven't approach Company to fund their school with sport porogrammes.

Figure 3. Current process utilized for sport funding at school level



The South African Schools Act provides that the governance of a public school is vested in the governing body that stands in the position of trust towards the school (Mestry, 2006). The

arrows used indicate the current process utilized for sport funding at school level in Kagiso which concur with the cited act regulating governance at public schools in South Africa.

The process can start with either Principal, Sport Coordinator or any SGB member and the SGB committee members will have to deliberate and give direction through making final decision vested in the best interest of the school.

Table 6 which gave clear indication as to why funding is required with 88% of parents citing the importance of funding towards facility maintenance and sports development at their school supplemented by 100% from schools' officials who also holds the same view. They have also indicated that infrastructure is also needed as it has created problem with some of their students indicating that they would like to play Rugby, Cricket, Tennis, Basketball and many more but can't offer any of these sports as they don't have the facilities.

The process from within has no clear guidance which gives potential funder an irresponsible behavior from management point of view. The biggest problem lies with the availability of the SGB members who don't understand the importance of convening a meeting regularly to discuss finance issues of the schools. Sports Coordinator and the Principal are always at school however they need to communicate with SGM members through meetings once a sponsor is confirmed. SGM members are the once who must agree with the term and also come up with school's term prior to finalizing this agreement. Another stumbling block is poor education level of SGB members which places a school at a disadvantage as they don't have a sound education background for them to negotiate a good sponsorship partnership on behalf of the school.

The current sport funding problem in Low socio- Economic communities has been exacerbate by the following problem which has been highlighted in table 15, 20, and 21. The SGB members need to carry out their mandate as entrusted by the school and engage more with parents through regular meeting. They also must take a leading role by coming up with fundraising initiative, go out and approach local Company to fund their sport programmes and encourage parents to attend all sport event hosted by their schools.

Table 5. Are you happy at the level of sport offering?

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	2	33.3
B= Average	3	50
C= Sometime	1	16.6
B= All the Time	0	0
Total	6	100

Above table 5 provides us with results indicating the level of sport offering and to gauge the satisfaction level of Principals' at their schools. The feedback shows that 50% has been the bench mark which is just averaging and 33.3% indicating that Principals are completely not happy looking at sport activities at their schools (see table 6), while 16.6% shows that

sometimes they are happy but not all the time and its supported by table 6 feedback focusing on gather information from principal looking at different facilities they have and if it's well maintained.

Table 6. Sports facilities at your school and if its maintained

	Netball	Multipurpose	Tennis	Soccer	Athletics	Volleyball	Rugby	Cricket	Not aware	None	Well maintained	
											Yes	No
Parents	13%	8%	0%	33%	0%	0%	0%	0%	8%	22%	12%	88%
Teachers	27%	37%	41%	46%	2%	2%	6%	2%	10%	0%		100%
Sport Coordinator	50%	33%	0%	67%	0%	17%	0%	0%	0%	0%		100%
Principal	33%	50%	0%	83%	0%	17%	0%	0%	0%	0%		100%

The table 6 gives us a true reflection looking at infrastructure and maintenance of this facilities if there are kept at a required playable standard. 85% of parents have indicated that there is multipurpose sport facility at their schools,8% have responded as saying they are not aware of any sports facilities at their schools and 88% of them are saying facilities are not well maintained while 12% has indicated that facilities are well maintained. 100% of teachers, principal and sports coordinators all agree that sports facilities at their school are not well maintained.

5.3.4 when last did you have sport day, and did you attend

Sports day at schools have become a culture and are celebrated through a huge turnout from parents, sponsors, community members, pupils, teachers and principal. The researcher tries to understand the support level by asking participants 'when last did you have sports day' and there was an overwhelming percentage of participants who indicated that they don't remember (n=34), didn't remember at all (see table 8). 28% of participants in table 8 have stated that they don't attend sports day to support their children.

