

**AN INVESTIGATION OF THE MANAGEMENT OF EXTRACURRICULAR  
PROGRAMMES IN SELECTED INNER-CITY SECONDARY SCHOOLS: A CASE  
STUDY**

**By**

**NALYAZI HALIIMAH**

**Submitted in accordance with the requirement for the degree of**

**MASTER OF EDUCATION**

**in the subject of**

**EDUCATION MANAGEMENT**

**at the**

**UNIVERSITY OF SOUTH AFRICA**

**Supervisor: Dr HM VAN DER MERWE**

**NOVEMBER 2010**

## DECLARATION

I declare that **AN INVESTIGATION OF THE MANAGEMENT OF EXTRACURRICULAR PROGRAMMES IN SELECTED INNER-CITY SECONDARY SCHOOLS: A CASE STUDY** is my own work and that all the sources that I have used or quoted have been acknowledged by means of complete references.

---

(N.H Nalyazi)

---

Date

## **ACKNOWLEDGMENTS**

I would like to thank my supervisor, Dr HM van der Merwe, for her continued support and assistance throughout this process.

A special word of thanks goes to John Byamukama and Rajab Sekuuma for their support in the completion of this study.

I would also like to thank Mrs Carina Barnard who edited my work and my colleagues, Joseph Lukwago, Rebecca Hlatywayo, Maxwell Teputepu, Suzan Morris, Charmaine Xulu and Lerato Moremi for their endless support in completing this programme. To the UNISA library staff, you are exemplary librarians!

The support of my employers and family was a true blessing. To my mother and father who always gave me the confidence to move forward, thank you. To my sister Nakalema Janet and my late brother Mugalu Ibrahim (R.I.P) your efforts were inestimable and may God bless you.

## **ABSTRACT**

This study investigates the management and provision of extracurricular programmes in inner city secondary schools. Literature pointed out that extracurricular provisioning in inner city secondary schools is challenging because of limited physical infrastructure and negative influences from the external environment. An empirical investigation based on a qualitative research design was conducted at five research sites conveniently selected. Through individual and focus-group interviewing it was established that extracurricular programmes in inner city secondary schools are hampered by limited and inadequate facilities, a lack of human resource capacity, an over-emphasis of the curricular programme and financial constraints. Due to the importance of a holistic development of the child to be an all-rounder as adult, it is recommended that all stakeholders of the school be involved in providing a viable extracurricular programme. Stakeholders include the teaching corps, parents, the local municipality, the department of education, and the business community.

## TABLE OF CONTENTS

<b>Declaration</b>	<b>ii</b>
<b>Acknowledgment</b>	<b>iii</b>
<b>Abstract</b>	<b>iv</b>

### CHAPTER ONE INTRODUCTORY ORIENTATION

<b>1.1 INTRODUCTION</b>	<b>1</b>
<b>1.2 BACKGROUND TO THE STUDY</b>	<b>3</b>
<b>1.2.1 The nature and value of extracurricular activities in inner-city secondary schools</b>	<b>3</b>
<b>1.2.2 Factors that affect the planning of extracurricular activities in inner-city secondary schools</b>	<b>6</b>
<b>1.2.3 The role of the principal in the managing of extracurricular activities in inner-city secondary schools</b>	<b>7</b>
<b>1.3 RATIONALE FOR THE STUDY</b>	<b>8</b>
<b>1.4 PROBLEM STATEMENT</b>	<b>9</b>
<b>1.5 AIMS OF THE STUDY</b>	<b>10</b>
<b>1.6 RESEARCH METHODOLOGY</b>	<b>11</b>
<b>1.6.1 Literature study</b>	<b>11</b>
<b>1.6.2 Empirical investigation</b>	<b>12</b>
1.6.2.1 Selection of sites and participants	13
1.6.2.2 Data collection	13
1.6.2.3 Data analysis	14
1.6.2.4 Trustworthiness and transferability	15
1.6.2.5 Ethical measures	15
<b>1.7 CONCEPT CLARIFICATION</b>	<b>16</b>
<b>1.8 PROGRAMME OF STUDY</b>	<b>17</b>
<b>1.9 CONCLUSION</b>	<b>18</b>

## CHAPTER TWO

### LEARNER PARTICIPATION IN EXTRACURRICULAR ACTIVITIES IN INNER-CITY SECONDARY SCHOOLS

2.1	INTRODUCTION	20
2.2	DEFINITION AND SCOPE OF EXTRACURRICULAR PROGRAMMES IN INNER-CITY SECONDARY SCHOOLS	22
2.3	INTERNATIONAL PERSPECTIVE ON LEARNER PARTICIPATION IN EXTRACURRICULAR ACTIVITIES	24
2.3.1	Inner-city schools in the United States	24
2.3.2	Inner-city schools in England	26
2.3.3	Inner-city schools in Wales	28
2.3.4	Inner-city schools in Canada	28
2.3.5	Inner-city schools in Australia	30
2.3.6	Inner-city schools in New Zealand	31
2.3.7	Inner-city schools in Israel	32
2.3.8	Inner-city schools in Egypt	34
2.3.9	Inner-city schools in Ghana	35
2.4	THE EFFECTS OF EXTRACURRICULAR ACTIVITIES ON INNER-CITY SECONDARY SCHOOL LEARNERS	37
2.5	A SOUTH AFRICAN PERSPECTIVE ON LEARNER PARTICIPATION IN EXTRACURRICULAR PROGRAMMES	40
2.6	CONCLUSION	44

## CHAPTER THREE

### EXTRACURRICULAR MANAGEMENT IN INNER-CITY SECONDARY SCHOOLS

3.1	INTRODUCTION	45
3.2	INNER-CITY PRINCIPALS' MANAGEMENT ROLES	46
3.3	IMPLEMENTATION OF EXTRACURRICULAR PROGRAMMES IN INNER-CITY SECONDARY SCHOOLS	49
3.3.1	Managing extracurricular time	50
3.3.2	Managing the extracurricular environment	51
3.3.3	Managing extracurricular finances	53
3.3.4	Sustaining inner-city extracurricular programmes	54
3.4	CHALLENGES FACED BY INNER-CITY SCHOOL PRINCIPALS IN THEIR EFFORT TO MANAGE EXTRACURRICULAR ACTIVITIES	55
3.5	CONCLUSION	61

**CHAPTER FOUR  
RESEARCH DESIGN AND RESEARCH METHODOLOGY**

<b>4.1</b>	<b>INTRODUCTION</b>	<b>62</b>
<b>4.2</b>	<b>RESEARCH DESIGN</b>	<b>63</b>
<b>4.3</b>	<b>THE QUALITATIVE RESEARCH APPROACH</b>	<b>64</b>
<b>4.4</b>	<b>SAMPLING AND POPULATION</b>	<b>66</b>
<b>4.5</b>	<b>RESEARCH METHODS</b>	<b>67</b>
<b>4.5.1</b>	<b>Individual interviewing</b>	<b>68</b>
<b>4.5.2</b>	<b>Focus-group interviewing</b>	<b>70</b>
<b>4.6</b>	<b>DATA ANALYSIS AND INTERPRETATION</b>	<b>72</b>
<b>4.7</b>	<b>RELIABILITY AND VALIDITY</b>	<b>74</b>
<b>4.8</b>	<b>ETHICAL MEASURES</b>	<b>75</b>
<b>4.9</b>	<b>CONCLUSION</b>	<b>76</b>

**CHAPTER FIVE  
RESEARCH FINDINGS AS THE INTERPRETATION OF EMPIRICAL DATA**

<b>5.1</b>	<b>INTRODUCTION</b>	<b>78</b>
<b>5.2</b>	<b>RESEARCH METHODS IN BRIEF</b>	<b>78</b>
<b>5.3</b>	<b>PROFILES OF THE RESEARCH SITES AND PARTICIPANTS OF THE STUDY</b>	<b>79</b>
<b>5.3.1</b>	<b>Characteristics of the research sites</b>	<b>79</b>
<b>5.3.2</b>	<b>Profiles of participants</b>	<b>84</b>
<b>5.4</b>	<b>DISCUSSION OF THE FINDINGS</b>	<b>85</b>
<b>5.4.1</b>	<b>Extracurricular participation</b>	<b>85</b>
<b>5.4.2</b>	<b>Benefits of extracurricular programmes for learners in inner-city secondary schools</b>	<b>89</b>
<b>5.4.3</b>	<b>Parent involvement in the extracurricular programme</b>	<b>92</b>
<b>5.4.4</b>	<b>Financial management of extracurricular programmes</b>	<b>93</b>
<b>5.4.5</b>	<b>Extracurricular sponsorship in inner-city secondary schools</b>	<b>95</b>
<b>5.4.6</b>	<b>Interschool competitions</b>	<b>97</b>
<b>5.4.7</b>	<b>Extracurricular challenges in inner-city secondary schools</b>	<b>100</b>
<b>5.4.8</b>	<b>Effects of the inner-city environment on learners' participation in extracurricular programmes</b>	<b>104</b>
<b>5.5</b>	<b>CONCLUSION</b>	<b>106</b>

**CHAPTER SIX  
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

<b>6.1</b>	<b>INTRODUCTION</b>	<b>108</b>
<b>6.2</b>	<b>SUMMARY</b>	<b>100</b>
<b>6.2.1</b>	<b>Learner participation in extracurricular programmes in inner-city secondary schools</b>	<b>110</b>
<b>6.2.2</b>	<b>Planning and implementation of extracurricular programmes in inner-city secondary schools</b>	<b>112</b>
<b>6.2.3</b>	<b>Problems associated with the provisioning of extracurricular programmes in inner-city secondary schools</b>	<b>115</b>
<b>6.3</b>	<b>CONCLUSION</b>	<b>116</b>
<b>6.4</b>	<b>RECOMMENDATIONS</b>	<b>117</b>
<b>6.5</b>	<b>SUGGESTIONS FOR FURTHER STUDY</b>	<b>120</b>
<b>6.6</b>	<b>LIMITATIONS OF THE STUDY</b>	<b>120</b>
<b>6.7</b>	<b>CONCLUDING REMARKS</b>	<b>121</b>
	<b>BIBLIOGRAPHY</b>	<b>122</b>
	<b>TABLES</b>	
<b>Table 5.1</b>	<b>Extracurricular related profiles of the five research sites</b>	<b>82</b>
<b>Table 5.2</b>	<b>Biographical data with extracurricular responsibilities of participants</b>	<b>84</b>
	<b>ANNEXURE A</b>	
	<b>Permission from the Department of Education</b>	<b>135</b>
	<b>ANNEXURE B</b>	
	<b>Interview schedule for school principals</b>	<b>136</b>
	<b>ANNEXURE C</b>	
	<b>Focus group interview schedule for teachers in charge of cultural Activities</b>	<b>138</b>
	<b>ANNEXURE D</b>	
	<b>Focus group interview schedule for teachers who are team coaches</b>	<b>139</b>



# **CHAPTER ONE**

## **INTRODUCTORY ORIENTATION**

### **1.1 INTRODUCTION**

In recent years, educational researchers have emphasised the critical role of the principal in creating an effective school environment which involves the development of a strong school culture that prescribes specific goals, roles and behaviours by educators in and out of class settings (Parkay & Hall, 1999:29). Creating an effective school environment within city schools poses a serious challenge because of the impact of the external environment. Normal teaching and learning activities have to be managed against the background of a relatively hostile surrounding environment. Resources need to be employed in such a way that they offset the negative elements affecting the normal school curriculum (Kimbrough & Burkett, 1997:4).

Internationally most high school principals in central city areas are worried about learner enrolment and retention because their salaries are keyed into this factor. To retain their learners, principals adopt several extracurricular activities as part of the school programme to keep school interesting (Borman & Spring, 1995:105). In the city of London, for example, principals arrange the provisioning of a variety of activities for learners to choose from. A choice of sports activities like swimming, soccer and rugby and cultural activities like debating, music and drama suggest an environment in which learners are loved and cared for and are considered as important clientele, hence a real sense of community support is created (Barber, 1992:81).

In many instances learners of inner-city secondary schools are not exposed to the outside world, but are cocooned within a smaller community. The learning environment is usually insufficient and the amount of additional investment by parents is low and consequently the standard of educational programmes is lower than it would be in wealthier and suburb areas (Smit & Hennessy, 2001:27).

The South African inner-city secondary school context is subject to controversies such as overcrowding, school violence, poor academic achievement, low extracurricular involvement, mismanaged bureaucracies and deteriorating facilities (Wasserman & William, 2002:26). When visiting inner-city secondary schools in 2004 to inspect their daily running as part of the National Department of Education's campaign for effective teaching and learning, the Gauteng Education Member of Executive Council (MEC) Angie Motshekga expressed shock at the physical state of some of the schools. In many instances buildings pose a serious threat to the safety of learners and some are located in storey buildings along busy streets which are not conducive for creating good learning experiences (South African Government Information, 2005:1). When the attention of principals is scattered across so many problems areas, the dynamics of the school environment that relate to extracurricular activities are easily overlooked. In fact, implementing a viable and sustainable extracurricular programme is a daunting task for inner-city secondary school principals (Flanagan, 2006:4).

As is the case with inner-city secondary schools in other parts of the world, the strategy of principals in South African inner-city secondary schools is also to retain learners by offering exciting sports and cultural extracurricular activities to make enrolment and retention attractive. However, to implement and maintain these activities involve additional managerial responsibilities like the hiring of trainer staff, supervision and evaluation of team coaches, coordinating activities of interscholastic competition, setting rules and regulations governing participation and competition, determining budgets for equipment and provisioning, determining participation procedures and organising additional fundraising activities to sustain provisioning. Most principals in inner-city secondary schools do not have the extra time to devote to these roles; they are under pressure to improve academic achievement against which all evaluations are done, thereby creating loopholes in the whole system of extracurricular management (Masteralaxis, Barr & Hum, 2005:13).

School environments are important factors in the holistic development of learners comprising cognitive, social, emotional and physical aspects. Yet very often inner-city secondary school experiences are characterised by alienation from community life and limited opportunities for interaction among learners. Although ample evidence exists that school principals in inner-city secondary schools value the importance of extracurricular programmes, there is continued neglect of these programmes (Smith, Percy & Malone, 2001:18).

## **1.2 BACKGROUND TO THE STUDY**

### **1.2.1 The nature and value of extracurricular activities in inner-city secondary schools**

The effect of extracurricular activities on secondary school learners justifies their existence and proper management in inner-city secondary schools (Craig, 2000:171). These activities exist to complement the schools' academic curriculum, augment the learners' educational experience and provide a setting for them to become involved and to interact with other learners. Such involvement extends to broader community life which implies that the primary goal of extracurricular activities encapsulate the individual learner, the institution and broader community (Helfgot, 2005:39).

In general the architecture of secondary schools emphasises sameness including standard timetables, age-graded classes, extracurricular participation and teacher expectations. National policies and institutional practices expect principals and learners to conform to the ideal norm of best practices without considering different contexts. The effect is that the sameness in schools masks differences in surroundings, the latter which is responsible for making each school a distinctive place of its own (Christie, Butler & Potterton, 2007:33). Related to best practice is the notion of using the academic grid against which all school evaluations are measured. The demands for standardised academic output result in extreme prioritising of the academic curriculum (Dickeson, 1999:29). As is the case with school principals in general, principals of inner-city

secondary schools are under constant pressure to improve academic programmes in order to strengthen and sustain their overall achievement reputation (Masteralexis *et al.*, 2005:13).

South African inner-city secondary schools also face the complex dilemmas of their surroundings which prescribe the nature of extracurricular programmes of those schools. Apart from crowded classrooms resulting in high teacher/learner ratios and an acute need for extra classrooms, inner-city secondary schools are also affected by the lack of sports fields. The limited sports fields available in inner cities are shared by the public and cannot be used as often as needed, forcing schools to adapt to extracurricular activities that do not require significant space such as music, dance, drama and chess (Turney, Sinclair, Inglis & Straton, 1994:112; Nkosi, 2005:21).

Learner participation in extracurricular activities in inner-city secondary schools is a valuable substitute for gang membership and delinquent behaviours. Participation in sports, for example, allows for a positive filling of the void in a learner's life at a critical stage (Seefeldt & Ewing, 1999:14). Participation in school sponsored extracurricular activities also implies that learners remain under school supervision for longer during the day, preventing them from falling prey to inner-city vices (Watkins, 2004:4).

Provisioning of sports and cultural activities also help learners at inner-city secondary schools to manage stress. Because of academic pressures and noise from construction and vehicles in city surroundings, stress is a common phenomenon among learners; it reduces their ability to perform academically, emotionally and socially. Sports participation will mean that learners' attention is diverted from the pressures of academic demands and achievement to something less mentally strenuous and demanding thereby reducing anxiety and depression (Murray, 1996:26).

Learner satisfaction with inner-city secondary schools is directly influenced by their involvement in activities like sports; this significantly reduces their likelihood of dropping out. It is a key intervening factor in dropping out. (McNeal (1999:50-53) and Rentz

(1996:309) for instance points out that sports participation correlates with higher levels of self-esteem, improved racial relations, feelings of control over one's life and lower delinquency rates among learners. The bond learners have with the school creates a sense of belonging and attachment and provides a socialisation environment that discourages boredom and alcohol and drug abuse (Hoffman 2006:276; Holland & Andre, 1990:434).

It is important that everyone involved in the delivery of extracurricular programmes understand that they have a unique opportunity to teach positive life skills and values. The dedication, self discipline and responsibility demonstrated by teachers ensure commitment and personal sacrifice required by the learner. Inculcating such commitment helps nurture perseverance, respect, integrity and enthusiasm which are cornerstones of the holistic development of the child. The final outcome is better citizenry when learners carry these values through to their adult life (Horrine, 1996:21).

### **1.2.2 Factors that affect the planning of extracurricular activities in inner-city secondary schools**

In order for inner-city secondary schools to be effective in delivering a quality service to their learners, their education programmes need to be managed effectively. This includes organising and facilitating of all learning activities so that learners can achieve a rewarding and fulfilling educational experience. To achieve this, the school principal needs to continuously and systematically plan all educational programmes (Okumbe, 1999:204).

One of the factors affecting proper planning and organising of extracurricular activities in inner-city secondary schools are limited resources across the broad spectrum of provisioning, namely human, financial and infrastructural resources (Asmal, 2000:3). Some of these resources, for example financial resources, are very scarce. Most inner-city secondary schools function on shoestring budgets and are expected to fund fragmented extracurricular events. This they have to do notwithstanding the criticism

that the money concerned could have been better utilised for purchasing learning support materials like learners' textbooks and classroom furniture or improving teachers' salaries and benefits and supplying them with additional text books for consultation (Department of Education, 2003:21). An added problem is the lack of interest on the part of learners attending inner-city secondary schools to participate in extracurricular activities. This creates enormous challenges for the school principal to develop and maintain a viable and sustainable organisational structure for extracurricular activities (Seefeldt & Ewing, 1999:7).

A lack of incentive to improve their competencies in extracurricular coaching has a ripple effect on teachers. Few have been in schools where the principal is an extracurricular enthusiast and in many instances principals do not value the contribution of sports activities for developing a healthy body to contribute to the development of a healthy mind (Harrison, 1994:53). When principals or teachers do have an interest in one particular sport, the tendency is to focus on that resulting in neglect of other valuable sporting activities. This leaves learners with no option but to participate in the sport that is offered even if they may not have an interest in it. Many may choose not to participate, with the detrimental effects that follow. (Thomas & Moran, 2000:292).

Due to all the complexities related to extracurricular provisioning in inner-city secondary schools, many principals give up on the planning and implementation of an extracurricular programme in their schools. Effective teaching for successful learning, however, involves sharing and coordination of all activities that impact on learners' lives in and out of class. Principals are therefore obliged to motivate themselves and all other stakeholders to contribute to the realisation of a viable extracurricular programme at school; such motivation efforts form an integral part of the principal's managerial responsibilities (Buck, Lund, Harrison & Cook, 2007:38).

### **1.2.3 The role of the principal in managing extracurricular activities in inner-city secondary schools**

As the case with schools in general, inner-city secondary schools interact continuously with their external environment which is the inner-city. Some principals understand this interaction by taking full advantage of the positive resources available while safeguarding the school and its learners from the negative environmental influences. This they do by ensuring the provision of enrichment programmes that help to offset the negative inner-city factors which place learners at risk (Smit & Hennessy, 2001:30).

To be a devoted principal of an inner-city secondary school, principals need to be compassionate and have high expectations of their learners. Rather than regarding pupils as learners at risk, principals should view all their learners as persons with potential that need to be developed. The principals of inner-city secondary schools should therefore be committed to their learners' welfare and should ensure that their educational environments are supportive of all academic and non-academic programmes and that all programmes are conducive to desirable learning experiences for all learners (Forsyth & Tallerico, 1999:49).