Table 7. When last did you have a sport day

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	18	15.7
B= Can't remember	34	29.8
C= Don't know	14	12.2
D= Long time ago	13	11.4
E= Last year	16	14
F= February	12	10.5
G= June	5	4.3
H= November	2	1.7
Total	114	100

Table above provides us with in-depth understanding of sport offering at these schools looking at how often do they host sport day. 14% of participants said only last year but could remember exactly when in last year was sport day hosted, 15.7% of participants said they have never had sport day while 29.8% of participants said they can't remember and 12.2% have indicated that they don't know when last they had sport day at their schools.

Its concerning to have 15.7% indicating they have never had sport day. Results shows that sport is offered at a very low level hence feedback received from participants of 29.8% saying they don't remember when last they had sport day.

Table 8. Do you attend sport day events?

VARIABLE	FREQUENCY	PERCENTAGE
A= Sometime	6	10
B= Work commitment	13	21.6
C= YES	13	21.6
D= No	28	46.6
Total	60	100

The above provides us with complete feedback from parental support which has influence the problem schools are currently phased with, not being able to attract lucrative sports funding towards sport. The table shows that only 21.6% attend sport events with 46.6% not able to attend sport events citing various reasons as to why (see table 9), which gives answer to the why this parents not availing themselves to attend sport day events. 21.6 % citing work commitment as one of the reasons why parents are not able to attend sport events.

Table 9. Answer a follow up question if you answer no to table 8

VARIABLE	FREQUENCY	PERCENTAGE
A= No knowledge	10	35.7
B= Sick	2	7.1
C= No reason	5	17.8
D= Not interested	11	39.2
Total	28	100

Those who have answered no to table 8, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior. 39% of participants have given a clear answer as to why they don't attend sport day due to lack of interest in sport and this has exacerbated the current problem experience at Low socio- Economic community school of not being able to attract funding towards sport. 35.7% have cited a common problem which has led to failure in sports funding due to poor communication.

5.3.5 Funding towards sports

The researchers' main objective is to establish if there is enough funding received towards sports by asking the question 'do you receive funding towards sport' and majority of participants (n=5) indicated that funding at these Low Socio- Economic schools is needed.

Table 10. Do you receive funding towards sport?

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	1	16.6
B= No	5	83.3
Total	6	100

Above table gives us a clear picture of current funding problem which exist at schools towards sports. Partnership in offering sport is highly required and the figure above has highlighted the paramount need with 83.3% feedback indicating that there is no funding fourth coming towards sports activities (see table 11) while 16.6% indicate at some level they do receive funding.

Table 11. Do you encourage company to fund sport?

AVERAGE	FREQUENCY	PERCENTAGE
A= Average	19	28.7
B= Sometime	31	46.9
C= Never	2	3
D= All the time	14	21.2
Total	66	100

Table 11 reflects on the drive initiative taken by both the Principal and Parents in ensuring that they bring in sponsors to fund sport programmes at their school. The above table gives indication that schools' management are not only task with the responsibility of overseen the functions of the school but simultaneously are also task with the responsibility of bringing in sponsors with 28% showing that they have approached companies while 3% of showing that they have never approach any company regarding sport funding.

5.3.6 company Any funding sport and your view of sport offering

The research addresses the question of sport funding through this question 'any company funding sport programmes at your school' huge number of participants (n=57) have stated that there is no company funding they school sport programmes currently.

Table 12. Any company funding sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	38	33.3
B= No	57	50
C= I don't know	19	16.6
Total	114	100

Table 12 shows exactly the level of interaction between Parent and school's officials. 16.6% of participants have indicated that they have no idea if the school is receiving any funding towards sports with only 33.3% of participants showing that they know and understand that they have received funding towards sport (see table 13). 50% of the Participants have indicated that there is funding towards sports. The greatest number of 50% saying there is no funding towards sport is from parents and 50% of principal showing a mixed feedback saying there in no funding while 50% has indicated that there is funding towards sports.

Table 13. What's your view of sports offering

AVERAGE	FREQUENCY	PERCENTAGE
A= Funding is needed	38	70.3
B= No infrastructure	11	20.3
C= I don't know	3	5.5
D= Learners love sports	2	3.7
Total	54	100

The above table 13 depicts the view of school official regarding sport at school 70.3% of them are saying funding is highly needed while 20.3% of them have cited that infrastructure is also needed with 5.5% saying they don't know anything about sport and 3.7% have observed that students love sport. The results show us with more funding at these school sport offering level will improve, and much needed infrastructure should be erected at these schools.