As the instructional leader at the core of school management, the inner-city secondary school principal is also responsible for the overall organisation and supervision of the extracurricular programme which includes funding of choices of offerings and duty assignments of all teaching staff (Mahler & Bolmeier, 1990:17; Reynolds, 1998:18; Watt, 2003:212). With regards to fundraising, the extracurricular programmes of schools, including inner-city secondary schools, are not well subsidised by the Department of Education. The consequence is an ever increasing demand for additional fundraising and sponsorship to enable extracurricular offerings.

Urging learners to participate and arranging schedules in such a way to accommodate learners optimally are aspects of an extracurricular programme that are taken seriously. Teaching staff need to be assigned extracurricular responsibilities according to their

competencies and interests, whereas learners should be provided with possibilities of choosing extracurricular offerings according to their preference. All of these need to be steered by the school principal who is accountable for the initiating, coordinating and motivation of both learners and teachers to participate enthusiastically (Reynolds, 1998:18-20). The school principal is also accountable for ensuring a safe environment for learner participation in extracurricular activities. As a basic prerequisite, learners should be physically fit to participate in sport; team coaches should supervise and monitor learners constantly to prevent the performing of any dangerous acts that may be harmful bearing in mind that the school principal is accountable for such safety measures (Masteralexis *et al*, 2005:133).

The principal is also responsible for overseeing the coordination of curricular and extracurricular programmes in such a way that the programmes complement each other in the pursuit of a holistic development of the learner. As the instructional leader responsible for all learning experiences that take place at the school, the principal needs to pursue open communication with learners, parents and teachers and draw from the extracurricular experiences of his/her personnel (Goodman & Young, 2006:5).

As noted, inner-city secondary school principals supervise both curricular and extracurricular programmes of the school. Therefore they should annually plan extracurricular activities based upon the interest of learners, learners' families and the community at large which in turn will help in determining resources that will be required to sustain and implement a successful extracurricular programme throughout the year (Watkins, 2004:2).

### **1.3 RATIONALE FOR THE STUDY**

Having taught at an inner-city secondary school for quite some time in Pretoria, the researcher observed that the inner-city environment has a considerable influence on extracurricular activities in school programmes. What struck her most was the negative attitude some learners portrayed towards extracurricular participation, they regarded it



as “boring”. For example, during sports days, learners would remain inactive at school campuses or move aimlessly around the city rather than attend soccer or rugby matches; this indicated that the organisational structure of these programmes did not reflect the general interest of learners. According to formal and informal reports received from teachers and principals, sports and other cultural activities were regarded as a vital part of the school programme and learner development, but they all agreed that managing them to the expectations and interest of their clients with the meagre resources at their disposal in an unsupportive environment is a daunting task.

Given such a background, implementing inner-city education programmes in general offers clear challenges to many school principals (Turney, Sinclair, Inglis & Straton, 1994:1). Inner-city secondary schools must therefore do more than reflect on the environment in which they are situated; in the first place they must explain it and provide school programmes that offset the vices of the city surroundings. It is the task of the school principal to manage the effort to eliminate the unworthy features of the internal school environment that affect normal schooling (Barber, 1992:3).

Challenging the existing environment this way, the school has a responsibility to see that each learner gets an opportunity to escape from the limitations of the surrounding external environment. In general a school is failing in its social mission unless it provides enriching programmes like sports to every learner in its care so that school can become meaningful and worth attending (Barber, 1992:2-3). Therefore an investigation into the management of a viable extracurricular programme at selected inner-city secondary schools is deemed a meaningful research problem which requires answers.

#### **1.4 PROBLEM STATEMENT**

Many inner-city secondary schools are viewed as failures in their functions because learners achieve at lower levels than schools in the suburbs. In general, inner-city secondary schools are characterised by an impersonal ambiance, remoteness from the outside world, poorly motivated learners, teachers with low expectations of learners,

unacceptable attendance patterns and unsupportive external environments. Added to these is the fact that the physical conditions in many of these schools are hazardous for human safety, all of which results in a mammoth managerial challenge for school principals (Forsyth & Tallerico, 1999:3).

Against the background of the significant value of extracurricular participation, the challenges facing inner-city secondary school principals relate to providing enrichment opportunities with limited resources and utilising these limited resources optimally (Borman & Spring, 1995:110). A main research question flowing from this is:

How can extracurricular programmes be managed effectively in inner-city secondary schools?

In order to solve this problem, the main research question is divided into three sub-questions that are investigated first so that the solutions to these sub-questions can contribute to the solution of the main research question.

The following sub- questions are deduced from the main research question:

1. What is the value of extracurricular programmes in inner-city secondary schools?
2. What are the main challenges facing principals of inner-city secondary schools to manage the provisioning of extracurricular programmes?
3. How can school principals manage extracurricular programmes in inner-city secondary schools effectively?

## **1.5 AIMS OF THE STUDY**

To manage the extracurricular programme while improving and maintaining acceptable academic standards – with as steering inspiration the well-being of each learner and the well-being of the total school environment – is a huge challenge for inner-city secondary school principals. Considering the complexities of the internal and external school

environment, prioritising tends to result in inadequate extracurricular provisioning (Smit & Hennessy, 2001:32). For that reason an investigation into the possibilities of a viable extracurricular programme for inner-city secondary schools is a meaningful study. The aims with the study are thus as follows:

- To determine the value of extracurricular programmes in inner-city secondary schools,
- To determine the main challenges facing principals of inner-city secondary schools to manage the provisioning of extracurricular programmes, and
- To develop guidelines for principals to effectively manage extracurricular programmes in inner-city secondary schools.

## **1.6 RESEARCH METHODOLOGY**

To find answers on how extracurricular programmes in inner-city secondary schools can be managed effectively, both a literature study and an empirical investigation are conducted.

### **1.6.1 Literature study**

The main purpose of the literature review is to relate previous research to the topic under investigation (McMillan & Schumacher, 2006:75) which in the case of this study is an investigation of the management of extracurricular programmes in selected inner-city secondary schools. McMillan and Schumacher (2006:75-77) contend that a literature review serves several purposes of which the following purposes are the most obvious ones:

- Define and limit the problem by becoming familiar with the major work on the topic and the possible breadth of that topic. In that regard researchers can refine their ideas to a specific research problem.

- Add to the knowledge in any sub-field so that researchers can analyse how their research studies relate to the existing literature.
- Avoid unintentional replication through conducting a thorough search of the literature. However, the researcher may replicate a study for verification purposes.
- Relate the findings to previous knowledge and suggest further research in order to determine how the study adds to new knowledge which is based on insights gained from conducting the study.

The literature review helps the researcher to identify methodological techniques that have previously been used to study the same phenomena as well as identifying contradictory findings (McMillan & Schumacher, 2006:75-77). The literature review therefore allows the researcher to develop an analytical framework that serves as a basis for interpretation and analysis of data that is collected during the course of the study

With this study on the management of extracurricular provisioning within inner-city secondary schools the literature review served as a basis for conducting a context specific empirical investigation. Apart from determining the value for learners of an extracurricular programme within the specific context of inner-city secondary schools, the literature study also revealed how principals facilitate and manage extracurricular programmes that are provided. The later included both an international and national perspective.

### **1.6.2 Empirical investigation**

In order to understand the management challenges faced by school principals to facilitate and manage the extracurricular programmes of their inner-city secondary schools, a qualitative approach is employed as a best option for the optimal collection of relevant data. A qualitative research approach is employed when the researcher wants to gain an understanding of a social phenomenon from an interviewee's perspective

(McMillan & Schumacher, 1993:373). With this study the researcher wanted to gain a deep understanding of the behaviour, perceptions and actions of relevant persons, namely participants responsible for the provisioning and management of extracurricular programmes at inner-city secondary schools.

#### 1.6.2.1 Selection of sites and participants

Five secondary schools from the inner-city of Pretoria were selected as research sites. These schools were selected on the basis that they were accessible to the researcher, thus typifying the sampling procedure as convenient. The participants were purposefully selected, which, as the term suggests, relates to selecting participants for a particular purpose (Leedy, 1997:219). For the purpose of this study purposeful selection concerns an involvement in the management of the extracurricular programme of the school. Managers meeting this criterion were the five principals of the selected research sites, five teachers (one per school) that are in charge of organising and coordinating cultural activities and five teachers (one per school) that are coaches and that are in charge of organising and coordinating sporting activities. All of these participants play an active role in the organising and facilitating of the extracurricular programme at their school.

#### 1.6.2.2 Data collection

The researcher used focus group interviewing and individual interviewing to collect data in order to find answers to the postulated research questions.

##### **a) Focus group interviewing**

Through the interaction between individuals, data quality is enhanced and participants tend to provide checks and balances on each other, which weeds out false or extreme views (Cohen, Manion & Morrison, 2000:288). Additional advantages of focus group interviewing relate to the fact that it can be done within a relatively short period of time; financial costs are limited; considerable probing is permitted and participants are

exposed to each other's worldviews; as a flexible technique unanticipated issues are explored; it allows for participants to build on the responses from others and speedy results are provided (Cohen, *et al.*, 2000:288). With this study two focus group interviews were conducted, one with the five teachers that are in charge of cultural activities at their schools and one with the five teachers that are team coaches and responsible for organising the sporting codes at their schools. All these participants are responsible for the smooth running of the extracurricular programmes at their schools.

## **b) Individual interviewing**

Individual interviewing as a direct verbal interaction between the researcher and the interviewee allows the latter to "speak their minds" and to lend themselves to in-depth investigation particularly with regard to personal accounts of experiences and feelings (McMillan & Schumacher, 2006:40). The researcher used individual interviews as a data collection instrument to have interviewed the five principals representing each research site. On account of their leadership positions as executive heads of their schools responsible for effective instruction which includes both curricular and extracurricular programmes, the principals par excellence can provide information-rich inputs regarding the management of the extracurricular programmes at their schools. Five individual interviews were therefore conducted, one with the principal of each of the five research sites.

### **1.6.2.3 Data analysis**

Data analysis involves an inductive process of organising data into categories and identifying patterns (McMillan & Schumacher, 2006:364). With this study, an analysis and interpretation of the findings took place during and after data collection. An interview schedule was referred to in order to ensure that all predetermined important themes were discussed (McMillan & Schumacher, 2006:365). New themes that arose from the responses from the participants were incorporated. Interviews were recorded with

participants' permission and thereafter transcribed for thorough coding in order to identify emerging categories and sub-categories.

#### 1.6.2.4 Trustworthiness and transferability

According to McMillan and Schumacher (2006:374) the researcher should select trustworthy evidence for pattern seeking by qualitatively assessing solicited versus unsolicited data, subtle influences among the people present in the setting, specific versus vague statements and accuracy of the sources. This is enhanced by the researcher's openness for data collection.

Transferability as the extent to which the findings can be applied to other contexts (Babbie, Mouton, Vorster & Prozesky, 2002:277) is considered against the fact that observations are defined by the specific contexts in which they occur, namely inner-city secondary schools. Important to the qualitative research approach however is the fact that it is conducted in a context where each situation is unique. Findings from a particular research phenomenon or experience can therefore merely be described rather than be generalised to other situations (Krefting, 1991:216).

A key factor for the transferability of qualitatively collected data is the dense description of the results of the research. Apart from purposive sampling, Babbie *et al.* (2002:277) also determine thick description as useful strategies for transferability in qualitative research. These two strategies are applied to enhance the transferability of this study.

#### 1.6.2.5 Ethical measures

Ethical issues in educational research ensure that the rights and welfare of persons and communities that are subjects of the study are protected and guarded (Machmias,1987:77). The researcher considered the following ethical issues when conducting the study:

**(i) Informed consent**

When a researcher is investigating an institution of some kind, it is usually necessary to get permission from the authorities for the work to be done (McNeill, 1992:75). The researcher got permission from school authorities to interview subjects and guaranteed confidentiality of what transpired and the anonymity of all the participants. Permission was firstly obtained from officials of the Department of Education to conduct the investigation.

**(ii) Deception free**

The interviewees were clearly informed about the reasons for undertaking this research and the aims of the study in order to obtain full cooperation of the participants. Each individual principal, team coach and teacher were therefore personally informed prior to the interview why the study is being undertaken.

**1.7 CONCEPT CLARIFICATION**

The most important concepts related to this research and which need to be defined and explained are as follows:

**Extracurricular activities:** Extracurricular activities are those activities that supplement the regular school curriculum, do not carry credit towards graduation, and are joined voluntarily by learners (Thomas & Moran, 2000:288). Managing these activities in inner-city secondary schools involves activities such as supervision and evaluation of team coaches, coordinating activities of interscholastic competition, disciplinary policies, budgets, scheduling of activities, determining which learners are eligible to participate in sports, and arranging fundraising events (Masteralexis *et al.*, 2005:133-134).

**School principal:** The principal of the school is a senior manager of the school who has executive and accountable authority (Benjamin, 1996:9). The principal's duties



encompass the instructional programme. In this regard it includes the welfare of each individual learner and the welfare of the encompassing school for creating a supportive educational environment for the holistic development of all learners (Forsyth & Tallerico, 1999:49).

**Management:** Management is broadly defined as the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources (Smit, Cronje, Brevis & Vrba, 2007:9). The management of the extracurricular programme of an inner-city secondary school requires a dedicated application of all these managerial skills to ensure a productive process (Masteralexis *et al.*, 2005:133).

## **1.8 PROGRAMME OF STUDY**

The study is divided into six chapters.

### ***Chapter one***

Chapter one comprises the general orientation of the research. This includes the introduction to the research and a reflection on the background to and motivation of the study. The statement of the problem, the aims and objectives of the research and an explanation of the research design are matters that are addressed in this chapter.

### ***Chapter two***

Literature on the value and importance of learner participation in extracurricular activities are dealt with in chapter two. An international perspective on the value placed on extracurricular programmes of inner-city secondary schools and the way of facilitating such programmes are followed by a national focus on extracurricular programme offerings at inner-city secondary schools.

### ***Chapter three***

An interpretation of the literature on the instructional management task of the principal that includes management of the extracurricular programme with all its facets is treated in chapter three. The discussion is applied to the nature and circumstances of the inner-city secondary school context.

### ***Chapter four***

Chapter four is devoted to a discussion of the research design and research methodology employed to collect data by empirical investigation. Matters that are discussed include the data collection techniques, the sample of the study and the procedure followed to analyse and interpret the collected data in order to find answers to the research questions.

### ***Chapter five***

Chapter five reports on the data collected. This includes a focus on the empirical research findings by means of scientific analysis and interpretation of the collected data and an evaluation of the research results.

### ***Chapter six***

In terms of an interpretation of the literature findings and the findings from the empirical investigation, conclusions are drawn, guidelines developed and recommendations made in chapter six.

## **1.9 CONCLUSION**

The competencies of inner-city secondary school principals as the executive managers of their schools are challenged by the schools' negative external environments

impacting on the internal environments of the school. A constructive extracurricular programme can limit the impact of such negative effects and need to be pursued for the benefit of each individual learner, the school and the encompassing community.

## CHAPTER TWO

### LEARNER PARTICIPATION IN EXTRACURRICULAR ACTIVITIES IN INNER-CITY SECONDARY SCHOOLS

#### 2.1 INTRODUCTION

The widespread underachievement of learners in inner-city secondary schools continues to be a subject of much attention in the educational discourse. The review in the literature shows numerous studies pointing to the positive correlation between learners' participation in extracurricular activities and increased academic performance. Some of the problems faced by inner-city secondary schools are caused by the schools' inability to innovate programmes that can counteract the effects of the external environment and the primary desire to survive as academic institutions. The dire situation in inner-city secondary schools has forced relevant stakeholders to innovate programmes that can minimise the impact of the destructive surrounding environment. It is important to meet learners' needs during school as well as after school. Programmes that provide learners with a safe and conducive environment that stimulates interaction, enriching activities and networking with caring adults is among the most promising educational innovations today. Extracurricular activities can play a crucial role in promoting learner success and involving the community in inner-city secondary schools (Bryant 2005:4; Borman & Spring, 1995:111).

The negative features of inner-city life are multiple. Of the most common ones are residential and educational segregation, crowded and unhealthy housing conditions, polluted and congested roads and visible unemployment (Stromquist, 1998:32-38). This situation has immensely affected schools, reducing learners' sense of belonging due to constant crime, low academic attainment and poverty; thus learners do not use resources beyond their immediate environments because of the negative nature of these surroundings (Stromquist, 1998:32-38). Given such circumstances, the key to enhancing learning and personal development is not simply for inner-city secondary

schools to teach more and better, but also to create conditions that motivate and inspire learners to devote time and energy to educationally purposeful activities, both in and out of classrooms. By offering learners a choice of enriching activities in a supervised setting, extracurricular programmes for instance aim to mitigate serious environmental problems in inner-city secondary schools (Schroeder, 1996:1).

According to Helfgot (2005:39), high achieving inner-city secondary schools prioritise learner achievement. This can be attained through provision of a well planned curricular and extracurricular programme that ultimately create educational experiences, behaviour and perceptions that are desirable to all stakeholders. However, the dilemma is that these learners are handicapped by inner-city environments yet their achievements are gauged against those of other schools in environments conducive to academic achievement (Kimbrough & Burkett, 1997:4). Therefore it is imperative that a study of learner participation in extracurricular programmes describes the need for extracurricular activities in inner-city secondary schools. (McDermand, 2006:4; Christie, *et al.*, 2007:33). Inner-city secondary schools should assist learners to utilise their time well and involve learners in both the academic curricular and extracurricular programmes so that a comprehensive learning environment is created to help them escape the ravages of the city surroundings. (Stuart, Lido, Morgan & May, 2007:4-7). Studies by Forsyth and Tallerico (1999:69) emphasise that offering a well-organised extracurricular programme is important because it allows learners and their families to have some control over their schooling. The challenge for many inner-city secondary schools is to build a clear, internally consistent programme which is compatible with the values and interests of the school's clientele given the circumstances of the unsupportive external environment in the city itself.

Apparently infrastructure such as sporting grounds and proper classrooms available to most learners in suburb areas is not present in the inner city, which to some extent severely limits learners' opportunities to succeed both academically and socially (McDermand, 2006:4-5). This chapter focuses on the value and importance of learner participation in extracurricular activities with intentions to minimise the impact of the

harsh surrounding environment on learners. Discussion will first focus on international perspectives related to learner participation in extracurricular programmes followed by national perspectives of learner participation in extracurricular activities within different inner-city secondary schools.

## **2.2 DEFINITION AND SCOPE OF EXTRACURRICULAR PROGRAMMES IN INNER-CITY SECONDARY SCHOOLS**

Extracurricular activities according to Asmal (2000:10) are those activities that supplement the regular school curriculum, do not carry credit towards graduation and are joined voluntarily by learners. These activities are generally developed according to the needs and interests of learners and may take the form of special interest groups, honour societies, publications, sports teams and other extensions of classroom work. All extracurricular activities are designed to promote character-building qualities of participation and leadership among learners.

The constituents of school sponsored extracurricular activities according to Woodard (2007:4) are of three types. The first type is curricular in nature, such as journalism and other forms of publications including discussion groups. The educational experiences in this category are considered part of the regular school programme offerings, and sometimes learners are credited for them. They could be regarded as extracurricular because learners' tasks extend from the classroom to after school in order to complete the work. For instance, school newspaper or magazine projects also require attendance of events after classes in order to report on them. The second type is co-curricular usually grouped under cultural activities such as drama, music, dance and debating which are extensions or enrichment of the regular programme requiring at times after school commitment. The third type is totally extracurricular. It includes groups such as cheerleading, sports teams, and various interest level clubs like language clubs, girl guides and boy scouts. Educational experiences gained from the third type of school sponsored extracurricular activities are not found in the regular school programme

offerings and are either competitive in nature or learners participate for fun (Woodard, 2007:4).

Schools in the inner-city may have diverse characteristics, but try to provide as much of the second and third category of extracurricular programmes as possible. The learner body of inner-city secondary schools consists of learners who are residents or of learners who are immigrants and in other cases reflecting a combination of the two. Learner diversity creates a difficult task for schools since they have to acculturate learners into the school environment as well as its programmes (Borman & Spring, 1995:120).

Even though the demands placed on inner-city secondary schools are huge, many have extended their daily schedules to include as many extracurricular activities as possible. Parents, educators and the general public believe that the potential benefits of extracurricular participation include that learners are safe, supervised and engaged in enriching programmes that enhance their learning, or support their health and well-being. The isolation as well as idleness of learners after classes could breed undesirable behaviour like juvenile delinquency, teenage pregnancies and substance and alcohol abuse. There is a pervasive belief that an idle mind is the devil's workshop and that inner-city external environments breed negative social behaviours that are contagious to learner populations in inner-city secondary schools. Constructive school programmes that can help learners utilise their time and counteract idleness must be put in place to limit the impact of external school environments. This is why considerable support exists for extracurricular activities in inner-city secondary schools (Lauver, 2002:16-20).

## **2.3 INTERNATIONAL PERSPECTIVE ON LEARNER PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

As already noted, the implementation of educational programmes in urban city centres offers a clear challenge to many educators on the account of the extent to which schools depend on the surrounding environment (Barber, 1994:193). In relation to the negative external school environment, considerable evidence in major cities cited that schools face problems like high learner turnover, low levels of academic performance and attainment, considerable disciplinary problems among learners, drug trafficking, racial violence and high turnover of qualified staff (Turney, Sinclair, Inglis & Straton, 1994:1-4). To counteract some of these problems, school principals adopt several extracurricular activities as part of the school programme to keep learners safe and active within school campuses (Borman & Spring, 1995:105). In the ensuing paragraphs, the emphasis inner-city secondary schools place on extracurricular programmes is clear from the different case study discussions. The case study selections are arranged to represent examples of extracurricular engagement from developed and developing societies.

### **2.3.1 Inner-city schools in the United States**

In the United States education, challenges in the large cities are indisputable. Borman and Spring (1995:1-9) assert that increased concentration of the poor and minority groups in the inner-city environment and the continued decline of central cities have placed a difficult burden on the school system. Inner-city secondary schools find themselves fighting a continuous battle to remain financially solvent. As a result school boards pressurise principals to improve learner enrolment and retention. It is expected of schools to offer a variety of extracurricular activities as part of the school programme to make enrolment attractive. School boards further ensure that learners, regardless of race, ethnicity, gender or disability, are given equitable access to extracurricular activities and the school boards provide whatever resources they have available to support this goal.



In addition to the efforts of enhanced provisioning of extracurricular activities, the poor and the alienated residents of inner-city areas are no longer willing to accept the poor state of inner-city secondary schools and programmes offered. They are demanding school programmes which are relevant to their social settings, will keep their children occupied for longer hours in schools and provide them with some form of integrated educational experience (Riles, 2001:11-14). The scope of extracurricular activities, for example, provides great opportunities for learners from different parts of the city and different racial and economic backgrounds to participate in integrated programmes. Learners who take part in interschool district debates, athletics, music, and drama competitions are exposed to different school cultures and regions. Regional school choir or orchestra participation enable an integrated group of learners to work together toward a common goal. Minority groups of learners are exposed to life outside their neighbourhood through field trips to cultural performances and sports competitions (Riles, 2001:11-14).

Though every learner should be given an equal opportunity to participate in sports and other cultural activities, in some inner-city secondary schools in the United States participation is considered a privilege, not a right, and learners wishing to participate are required to meet standards of personal behaviour and academic performance (Woodard, 2007:7-9). For example some schools within sixteen major states initiated a policy of 'No pass no play' which stipulates that learners will be given an opportunity to join the school basketball or any other sports team if they are academically performing well. Because learners highly value their participation in school teams which will gradually lead to entry into national and professional teams, they adhere to the policy (Riles, 2001:17-19). Therefore the policy has allowed schools in the sixteen states to strike a balance between academic performance and extracurricular participation. As noted, extracurricular programmes in American high schools in general are extremely important, especially for those learners who want to attend colleges and universities where enrolment competition is tough. Besides looking at grade point average scores, admission officers check to see if learners showed leadership abilities as well as socialisation skills via extracurricular participation (Woodard, 2007:4).

In typical American inner-city secondary schools, learners generally spend an average of 44% of their time in school (Riles, 2001:16). The question arises as to what they do with the rest of the day. Some wander around with their friends, while others go to their part-time jobs, but many stay after school to participate in school sponsored sports, clubs or performing arts. For these learners, school has become not only an extension of their time spent there but also an integral part of who they are. Thus extracurricular activities are often seen to be almost as important as curricular activities for they help to produce well-rounded learners who grow up to be well-rounded, social and active adults (Woodard, 2007:4).

### **2.3.2 Inner-city schools in England**

Due to Britain's history of colonial imperialism, many cities have heterogeneous populations. The major cities of the United Kingdom contain some of the poorest people in the country with sizeable proportions from minority groups of current and ex-Commonwealth nations. In many cases, the children of such families are regarded as second or third generation British citizens. The ethnic variations found in cities together with an increasing preponderance of other European nationals contributes to a rich cosmopolitan atmosphere reflected in many different languages, religion and cultural traditions that extend to the school system and programmes offered (Learmonth, 1998:22-24). The aim of achieving the best out of the multicultural makeup of schools and learners comes out of a philosophy of respect for all people, which is the cornerstone of the whole education system in England. Every learner is regarded as unique and must be given the opportunity to develop the best that is possible. Schools within the city achieve this by providing a variety of extracurricular activities for learners to choose from. Besides the normal academic curriculum, learners are given a choice of sports activities like swimming, soccer and rugby and cultural activities like debating, music and drama. This suggests to learners that they matter, they are loved and are part of the school, and hence a real sense of community support is created (Barber, 1992:78-81).

Extracurricular activities (sometimes referred to as the extended curriculum) are a characteristic and valued part of learners' lives in English inner-city secondary schools. Music is one of the significant extracurricular activities provided in British inner-city schools and teachers are routinely expected to provide opportunities for performance in a variety of musical genres. For many teachers, this is the most satisfying part of their job (Cox, 1999:37-45). Despite demanding time and energy, it allows teachers to use and develop their own musical skills which might lead to careers in musical entertainment, as well as fostering similar enthusiasms amongst their learners. Related to the fact that music is an important item on the extracurricular programme provided in English inner-city schools, exceptional school musical performances act as a 'showcase' for arts departments, and in recent years flourishing school performance cultures have been recognised at policy level through the award of 'Arts mark' or 'Specialist School' status, attracting both funding and prestige for inner-city secondary schools. Though extracurricular arts activities that develop into specialist programmes are a widespread feature of English secondary schools, there has not been a satisfactory discussion of the significant impact that music as an extracurricular option has on the potential increase in learners' sense of involvement and musical identity, the shaping of their longer-term attitudes to music, and the benefits that a thriving musical culture offers to individuals and the school community at large (Latta, 2008:7-9).

Finally, in England, extracurricular activities are merely one aspect of a learner's school life which inner-city secondary schools must implement and organise properly. Throughout every facet of school life, parents, teachers and principals must allow learners to see and feel high levels of emotional warmth and encouragement towards both the academic and extracurricular programmes. Encouragement of learner participation in extracurricular programmes reduce disruptive behaviour and racial segregation, and promote low aggression levels, respect for authority, self-control, and an environment free from harmful stressors. Learners who have positive attitudes towards extracurricular participation have higher self-esteem and greater confidence than their peers without the same attitude. Extracurricular programmes give a foundation

of consistency, support, and stability to many learners in English inner-city secondary schools, hence justification for their implementation in schools (Hendley, 2004:2-6).

### **2.3.3 Inner-city schools in Wales**

Reynolds (1999:82) states that some of the factors that have led to pedagogic and social functionality of inner-city secondary schools in Wales are the sports and cultural activities that spread into lunch times and Saturday mornings. The wide variety of cultural, linguistic and sports clubs as well as the musical involvement of learners in most Welsh inner-city schools all have the ability to entice learners to remain at school even after normal school hours. Extracurricular activities provide the possibility of informal relationships between teachers and learners, they increase the amount of time in which learners are chaperoned away from peer group influences and street gangs, and they also seem likely to generate amongst learners a firmer social identity than would have existed without them (Reynolds, 1999:82).

Overall, what seems noticeable in Wales with regard to provisioning of extracurricular programmes in inner-city secondary schools is the degree of congruence between the various partners in education. Children come from homes committed to the schools and meet teachers who have firm ideas as to their mission not only to the curricular programmes, but also to extracurricular activities as well. The system itself provides security to learners as it is deeply imbued with messages, morals and activities that generate social identity and promote high levels of academic achievement. Parents, teachers, schools and learners form an interlocking and overlapping community of interest which manifests in quality experiences not only during formal schooling hours, but also during extracurricular participation (Reynolds, 1999:83).

### **2.3.4 Inner-city schools in Canada**

In recent years, extracurricular school sport in Canadian city schools has faced turbulent times, largely due to the many changes that have occurred in the Canadian education

system. Commencing in 1995 a number of important events occurred that have impacted not only on the education system as a whole, but also on extracurricular school sport specifically. In an effort to reform the education system, the introduction of legislation began in 1997 with Bill 160 on collective bargaining of teachers, the Education Accountability Act of 1999 and Bill 74 in 2000. Some of the issues presented included the reduction of class preparation time for secondary school teachers by one-third, a reduction of the number of teachers' professional development days, a reduction in the time set aside for exams and reduction of co-instructional activities within schools (Sarson, 2005:8). Co-instructional activities within schools were greatly affected by both Bill 160 and Bill 74. Co-instructional activities in Canada refer to activities that include but are not limited to school sports, arts and cultural activities, parent-teacher and pupil-teacher interviews, letters of support of pupils, staff meetings and school functions. As a result of the legislation, teachers withdrew from participating in a variety of co-instructional activities, including school sports. More specifically, in 1999, 75% of inner-city public high schools had reduced or eliminated extracurricular activities within schools. These bills mainly affected schools in Ontario districts (Mackie, 2000:5).

According to Foster (1995:111-119), though legislation changed the whole face of extracurricular activities in Ontario, generally Canadian school principals value learner participation in extracurricular school programmes. Within Canadian cities there are no doubts that the disruptive behaviour of learners, racial violence and gang related activities among learners have discouraged a large number of teachers from planning proper curricular and extracurricular programmes. Taking into account the unruly behaviour of learners, experimenters have gone into inner-city secondary schools with a sincere desire to establish rapport by demonstrating to learners the importance of schooling and academic achievement through guidance and counselling sessions and using successful alumni. Nevertheless all these have not shown any improvement in learner behaviour. However, there are indications that all those learners involved in school sports and other forms of extracurricular activities have shown great confidence, desire and willingness to learn because they are surrounded by a team of adults who

are sensitive to their needs and concerned with learning experiences that are relevant to their social settings.

Consequently, inner-city school principals realised that provision of school sponsored sports and other extracurricular programmes is one of the most efficient ways of imparting positive values, attitudes and improving academic attainment among inner-city learners. That is the reason why many schools extended the daily schedules to try and accommodate as many extracurricular programmes as possible because these activities create well-groomed learners who will grow up to become responsible Canadian citizens (Foster, 1995:119).

### **2.3.5 Inner-city schools in Australia**

The features and problems of Australian inner-city schools arise either directly or indirectly from the social characteristics of the inner-city area and its residents (Turney *et al.*, 1994:7-9). The variety of cultural backgrounds, especially among immigrants, increases conflict between schooling and home backgrounds with resulting harmful effects on the development of self-esteem and identity among learners. Schools within the city are easy targets for racial confrontation and bitterness. There is too much focus on ethnic differences as opposed to ethnic contribution. Research shows that the efforts of the school can be strained by outside influences especially home backgrounds (Hill, 1998:73). Through the provision of sports and other cultural activities, schools strive to incorporate learners from different cultural groups into one caring and non-discriminative community. Learners learn to work in groups rather than individually. Schools within the inner-city of Sydney, for instance, act as integration agencies that offer learners a variety of sporting activities ranging from rugby, cricket, and soccer to other sports like karate for the sake of embracing a unified school and society in general.

Australian inner-city schools tried an additional solution to unify learners through teaching of foreign languages like Italian, Chinese, and French (Browne, Forster & Simpkins, 1994:117-118). Though this helped with communication among learners in

some inner-city secondary schools, school principals realised that even within groups of learners who use these languages as their mother tongue, there were noticeable differences in religion, social background and consciousness of caste. Inner-city secondary schools chose the option of providing extracurricular activities regardless of which ethnic group they belonged to. Extracurricular activities enabled individual learners to establish a viable identity among their peers, understand other members of the school community whatever their ethnic origins and enjoy and be enriched by contributions of other learners of different ethnic groups and their own; this shaped norms, values and attitudes which will remain with the learners as they pass on to the next stage of development (Hill, 1998:85; Browne *et al.*, 1994:118).

### **2.3.6 Inner-city schools in New Zealand**

Studies in New Zealand show that participation in sports and other forms of extracurricular activities form part of the country's school culture (Hill, 1998:97). Learners participate in competitive and organised sport at an early age. Every Saturday schools in the cities of Wellington, Auckland, Dunedin and Hutt organise rugby, soccer, hockey, netball, swimming and other forms of extracurricular activities. Contrary to the competitive mindsets of learners who take part in extracurricular programmes, winning is rarely the sole motivation for inner-city school principals in the mentioned cities to allow learners take part in extracurricular programmes. A seemingly large number of school principals motivate their learners to participate in extracurricular programmes to keep the learners occupied after school and away from dangerous situations which are associated with the inner-city environments, like drugs and alcohol abuse. The value of extracurricular programmes is enhanced by local business organisations which sponsor and organise school competitions. Principals laud learners who have excelled in both curricular and extracurricular activities. This is a common practice every year in almost all secondary schools which has motivated and inspired more learners to improve on their academic attainment and participate in at least one extracurricular programme (Novitz & Willmott, 1994:111-115).

Rugby in New Zealand is promoted among male learners, which is why it became compulsory in every primary and secondary school. Whether urban, suburban or rural all schools give their learners a chance to play rugby and qualified coaches are employed to coach the sport with the hope that learners could join professional rugby clubs which are scattered across New Zealand or even be selected as one of the All Blacks, which is New Zealand's national rugby team (Novitz & Willmott, 1994:111-115).

Consequently, it is necessary for the New-Zealand inner-city schools to be involved in the provisioning of extracurricular activities. Learners are dependent upon the schools for wisdom, guidance, protection during school hours and appropriate delivery of both curricular and extracurricular programmes. Given this dependence, it is acceptable for inner-city schools in New-Zealand to organise for the provisioning of as many extracurricular programmes as possible and learners should be allowed the freedom to explore and make decisions for themselves with regard to the extracurricular programme they want to participate in. Without proper ways in which learners can utilise their time in schools, frustration increases and enjoyment of school decreases hence learners become more susceptible to the negative elements of the inner-city environment (Hendley, 2004:5-6).

### **2.3.7 Inner-city schools in Israel**

The general situation in Israel with regard to extracurricular activities in inner-city schools is shaped by two forces: external and internal forces affecting the inner-city school system. The external forces are represented by the central authority, which is the ministry of education that stipulates what the academic curriculum should compose of and determines the legislation that concerns schools generally. The internal forces pertain to in the Arab and Jewish communities, with their cultural and genetic differences. The two communities have different religious inclinations and beliefs which apply to strict rules and regulations. Eventually this causes conflict among themselves which extend to the school system and programmes offered. Prescription of extracurricular programmes in many inner-city schools relate to the culture of the two



communities. For instance, chanting the Quran and religious poetry which is sometimes accompanied by singing are valued skills among Arab learners, while plays that dwell on Israeli-Arab relations are popular among Jewish learners (Ochsenwald & Fisher, 2004:117-126). The cultural differences even extend to interaction in classes, for example if learners are admitted in school; they are enrolled to attend either Jewish or Arab systems. While these options exist almost in the whole of Israel's education system, there are a few schools with mixed groups of learners where teachers try to unify the two communities through extracurricular programmes. For example the Galil School in Jerusalem changed its schedule to include special Drama and Art classes for the two communities on Fridays and Saturdays which seem to be successful in binding the Jewish and Arab communities together. Principals and teachers have to cope with both Jewish and Arab cultural forces and choose programmes which are relevant to both communities (Ochsenwald & Fisher, 2004:115-116). Outdoor sports like soccer, basketball, polo, archery and javelin are also valued in that they help learners from the two communities to mix in the name of sport and reduce the religious and political tensions that exist between the two communities. However since informal family education is still common, some conservative parents refuse their children to mingle with peers from the other cultures which greatly affects the relationships between schools and individual families (Ochsenwald & Fisher, 2004:117).

Although strict rules exist with regard to the interaction between Arab and Jewish learners, some organisations endeavour to arrange interaction between the learners of the two cultures (Ochsenwald & Fisher, 2004:117-121). In Jerusalem, for instance, teachers and principals of inner-city secondary schools encourage learners to attend the Young Men Christian Association (YMCA) sports activities. Basically the YMCA programmes were meant for only young men. YMCA's objectives changed to include girls because they have the same problem as boys of utilising their pastime when not attending school. Seeing that the YMCA is near both the Arab and Jewish neighbourhoods, the programmes are convenient for learners of both cultures. After classes, learners can interact through such programmes because the YMCA's mission of dedicating its programmes to the physical development of boys and girls without

regard to religion, nationality or race encourages unity and interaction. Most parents allow their children to attend such programmes because the facilities are comfortable and the YMCA staff can communicate in Hebrew, Arabic and English which is a perfect interchange between the two sets of learners from two conflicting cultures (Ochsenwald & Fisher, 2004:117-121).

As a result of cultural differences between Jews and Arabs, a unified Israel society is slow to emerge in general. As already mentioned Jews and Arabs for instance do not share a common culture which has enormously affected the overall operations of inner-city secondary schools. The resolutions to immense learner differences in inner-city secondary schools seemed far away (Ochsenwald & Fisher, 2004:117-553). However extracurricular programmes like sports show no cultural precincts, the programmes impart positive values and attitudes to learners beyond the commitments of classrooms and individual families. In years to come, a new generation of individuals who will look beyond cultural differences will be created on account of the impact of these extracurricular programmes and that will be for the better of Israel society (Shibli, 1999:335).

### **2.3.8 Inner-city schools in Egypt**

The societal arrangements in Egypt demonstrate a balance between tradition and modernity within a context of socio-political and economic reforms that are taking place within the confinement of domestic and regional security. Like many countries, Egyptian inner-city schools face problems that occur as a result of the surrounding city environment and its residents. Schools within the city are confronted with enormous challenges of which the major ones include the poor quality of education learners receive in general, high unemployment among parents, the absence of social and political freedoms in society and the growing security threat to the schools posed by radical political Islamists. In addition, Egyptian classrooms within city schools are overcrowded even though some have a capacity to seat 500 to 1,500 learners (Zenati, 2006:51-53). This creates a difficult learning environment for learners. Principals are

obliged to meet needs of hundreds of learners at the same time. Many learners are forced to sit on the floor or stand and teachers often will not allow learners who arrive late to join the class. Buildings are also in need of repair. Typical to developing countries, Cairo inner-city secondary schools are known for their cramped classrooms and dingy hallways with peeling paint (Zoepf, 2005:1-5). Such learning environments are distracting for learners. Within such grim environments, extracurricular activities are often the salvation of these learners. Those who feel lost, alienated and angry about the current situation can find their way through participation in sports and other cultural activities and this often becomes the only reason for them to come to school every day (Holmes, 2005:178). However, inner-city schools do not have enough sports facilities to cater for the bigger volumes of learners. For that reason a distinction is made between extracurricular provisioning for girls and boys. Boys are able to attend the many sports clubs active in soccer, weight lifting and boxing scattered through the city under the supervision of their team coaches or teachers while girls are given opportunity to remain on school campuses to take part in art and poetry. Taking learners to cinemas for educational purposes is also common among inner-city schools in Egypt. In this regard learners acquire comprehensive school experiences which aid their survival in school and homes in general (Ochsenwald & Fisher, 2004:425).

### **2.3.9 Inner-city schools in Ghana**

Ghana is a multi ethnic country. Learners in city schools come from different cultural settings. With the school environment being the ideal setting in which learners can become familiar with other languages and beliefs, indigenous extracurricular participation was introduced among Ghanaian inner-city school learners. Indigenous sports activities and their musical association is equally important for cultural unity among learners (Dzansi, 2000:208). With regard to cultural unity within Ghanaian inner-city secondary schools, learners could for instance enact music dramas depicting the events surrounding the songs. For example, during the country's celebration of the yam festival schools are given a chance to showcase their traditional folk songs and games. Each game and song tells a story of a different tribe, and learners could be asked to

narrate the story or write their own stories and accompany them with singing, drumming and dancing as it happens in indigenous Ghanaian culture. The games expose both learners and teachers to the cultural diversities in the Ghanaian communities. The characteristics of Ghanaian music and games show the values, beliefs and symbolism of each ethnic group. Finally, the indigenous content and contexts of the songs and sports serve as a rich source of reference for unity under the popular term multiculturalism in inner-city schools and society on a macro level (Dzansi, 2002:210).

Apart from the cultural extracurricular activities, modern games like football and basketball are also common in Ghanaian inner-city secondary schools. This is evident in the capital, Accra, where many courts have been built. Because of limited space and financial resources to build such costly facilities, many schools do not have individual sports fields; they share those few available with the public. This helps learners to mix with peers from other schools and communities. Some even get opportunities to join amateur football and basketball leagues which can pave the way for long careers in professional sport especially in European countries (Bitter, 2007:4-7). In general many inner-city schools in Ghana do not emphasise curricular activities because of the limited resources available. However, extracurricular programmes are effectual because they facilitate integration of learners into the logic of the present cultural settings and bring about consciousness of belief, language and uniformity of interaction among learners which reduces problems like tribal conflicts and segregation (Gundara, Jones & Kimberly, 1995:152).