5.3.7 Have you approached company to fund sport programmes and how many

Researcher requires understanding to the persistent of poor funding problems at Low socio-Economic community school though posing this question 'have you approached companies to fund sport programmes at your school' participants (n=3) have responded incredibly well showing their commitment in overcoming the current funding problem.

Table 14. Have you approached company to fund sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Four	3	50
B= None	0	0
C= Two	2	33.3
D= One	1	16.6
Total	6	100

Table 14 shows the level of commitment from Principal who have taken it upon themselves to go out there and approach companies for funding towards sport.50% of them have indicated that they have at least approached four company, other have approach two while others managing to approach just about one company for funding while parents are lacking behind in this initiative with only (n=4) of them indicating they have approached only one company each (see table 15). The results show us that principals are quite aware of the nature of the problem but can't solve this problem alone, parents must play their role in assisting the schools official in phasing out this problem.

Table 15. How many companies have you approached to fund sport programmes

VARIABLE	REQUENCY	PERCENTAGE
A= One	4	6.6
B= Two	2	3.3
C= None	54	90
Total	60	100

Above table 15 shows us again the level of support derived from parents to school through their own initiative of approaching companies to fund sports programmes at their children schools. Results show that 90% of parents have never approached any company with 6.6% stating that they have approach one while 3.3% saying they have approach two companies requesting funding. Parents must contribute a lot more and get involved more in sports activities at tier children schools, it's equally their responsibility as much as it's the responsibility of school's officials.

Table 16. Answer a follow up question if you answer no to table 15.

VARIABLE	FREQUENCY	PERCENTAGE
A= Not my responsibility	25	46.2
B= Don't know how	10	18.5
C= Work commitment	10	18.5
E= Busy at home	9	16.6
Total	54	100

Those who have answered no to table 15, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior as to why they haven't approached company to fund school sport programmes. 46.2% have cited that its not they responsibility to gather sponsorship for the school while 18.5 have indicated that they don't know how to approach companies for funding and other have indicated that they are busy at home with house chores that requires they attention.

5.3.8 Do you encourage your child to participate in sport

It's important that parents encourage and support sport participation by their children, as it will edge then to focus and be more committed. The researcher asked participants the question 'do you encourage your child to participate in sport at school' and fifty percent of the agreed that yes, they do encourage they children to participate in sport (n=58).

Table 17. Any company funding sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	58	96.6
B= No	2	3.3
Total	60	100

Table 17 above gives indication on parental support towards sport programmes at schools. Results reflect on the number of parents who encourage their children to participate in sport with 96.6% showing that a greater number of parents do encourage their children to participate in sport while only 3.3% want their children to focus on their academics only (see table 18).

Table 18. Answer a follow up question if you answered no to table 17.

VARIABLE	FREQUENCY	PERCENTAGE
A= Education first	1	50
B= Transport problem	1	50
Total	2	100

Those who have answered no to table 17, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior as to why they don't encourage their children to participate in sport. It was only (n=2) which indicated that education comes first, and the other main concern was with transportation after sports training.

5.3.9 Parents meeting to discuss sport programmes and your attendance at sport events

The researcher addressed the question 'how often do you have parents meeting to discuss sport programmes' highest number of participants (n=36) have responded as saying they never have meeting to discuss sport programmes development. This has led to poor sport funding at these Low socio- Economic communities' schools due to lack of proper planning done.

Table 19. How often do you have parents meeting to discuss sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	36	60
B= Average	13	21.6
C= Sometime	9	15
D= All the time	2	3.3
Total	60	100

Table 19 above reflect on how often meetings were held at school to discuss sport programmes to give us a background at the current problem. First, we need to find out if sport is given same attention as academic's lesson at schools through meetings. 3.3% have indicated that sport is mentioned during their meetings while a greater number of 60% indicate that sport is never mentioned at their meetings (see table 20), if sport is not mentioned during meeting the likelihood of parents attending any sport events is minimum if not non existence. Results have proven that academics do take priority and rightfully so however sport is equally important for children as some of them are super talented.