Extracurricular activities by whatever name they are called in inner-city secondary schools around the world are an essential, vital and extended part of the education system. The cultivation of hobbies and interests, the production of newspapers and plays, participation in interscholastic athletics and intramural sports present many opportunities that approximate life in the adult community for learners to discover and develop talents (Flanagan 2006:9).

## **2.4 THE EFFECTS OF EXTRACURRICULAR ACTIVITIES ON INNER-CITY SECONDARY SCHOOL LEARNERS**

Considered from an international perspective, a sizable number of learners in inner cities participate in extracurricular programmes during and after school. Extracurricular programmes have proven to be a great enhancement of the learning school environment. One of the many positive effects extracurricular programmes afford is the development of well-rounded learners. The experiences extracurricular activities provide in general have a positive impact on learners' emotional and intellectual, social and interpersonal development. For instance, by working together with other individuals, learners learn to negotiate, communicate, manage conflict, lead others, and understand the importance of critical thinking, time management and academic and intellectual competence (Kuh, 1995:66). Hoffman (2006:276) and Holland and Andre (1990:437) further emphasise that participation in extracurricular activities also correlates with higher levels of self-esteem, improved racial relations, feelings of control over ones' life and lower delinquency rates. Extracurricular activities may enhance the social bond learners have with schools or provide socialisation environments that discourage alcohol abuse and involvement in crime.

Although many inner-city secondary schools have tried to improve both the curricular and extracurricular programmes at the learners' disposal, many learners in inner-city secondary schools still face the situation of low academic attainment, poor attendance patterns and eventual dropping out because of improper social capital at their disposal. School principals respond by adding remedial classes in the afternoons and on Saturdays to an already overcrowded academic curriculum. This does not specifically solve the problem because the solutions are not tailored towards the real problem of learners lacking positive family relationships and their geographical locality which is infested by crime and violence that may create disinterest in studying and a negative attitude towards schooling in general (Posner, 1998:100-102).

Though there is a tendency amongst some learners to focus on extracurricular activities at the expense of academic achievement, the value of extracurricular activities for the balanced life of a learner willing to manage time and commitment effectively should not be underestimated. Learners who achieve this balance acquire character-building lessons that they can apply to their study habits and to their lives. Activities such as athletics, music, theatre and organising cultural events teach learners self-discipline through drills, practices, or rehearsals. The learners' responsibility to the activity whether it is to run, sing, act, or organise an event provide them with valuable opportunities to inculcate a responsible approach to life in general. By participating and persevering in any of these activities, the learners gain a sense of self-respect and self-confidence. Extracurricular activities give them pride in their accomplishments, and they learn that if an activity is worth doing, it is worth doing well (Rombokas, 1999:23).

With regard to the effect of extracurricular participation on violence in inner-city secondary schools, Posner (1998:100-102) asserts that the high violence in inner-city secondary schools is directly linked to learners' lack of positive ways to utilise their time when not at school. But due to the fact that it is easier to point out incidences of violent acts than come up with solutions, few studies have directly examined the relationship between participation in specific extracurricular activities and a reduction in violent activity. However several researchers have examined the relationship between participation in extracurricular activities in general and positive behavioural and academic outcomes among learners. For example, Eccles and Barber (1999:155) found that learners who were involved in pro-social activities like extracurricular programmes had the most consistently positive outcomes, which were high academic achievement and low rates of involvement in risky behaviours. Stevens and Peltier (1994:116:120) added that extracurricular activities could contribute to avoidance of risky behaviour related to drug abuse, gang involvement and other destructive activities. Extracurricular involvement is a protective factor against drug abuse which contributes to the escalation of violence among learners in inner cities (Posner, 1998:101).

Besides explanations for school violence in inner-city secondary schools generally found in literature, Posner (1998:101) highlights that inner-city secondary schools lack the resources to combat violent acts. In-depth research into the root cause of violence points to juvenile crime resulting from lack of interest in productive activities as well as a lack of more positive ways to utilise time. Learners who do not have good family relationships or structured supervised time during the hours away from school may see that by pursuing positive extracurricular activities they could improve their futures (Posner, 1998:100). Generally, these holistic discipline programmes seem to have greater impact on solving the problem of violence because they offer learners opportunities rather than persecution; the situation may be better remedied by keeping schools open for supervised extracurricular activities in the afternoons or evenings. Keeping learners away from the streets, gangs, drugs and idleness for a few hours after classes reduce the amount of time that negative influences can impact on idle minds. This significantly decrease the number of learners who turn to drugs and violence in the unstructured time they spend away from school thus decreasing the number of learners who bring this behaviour into schools (Lozenziel, 2000:9).

On account of convincing evidence that regular physical activity plays a crucial role in improving learners' well-being it is important that such activities be pursued because physical exercise exerts a positive impact on psychological and physical health of a learner. Many learners staying in inner residences choose television as their companion during after school hours. They spend their time after school indoors because of unsafe neighbourhoods and therefore often have little else to do than watch television. The learners in this category might be safe from criminal activities and drugs on the streets, but there is a danger that lack of physical activity will cause learners health problems like obesity and stress which impacts negatively on their emotional life and well-being in general. Extracurricular activities assist learners in acquiring skills and attitudes for self-regulation of mind and body (Murray, 1996:26).

Apart from physically oriented extracurricular activities, theatre participation as an extracurricular option aids learners in self-expression, self-understanding, human

understanding and competition (Glover, 1994:29). Activities such as music, dance and drama allow learners to develop analytical skills which impact on mental development that goes beyond what occurs in a typical classroom. Although social aspects of a learner's life do not directly affect his or her grade point average, they do affect their overall well-being. Cultural related extracurricular activities allow learners to broaden their education through interaction with cultural related content and with peers. Inner-city learners learn how to compromise and work in a group, meet and interact with peers that may not be the case within their close group of friends. In addition, extramural activities enhance social skills and teach life skill lessons not learned in a classroom (Glover, 1994:29).

Generally more than 70% of what a learner acquires in school comes from outside the classroom. Rentz (1996:309) emphasises that participation in one or more extracurricular activities gives learners an opportunity to acquire leadership, decision making and planning skills which are transferable to the job market. Independent of the impact of extracurricular-social involvement, there is also generally consistent evidence to suggest that involvement in a diversity of experiences during extracurricular participation enhances career-relevant skills related to qualities of taking ownership for one's own well-being, the inculcating of a conscientious approach to life in general and the development of emotional and social intelligence.

## **2.5 A SOUTH AFRICAN PERSPECTIVE ON LEARNER PARTICIPATION IN EXTRACURRICULAR PROGRAMMES**

As in inner-city secondary schools the world over, South African schools are affected by the surrounding environment and its residents. The different categories of populations that have migrated to the South African inner city since 1994 such as rural-urban migrants, documented migrants, undocumented migrants, refugees, asylum seekers (also known as forced migrants) and those who have migrated to the city for other reasons have shaped the characteristics of the learner population in inner-city secondary schools (Nkosi, 2005:21). The complex nature of the various influxes of



people that impacted negatively on the surrounding school environment has forced schools to find ways of responding to the dangers of the surrounding environment. Some of the negative factors in South Africa that have intensified since 1994 include gang violence, overcrowded classes, xenophobia, poor academic achievement, low extracurricular involvement, vandalism of school property and substance abuse (Kgobe, 2003:31-41; Wasserman & William, 2002:26). When inner-city secondary schools face such immense problems from the external environment, the dynamics of the internal school environment pertaining to the implementation of both curricular and extracurricular programmes can be a daunting task to many inner-city school principals (Flanagan, 2006:4-5).

It has been pointed out that the interests, potential and time of learners should be fully utilised so as to prevent idleness that leads to undesirable behaviour strengthened by the inner city environment. Learner participation in extracurricular activities in inner city secondary schools is essentially dependent on opportunities of participation in extracurricular activities. Unlike suburban schools, which are well-resourced, and which receive higher school fees and additional funding from rich parents and private donors, inner city schools have inadequate facilities for learner participation in extracurricular programmes like sports. Schools within the city can benefit from the use of the facilities of suburban schools. However, transport costs to the sports venues can become a hindrance (Smit & Hennessy, 2001:16; Nkosi, 2005:21).

Considering that ultimately the goal of many schools in the inner-city is to retain learners because their financial well-being and survival is keyed into this factor, this is done by offering as many exciting sports and cultural extracurricular activities as possible to make enrolment and retention attractive (Masteralexis *et al.*, 2005:105). Holland and Andre (1990:437) emphasise that although principals realise the importance of learner participation in extracurricular programmes in inner-city secondary schools and provide learners with a chance to participate in extracurricular sport, many learners still leave school. This is attributed to insufficient space for sports grounds and opportunities to take part in activities related to outdoor sports. In the long run learners lose interest.

Recent studies suggest that about 40% of learners in South African inner cities are getting little or no extracurricular opportunities, which has accelerated problems like obesity, stress, and drug and alcohol abuse among learners (Kgobe, 2003:31-41). The group the most affected by inactivity is 14-19 year old girls (Turney, *et al.*, 1994:112). Local businesses have tried to subsidise the school efforts through the sponsoring of programmes in the inner cities that can help minimise the negative environmental impacts relating to undesirable behaviour on schools and their populations. One of these programmes include Sports for All, an initiative by Jet stores which promotes learner participation in different sporting events in disadvantaged communities and schools that have limited access to quality training and facilities (Pretoria News, 2008:13). Another effort is encouraged by the Sports and Recreation South Africa (SRSA) organisation which encourages mass participation of learners in all sports programmes as one of its mandates. SRSA provides sports equipment and training for team coaches in inner-city secondary schools so that the sports programmes can be facilitated properly (South African Government Information, 2009:4)

Given the large number of people from different nationalities and cultures, crime rates in South Africa's inner cities have escalated out of control during the last 10 years. The home environment and the immediate school environment are not counter-acting the situation. In this regard a strong argument can be made that what is happening in inner-city secondary schools with regards to crime, represents an extension of the crime and violence that pervades South African homes and their immediate environments. Given their experience in their home environments learners carry dangerous items into schools like knives, drugs, alcohol and at extreme cases guns which accelerate violent acts within schools (Pelser, 2008:4-10). Many researchers have attributed increased criminal activities among learners mainly to poor academic and non-academic programmes, leaving them ill-equipped to make healthy choices regarding their lives and eventual participation in crime. Thus extracurricular activities in inner-city school campuses provide promising and far-reaching solutions not only regarding the overall well-being of the learner, but especially also in reducing crime because they offer learners positive ways of utilising their time during school and after school. Time spent productively by

learners eventually amount to a reduction of the number of learners who take part in criminal activities.

Though Dieltiens and Gilbert (2008:46) urge that the reasons for learner dropout in inner-city secondary schools are seldom related to one clear factor but to a complex interplay of social and economic factors, learners deprived of opportunities afforded by extracurricular activities feel inferior to and alienated from their peers. This cause stress and anxiety, which affect their participation in class and attendance at school. Feelings of inferiority may be especially pronounced for learners from informal settlements or rural areas attending former Model C schools in the interests of gaining a better education because many of the learners have not been exposed to better academic and extracurricular facilities. Pressure on inner-city secondary schools to perform in the matric exams may cause school principals to forego extracurricular programmes and ask learners who are weak and unlikely to succeed in curricular programmes to leave school; or learners may themselves recognise that they are not coping with classroom content and with school in general and therefore leave school (Dieltiens & Gilbert, 2008:46).

With regard to the importance of extracurricular provisioning in inner-city secondary schools, Horriner (1996:25) states that the goal of proper implementation of both curricular and extracurricular programmes is not simply for schools to teach more and better, but to enable all learners to develop their capabilities optimally. A good education is a basic capability. It equips learners with the knowledge and skills to use their material possessions and innate talents to make real choices, and to lead a full life. A lack of access to quality curricular and extracurricular programmes in inner-city secondary schools is in many instances primarily an indicator of societal and political inefficiencies to provide these resources. Within South African cities, many learners clearly do not receive quality education because of the poor curricular and extracurricular programmes at their disposal which greatly affects their performances socially, emotionally and academically.

## **2.6 CONCLUSION**

The nature and quality of schools within cities is always an outcome of a complex and changing interplay between challenges caused by the external environment and the capacity of the internal school environment to handle such challenges. As a result, and in order to see inner-city secondary schools develop and help their learners succeed, there is need to focus on learner achievement and development through extracurricular participation. Learner-centred extracurricular programmes which can help to minimise the problems associated with the inner-city environment should be emphasised so that learners can acquire comprehensive educational experiences which can help them survive challenges to come.

## CHAPTER THREE

### EXTRACURRICULAR MANAGEMENT IN INNER-CITY SECONDARY SCHOOLS

#### 3.1 INTRODUCTION

In educational management particular attention is given to the school principals' ability and commitment to manage schools. Anderson (1989:12) notes that there is a growing body of research that supports the principals' leadership as one of the most vital elements of school success. Supporting Anderson, Daresh (2006:151) theorised that one of the most important factors that promote high quality school programmes is the behaviour and commitment of the school principal. The state assigns responsibility to principals to effectively run schools and produce successful results both in curricular and extracurricular programmes. Thus, a major solution to the issues plaguing inner-city secondary schools are to be realised through the leadership exercised by school principals (Nelson, Carlson, & Palonsky, 2006:340). Reiterating this point, Nelson *et al.* (2006:341) asserted that, in the final analysis, it is the principals who are responsible for the schools, and they must exert the leadership and accept the consequences for the outcomes of schooling. Schools need effective principals who can encourage learning, support and reward good teaching, make schools satisfying places for learners and teachers and ensure that the community is served and the state's mandates followed.

According to Okumbe (1999:210), while the work of teachers and the interest of parents contribute vitally to learner success, the fundamental factor is the ability of the school principal to lead change and establish direction. Inner-city secondary school principals are expected to make daily, often immediate decisions in the midst of constant demands from a variety of constituents. Further, the decisions they make can affect the lives of their learners, teachers, other staff members, parents, and the community at large. The principal is expected to lead the school, maintain discipline, manage the budget for both academic and non-academic programmes, assist staff, respond to parental inquiries and report to the school governance board. As Sparks and Hirsh (2000:108-110) state, not only must school principals perform the tasks of organising, budgeting, managing and

dealing with disruptions inside and outside the school, today's instructional principals must be able to coach, teach, and develop programmes that suit the school clientele. They must be well-versed in both curricular and extracurricular programmes in order to supervise a continuous improvement process that measures progress in raising learner performance and building learning communities within their schools that engage the broader school community in creating and achieving a compelling vision for their schools.

Inner-city environments coupled with learner diversity ushered in enormous challenges for school principals. Problems dealing with heterogeneity, refugee and immigrant learner populations, lack of cultural awareness, achievement discrepancies in both academic and non-academic programmes, closing the gap between underperforming inner-city secondary schools and excelling suburban schools and the external school environment which is infested by crime, have affected the overall operations of inner-city secondary schools. Principals recognise that these challenges are not isolated problems but related to systematic and structural issues such as recruiting qualified staff, financing inner-city secondary schools and increased collaboration between instructional and non-instructional programmes that in return limit the impact such challenges have on schools and their populations (Forsyth & Tallerico, 1999:97-99). The goal of this chapter is to synthesise and present literature on the instructional management task of the school principal that includes management of all aspects of extracurricular programs. The discussion will be applied to the nature and circumstances of inner-city secondary schools.

### **3.2 INNER-CITY PRINCIPALS' MANAGEMENT ROLES**

Coordinating the efforts of different individuals and organisations enables schools to reach goals that would be impossible or difficult for one individual to achieve. This necessitates management. Thus school principals' task is to combine, allocate, coordinate, and deploy resources in such a way that organisational goals are achieved as productively as possible. School principals do this by following a systematic process

which entails the four management functions of planning, organising, leading and controlling. School principals apply the four management functions simultaneously to utilise meagre school resources optimally (Smit, Cronje, Brevis & Vrba, 2007:8-9).

School principals are primarily the instructional leaders of their schools, implying that they shape the environment in which teachers and learners succeed or fail. Although teachers are critical to the learning that takes place at classroom level, principals address school wide issues in instruction, academic curriculum and non-academic curriculum that relate to classroom and extracurricular decisions and as such they have a significant impact on all of the teaching and learning that takes place in the school. Inner-city secondary school principals, therefore, must understand every facet of the school at a high level. As the instructional leader, the principal can affect every factor that encourages learning in the school and the principal is responsible for continually assessing the school's operations and programmes to ensure that they are meeting community and learner expectations (Okumbe, 1999:210).

Because financial resources are limited in inner-city secondary schools, principals should manage the school budget and ensure that the funds available will allow the school to operate for the duration of the school term including both curricular and extracurricular programmes. With regard to proper management of resources, inner-city school principals are responsible for having reasonable curricular and extracurricular timetables in place so that necessary funds can be allocated efficiently. In addition, principals are generally accountable to oversee discipline, ensure school safety, organise regular staff meetings, and maintain the school's record keeping and instructional supplies which all require proper financial management (Kruger, 2003:234).

As noted, while a principal's management function constitutes a full-time job, it is imperative that principals maintain a focus on their role as educational leaders in supervision, ensuring quality curriculum and extracurricular implementation, and ensuring that the school is continually working towards its goals of learner satisfaction and development (Sparks & Hirsh, 2000:108-110). Daresh (2006) urges that leadership

practices of principals in high performing inner-city secondary schools include helping to establish clear goals, providing a vision of a good school and encouraging teachers by assisting them in finding the necessary resources to carry out their duties that can result in good performances not only in curricular programmes, but also in extracurricular programmes.

According to Ramsey (1992:11), another of the critical roles of inner-city secondary school principals is that of building morale in both teachers and learners to participate in both extracurricular and curricular programmes whole-heartedly. Ideally, the principal will create a school culture that celebrates growth and high achievement in all activities taking place in the school. In a high stakes context, inner-city school principals must search for ways to create a culture of high expectations and support for all learners and a set of norms for teachers that encourages them to dedicate all their efforts to learner success. Everyone in the school community should know that the school principal is an unequivocal advocate for excellence and that anything less is unacceptable. Principals need to sustain a school culture in which teachers and learners feel supported; they must make every effort to ensure that both teachers and learners are successful in both extracurricular and curricular programmes (Glanz, 2006:91). Fundamentally inner-city school environments are unsafe with regard to violence and criminal activities. Therefore the principal should put measures in place to ensure that teachers and learners feel safe at the school and confident to take part in all school programmes. It is imperative that, regardless of what is taking place in the wider inner-city community, the school culture must remain positive and clearly aimed at making the school a better place for learners and their teachers; this should be the fundamental contribution of principals of inner-city secondary schools to reduce the impact of the negative elements within inner-city environments (Forsyth & Tallerico, 1999:99-102).

According to Glanz (2006:91) though inner-city school principals face a lot of challenges which are exacerbated by the inner-city environment, the importance of working together with all school stakeholders must be stressed. They must commit to continuous improvement and perpetual learning as a primary goal. Principals must demonstrate



commitment and create professional learning environments for both their teachers and learners. Principals who advocate good instructional leadership know that this will not only make their schools good learning communities, but will also make a difference in teacher development and learner achievement.

### **3.3 IMPLEMENTATION OF EXTRACURRICULAR PROGRAMMES IN INNER-CITY SECONDARY SCHOOLS**

Unlike in a classroom situation where learners sit at desks during an instructional period, in extracurricular participation, learners move from one activity area to another (which can involve going out of school campuses) and use multiple pieces of equipment during training which causes enormous challenges for inner-city secondary school principals with their staff. Effective principals stand out because of their ability to organise and manage the many components that make up an effective learning environment for both curricular and extracurricular programmes in such grim environments as inner cities. Policies and procedures should be developed to make sure that both curricular and extracurricular activities are implemented properly (Buck, *et al.*, 2007:304).

Principals should give thought to the problems facing learners when they make decisions regarding the implementation of extracurricular programmes. Despite the failure of inner-city secondary schools to provide definitive solutions to the problems caused by inner-city environments, some progress has been recorded through extracurricular participation (Clothier & Hudgins, 1990:5). Therefore good planning of extracurricular activities must precede participation. All activities must be planned clearly considering the limiting factors of inner-city secondary schools like limited space and inadequate facilities like courts and equipment before resources are expended. In the planning of extracurricular programmes teachers, team coaches and learners must be involved in the ongoing process of planning. The following fundamental factors that relate to time, management, finances and sustainability apply to proper planning and implementation of extracurricular programmes in inner-city secondary schools:

### 3.3.1 Managing extracurricular time

According to Buck *et al.* (2007:304-306), the core objectives of schools, which include inner-city schools, is to provide quality curricular programmes. Therefore time for participation in extracurricular activities is limited; most principals, teachers and team coaches are anxious to get learners through the activities as quickly as possible. Inner-city school principals must not only present policies and procedures governing extracurricular participation, but also give learners a chance to practice the activities for maximum benefit. Routines for specific extracurricular activities should be designed, issued to learners, teachers, team coaches and their parents and should be followed. Time meant for extracurricular activities should not be taken up by other school programmes.