Table 20. Your attendance level at school sport events

VARIABLE	FREQUENCY	PERCENTAGE
A= Never	29	48.3
B= Average	13	21.6
C= Sometime	13	21.6
D= All the time	5	8.3
Total	60	100

Above table 20 shows the attendance level from parents towards sport events in Kagiso with 48.3% responded as saying they have never citing communication from the school as the reason why, most of them have indicated that they are not informed about school sport events while 8.3% have indicated that they attend all the time. The results show a massive lack of support that not received from parent due to communication problems between schools and parents. Parents support through attendance at these events is needed as this can be used as a strategy to lure sponsor towards sport programmes.

5.3.10 Parents meeting at school and do you encourage students to participant in sport

Communication is key between school officials and parents. The researcher posed this question 'how often do you have parents' meetings to discuss sport programmes' majority responded (n=3) as average. They don't host meeting often with parents to discuss sport development.

Table 21. Do you have parents meeting to discuss sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Average	3	50
B= Never	0	0
C= All the time	1	16.6
D= Sometime	2	33.3
Total	6	100

The above table 21 shows how often sport program are mentioned in meeting held by the principal with parents.50% indicates that it's not all the time though at average level with (see table 22), which support participants feedback with the highest number indicating that they do encourage students to participate in sports. 33.3% indicating that sometimes they do talk about sport while 16.6% saying all the time in their meetings they do talk about sport. The results show that sport programmes are rarely mentioned or discussed in their meeting hence they don't have a strategy in place on how to solicit sport funding in their schools.

Table 22. Do you encourage students to participate in sports

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	46	85.1
B= No	8	14.8
Total	54	100

Table 22 gives us a clear reflection on whether sport participation is encouraged by school official to students. The results show that school officials are encouraging with 85% feedback while 14.8% of officials have showed that it's not their responsibility as the department of education will always remind them that their main priority is to teach students.

Table 23. Answer a follow up question if you answered no to table 22.

VARIABLE	FREQUENCY	PERCENTAGE
A= Education first	4	50
B= Sport west of time	4	50
Total	8	100

Those who have answered no to table 22, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior as to why they don't encourage students to participate in sport. A total of 8 official have answered no (see table 22), citing their own reason as to why. 50% have indicated that education comes first while the other 50% have cited that sport is a west of time and hence, they don't encourage students to participate in sports.

5.3.11 How many companies have you approached to fund sport

Researcher asked the question to participants 'how many companies have you approached to fund school sport programmes' participants responded with a huge number (n=29), saying they have never approached any company to fund they school sport programmes.

Table 24. How many companies approached to fund sport programmes

VARIABLE	FREQUENCY	PERCENTAGE
A= Not their responsibility	6	11.1
B= One	3	5.5
C= Three	2	3.7
D=So many time	14	25.9
E= None	29	53.7
Total	54	100

Table 24 gives us an overview as to why funders (Private Company) have not taken interest in funding public schools. The results indicate 53.7% of school officials have not approach single company about sport funding citing reason that it's not their responsibility (see table 25) and that it's the sport coordinator's duties to go find sponsors while others have showed quite a great commitment with 25% results indicating that they have approach many companies.

Table 25. Answer a follow up question if you answered no to table 24.

VARIABLE	FREQUENCY	PERCENTAGE
A= Responsibility is to teach	10	34.4
B= Time consuming	5	17.2
C= SGB's responsibility	10	34.4
D= Teaching takes priority	4	13.7
Total	29	100

Those who have answered no to table 24, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior as to why they haven't approached company to fund school sport programmes. A total of 29 official have answered no to figure 5.2.21, citing their own reason as to why. They have responded back saying that teaching is their main responsibility with 34.4% stating that and have also indicated that its SGB's responsibility while teaching with 13.7% takes priority everyday.

5.3.12 Do you attend school sport day evens and sport development

It's important to understand the level of support derived from school officials through attendance at school sport events. The researched address the question 'do you attend your school sport day events' and participants responded quite very well (n=43) indicating that they do attend sports day events of their school to show their support to their students.

Table 26. Do you attend your school sport day events?

VARIABLE	FREQUENCY	PERCENTAGE
A= Yes	43	79.6
B= No	9	16.6
C= Sometime	2	3.7
Total	54	100

Above table 25 gives us a true reflection at the level of support given to sport programmes by school official. 16.6% of officials have indicated that they don't attend sport event citing that there have never been any sporting events while 79% have indicated that they attend these events (see table 28). Results shows that officials do have great interest in sport programmes while other have indicated that they do attend with 3.7% stating that it's important that they do attend to show their support to their students.

Table 27. Answer a follow up question if you answered no to table 26.

VARIABLE	FREQUENCY	PERCENTAGE
A= Don't have time	4	44.4
B= Don't like sport	3	33.3
C= Family commitment	2	22.2
Total	9	100

Those who have answered no to table 26, were asked a follow up question that would assist the researcher to gain the required understanding of their behavior as to why they don't attend school sports day events? 44.4% of Participants have indicated that they don't have time, 22.2% stated family commitment been the reason while 33.3% have indicated that they don't like sports which is the reason why they haven't attended these events.

Table 28. Sports development to be introduced at your school.

	Golf	Funding	Cricket	Netbal	Kits	Facilities	Rugby	Tennis	Soccer	Basketbal	Volleyball	Hockey	Swimming	Coaches	In degenous games	Ladie s soccer	Resources	Multi purpose
Teachers		2%	15%	6%	4%	10%	19%	4%	15%	2%	4%	6%	6%	0%	4%	0%	2%	0%
Principals				17%			17%	17%	17%								17%	17%
Parent	2%	0%	25%	15%	0%	0%	8%	10%	5%	2%	2%	3%	3%	2%	0%	0%	0%	0%

Above table 28 provide insight feedback looking at sport development which both parent, teachers and principal would like to see taking place at their schools. On the table are different sporting codes that haven't been fully developed while others do not exist at all citing lack of infrastructure though students have indicated their interest in participating in these sports and

one problem is that of qualified coaching personal. 25% of parents have made request of Cricket at their school, the problem they have is facilities,19% of teachers have requested that Rugby as students have approach them asking them to start Rugby team and 17 % of principal have indicated that they would like to have Multipurpose sport facilities at their schools.

Results on the table shows that equitable access, excellence at all levels of participation and development of sport facilities remain a challenge in Low socio- Economic communities.

5.4 CHAPTER CONCLUSION

Chapter five's primarily focus is about data analysis after collection which is quite imperative in progressing to chapter six which must give meaning to all data collected through data interpretation.

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

7.1 INTRODUCTION

In Chapter 1 it was stated that, even though the benefits of sport and physical activity has been proven through research, that schools in the Low socio- Economic community of Kagiso, don't have the necessary equipment and facilities to enable sport participation. It was further asserted that sport sponsorships may provide a way for schools to fund sport and physical activity programs, but that there seems to be a lack of sponsorships for sport programs in Kagiso. The research question for the study was formulated as:

'How is sport funding perceived in Primary and Secondary schools in the lower socio-economic community of Kagiso?'

The aim of the study was to establish the role funding plays in the provision of sport at schools in the lower socio-economic community of Kagiso. The objectives of the study were formulated as:

- To identify the current process utilised for sport funding at school level in Kagiso;
- To establish what form of funding is required towards sports development at Primary and High schools in Kagiso;
- To identify the current approach to funding used by Primary and High schools in Kagiso;
- To identify barriers in the current system of sport funding in Lower socio- Economic schools.

Conclusions and recommendations will consequently be presented according to the above aim and objectives.

7.2 CONCLUSIONS

This research has embraced the research of different authors in reference to school sports funding, development of sports facilities and equitable access to facilities. Through available research the author was precisely able to present current situation at the identified Low socio-Economic schools. The next step below is to evaluate different identified study objective that were set up right at the beginning.

7.2.1 Overall Conclusion

There is sufficient evidence for the researcher to make a conclusion that funding problem at Low socio- Economic school are exacerbated by lack of ownership and support from both parents and school's official who priorities more on academics and less extramural activities at schools.