Time management is important when inner-city secondary schools have learners taking part in multiple extracurricular activities. Principals, teachers and other staff members may use a calendar, organiser or a tracking method to keep track of what learners are doing and when. This will help school principals in determining how much help they need from teachers and other educators, to manage multiple extracurricular programmes at the same time. Principals need to find a day each week in which only one extracurricular activity is taking place because of limited facilities, for example inner city schools utilise one soccer pitch with the rest of the public. Managing time is challenging because of the more time spend and emphasis given to the curricular programmes, but when time management is mastered, it does help school principals utilise the limited facilities available to their schools and learners will acquire maximum benefits from extracurricular participation (Epplert, 2008:2-4).

Buck *et al.* (2007:304-306) reason that extracurricular time could be consumed by discipline problems which regularly occur among learners; undesirable behaviour can be exacerbated by the inner city surroundings. Routines worked out by team coaches or teachers can enable learners to participate in a particular extracurricular activity

unsupervised. This will give principals, teachers and team coaches alternative time to deal with disciplinary cases.

### **3.3.2 Managing the extracurricular environment**

Prior to participation in extracurricular programmes each day, principals with their responsible staff must arrange for the inspection of facilities and equipment for safety purposes. For example nets need to be set up, baskets raised or lowered, pitches need to be marked. These activities can be done by the learners themselves. Principals and teachers should avoid using class instructional time for these activities. As stated, inner-city secondary schools have inadequate facilities with regard to participation in activities like outdoor sports and sometimes they use suburban schools' facilities. These schools should be informed in advance if inner-city secondary schools are to use their facilities to avoid conflicting programmes.

With regard to managing the extracurricular environment, principals with their staff should plan extracurricular activities bearing in mind the age groups, interests and talents of learners. Policies of extracurricular participation should be developed that prevent learners from burnout during participation. Learners' extracurricular activities should be limited should they be excessive. Seeing that learners are young and energetic and would like to take part in as many extracurricular programmes as possible, principals with their staff should take advantage of the school schedules to allow different school programmes in different age groups to be catered for. The types of extracurricular activities from team-sports such as soccer to dance are offered in short sessions throughout the year. These types of activities teach the basics and allow learners to develop a sense of their own style and preferences. As learners grow older, their extracurricular activities should be limited in terms of what they do to the ones they truly excel in. The older the learners, the more school work they will have; caution should be taken not to allow them to become overburdened with extracurricular activities and homework, too much of either can lead to neglect of the other. Allow overly

enthusiastic learners to take part in one activity per season, for instance football in summer, basketball in winter and rugby in spring (Epplett, 2008:2-4).

Inner-city secondary school principals should know their schools' boundaries when it comes to choosing extracurricular programmes for learners. Because of inadequate facilities for extracurricular participation, principals are forced to choose extracurricular programmes like indoor sports activities which suit the inner-city secondary school settings. Though this suits the school, it does not necessarily mean that they suit the learners; therefore inner-city school principals should not force learners to take part in activities they do not like. This can cause disappointment, frustration, loss of interest and stress and eventually choosing other means to utilise their time (Thomas & Moran 2000:292).

The parents of all learners taking part in extracurricular activities need to be informed of the schedules for participation and the nature of extracurricular activities their children will be involved in to obtain their consent (Epplett, 2008:2). Seeking consent from parents is necessary especially if there are learners in school with health problems; parents will know on health grounds which extracurricular activity their children can participate in or if they can participate at all in any of the extracurricular programmes (Epplett, 2008:3). By informing parents about extracurricular schedules, routines can be worked out that will allow some parents to attend their children's participation and monitor their progress in any of the extracurricular programmes. This can help ease the load of teachers, team coaches and principals in terms of encouraging learners to participate and commit themselves to certain activities.

It is a major and laudable achievement for the principal of an inner-city secondary school to involve all learners into taking part in extracurricular programmes because not only will learners time be utilised, there will be reduction in antisocial behaviour as well. Therefore proper management of the extracurricular environment is very important because it will encourage increasingly more and more learners to take part in extracurricular programmes (Forsyth & Tallerico, 1999:100).

### **3.3.3 Managing extracurricular finances**

The importance of inner-city secondary school expenditure in educational planning and management is not contestable since every activity in the school revolves around this factor. In particular, school funds may be used not only for running academic curricula but also for extracurricular programmes. Decisions regarding financing of extracurricular programmes should include learners, their parents and teachers with the principal as the overall overseer. Financial resources are limited in inner-city secondary schools; therefore costs for extracurricular activities can be met through fundraising by parents, donations from local business organisations and subsidies from the government (Abuchi, 2008).

Seeing that financial resources are limited in inner-city secondary schools, principals cannot afford to allocate huge sums of money to extracurricular programmes within the school budget because curricular programmes are given first priority with regards to funding. School principals with their staff are therefore forced to pursue grants and any form of sponsorship from local businesses. For many inner-city school principals, the most likely source of funds is the Department of Education, which makes provision for extracurricular programmes mostly for public inner-city secondary schools. Grants for extracurricular activities are also available from business organisations and philanthropic foundations. But although a programme funded by a grant brings in additional money, not all ongoing expenses are covered by the grant. Extracurricular programmes require a huge investment in facilities, operations and administration. Keeping schools open extra hours and extra days, translates into more custodial support and security expenses as well (Bryant, 2005:14-15).

Although additional financing for extracurricular programmes is vital in inner-city secondary schools, Bryant (2005:15) recognises that not every high quality extracurricular programme carries a high price tag for inner-city secondary schools. Some suburban schools provide the use of their school buildings that would otherwise

be empty free of charge to inner-city schools and for others suburban schools provide sports grounds for participation. There accordingly inner-city school principals assign teachers and team coaches to the extracurricular programme and use very little of their own schools' funds to help pay for the buses that take learners to the sports grounds. Innovative use of school funds allow principals to dedicate extra funding to extracurricular programmes, hence sustaining their own schools in the long run.

With regard to funding patterns of extracurricular programmes in inner-city secondary schools, it is clear that in inner-city secondary schools, the financing of extracurricular programmes suggests that they are viewed as "good but not necessary". Inner-city secondary schools report that their boards and staff spend inordinate amounts of time and other school resources generating enough financial backing to improve curricular programmes. But with regard to the funding of extracurricular programmes in inner-city secondary schools, the funding is characterised by diversity, instability, inadequacy, and inequity (Abuchi, 2008:11-13).

### **3.3.4 Sustaining inner-city extracurricular programmes**

Inner-city secondary school principals' most important contribution to the extracurricular programme is their willingness to allot time and facilities for extracurricular participation each school week. In inner-city secondary schools extracurricular activities' combination of tutoring, structured play, and occasional snacks for learners creates a sense of belonging or attachment to the school. The attachment learners feel with the school supports better attendance, better behaviour and better grades. The importance of schools' willingness to open their doors over the weekend and afternoons for supervised extracurricular programmes cannot be overstated albeit the principals' concerns that improved academic performance should not be at stake. With regard to sustaining extracurricular programmes in inner-city secondary schools, on-site coordinators can be appointed to help ensure that learners are safe and to prepare learners to go home safely immediately after extracurricular participation. Site coordinators are critical people, not only in their extracurricular functions but also in assisting the curricular staff.

Because of inadequate funds to employ extra staff, on-site coordinators can be teaching staff or any member of the non-teaching staff who is an extracurricular enthusiast (Bryant, 2005:15-26).

As noted, due to inadequate facilitation inner-city school principals frequently request suburban schools to share their sports fields which imply that the inner-city schools purchase equipment like balls and nets only. It adds to the credibility of extracurricular programmes because such equipment is not expensive but with regards to participation can satisfy hundreds of learners' extracurricular needs hence improving chances of success (Bryant, 2005:15-26).

Despite clear challenges with regard to the planning and implementation of extracurricular programmes in inner-city secondary schools, Michalak and Jones (2008:99) have argued that much can be done to replicate successful practices of extracurricular participation more widely. School principals need to reach out to their surrounding communities to maximise the educational opportunities of learners, but also to regard their role as developers of the social capital of all learners in their care. To enable this, the principals should put in place a range of policy and control actions to create effective internal networks to maximise the quality of not only teaching and learning, but extracurricular programmes as well.

### **3.4 CHALLENGES FACED BY INNER-CITY SCHOOL PRINCIPALS IN THEIR EFFORT TO MANAGE EXTRACURRICULAR ACTIVITIES**

As inner-city secondary school principals attempt to handle the diverse responsibilities they face within the context of increasingly critical constituencies, for example, state and national policymakers, learners' families, community members, school boards, and professional associations, complexities arise (Hughes, 1999:3-24). The balance between instructional leadership and management responsibilities presents challenges for school principals. For instance, because management tasks are more explicit and procedural compliance is typically a higher priority, instructional leadership in some

school programmes may be neglected (Hughes, 1999:3-24). Principals report that they lack time to be effective instructional leaders. As noted in the Institute for Educational Leadership (IEL) report, principalship as it is currently constructed is a middle management position overloaded with responsibilities for basic building operations that have failed to meet the fundamental priority of making learners successful not only in curricular activities but extracurricular programmes as well. The demands placed on inner-city secondary school principals have changed, but the profession has not changed to meet those demands and tension is starting to show (IEL, 2000:3).

As noted, the unconducive surrounding environment, coupled with the imperative to educate learners at the highest level of achievement has placed tremendous strains on inner-city secondary schools and the principals in particular. While schools have generally provided middle and upper income learners with the intellectual tools necessary for success in our societies, they have commonly failed to cope effectively with the task of educating the disadvantaged learners in inner cities. School principals in the metropolitan centres have, with the rising tide of inner-city learners, been forced to seek new remedies for the alienated learner populations within city centres. Of greatest importance is the fact that principals realise that extracurricula programmes prepare learners to face some of the crises and problems in inner-city environments and have begun implementing these programmes (Clothier & Hudgins, 1990:5-10).

Research by Mayberry (1994:12) and Craig (2000:172) shows that suburban schools are located amidst spacious lawns, their buildings are dignified in appearance, their inside facilities suggest convenience and elegance, they employ better qualified staff and are well-facilitated to participate in both curricular and extracurricular programmes. In contrast, inner-city schools have been left to the poor, funding dwindles as more parents send their children to private suburban schools and there is a general lack of resources for schools to provide proper curricular and extracurricular programmes. Ill-equipped schools afford learners' inadequate training. In addition, inner-city secondary schools are located near congested roads or in the midst of industrial complexes exposing learners to smog-filled air which is a danger to their health and well-being.



Besides meeting their mandate of providing learners with quality education, principals have to find ways of protecting learners from such dangerous environments. As a result it becomes extremely challenging for school principals to implement both curricular and extracurricular programmes.

A concern and a burden for inner-city secondary school principals who have to provide suitable curricular and extracurricular programmes, is the educational neglect of learners from inner-city environments and the government's failure to understand the learners' background constraints. Government seems to be unaware of the intolerable conditions of the inner city environment under which learners are forced to live, survive and learn. This is further augmented by national policies and institutional practices that emphasise sameness of school programmes without putting into consideration the nature and circumstances of inner-city surroundings in which learners find themselves. The effect is that many learners in inner-city secondary schools will be left lagging behind others in both curricular and extracurricular programmes because whatever they receive do not suit their circumstances (Christie *et al.*, 2007:33). Using curricular programmes to measure successful schools has put inner-city secondary school principals under pressure to improve on their academic programmes and their pass rates especially in national examinations and in the process foregoing extracurricular programmes (Dickeson, 1999:29).

As the pressure to perform academically increases many researchers have questioned the impact of over-emphasising academic programmes regardless of learners' abilities and interests (Cook, Semmel, & Gerber, 1999:199-204; Kauffman & Hallahan, 1995:14). The question remains to the benefit of an over-emphasised academic programme for low academic achieving learners and those who want to take part in other school programmes besides the academic programme. Thurlow (2000:49) points out that many learners are adversely affected as teachers and principals feel pressurised to concentrate on high pass rates in standardised tests. Against the background of limited time, meagre support resources, and growing public scrutiny, principals feel compelled to perform academic sifting by abandoning learners who prefer the extracurricular to the

curricular programme in favour of learners who have a greater chance of academic survival in rigorous academic environments (Giacobbe, Livers, Smith & Thomas, 2001:10-17).

A serious dilemma facing inner-city secondary school principals is keeping schools continuously staffed with competent teachers and retaining those in service. Research conducted by Adesina (2002:117) suggests that the scenario of teacher turnover in inner-city secondary schools is attributed to underpayment as compared to good payment in well-established schools in suburban areas. Lack of promotion prospects, lack of encouragement and motivation by school principals and crime and violence within inner-city surroundings further exacerbate high teacher turnover rates. With regards to retaining teachers in inner-city secondary schools, Okumbe (1999:212) added that many of the school programmes have been affected by lack of qualified staff and the ones available are qualified for teaching mostly curricular programmes. Teachers are in general not willing to improve on their extracurricular skills because they regard them as secondary programmes. School principals are forced to use temporary replacements that are not qualified and due to financial constraints, the extracurricular programme with extra staff to manage the programme is hampered.

With regard to all educational aspects such as academic programmes, learner services and facilities, inner-city secondary schools experience more negative impact due to funding shortages than suburban schools. Inner-city school principals are therefore more inclined to delay textbook purchases and eliminate additional programmes such as extracurricular programmes, at-risk learner programmes and handicapped learner programmes because of inadequate funds. Although all schools including suburban schools, experience significant problems due to spending limits, inner-city secondary schools are affected more because they obtain less financial resources from parents, donors and the state. Financial shortfalls in school budgets across inner-city secondary schools due to constraint funds pose a significant threat to the quality of education provided. The capacity to offer quality extracurricular programmes with up to date equipment in safe and adequate facilities is therefore hampered. The scope and extent

of financial cutbacks indicate the need for the inner-city school principal to reassess the school funding structure and develop alternative ways of raising the much needed funds. Given the high performance standards set for the schools by the state, it is crucial that principals have the resource capacity to meet increased demands for learner achievement not only in curricular programmes, but extracurricular as well (Percy, Haider-Markel, McDonald & Maier, 2003).

Promoting and ensuring the safety of learners and educators in schools has been one of the biggest challenges facing inner-city school principals. School principals with the help of the government have introduced numerous programmes to stem the tide of violence besetting inner-city secondary schools. In 2007 in South Africa, for example, the Minister of Education identified nine schools mostly in inner cities (one per province) facing huge challenges of safety and security. With the support of the Royal Netherlands Embassy and the Centre for Justice and Crime Prevention (CJCP), safety infrastructure and support programmes were provided to these schools. All nine schools were equipped with perimeter fences, security lights and gates and were provided with security guards, some with hand-held metal detectors. In addition, school management teams and learners participated in training programmes aimed at assisting them in dealing with crime and violence. Although such measures have been put in place to curb violence and make schools serve their purpose, this justifies the magnitude of crime and violence in inner-city secondary schools. Many school principals still find their schools to be insecure to educators and learners because the inner-city environment has a negative effect on the behaviour of learners with regard to crime and violence (Nkosi, 2005:23).

Due to increased workloads, rising expectations of learners, parents and the community as well as increased accountability and public scrutiny, fewer teachers are willing to help school principals with regard to administrative tasks of both curricular and extracurricular programmes (DiPaola & Tschannen-Moran, 2003:43-67). Although most teachers are forced to take up extra administrative duties, they are not qualified and certified administrators which have caused shortfalls in undertaking of such duties (Bell, 2001:21; IEL, 2000:4). In addition to expectations for effective instructional leadership, many

extracurricular responsibilities have been added to the teachers and principals' tasks (e.g., managing soccer, netball, cricket, rugby teams and facilitating music and drama classes) (Drake & Roe, 1999:101). Many teachers' and principals' traditional responsibilities such as teaching their core subjects, ensuring a safe environment, managing the budget and maintaining discipline have become increasingly complex and difficult to manage because their time has to be shared between the curricular and the extracurricular school programmes (Whitaker, 1998:130-150).

Given the important interrelationship of schools and inner-city communities, it is unfortunate that they sometimes become antagonistic. School staff often views parents and communities as deficient in providing proper learning environments for learners. From their perspective, the community is part of the problem. School principals and teachers usually want parents, community organisations, churches, and other local actors to keep their distance and let teaching professionals do what they know best: to educate children (Mediratta & Fruchter, 2003:49; Gold, Simon, & Brown, 2002:123). These views persist, as many educators remain outsiders to the communities they serve, neither living in them nor remaining in them after school hours (Warren, 2005:133-173). Community members, on the other hand, blame schools for their children's inferior academic performance and lack of extracurricular opportunities. Past negative experiences with teachers and school principals prevent parents from making contact. Families may also feel too intimidated to make demands on more educated and experienced school professionals, viewing an educator's credentials as more important than their own knowledge of what is right for their children. Immigrants specifically often lack the means and confidence to communicate their values in ways that school staff will understand and respect. As a result, families and the larger community remain silent in the face of increasing bureaucratic control and low achievement in both curricular and extracurricular programmes which lead to more problems for inner-city secondary school principals (Brewster & Railsback, 2003:101).

With regard to the challenges facing school principals, Logan and Sachs (2002:21) recognise that there is a tendency of national policies to focus more on school

management than on the real teaching and learning taking place. The inherent weaknesses of devolution of such national policies are that they fail to explain how the various elements of school management that are promoted will lead to improved curricular and extracurricular programmes. Because most of the measures the Departments of Education advocates are administrative in nature rather than pedagogic, they are likely to affect inner-city school management more than what is happening in classrooms and extracurricular provisioning and participation. If this continues, school management will become better, school principals will be better informed and their management styles will improve while actual learning and teaching problems will remain unsolved (Logan & Sachs, 2002:3). Thus the extracurricular provisioning problems inner-city schools face will continue.

### **3.5 CONCLUSION**

The poor conditions of inner-city secondary schools concern not just principals, learners and parents, but also residents of the surrounding environment. Schools are inextricably linked to the communities in which they are located and whose residents they serve. Ineffective schools hamper community improvement, adding to the list of negatives that include crime and substandard housing that afflict many inner-city communities. Good schools, on the other hand, are important components of healthy, economically strong communities. They benefit the communities, increasing their attractiveness to families who seek advancement for their children and offer chances for upward mobility to current residents. Inner-city secondary schools can be regarded good for the community if their curricular and extracurricular programmes are properly managed.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

The literature study that was conducted in chapters 2 and 3 provided the theoretical background to the provision of extracurricular opportunities to learners in inner-city secondary schools. Apart from an international and national focus on the value and status of extracurricular provisioning (chapter 2), the role of school management in ensuring viable and sustained programmes (chapter 3) was investigated. In this regard and from the viewpoint of what is already known about extracurricular provisioning in inner-city secondary schools, the literature study served to answer the postulated research questions from a theoretical point of view. There, accordingly, answers from literature were found on the following research questions that guided this study (par 1.4):

- What is the value of extracurricular programmes in inner-city secondary schools?
- What are the main challenges facing principals of inner-city secondary schools to manage the provisioning of extracurricular programmes?
- How can school principals manage extracurricular programmes in inner-city secondary schools effectively?

In order to determine the contextually bound values and challenges of extracurricular provisioning with the aim of understanding how extracurricular programmes can be managed effectively in inner-city secondary schools, an empirical investigation based on a qualitative research paradigm was conducted. This chapter is devoted to a discussion of the research design and research methodology employed to collect data with the empirical investigation. Matters that are discussed include the substantiation for employing a qualitative research approach, data collection techniques, sampling arrangements and the procedure followed to analyse and interpret the collected data.

## 4.2 RESEARCH DESIGN

Every type of empirical research has an implicit and explicit research design which both confirms the viability of the investigation and steers the activities of finding valid answers to the research problem. In its most elementary sense, the research design is a logical sequence that connects empirically gathered data to a study's initial research questions and ultimately to its conclusions. The research design is therefore a blueprint of an investigation, dealing with the four main concerns of the investigation, namely: what questions should be studied; what data are relevant; what data should be collected; and how should the data be analysed to achieve optimal results (Yin, 1994:80). The research design is therefore much more than a work plan because the main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions. Hence the research design deals with a logical problem and specifies how the two critical issues of representation and legitimisation will be addressed (Yin, 1994:80).

As a flexible set of guidelines that connects theoretical paradigms to strategies of inquiry and methods for collecting data, the empirical research design situates the researcher in the contextual world. In this regard the researcher is connected to specific sites, specific persons, and specific bodies of relevant interpretive material, including documents and archives. This connection serves to enable the researcher to obtain data from specific people under specific conditions and within a specific time frame in order to provide the most valid answers to the research questions (McMillan & Schumacher, 1997:33).

With this study on extracurricular provisioning in inner-city secondary schools a qualitative research approach was followed with the empirical investigation to collect relevant data.

### **4.3 THE QUALITATIVE RESEARCH APPROACH**

As a process of inquiry in which understanding of a social phenomenon is the essence (Leedy, 1997:104), the qualitative research approach was selected as the most appropriate approach to better understand the phenomenon of extracurricular provisioning in inner-city secondary schools. This better understanding is based on the point of view of information rich participants (Leedy, 1997:105), comprised building a holistic interpretation formed with words and reported on in detail as it was experienced in a natural setting (Denzin & Lincoln, 2000:42). The studying of matter in natural settings and the making of sense of phenomena in terms of the meanings people attach to them (McMillan & Schumacher, 2001:396) enhance the possibility for a deeper understanding of the studied topic.

As an element of the qualitative research approach the naturalist method of inquiry was used to collect data on the management problems of extracurricular programmes which principals face in the school as a real world setting. This was achieved through a case study approach of focusing on the question of what can be learned from the specific case. Case studies are normally used when researchers want to support their arguments by an in-depth analysis of a specific group of persons, or a specific organisation or a particular project (Leedy, 1997:109). The case study approach is however not limited in value. Although the focus is on an in-depth analysis of a particular problem, the possibility still remains for a generalisation to similar conditions and situations (Leedy, 1997:109). Although the possibility of extending findings to people with characteristics similar to those in the study population, the main objective with findings from data qualitatively collected remains the gaining of a rich and insightful understanding of a specific social phenomenon within a specific social context which takes precedence over eliciting data that can be generalised to similar situations (Denzin & Lincoln, 2000:55). The specific social phenomenon that was focused on with this study was the management of extracurricular activities in inner-city secondary schools with the probable challenges faced by inner-city school principals to ensure valuable and sustained opportunities. Based on a case-study approach and an in-depth analysis of a



specific group of schools, the focus was on secondary schools in the inner-city of Pretoria.

The qualitative research approach was selected for this study because of the possibility of a deeper understanding of the nature of the studied situation and the offering of insights into reasons behind the occurrence of particular events as it existed at the time of the study (Ary, Jacobs & Razavieh, 1989:295; Krathwohl, 1993:20). In this regard a deeper understanding was possible of the most valid extracurricular programmes and how they should be managed to ensure that learners benefit from the values attached to extracurricular participation within the contextual inner-city environment. A related reason for employing a qualitative research approach pertained to the opportunity to provide insightful textual descriptions of how people experience a specific research phenomenon. In this regard human perceptions which often include contradictory behaviours, opposing beliefs, unique opinions, passionate emotions and particular relationships could be analysed and interpreted (Denzin & Lincoln, 2000:55).

Qualitative research paradigms are also most effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity and religion, whose role in the research issue may not be readily apparent. The determining of intangible factors is possible as the aim with qualitative research is to get beneath the surface of verbal responses to explore the real dimension of a problem and the range of attitudes towards it. With the intent of focusing on as much detail as possible to achieve depth rather than breadth, qualitative research allows for the development and evaluation of findings based on the target audience's motivations (Blaxter, Hughes & Tight, 1996:150). This could also serve as justification for evidence from information obtained via literature. With a consideration of all of these features, the qualitative research approach was considered best to interpret and better understand the complex reality of extracurricular programmes within the inner-city school environment.

The qualitative research approach normally requires the use of interactive methods of data collection such as interviews and observation (McMillan & Schumacher, 1993:401).

Before discussing the instruments that were used to collect data on the provisioning and management of extracurricular programmes in inner-city secondary schools, the research sample selected for this study is discussed.

#### **4.4 SAMPLING AND POPULATION**

Where the relevant population for data collection is too large for cost-effective research to be conducted, a sample of that population is selected (Willemse, 2007:9). According to Krathwohl (1998:160) a sample is a group of individuals who will participate in the research and are selected from a large group of the population in a particular environment.

Schools within the inner-city of Pretoria were considered for the study (Par 4.3). A case-study approach was used to select the schools on the basis that the schools and their populations experience the inner-city environment and the principals in such schools understand the problems associated with managing and organising viable extracurricular programmes. There are more than twenty schools in an area demarcated as the inner-city. Five of the schools were selected for the study because that sample was representative enough to provide sufficient data that will answer the research questions (McMillan & Schumacher, 2001:177) and the researcher works within the inner-city which provided convenience and accessibility to the selected schools.

The size of the sample should be clearly determined by factors such as the purpose of the study, the research problem, data collection techniques and information rich participants. In this study purposeful sampling as a process of selecting information-rich cases for depth analysis was used (McMillan & Schumacher, 2001:401-404). The advantage of using purposeful sampling related to the fact that a few cases studied yielded sufficient information about the research problem (McMillan & Schumacher, 2001:401).

The researcher selected information-rich participants who are knowledgeable about extracurricular programmes and the management thereof. The indicators used to select information-rich participants related to the participants' detailed knowledge and experiences of extracurricular participation and problems associated with managing and organising extracurricular programmes in inner-city secondary school environments.

A total of 15 participants were selected of whom 10 took part in focus-group interviews and 5 in individual interviews. Two focus-group interviews were conducted, one with the five teachers that are in charge of cultural activities at their specific schools and one with the five teachers that are team coaches and responsible for organising the sporting activities at their specific schools. All of these participants were responsible for managing and organising extracurricular programmes at their schools. The two focus-group interviews were followed by individual interviews with the five principals of the five research sites. On account of their leadership positions as executive heads of their schools responsible for effective instruction, which includes both curricular and extracurricular programmes, the principals could provide information-rich inputs regarding the management of the extracurricular programmes at their schools.

#### **4.5 RESEARCH METHODS**

Qualitative researchers mostly use focus-group discussions and personal in-depth interviewing to collect data (Blaxter *et al.*, 1996:150). With this study on the provisioning and management of viable extracurricular programmes at inner-city secondary schools, focus-group and individual interviews were used as data collection instruments. The process of data collection takes place on multiple scales and within different periods of time. It can occur over the course of a day, a year, or many years, and it may involve one or many researchers whose priorities may change over time (McMillan & Schumacher, 2006:367). With this study data was collected over a period of a month. The duration was convenient for the participants and the researcher because principals had school programmes to attend to and was only willing to give one interview.

### **4.5.1 Individual interviewing**

According to Cohen *et al.*, (2005:269) the individual interview is a face-to-face exchange of views between two people on a topic of mutual interest. An interview as a data collection technique is effective, flexible and valid. Interviewing is also adaptable because it can be used to collect data in many different environments and from many different types of persons including illiterate persons who cannot express themselves clearly in writing. Responses can be probed, followed up, clarified and elaborated on to achieve accurate and in-depth responses (McMillan & Schumacher, 2001:263).

Though all qualitative interviews contain the same basic elements of discussion, detail and description, they vary with respect to how much control the interviewer has over the participant's answers. The structure can range from a loose arrangement where the interviewer has minimal control over responses to a more rigid approach where the interviewer asks a specific set of questions and the informant has little room to elaborate. The choice of structure depends on the type of investigation being conducted and the purpose of the interview. Different types of questions are used depending on the type of interview structure and the interviewer's level of control. What the different types of interviews have in common, however, is that they are all purposeful and systematic because the interviewer has an objective and a plan for collecting the intended information to answer the research questions (Patton, 2001:40). The three commonly used forms of interviewing employed with qualitative research are the structured, the unstructured and the semi-structured way of interviewing.

- **Structured interviews**

With this type of interviewing, carefully and fully worded questions are developed before the interview is conducted. Each participant is asked the same questions in the same way with the same probes. Structured interviews facilitate cross-comparison of answers across time and can compensate for variability in research skills across different interviewers (Patton, 2001:39). Structured interviews are best used when a lot of

information about the topic is already known. The weakness of a standardised approach inherent to structured interviews is the fact that it does not permit the interviewer to pursue topics or issues that were not anticipated when the interview instrument was written. Structured interviews also reduce the extent to which individual circumstances and differences can be explored (McMillan & Schumacher, 2001:444; Borg & Gail, 1996:309).

- **Unstructured interviews**

With an unstructured interviewing approach, the questions emerge from the immediate context and there is no pre-determined sequence of questions or phrasing. The researcher decides the sequence and wording of the questions during the interview (McMillan & Schumacher, 2001:443). The idea is to allow participants to express themselves freely with minimal control imposed by the interviewer in order to gain the most information possible. Unstructured interviews involve the interviewer sitting down with the interviewee and having what appears to be an informal discussion. In fact, the interviewer puts a lot of thought into the interview before it starts. For example, he or she must know what topics to cover and the direction in which to steer the discussion. In most cases, the interviewer will use a checklist to guide the direction of the interview. During the interview itself, the interviewer gently guides the flow of information by probing the informant for more detail while making sure the discussion does not veer too far off topic. Because of its interactive nature, unstructured interviewing often depends on the ability and experience of the interviewer. In order to be able to conduct an unstructured interview effectively, the researcher should have significant experience and skills in both interviewing and note taking (Patton, 2001:45).

- **Semi-structured interviews**

Conducting a semi-structured interview pertains to the use of an interview schedule as guide to assist in the collecting of predetermined relevant data. An interview schedule contains a set of questions or themes relevant to the study. These questions or themes

are not addressed in a particular sequence but all relevant topics are covered during the interview. Although semi-structured interviews are flexible they are also systematic and data obtained in a systematic way makes it relatively easy to compare and analyse in order to interpret clearly (De Vos, 1998:299). A disadvantage of interviewing, however, which also applies to semi-structured interviewing is the fact that participants may feel uneasy and therefore use avoidance tactics if sensitive questions are asked. Interviewing, including semi-structured interviewing, is also subjective because elements such as trust, honesty, social distance and the interviewer's control of the interviewing process differ from one interview to another. There is also a lack of anonymity because the interviewer can observe the interviewee. Counteracting these hindrances is however accomplished by increased proficiency and experience in conducting interviews (Borg & Gail, 1996:290).

With this study on the provisioning of extracurricular opportunities in inner-city secondary schools and the management thereof, a semi-structured approach to interviewing was followed. A semi-structured arrangement with interviewing was applied because of its flexible and adaptive nature which allows the interviewer to make a clear evaluation of what the convictions of the participants are with regards to extracurricular provisioning and participation and the management thereof. The five principals of the selected five secondary schools in the Pretoria inner-city area were individually interviewed. Questions included in an interview schedule related to the challenges the principals face in their bid to provide extracurricular programmes to learners in their care (annexure B). The responses to these questions provided valuable data to answer the research question on the main challenges facing principals of inner-city secondary schools. The interviews with the school principals took place in their offices because the environment was conducive for an in-depth individual interview.

#### **4.5.2 Focus-group interviewing**

A focus-group interview is an interview with a small group of people on a specific topic of interest. The participants are typically a relatively homogeneous group of people who

are asked to reflect on questions asked by the interviewer. Participants get to hear each others' responses and make additional responses beyond their own initial responses as they hear what other people have to say. It is not necessary for the group to reach any kind of consensus nor is it necessary for people to disagree. The object is to get high quality data in a social context where people can consider their own views in the context of the views of others (De Vos, 1998:314-318).

Employing focus-group interviewing has several advantages. It is low in cost and provides speedy results. Due to a flexible format and the possibility of interaction between participants it allows the researcher to explore unanticipated issues. The encouraging of interaction among participants in a group setting provides for checks and balances, thus minimizing false or extreme views (Cohen *et al.*, 2005:288).

With this study two focus group interviews were conducted, one with the five teachers who are in charge of cultural activities at their schools and one with the five teachers who are team coaches and responsible for organising the sporting activities at their schools. All these participants are responsible for the smooth running of the extracurricular programmes at their different schools.

Reviewing of the literature on the management of extracurricular programmes in inner-city secondary schools guided the development of an interview schedule. During the conducting of the interviews, the researcher referred continuously to the interview schedule to ensure that all important aspects were addressed with the interviews. By considering the writings of the different authors on extracurricular programmes in inner-city secondary schools, the researcher compiled an interview schedule by working from the outside layer of the conceptual framework to the core of the study. In general questions included in the interview schedules pertained to the provision of extracurricular programmes in inner-city secondary schools, the participation in these programmes and the management of both the provisioning of and the participation in these programmes (Annexure B, C, D). These questions were continuously reformulated because qualitative data is open to change and the qualitative researcher capable of

ongoing fine-tuning to ensure that the most fertile array of data is collected (McMillan & Schumacher, 2001:396). The interview schedules served as constructive guides for the collection of relevant data in order to answer the postulated research questions. Additionally, pertinent documents on learner participation in extracurricular activities at the different inner-city secondary school research sites were reviewed.

#### **4.6 DATA ANALYSIS AND INTERPRETATION**

According to McMillan and Schumacher (2006:364), qualitative researchers develop ways of categorising and interpreting data to provide explanations for the phenomenon under scrutiny. In this study the data obtained from focus-group and individual interviews were verbatim accounts which originated from the transcripts of audio-recorded interview sessions. Audio recording each interview session ensured completeness of the verbal interaction and provided material for reliability checks (McMillan & Schumacher, 2006:364-367).

Qualitative researchers frequently analyse data throughout data collection to keep up the changes in data collection strategies and evolving ideas. The data collected from teachers and principals were pre-analysed immediately after collection before the final analysis and interpretation took place (McMillan & Schumacher, 2006:367). One of the fundamentally important components of the practice of data interpretation and analysis is the publication of data in scientific literature. Properly collected and archived data continues to be useful as new research questions emerge. In fact, some research involves re-analysis of data with new techniques, different ways of looking at the data, or combining the results of several studies (Egger & Carpi, 2009:50). In many cases, data collected can be used to address new questions. For all of these reasons it was important that the data collected with this study should be analysed systematically by deconstructing the textual data into manageable categories and themes.

Collecting data on the management of extracurricular programmes in inner-city secondary schools identified the contextual challenges faced by inner-city secondary



school principals to provide and manage viable extracurricular programmes at their schools. It also contributed to an eliciting of the contextual value of extracurricular programmes for learners residing in inner-city environments (Par 4.1).

The challenge of data analysis is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns and construct a framework for communicating the essence of what the data revealed (Patton, 2001:371-372). Making sense of data depends largely on the researcher's intellectual rigor and a tolerance for tentativeness of the interpretation until the entire analysis is completed (McMillan & Schumacher 2006:364). The aim of the qualitative analysis of this empirical investigation was to examine the various elements of the captured data to clarify concepts and constructs and to identify patterns, themes and relationships according to the research aims.

With the preceding in mind, the qualitative data analysis of the empirical investigation (responses from the individual and focus group interviews) was done according to the model of Tesch (in De Vos, 1998:343-344). Tesch's views correlate with McMillan and Schumacher's views (2006:364) that data analysis involves organising data into categories and identifying patterns. Accordingly the qualitative content analysis process employed in this study involved the following eight steps:

1. Read through all the transcripts to get a sense of the whole and an overall impression of the content and context.
2. Select the transcript which was the most relevant and information rich to find underlying meanings and emerging topics. Then find similar and other topics in the other transcripts.
3. Cluster similar topics together to form major topics.
4. Abbreviate topics as codes and determine emerging categories.
5. Develop categories by grouping interrelated topics together.
6. Arrange each category by constructing interrelated themes.

7. Evaluate categories with interrelated themes for relevance to the research questions and research aims.
8. List categories with interrelated themes according to the research aims and theoretical framework from the literature study.

The identified categories with constructed themes were used as basis for answering the postulated research questions as stated in par 1.4.

#### **4.7 RELIABILITY AND VALIDITY**

Reliability of qualitative research is defined by De Vos (1998:85) as the extent to which results are consistent over time and whether the results can be reproduced by other researchers if they study the same case under comparable conditions. In qualitative research such reliability is interpreted as the degree of transferability and trustworthiness of the findings (De Vos, 1998:350). Based on rigour as a demonstration of integrity and competence, an adherence to detail and accuracy assured authenticity and trustworthiness of the research process.

To have ensured transferability and trustworthiness with this study, multiple realities of the situation in inner-city secondary schools were revealed by the participants through individual and focus-group interviews which were audio recorded and the original transcripts stored. This engagement with the data was done intensively to demonstrate clear links between the data and interpretations. The use and indication of verbatim examples of participants' responses provided authenticity and reflected the range and tone of the gathered responses. Such accurate descriptions and interpretations of human experiences ensured that people who share the same experiences would immediately recognise the descriptions (De Vos, 1998:349). Participants corroborated the data at all stages of the research process. Prior to conducting the interviews, the researcher engaged in a discussion with a knowledgeable friend to determine conformability and clarity of the interview schedules (De Vos, 1998:350).

Validity refers to the degree of congruence between explanations of the phenomenon and realities of the world. Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (McMillan & Schumacher, 2006:324). In this regard care was taken to ensure that the research process was logical, traceable, and clearly documented in a reflexive manner by giving a detailed account of the research process. Furthermore, the development of the questions and themes included in the interview schedules for the individual and focus group interviews were based on a solid theoretical basis as discussed in the literature review chapters 2 and 3.

To conclude, in qualitative research claims of validity rest on data collection and analysis techniques and on the extent to which these techniques are clearly explained. According to McMillan and Schumacher (2006:324) researchers use a combination of ten possible strategies to enhance validity. Such strategies include: prolonged fieldwork, multi-method strategies and participant verbatim language, low inference description, multiple researchers, mechanically recorded data, participant researchers, member checking, participant review and discrepant data (McMillan & Schumacher, 2006:326). With the exception of the multiple researchers' strategy to arrange for the validity of findings, all the remaining strategies applied to this study on the provisioning of extracurricular offerings within inner-city secondary schools.

#### **4.8 ETHICAL MEASURES**

In recent years ethical considerations with regard to research activities have been increasingly emphasised. This is partly a consequence of the legislatively determined importance of human rights and the protection of data, but also as a result of an increased public concern about the limits of inquiry (Machmias, 1987:77; Cohen *et al.*, 2005:53). Educational researchers work within a variety of economic, cultural, legal and political settings, each of which influences the emphasis and focus of their research. Many educational researchers work in fields such as school management, educational psychology, sociology and curriculum development whose practitioners have ethical

conventions that influence the conduct of researchers and their fields. Even within the same setting and branch of educational research, individuals may have different moral precepts that guide their work. Therefore no declaration could successfully impose a rigid set of rules to which all educational researchers should adhere to in the same way.

In educational research, investigators cannot regard access to schools or colleges as a matter of right. Permission to carry out the investigation must be sought prior to the investigation (Cohen *et al.*, 2005:53). The researcher therefore firstly obtained permission from the relevant officials of the Department of Education to conduct an investigation on extracurricular provisioning at inner-city secondary schools (annexure A). Secondly the researcher obtained permission from the authorities of the selected research sites to conduct interviews with purposefully selected and willing participants. With both requests, the researcher pledged confidentiality of what transpired in the interviews and assured the anonymity of all the participants throughout the research.

The researcher recognised and supported the freedom of participants to participate in the research, or to withdraw or withhold information about themselves and their perceptions on the phenomenon of study as a fully informed decision. Information was provided to the participants concerning the nature of the study, and participation requirements, e.g. activities, duration and contact information of the researcher. The researcher also assured all participants that their anonymity would be protected and all records of participation in the research would be kept confidential (McMillan & Schumacher 2006:421). Participants were continuously reminded of their rights in terms of revealing their attitudes and beliefs. The research was conducted in accordance with the ethical requirement to report the findings in a complete way and with sincere honesty.

#### **4.9 CONCLUSION**

This chapter focused on the research design and methods employed with the empirical investigation. Focus group and individual interviews were employed to collect the

relevant data which was analysed according to the qualitative content analysis process in order to reach viable findings to answer the postulated research questions. The research design and related methodologies were developed with the aim of obtaining reliable and valid data to provide guidelines in terms of the proper management of extracurricular provisioning in inner-city secondary schools.

The next chapter discusses the interpretation of the data and the research findings.

## **CHAPTER FIVE**

### **RESEARCH FINDINGS AS THE INTERPRETATION OF EMPIRICAL DATA**

#### **5.1 INTRODUCTION**

The primary aim of the study was to investigate the management of extracurricular programmes in selected inner-city secondary schools. The final intent was to identify appropriate guidelines for consideration by school principals to effectively manage extracurricular programmes in inner-city secondary schools. In that regard a main research question that was outlined in par 1.4 and repeated in par 4.1 was focussed on finding answers to how extracurricular programmes should be managed effectively in inner-city secondary schools. Sub-questions pertained to the value of extracurricular programmes in inner-city secondary schools, the main challenges facing school principals to manage the provisioning thereof, and a determining of constructive guidelines for managing effective provisioning (par 1.4 & par 4.1).

To find answers to these questions, data was gathered by means of an empirical investigation employing individual and focus-group interviewing. Chapter five reports on the findings of this empirical investigation.