7.2.2. Objective specific conclusion

Objective specific conclusions will be presented below according to the stated objectives of the study.

7.2.2.1. To identify the current process utilized for sport funding at school level

- Current processes require regular meetings with all SGB members for future development to be realised at all these schools.
- School communities need to develop fundraising initiative that would encourage all parents to participate in numbers.

7.2.2.2. To establish what form of funding is required towards sports development at these schools

- Infrastructure is in demand to match received request from students who would like to play Cricket, Rugby, Tennis, etc.
- Coaching personnel was mentioned as another problem as students are left to train by themselves.
- There has been a lack of development due to poor funding towards sports programmes

7.2.2.3 To identify barriers in the current system of funding in Low socio- Economic Communities

- The biggest problem lies with the availability of the SGB members who don't understand the importance of convening a meeting regularly to discuss finance issues of the schools.
- Another stumbling block is poor education level of SGB members which places a school at a disadvantage as they don't have a sound education background for them to negotiate a good sponsorship partnership on behalf of the school.

7.3 STUDY RECOMMENDATIONS

The study was conducted with an objective to assess whether possible companies were being approached by both school's officials and parents for funding towards their sports programs.

The study shows that very little interaction existed between both parties, hence poor level of funding towards sports. Therefore, both schools official and parents needs to take this initiative upon themselves, go out there and approach company and solicit sponsorship partnership with them.

7.4 IMPLICATIONS FOR FURTHER RESEARCH

Although this study has stressed the need and importance of sport sponsorship partnership between schools and corporate world, it has also highlighted the challenge the schools are compelled with regarding proper sports programs. Furthermore, it is paramount to understand the importance of sponsorship, value it brings with that creates and open opportunity for grassroots sports development and ensure excellence at all level of sports participation.

This study focused mainly on the challenges experienced at Low socio- Economic community schools who do not have sports infrastructure but has growing demands of sports interest from students, due to inadequate funding the schools are not able to offer students what they want.

Future research in this field are quite numerous for researchers and include the exploration of infrastructure funding, sports events funding and sports programs funding are some areas of concerns which have not receive any funding from corporate world.

7.5 FINAL STUDY CONCLUSION

Schools exist within communities therefore its paramount that they formulate relationship with every organization that exist within their communities. The SGB, Principal and Teachers need to realise that excellence in the form of academic can be achieved but through sport the school can build a positive image, bring communities together, encourage relationships and can give exposure to schools.

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APPENDIX A



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PARTICIPANT INFORMATION LETTER

Dear Parents

I am a student studying at the University of Pretoria towards my HMS (Sport and Recreation Management) in the Faculty of Humanity.

The topic of my research is: **Sport Funding for Primary and Secondary Schools in Low socio- economic Communities in Gauteng**. The need for immense funding of Low socio- economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports facilities at schools.

There is unforeseen risk for participation however should there be any arising risk on the day, research consultant will priorities on safety of all participants. The greater benefits are increased school sports funding in Low socio- economic community and increased level of professional structured sports with qualified sports coaches.

The research will include conducting in-depth interviews through focus groups and one on one interviews with all participants.

If you agree to participate, interview will be conducted with you about this topic. The interviews will take place at a venue, time that will be most convenient to you, will also not interfere with school's activities and will not take longer than half an hour. The interviews will be audio taped and transcribed for analytic purpose. This information will only be accessed by me and my supervisor and will be regarded as confidential and anonymous.

Results of the study will be written in a formal research report that will be accessed by the university of Pretoria and a copy will be available to all schools who participated in the study. If you agree to take part in this research, please fill in the consent form provided. If you have any questions, please do not hesitate to ask me or contact my supervisor on the number and email below.

Elizabeth Ntshenge Phaswana

076 867 6598

Ntshenge.p.t@gmail.com

Engela Van Der Klashorst (Supervisor)

083 420 8189

engelavdk@gmail.com

APPENDIX B

Questionnaire: Parents

Name of School:

Date:

Please read the questions or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

1. Never	2. Average	3. Sometimes	4. All the time
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1. Rate your attendance level at school sport events in kagiso.