#### **5.2 RESEARCH METHODS IN BRIEF**

The aim of the individual interviews with the school principals of the five research sites was to establish how inner-city secondary school principals manage extracurricular programmes and what challenges they face to ensure the inclusion of all learners with extracurricular provisioning. The aim with the two focus-group interviews, one with the five teachers in charge of cultural activities at their schools and one with the five teachers that are team coaches and responsible for organising the sports activities at their schools, was to understand the value attached to extracurricular provisioning. A

further aim was to gain insight into the problems associated with the provisioning of extracurricular programmes in inner-city secondary schools (Par 1.6 & 4.5).

With each interview conducted, the researcher focused on distinguishing what really transpired at the schools with regard to extracurricular provisioning as opposed to what the ideal situation could have been. For example, how did participants anticipate ideal extracurricular management of provisioning as opposed to the contextual functioning of extracurricular provisioning and the management of that provisioning?

### **5.3 PROFILES OF THE RESEARCH SITES AND PARTICIPANTS OF THE STUDY**

For the sake of a clearer understanding of contextual extracurricular provisioning and to arrange for thoroughness of the investigation, it was firstly necessary to determine important features of the different research sites. It was further also important to ascertain some biographical information of the participants in the study.

#### **5.3.1 Characteristics of the research sites**

All five schools in the study are independent private schools which are governed by a board of trustees. The schools are fully accredited and registered with the Department of Education and are financially supported by means of a school fund that consisted of school fees from private households and contributions from charity organisations. Research site selection was based on the indicator of location, namely the inner-city environment. Due to the indicator of location, no public school was selected because there were no public schools within the demarcated area of the inner-city environment. The five private schools are distinguished as school A, B, C, D and E with their school principals as school principal A, B, C, D and E. The two participant teachers of each school are distinguished as teacher A1, A2, B1, B2, C1, C2, D1, D2, E1 and E2.

Half of the learner population of two of the schools, schools A and D are learners that are re-writing grade 12. Principal A and D refer to their schools as part-time high schools

because they do not have any grades 0 to 9 in their learner population. Principal D pointed out that due to the fact that the majority of the school's learners were grade 12's, they were not that enthusiastic about extracurricular participation because of the fact that learners were almost finished with their schooling and their main focus was on successfully completing their schooling.

Schools B, C, E are full-time high schools in that the learner population comprise grades 0-12. Principals B and C confessed that it is very important that they provide learners with extracurricular programmes because it is a requirement of the Department of Basic Education and it helps learners enjoy coming to school every day. The three schools have a strict schedule for extracurricular participation within the curricular time table and they follow it consistently. Principals B, C, E explained that they allocate class teachers to take care of specific grades at the sports grounds during extracurricular participation.

School A had 930 learners in total. Of the total of 930 learners 700 were re-writing grade 12. According to Principal A, such learners are not interested in sports. The school also had 50 learners in grade 11, 25 learners in grade 10 and 155 learners writing grade 12 for the first time. Teacher A2 stated that learners in grades 10 and 11 were more enthusiastic about extracurricular participation because they were not that overburdened with curricular work. The school had 19 full-time teachers in charge of grades 10-12. There was no single teacher specifically employed to organise and manage extracurricular programmes. Extracurricular options in school A ranged from sports programmes such as football, netball, snooker and volley ball to cultural activities that included music, dance and drama. All teachers at the school volunteered to take care of learners when the school had competitive extracurricular events.

School B had 21 teachers in charge of 796 learners. Of the total of 796 learners 109 were in grade 12, 94 learners in grade 11, 56 learners in grade 10, 60 learners in grade 9, 99 learners in grade 8 and grades 0-7 had 378 learners in total. According to principal B all learners are encouraged to participate in extracurricular programmes and the school tries to offer as many extracurricular programmes as possible. Extracurricular



programmes offered at School B included football, netball, softball, athletics and cultural programmes that included music, dance and drama. Apart from the band which had a part time instructor, principal B did not report any other staff member specifically employed to organise and implement extracurricular programme schedules. All teachers were responsible when it came to making sure that learners took part in extracurricular programmes.

School C had more extracurricular options than any other school in the study because some of the teachers in the school were extracurricular enthusiasts. Extracurricular programme offerings included football, volleyball, netball, athletics, music, dance and drama while unique programmes such as beauty contests and summer bashes were also reported by teacher C1. The school had 1065 learners in grades 0-12. Of these, 203 learners were in grade 12, 216 learners in grade 11, 123 learners in grade 10, 80 learners in grade 9 and 97 learners in grade 8. A total of 22 teachers were in charge of mostly curricular programmes and only one teacher reported being in charge of extracurricular programmes because she enjoys organising learners for sports and beauty contests.

The total number of learners reported in school D was 986 with a total of 20 teachers. The school is registered by the Department of Education as a grade 12 re-write centre; therefore the school did not have learners in grades 0-9 in their learner population. A total of 801 learners were in grade 12 and according to principal D they were not interested in extracurricular participation because they had to prepare for their final grade 12 examinations. No teacher in the school was in charge of extracurricular programmes and the school mostly preferred in-door extracurricular activities like chess, debating, table tennis, music, dance and drama because these activities were easy to organise and manage. According to teacher D2 the school occasionally allowed learners to participate in out-door sports programmes like football, netball, volley ball and athletics. Out-door extracurricular arrangements were however scanty because learners were not interested in participating and the financial input required to initiate such activities was too strenuous. Furthermore, staff requirements to prepare for learner

participation in out-door extracurricular programmes were considered to be too challenging.

School E was a full-time high school with 1011 learners in grades 0-12 and with a teacher corps of 26. A total of 211 learners were in grade 12. And although these learners were preparing to write their final examinations, principal E reported that many of them were enthusiastic about sports. With consideration of the fact that a healthy body houses a healthy mind, the grade 12s who were interested in extracurricular participation were encouraged to participate. There were 188 learners in grade 11, 132 learners in grade 10, 110 learners in grade 9 and 101 in grade 8. Most learners in grades 8, 9, 10 and 11 were enthusiastic about extracurricular participation because, according to principal E, that is what makes them like the school and what encourages them to continue coming to school every day. Extracurricular offerings included chess, snooker, football, netball, athletics, music, dance, debating and drama.

In general, extracurricular offerings in the five inner-city secondary schools in the study typically included sports such as football, volleyball, netball, softball, athletics and snooker and cultural programmes such as music, dance, drama, summer bashes and the debating club. It was estimated that within these five inner-city secondary schools, 79% of learners aged 6-19 participated in at least one extracurricular activity during the school year.

**Table 5.1 Extracurricular related profiles of the five research sites**

Schools	Number of learners	Grades offered	Number of secondary school learners	Number of teachers	Sports options offered	Cultural activities offered	Other extracurricular programmes offered
School A	930	10-12	930	19	Football Netball Volleyball	Music Dance Drama	Snooker
School B	796	0-12	418	21	Football Netball Volleyball	Music Dance Debating	none

					Softball Athletics	Drama	
School C	1065	0-12	719	22	Football Netball Volleyball Athletics	Music Dance Debating Drama	Summer bashes Beauty contests
School D	986	10-12	986	20	Football Athletics Volleyball Netball	Music Dance Debating Drama	Chess
School E	1011	0-12	746	26	Football Netball Volleyball Athletics	Music Dance Debating Drama	Chess Snooker

All five schools in the study viewed teaching and learning as their primary purpose and the major focus of their attention. Extracurricular provisioning was considered as a resource to enable the development of the learner as a well-rounded person. The schools' main focus on academic programmes was evident in the fact that all the participants stated curricular-oriented educational goals and activities as representative of their schools' missions and visions with the extracurricular programme a viable strategy to support the realising of the formulated mission statements. Principal A, B and C noted, however, that it was difficult for them to consider and accommodate the relative importance of extracurricular programmes optimally because they were challenged to apply the centralised curriculum requirements to such an extent that grade 12 pass rates were convincingly successful.

With regard to the organisation and management of extracurricular programmes in inner-city environments, the participant school principals agreed that it involved the consideration of important factors. Main factors to be considered included the availability of sports grounds, the availability of finances, parent involvement and the availability of staff to act as sports coaches and facilitators of culturally related activities.

### 5.3.2 Profiles of participants

In order to gain a synoptic view of the biographical information and extracurricular responsibilities of participants, the following table was drawn representing participants' extracurricular responsibilities, their gender and their work experience at the specific research sites.

**Table 5.2 Biographical data with extracurricular responsibilities of participants**

Schools	Participants	Responsibility	Gender	Period of employment
School A	<ul style="list-style-type: none"> <li>• Principal A</li> <li>• Teacher A1</li> <li>• Teacher A2</li> </ul>	<ul style="list-style-type: none"> <li>• Overall school management</li> <li>• Choir mistress</li> <li>• Sports Master</li> </ul>	<ul style="list-style-type: none"> <li>Male</li> <li>Female</li> <li>Male</li> </ul>	<ul style="list-style-type: none"> <li>7 years</li> <li>4 years</li> <li>4 years</li> </ul>
School B	<ul style="list-style-type: none"> <li>• Principal B</li> <li>• Teacher B1</li> <li>• Teacher B2</li> </ul>	<ul style="list-style-type: none"> <li>• Overall school management</li> <li>• Soccer and netball coach</li> <li>• Music and dance instructor</li> </ul>	<ul style="list-style-type: none"> <li>Male</li> <li>Male</li> <li>Male</li> </ul>	<ul style="list-style-type: none"> <li>10 years</li> <li>2 years</li> <li>3 years</li> </ul>
School C	<ul style="list-style-type: none"> <li>• Principal C</li> <li>• Teacher C1</li> <li>• Teacher C2</li> </ul>	<ul style="list-style-type: none"> <li>• Overall school management</li> <li>• Choir master</li> <li>• Sports master</li> </ul>	<ul style="list-style-type: none"> <li>Male</li> <li>Male</li> <li>Male</li> </ul>	<ul style="list-style-type: none"> <li>4 years</li> <li>4 years</li> <li>1 year</li> </ul>
School D	<ul style="list-style-type: none"> <li>• Principal D</li> <li>• Teacher D1</li> <li>• Teacher D2</li> </ul>	<ul style="list-style-type: none"> <li>• Overall school management</li> <li>• Drama, music, dance instructor</li> <li>• Overall extracurricular master</li> </ul>	<ul style="list-style-type: none"> <li>Male</li> <li>Female</li> <li>Male</li> </ul>	<ul style="list-style-type: none"> <li>5 years</li> <li>2 years</li> <li>4 years</li> </ul>
School E	<ul style="list-style-type: none"> <li>• Principal E</li> <li>• Teacher E1</li> <li>• Teacher E2</li> </ul>	<ul style="list-style-type: none"> <li>• Overall school management</li> <li>• Debate, music, dance instructor</li> <li>• Overall extracurricular master</li> </ul>	<ul style="list-style-type: none"> <li>Male</li> <li>Female</li> <li>Male</li> </ul>	<ul style="list-style-type: none"> <li>2years</li> <li>4years</li> <li>1year</li> </ul>

Table 5.2 provides information on the participants that represented the research sample and from whom data was collected to answer the research question. As was said in paragraphs 1.6.2.1 and 4.4, all participants were purposely selected because of their knowledge and experience of the management and organisation of extracurricular programmes in inner-city secondary schools. What should also be noted is that, apart from their extracurricular managerial responsibilities, all participant teachers had curricular subject areas for which they were responsible.

Perceptions of participants with regard to the management of extracurricular programmes in inner-city secondary schools as disclosed during individual and focus group interviews, are now discussed.

## **5.4 DISCUSSION OF THE FINDINGS**

With reference to the various interview schedules (Annexure B, C and D); seven categories emerged from the encoded data collected via interviewing. These categories represent aspects pertaining to the management and provisioning of extracurricular activities in inner-city secondary schools. The seven categories related to the following: the participation in extracurricular activities; benefits for learners in taking part in extracurricular activities; the role of parent involvement in extracurricular participation; financial management of extracurricular activities; networking and interscholastic competitions; challenges faced by the management of extracurricular provisioning; the influence of the inner-city environment on learners' participation in extracurricular activities. In the following paragraphs, these seven categories are discussed.

### **5.4.1 Extracurricular participation**

A first objective of the qualitative investigation was to determine the extent to which extracurricular programmes were offered at the different research sites. From the responses of the participating school principals and as is depicted in table 5.1 it was clear that extracurricular programmes were offered at all five schools. However, the

types of extracurricular activities that learners engaged in varied across schools. All principals agreed that the inner-city environment had a significant influence on the nature of extracurricular programmes offered and on the extent and frequency of provisioning.

As was the case with all five research sites, principal A and E emphasised that the small size of their schools and the limited availability of outdoor extracurricular facilities had determined the specific extracurricular programmes to be provided. Extracurricular programme offerings in schools A and E were mainly indoor sports programmes and cultural activities. At school A sports codes offered indoors were table tennis and chess and the cultural activities pertained to music, dance, drama and debating. At school E, chess and snooker were presented as sports options while music, dance and drama formed part of the cultural activity programme. Teacher participants from both school A and E pointed out that the presentation of music, dance and drama as cultural activities contributed to a gradual increase in the number of learners participating in these activities. The reason for the gradual increase in participation numbers was determined as relating to the fact that cultural activities were carried out on the school premises and it was therefore very easy for learners to join such programmes. Teacher A1 explained as follows: *'Learners have done reasonably well in taking part in music because the choir practices are taking place in the school hall and that partly explains why I have big numbers in the choir'*.

Another reason identified by teacher participants for the positive learner turn up in cultural activities was the schools preference of such programmes which related to a culturally-oriented natural affinity for song and dance. Teacher B2 noted that *'the school encourages learners to participate in music and dance because learners enjoy dancing and singing'*. Teacher B2 also pointed to the entertaining value of singing and dancing which improved learners' quality of school life. In teacher B2's own words: *'The school environment can become a little bit boring if you close the entrance to the school and not allow learners to go on the streets. The choir occupies many and learners can practice on their own'*.

With regard to cultural activities as extracurricular provisioning, an annual event is organized at school E where learners participate in traditional folk dances and songs. For this annual event, learners are required to buy or design their own costumes which depict the cultural demographics of South Africa. Under the supervision of stage managers (teachers and learner leaders) the main hall is turned into a prototype kind of a cultural village where learners arrange to showcase the different cultures of South Africa in terms of habits, food, dresses, language and beliefs and which are accompanied by song and dance. Learners compete in their different grades, namely grade 10 to 12. The grade with the overall best costumes, displays, cultural knowledge and accompanying culturally specific song and dance, wins the competition. Apart from constructive after-school time spending to prepare for the competition, learners are also meaningfully exposed to the reality of a multicultural society. Teacher E2 noted the value of this annual event as follows: *'Learners grow up in city flats, when will they know about different cultures in South Africa, this is their only opportunity'*.

With regard to sports as extracurricular activity at School A, C and E, three possibilities were offered and learners were encouraged to participate in all three. Football, netball and volleyball were the three sports that were provided, the reason being because it was easy for the school principals to acquire sports grounds for these activities. Principal C explained: *'We normally take our learners to Pretoria West to participate in a football tournament with other schools, when invited. Every year we receive an invitation to take learners for such tournaments. We like football and netball because it is easy to secure pitches and teams to compete with for such activities'*. Apart from the availability of sport grounds, principal E pointed to the fact that learners had a natural preference for football rather than rugby and that financial constraints hindered the offering of expensive sports such as cricket. Principal E noted that *'usually learners show more interest in football and netball as compared to rugby and cricket'*. Principal E further pointed out that they *'cannot afford to offer learners with specifically cricket, the sports equipment are expensive and learners show less interest in cricket'*.

School principal B and C explained that the education of learners at their schools was holistically approached with equal emphasis on curricular and extracurricular provisioning so as to provide for the development of the learner as an all-rounder. In this regard principal B said: *'We do not emphasise extracurricular programmes or curricular programmes. Our task is to educate the learners to have a holistically good educational experience'*. Both schools rented the municipal stadium for a full year in order for their learners to take part in extracurricular programmes. Every Wednesday and Friday afternoon learners take part in the sports programmes of their choice using municipal facilities. Sports programmes such as football, netball, softball, volley ball and athletics are offered with class teachers acting as team coaches. The schools have different schedules within their curricular time tables which they follow. The arrangement in that regard is that school C utilises Thursday afternoons and, as reported by Principal B, *'every Wednesday afternoon we (School B) take secondary school learners and on Fridays primary school learners'*. The main reason for making use of the municipal stadium is the fact that *'the grounds are not so far from our school'* (principal B).

What was evident with regard to extracurricular participation was the fact that school principals and teachers of inner-city school environments have a positive attitude towards extracurricular participation of their schools' learners. All participants at the five research sites acknowledged the educational value of extracurricular activities for the learners and they had consensus that extracurricular programmes that are well-managed in terms of time allocation do not impact negatively on the curricular programme at their respective schools. The majority of participant school principals were satisfied with the existing state of extracurricular provisioning at their schools and they noted their schools' special attention to the variety of extracurricular activities.

What was also evident from the empirical investigation was the fact that school principals and teachers of the full-time high schools, i.e. the schools representing grades 0 to 12 were more willing to spend time and money on extracurricular activities than those with half of the school population represented by learners who are re-writing grade 12. Some of the school principals of full-time high schools were willing to arrange for five



hours per week for learners to participate in extracurricular activities within the normal school day. In that regard they developed a well-planned time table that systematically arranged for the incorporation of extracurricular activities within the curricular programme. The study showed that the participant school principals were not physically involved in extracurricular programmes with regard to coaching and/or choir mastering responsibilities. Participant school principals were, however, responsible for the planning and organising of extracurricular resource provisioning. What was clear was that where enough resources could be arranged, school principals were willing to improve the provision of extracurricular programmes at their schools.

#### **5.4.2 Benefits of extracurricular programmes for learners in inner-city secondary schools**

With regard to what schools should do to ensure that learners benefit from extracurricular participation, principal A was of the opinion that major extracurricular programmes such as music should be incorporated into the school curriculum timetable. The reason being that *'learners who are highly gifted can have careers in music'* (Principal A). Although Principal E agreed with this arrangement, he cautioned that the balance between the academic aspect of learning and extracurricular participation should be kept and maintained that academic performance is the school's core business. Principal E explained as follows: *'Few learners excel in sports or music. We should not hide the fact that we are here to firstly educate learners for white collar careers such as teaching'*.

With regard to the physiological value of extracurricular participation, all participants agreed that learners who participate in outdoor sports programmes have a healthy body that contributes to healthy routines and abstention from substance and alcohol abuse. Principal D and E highlighted the value of extracurricular participation as a tool to combat intensive aggression among male learners and unwanted pregnancies among girl learners. Extramural activity was regarded as a constructive strategy to improve the discipline among learners and accordingly enhancing the school's reputation, *'there is*

*education in extracurricular participation, because learners acquire new skills and restrain from acts like fighting, sex and alcohol abuse'* (principal D).

Added to the physiological value of working towards for a healthy body, is the socio-psychological value of a feeling of well-being that results from extracurricular participation and which carries even more weight than the physical virtues of improved health. Principal B pointed out that the health benefits that outdoor sports programmes offer are indirect and additional to the entertainment value of sports participation. With regard to the joy of participation which enhances learners' quality of life, principal B emphasised that *'all learners in my (his) school who take part in netball or football enjoy it'*. According to teachers A2 and B1, learners who participate in extracurricular programmes admit that it is not the teaching they like most about school life, but the extracurricular participation. Learners agree that their good memories of school relate to their participation in music and sports activities which result in the learners becoming truly fond of and attached to their schools. Teacher B1 explained that their school arranged for table tennis in the school hall and that *'male learners enjoy staying after school to play a game or two'* to such an extent that *'we (the teachers) have to chase them to eventually go home'*. All participants agreed that participation in extracurricular activities result in learners becoming permanently attached to their schools as demonstrated by school leavers who regularly return to enquire about the well-being of the present choir or chess team's performance.

Considering the self-worth value of participation in extracurricular activities, teachers B2 and C2 emphasised that learners' creativity and interest cannot be stimulated by reading books only. The provisioning of extracurricular participation possibilities enhances learners' potential to experience school life to the fullest. Extracurricular provisioning broadens the possibilities of self-realisation in that learners who are not good in curricular programmes are recognised through excelling in extracurricular performances. Teacher C2 explained that *"if a learner cannot concentrate in class, that same learner can be useful on the soccer pitch'*. Although not applied at their school, teacher C2

described the ideal scenario and educational value of sports scholarships granted to learners who excel in sports codes.

With regard to the importance of developing learners' creativity in order to become creative problem solvers in a competitive global world, participant teacher D1 pointed out the value of cultural activities such as drama to bring out the creative competencies of learners. Drama classes help learners to gain experiences in expressing themselves clearly, in conversing properly and in imaginatively visualising characteristics and situations in order to develop their own compositions and writing. Teacher D1 confirmed that *'sometimes learners write their own plays'* and although their writing is not of a professional standard, learners gain valuable exposure to the world of writing. Teacher D1 also pointed out the value of learners sitting down and concentrating on writing their own plays as an alleviating strategy to transcend the inner-city environment's hostility and potential damage to the young mind.