1.	2.	3.	4.
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2. Do you encourage companies to fund school sport?

1.	2.	3.	4.
----	----	----	----

3. Do your children participate in sport at school?

1.	2.	3.	4.
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4. Are you happy at the level of sport offering at your child school?

1.	2.	3.	4.
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5. How often do you have parents meeting to discuss sport programmes?

1.	2.	3.	4.
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Answer these questions in your own words.

1. When last did you have a sports day?
.....

2. Any company funding sport programmes at your child school?
.....

3. Do you attend your child sport day events at their school? If NO why?
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4. How many company have you approached to fund your child school sport programmes? If None why?

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.....

5. Do you encourage your children/child to participate in school sport? If NO why?

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6. What sport development would you like to see being introduce at your child/children school and why?

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7. What sports facility do they have at your child school, is it well maintained at all times?

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APPENDIX C



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PARTICIPANT INFORMATION LETTER

Dear Principal

I am a student studying at the University of Pretoria towards my HMS (Sport and Recreation Management) in the Faculty of Humanity.

The topic of my research is: **Sport Funding for Primary and Secondary Schools in Low socio- economic Communities in Gauteng**. The need for immense funding of Low socio- economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports facilities at schools.

There is unforeseen risk for participation however should there be any arising risk on the day, research consultant will priorities on safety of all participants. The greater benefits are increased school sports funding in Low socio- economic community and increased level of professional structured sports with qualified sports coaches.

The research will include conducting in-depth interviews through focus groups and one on one interviews with all participants.

If you agree to participate, interview will be conducted with you about this topic. The interviews will take place at a venue, time that will be most convenient to you, will also not interfere with school's activities and will not take longer than half an hour. The interviews will be audio taped and transcribed for analytic purpose. This information will only be accessed by me and my supervisor and will be regarded as confidential and anonymous.

Results of the study will be written in a formal research report that will be accessed by the university of Pretoria and a copy will be available to all schools who participated in the study. If you agree to take part in this research, please fill in the consent form provided. If you have any questions, please do not hesitate to ask me or contact my supervisor on the number and email below.

Elizabeth Ntshenge Phaswana

076 867 6598

Ntshenge.p.t@gmail.com

Engela Van Der Klashorst (Supervisor)

083 420 8189

engelavdk@gmail.com

APPENDIX D

Questionnaire: Principal

Name of School:

Date:

Please read the question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

1. Never	2. Average	3. Sometimes	4. All the time
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5. Rate your attendance level at school sport events?

5.	6.	7.	8.
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6. Do you encourage companies to fund your school sport?

1.	2.	3.	4.
----	----	----	----

7. participate level in sport at your school?

1.	2.	3.	4.
----	----	----	----

4. Are you happy at the level of sport offering at your school?

1.	2.	3.	8.
----	----	----	----

5. How often do you have parents meeting about sport programmes at your school?

1.	2.	3.	4.
----	----	----	----

Answer these questions in your own words.

1. When last did you have a sports day at your school?

.....

2. Any company funding sport programmes at your school?

.....

3. Do you attend your school sport days' events? If no why?

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4. How many company have you approached to fund your school sport programmes? If None why?

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5. Do you encourage students to participate in school sport? If NO why?

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6. What sport development would you like to see being introduce at your school and why?

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7. What sports facility do you have at your school and is it well maintained at all times?

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8. What's your view of sport offering at your school and funding towards it?

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APPENDIX E



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PARTICIPANT INFORMATION LETTER

Dear Teacher/coaches

I am a student studying at the University of Pretoria towards my HMS (Sport and Recreation Management) in the Faculty of Humanity.

The topic of my research is: **Sport Funding for Primary and Secondary Schools in Low socio -economic Communities in Gauteng**. The need for immense funding of Low socio -economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports facilities at schools.

There is unforeseen risk for participation however should there be any arising risk on the day, research consultant will priorities on safety of all participants. The greater benefits are increased school sports funding in Low socio -economic community and increased level of professional structured sports with qualified sports coaches.

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If you agree to participate, interview will be conducted with you about this topic. The interviews will take place at a venue, time that will be most convenient to you, will also not interfere with school's activities and will not take longer than half an hour. The interviews will be audio taped and transcribed for analytic purpose. This information will only be accessed by me and my supervisor and will be regarded as confidential and anonymous.

Results of the study will be written in a formal research report that will be accessed by the university of Pretoria and a copy will be available to all schools who participated in the study. If you agree to take part in this research, please fill in the consent form provided. If you have any questions, please do not hesitate to ask me or contact my supervisor on the number and email below.

Elizabeth Ntshenge Phaswana

076 867 6598

Ntshenge.p.t@gmail.com

Engela Van Der Klashorst (Supervisor)

083 420 8189

engelavdk@gmail.com

APPENDIX F

Questionnaire: Teachers/coaches

Name of School:

Date:

Please read the question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

Answer these questions in your own words.

1. When last did you have a sports day at your school?

.....

2. Any company funding sport programmes at your school?

.....

3. Do you attend your school sport days' events? If NO why?

.....

4. How many company have you approached to fund your school sport programmes? If None why?

.....

5. Do you encourage students to participate in school sport? If NO why?

.....

6. What sport development would you like to see being introduce at your school and why?

.....

7. What sports facility do you have at your school and is it well maintained at all times?

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8. What's your view of sport offering at your school and funding towards it?

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APPENDIX G



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PARTICIPANT INFORMATION LETTER

Dear Sport coordinator

I am a student studying at the University of Pretoria towards my HMS (Sport and Recreation Management) in the Faculty of Humanity.

The topic of my research is: **Sport Funding for Primary and Secondary Schools in Low socio- economic Communities in Gauteng**. The need for immense funding of Low socio- economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports facilities at schools.

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Ntshenge.p.t@gmail.com

Engela Van Der Klashorst (Supervisor)

083 420 8189

engelavdk@gmail.com

APPENDIX H

Questionnaire: Sport Coordinator

Name of School:

Date:

Please read the question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

1. What sport facility do you have at your School?

.....

2. Do you receive any funding towards sport?

.....

.....

3. School Mayor events achievement?

.....

.....

4. Level of sports interest from students?

.....

.....

5. What change should be introduced, that will improve the sport development programme.?

.....

.....

6. Have you approached company to fund sports programmes at your school and what was the feedback? If NO why?

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APPENDIX I



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PARTICIPANT INFORMATION LETTER

Dear Deputy principal

I am a student studying at the University of Pretoria towards my HMS (Sport and Recreation Management) in the Faculty of Humanity.

The topic of my research is: **Sport Funding for Primary and Secondary Schools in Low socio- economic Communities in Gauteng**. The need for immense funding of Low socio- economic community schools' sport is now highly needed, if not the black nation will not have sport heroes to represent their country at international events due to deplorable level of sports facilities at schools.

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Engela Van Der Klashorst (Supervisor)

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engelavdk@gmail.com

APPENDIX J

Questionnaire: Deputy Principal

Name of School:

Date:

Please read the question or statement carefully and think about how it applies to you. This is not a test, so there are no right or wrong answers. Please respond honestly and accurately, but it is not necessary to spend too much time thinking about each item.

1. Never	2. Average	3. Sometimes	4. All the time
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9. Rate your attendance level at school sport events?

9.	10.	11.	12.
----	-----	-----	-----

10. Do you encourage companies to fund your school sport?

1.	2.	3.	4.
----	----	----	----

11. participate level in sport at your school?

1.	2.	3.	4.
----	----	----	----

4. Are you happy at the level of sport offering at your school?

1.	2.	3.	12.
----	----	----	-----

5. How often do you have parents meeting about sport programmes at your school?

1.	2.	3.	4.
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Answer these questions in your own words.

1. When last did you have a sports day at your school?
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2. Any company funding sport programmes at your school?
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3. Do you attend your school sport days' events? If NO why?
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4. How many company have you approached to fund your school sport programmes? If None why?

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5. Do you encourage students to participate in school sport? If NO why?

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6. What sport development would you like to see being introduce at your school and why?

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7. What sports facility do you have at your school and is it well maintained at all times?

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8. What's your view of sport offering at your school and funding towards it?

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