Although school principals acknowledge all the physiological and socio-psychological positive experiences that extracurricular programmes have for learners, they also emphasised the pastoral value of extracurricular provisioning in that learners approach their coaches for life guidance and counselling during sports participation. In that regard it is stressed that by participating in extracurricular activities by means of which learners are exposed to focusing on and persevering with the ultimate goal of the game namely to score points for the team, learners gain experience in how to survive on the streets, and how to *'deal with their problems in a better way'* (principal B2). On the same lines, teacher D2 noted that *"sometimes learners have problems and cannot open up in classes or come to the office, but can talk to you (the coach) openly during sport sessions'*. This results in many instances when teachers liaise with parents in a mutual effort to improve learners' well-being. The extracurricular environment also enables teachers to provide instant advice and the possibility of an immediate opportunity for learners to solve their private life problems. Teacher D2 explained as follows: *'Learners were about to fight on the pitch, I pulled them apart, we talked and I found out that they*

*were fighting about a girl. We resolved the problem there and then because it was just a misunderstanding between the two'.*

What is evident from the interviews with participants is that extracurricular opportunities allow learners to pursue activities of interest, to experience enjoyment and satisfaction beyond the curricular aspects of the normal school day. The physical and socio-psychological benefits for learners of extracurricular participation are enhanced by the pastoral value of being able to approach their teachers with their personal life problems and confide in them. All of these add to the total well-being of the learner.

### **5.4.3 Parent involvement in the extracurricular programme**

All the participant school principals emphasised the importance of informing parents about extracurricular activities and arranging for indemnity with regard to learner participation. In that regard and before organising learners' participation in extracurricular options, especially with regard to outdoor sports programmes which involve travelling from the school premises, parents are informed about their children's participation by means of a written memorandum. School principals A, C and E noted that they fully inform parents and require their signed approval for their children's participation in the extracurricular programme of the school. School principal A pointed out, however, that some parents of grade 12 learners prefer their children not to participate in the extracurricular programme of the school. Parents prefer that their grade 12 children prepare for the final school examinations in order to achieve positive results which serve as a gateway to good labour market propositions or bursaries for further studies.

Principal B and D stressed the importance of involving parents financially in the planning of extracurricular activities; some parents may experience financial constraints regarding payment for their children's transport. Participant teachers stress however that the primary contributions of parents to the extracurricular programme of the school is parents' motivation and encouragement of their children to participate in extracurricular

programmes. In that regard principal A and E pointed out that highly motivated parents are not necessarily able to provide useful advice on what choice their children should make with regard to extracurricular offerings. The value of their contributions to the extracurricular programme resides in the fact that supportive parents allow their children to participate in the extracurricular programmes of the children's own choice and then support and encourage their children's choices. Due to the pivotal role parents play in extracurricular activities, principal C emphasised the importance of understanding parents' attitudes towards extracurricular activities in inner-city environments and parents' expectations of the provisioning of extracurricular activities to their children.

With regard to parents' attitudes towards the organising of extracurricular provisioning, school principal B and C noted that parents were on the whole satisfied with the way extracurricular activities were organised at their children's schools. According to principal C *'parents were satisfied that their children have a choice of sufficient activities to choose from'*. All five participating school principals confirmed that parents are satisfied with the number and variety of extracurricular activities offered at the selective research sites. School principals were further content that the number and variety of extracurricular programmes at their schools were appropriate considering the schools' locality within the inner-city environment.

#### **5.4.4 Financial management of extracurricular programmes**

Referring to parents' sentiments regarding the additional sponsoring of extracurricular activities, principal A and E pointed out that many parents are hesitant to pay extra amounts of money for their children's extracurricular activities. Principal B emphasised however that all parents want their children to take part in extracurricular programmes. For that reason he said, *'requesting parents to pay for extra costs to enable their children to participate in sports is not easy'* (principal A). Many parents are of the opinion that the annual school fees *'automatically includes every school activity, whether curricular or extracurricular'* (principal E). To arrange for a workable arrangement principal B anticipated cooperative parents to pay a subsidised extracurricular fee which

*'will work for the school'* in that such a subsidised fee *'can be combined with the money from fundraising efforts'* so as to provide for viable extracurricular possibilities.

Financial arrangements with regard to extracurricular provisioning at schools B and C seem not to be a constraint in that the schools are affiliated to a private independent schools association by means of which schools B and C share a combined annual budget for extracurricular participation. School B and C receive an equal amount of money for extracurricular purposes. In that regard principal C stated that *'to be fair our (their) school does not have much of a problem when it comes to collecting money for extracurricular programmes, the organisation helps out at the beginning of the year. They (the independent schools association) collect money and we (school B and C) rent the municipal grounds for a full year'*. One sports tournament is organised each year whereby each school is represented by participants for all sporting items that were agreed upon by the two schools. Financial costs for this event are taken care of by the independent school association and no additional costs are requested from parents.

Evidence from the empirical investigation shows that school principals are receptive of the positive values of extracurricular activities and are willing to contribute financially as much as possible towards maintaining extracurricular programmes in their schools. What was observable, however, is school principals' hesitance to employ designated qualified staff for extracurricular activities. The schools' extracurricular programmes were without exception run by teachers who were inexperienced on that terrain and who were already overloaded with curricular responsibilities. One reason for the hesitation to employ designated qualified staff for the extracurricular programme related to the fact that schools' core business is firstly and foremost teaching and learning efforts focused on the curricular programme to ensure acceptable academic results. For that reason all the skills and energy required to reach teaching and learning goals should firstly be attended to before focusing on the extracurricular programme. Where financial constraints in terms of providing sufficient resources across the broad spectrum of resource provisioning are at stake, the extracurricular programme becomes neglected so as to ensure optimal provisioning with regard to curricular activities. This is however

interpreted as being short-sighted considering the importance of holistically focusing on the total well-being of the learner to ensure the development of a well-rounded human.

Evidence from the interviews with participant teachers revealed that in order to improve on extracurricular programmes in inner-city secondary schools, measures should be taken to tap the financial support which parents and companies are willing to provide. With extra funding, inner-city secondary schools could hire professional experts to manage extracurricular programmes. This would not only upgrade the quality of the extracurricular programmes but more importantly, release teachers so that they can focus dedicatedly on their curricular duties. With more financial support, inner-city secondary schools should be able to extend the range of extracurricular activities. Participant teachers pointed out that the school principal as the executive manager of the school's extracurricular programme should become more involved in extracurricular provisioning and implementation on grass root level. This should result in school principals gradually becoming more alert to and convinced of the purpose and value of extracurricular provisioning in inner-city secondary schools which may lead to inspired managerial efforts to ascertain more generous contributions. Teacher participants had consensus about the availability of national and international sponsors for improved extracurricular provisioning in inner-city secondary schools. However, at present, proper channels and the energy to arrange for the tapping of such resources seem to be lacking.

#### **5.4.5 Extracurricular sponsorship in inner-city secondary schools**

School C is the only school in the empirical investigation that has an extracurricular programme which is sponsored by an external sponsor. Regarding educational value, beauty contests do not form part of the normal extracurricular programme of a school. Principal C reported, however, that school C has an annual beauty contest which is well-organised and sponsored and which focuses on developing employable skills in male and female learners with regard to fashion designing. The teacher in charge of extracurricular programmes is a fashion design enthusiast who, with the help of external

support, provides classes to learners in costume design and modelling techniques. In many instances casting agencies that attend the school's annual beauty contest provide promising learners with six months after school modelling and fashion designing contracts. Such arrangements have resulted in learners that are interested in a possible career in the textile industry, being exposed to the possibility of gaining relevant competencies. In this regard teacher C1 reported that *'many companies and businesses are willing to donate money for fashion designing skills development'* so as to contribute to the development of a potential pool of future designers.

Apart from the external sponsorship of school C and the private independent schools association that are responsible for the funding of extracurricular activities at school B and C, school A, D and E had to rely on parents for additional funds. This is especially relevant with regard to the sponsoring of outdoor sports that are practised at premises other than the schools' own sports grounds. The practising and arranging of competitions for cultural extracurricular activities such as music, drama and dance were contingent on the availability of designated school funds. In that regard teacher A1 reported that their school does not have *'a proper schedule for music, drama and dance competitions'* and that their schedule for practicing those activities *'depends on the provision of funds from management'*. Teacher A1 drew attention to the learners' receptiveness for participation in music, drama and dance activities and competitions by pointing out their motivation and preparedness to instantly start arranging such events. In teacher A1's own words: *'Even now I can start preparing learners for the competition if the principal says to me that the prizes are ready and the judges have been paid'*.

What was apparent from interview discussions on extracurricular sponsorship is the fact that there is a large pool of external resources to be tapped to develop extracurricular activities in inner-city secondary schools. Evidence from the empirical investigation revealed that some inner-city secondary schools have engaged parents and company executives successfully to act as judges in inter-class and inter-school competitions so as to acquire extended financial support for extracurricular participation. Organizations like the private independent school association adopted in school B and C proved to be



positive in arranging for increased learner participation extended over a broader scope of extracurricular provisioning. It seems that private independent school associations could contribute successfully to a brighter future for learner participation in extracurricular programmes at inner-city secondary schools.

#### **5.4.6 Interschool competitions**

With regard to the sports component of schools' extracurricular programme and as was explained in par 5.4.4, the extracurricular sports programmes of school B and C are sponsored by a private independent schools association. In that regard and in terms of competitive sports events, school B and C compete in annual sports events against other inner-city secondary schools that belongs to the same independent schools association. Accordingly the schools gather at the municipal sports grounds to compete in soccer, netball, volleyball, athletics and softball tournaments. Principal B pointed out that such an arrangement is *'an easy way of allocating funds to the extracurricular programmes because each school has to contribute financially to the competitions'* which were comprehensively organised and financed by the steering committee of the independent schools association. Principal C noted the advantage of available teams to compete against and the excellence with which participation is arranged. Each school could bring as many teams in one sporting item as possible depending on the availability of competitors in the required age groups.

Sport events competitors for school D consisted of different Further Education and Training colleges (FET) within the inner-city of Pretoria that participated in football, volleyball and netball competitions at the Pretoria West sports grounds situated at Laudium. Principal E confirmed that school E forms part of the arrangement with inner-city FET colleges to partake in sporting events organised at the sports grounds at Laudium. Teacher D2 pointed out that their school tries to secure sports grounds for their school's learners to participate in sports, but that such efforts seemed to be a challenge in that *'all municipal stadiums are always booked until the following year'*. For that reason and with consideration of the expression of doing what one can with what

one has where one is, school D focuses mostly on indoor sports such as table tennis and cultural activities such as music, dance, drama and debating.

With regard to the cultural component of the extracurricular programme, teacher C1 explained that learners at school C compete internally on the school premise for prizes in debating, music, dance and drama. This seemed to be the status quo with regard to all five research sites. For internal cultural competitions at school B, learners are divided in competition colours that are arranged on the basis of grouping learners according to the first letters of their surnames. At school A and E competitions in the cultural component of the extracurricular programme are planned and organised according to learner grades, while at school C learners compete according to class streams, i.e. grade 12A against grade 11B. Such internal arrangements allows the schools in the study to offer competitive cultural activities without any complications pertaining to venues and financial resources. Class teachers are in charge of their classes and are responsible for the training of the learners in their classes so as to prepare them for the in-house competitions.

Considering the cultural diversity of learner composition in inner-city secondary schools, principal D pointed out the fact that *'the inner-city is filled with a lot of people from different backgrounds ... no cultural unit or language is dominant'*. For that reason, and as part of the cultural extracurricular programme, learners at school D participate in traditional folk dance and folk song competitions. Apart from the traditional song and dance activities, learners are required to conduct research on the particularities in terms of habits, food and beliefs of the different cultural units that they present in the competition. A panel of judges that are representative of the different cultural villages situated around Pretoria is appointed by the school to evaluate learners' efforts. This competition that is annually organised has a goal of exposing learners to the cultural diversity of South Africa because *'learners seem to lose touch of the real roots and backgrounds of their ancestors'* (principal D).

School principal participants agreed that the extracurricular activities should never be scheduled to be in conflict with any curricular activity. For that reason all extracurricular competitions first have to be officially approved by the school principals and care is taken to ensure that the extracurricular programmes only proceeded after the end of the normal school day which normally ends at 2 pm. Extracurricular competitions are mainly organised to take place on Friday afternoons or Saturday mornings when no curricular activities are formally offered.

What became clear from the empirical investigation was the pivotal role that school principals fulfil in managing the planning and organization of extracurricular activities in inner-city secondary schools. It was evident that if school principals are motivated and transparent with regard to what schools can afford to offer to learners in inner-city environments, parents and the private sector have a better understanding of how they can assist in the provisioning of extracurricular activities to the benefit of learners. What became pertinently clear was the support from the private sector to assist with financial resources, and human resources to a lesser extent, to expose learners to extracurricular experiences so as to prepare them for the world of work.

School principals' passion for the extracurricular programme's benefits to learners may increase parents and companies willingness to contribute time and money to what they perceive as meaningful activities for learners. School principal participants reflected that they are fully aware of the importance of the extracurricular programme at their school and that, with sufficient resources; they would manage the optimal participation of learners in extracurricular programmes. However, it was pointed out by participant teachers that school principals do not always understand the exact nature of the environment in which their schools are situated. This nature pertains to inadequate outdoor extracurricular facilities and crime infested streets which hinder inner-city principals to organise a variety of extracurricular programmes. The participant school principals who are sensitised to the nature of the inner-city environment emphasised the importance of the safety of learners who take part in extracurricular activities offered outside the school premises. However, safety measures considered within the context of

extreme violent crime incidences occurring in the external environments of South African schools complicate extracurricular participation arrangements.

#### **5.4.7 Extracurricular challenges in inner-city secondary schools**

Due to financial constraints, extracurricular programmes that were provided on a regular basis at the five research sites are limited to chess, table tennis, debating, music and dance. These programmes have become an integral part of all learners' school life at the five schools under study. The lack of sufficient financial resources results in an emphasis put largely on academic performance to the detriment of extracurricular development. Principal D pointed out that at their school they would have preferred their learners to participate in a wide range of extracurricular activities in addition to optimal curricular provisioning, but that their extracurricular possibilities are contingent on sufficient financial resources. In school principal D's own words: *'Our hands are tied, we are an independent school without any subsidy from the Department of Education, we have to use the resources we collect from learners' fees wisely because we deal with the first goal of paying teachers and buying text books to achieve a desired pass rate in the matric examinations'*. Participant school principals agreed that the funding available for competitive participation in extracurricular programmes is limited in that there are many hidden costs which all add up to large amounts to be paid for *'learners food and transport to sports grounds and for buying prizes for the winners'* (Principal A). In that regard school principal D emphasised that *'you cannot burden parents every time you have a sports gala by requesting for additional money'*.

With regard to the physical availability of facilities for outdoor sports in the inner-city environment, participants agreed that possibilities are limited. The municipal facilities that school A, C and E use for their sports programmes are very old and over-booked. Principal A explained: *'We have to book and pay for the stadium in advance because there are so many schools and companies that use the same facility'*. Added to the constraints of timely bookings was the fact that the available facilities were not well-maintained. Participants pointed out that inner-city sports and recreation facilities have

been neglected over the years. Principal D expressed a concern about the extensive long-term maintenance and upgrading needs required for the municipal stadium to meet the common principle of being welcoming to all, with access to the disabled.

Considering the availability of human resources for the extracurricular programme, it was pointed out in par 5.4.4 that none of the five schools had any human resources specifically employed to be in charge of extracurricular programmes. Subject teachers are required to organise and present extracurricular offerings. At school E participant teacher E1, the English teacher, is responsible for the organising and implementation of debating, music and drama. These responsibilities were added to her curricular job description. Principal C emphasised however that all teachers are expected to participate in the coaching and facilitating of extracurricular activities as it is part of their job description as educators. Principal B concurred with this view with the following statement: *'I do not have anybody specifically employed to run sports or music programmes except for the school band where we employ a part time instructor. All teachers are involved on Wednesdays if we go to the municipal grounds for sports practice'*. The only time that additional human resources are used for extracurricular purposes is when high-profile people like famous TV stars or company executives are approached to act as judges of interclass debates and music competitions. This commonly occurs at school B and E and teacher B2 pointed out that in many instances selected judges *'end up donating money or equipments towards extracurricular participation in the school'*.

The added extracurricular responsibilities result in excessive workloads for teachers. Participant teacher A1 complained as follows: *'The workload is too heavy, especially the portfolio work, I cannot take learners to pitches as required from a good coach'*. Teacher E1 also complained about being completely overloaded because she teaches English first and second language to the grade 12s and is in charge of the debating club at school E. Her response to an excessive workload was as follows: *'What can I say, I am also in charge of the debating club, I cannot be effective at both tasks'*.

Linked to limited extracurricular provisioning is the prevalence of high levels of learner absenteeism on account of boredom with the school environment. At School A, C and E high levels of learner absenteeism is reported that is directly associated with learners' boredom with the school curriculum. From the focus group interviews with teachers it became clear that some learners skipped classes because of boredom that is related to inactivity experienced at school. Principal B confessed that school is '*boring*' for learners due to a lack of sufficient extracurricular provisioning. Although concurring with the fact that learners stay away from school due to a lack of excitement, teacher C2 pointed to the demand for academic excellence which demands sufficient time spent on the curricular programme to the detriment of extracurricular activities. Teacher C2 explained as follows: *We need to improve our pass rate, that is why we keep learners in classes most of the time. Sports would have kept learners around, but the congested school curriculum does not allow us to put an emphasis on sports, even if it is time for sports we end up focusing on school work*'.

Linked to learner absenteeism is the high rate of learner turnover experienced at school C and E. Both principals C and E pointed out the difficulty of sustaining consistency and extracurricular standards in an environment characterised by high learner turnover. Both principals acknowledged that it is not pedagogically sound to turn learners away in pursuit of sports victory on account of a competitive spirit. In addition principal C also mentions the fact that learner numbers are determinant to the financial survival of the school. As independent private schools that have to function without government support, the schools under investigation attempt to retain learners by means of offering exciting extracurricular programmes such as music, song, dance and football. In this regard principal E emphasises: *'we try our best to make learners stay in school... sports, music and we even bring in professional entertainment groups to try and prevent learners from dropping out*'.

Seeing that school A and D are partly grade 12 re-write centres where learners are enrolled for six months to upgrade their grade 12 symbols or repeat grade 12, such learners have little or no extracurricular interest. Teacher A2 confirmed that the majority

of learners in school A are not interested in extracurricular participation because they are enrolled at school A with the designated goal of passing their grade 12. Teacher A2 explained as follows: *'The learners we have in the school are not interested in sports. They are here for six months and have attended secondary school in the townships where they failed their matric; they are here to have a second go at passing their matric. You cannot tell such learners to come and join a soccer team. They have shown that their primary interest is passing grade 12'*.

With regard to sponsorship from the corporate world, school principal C noted that although readily available, it remains a challenge in terms of time constraints to arrange for such sponsorships. Teacher C1 concurred that if she were assigned to extracurricular programmes only, the arranging of readily available sponsorships would not have been a problem, but due to the multiplicity of her job description *'going from place to place getting donations and sponsors is a problem because of time constraints'*. Teacher C1 further reported that although *'many companies and businesses are willing to donate money or time to charity'*, they readily express their views of not really being attuned to philanthropic goals. In fact, *'they feel that schools are not part of their social obligation'* (teacher C) which complicates the effort to approach companies.

A final major challenge with regard to extracurricular provision in inner-city secondary schools pertains to the demands of the curriculum which should take precedence over any other school goals and activities. Principal E emphasised the urgency and intensity of the curriculum that overruns any extracurricular programme. It was pointed out that the curricular time table indicated provisions for extracurricular activities. However, the school principal as the person accountable for the day-to-day smooth running of the school to ensure the realising of organisational goals in terms of teaching and learning is forced to postpone the extracurricular activities in order to first take care of curricular activities. School principal E pointed out that in many instances such postponement of extracurricular activities was indefinite due to *'the intensity of the school curriculum which does not allow us (school E) to concentrate on sports programmes'*. Extracurricular arrangements are also hindered by the Department of Education's over-

emphasis of the completion of learners' portfolios. In that regard school principal E pointed out that their school was visited by *'a moderator almost every month who checks learners' portfolios whether they are in order and that is why I (school principal E) am not much into sports or music, I have to look at portfolio tasks every time and they are many'*.

It was clear from the empirical investigation that the limited availability of sports grounds which are increasingly becoming dilapidated is a major hampering factor for proper extracurricular practice in inner-city secondary schools. It was further clear that the precedence of the curriculum over extracurricular activities inhibits the proper functioning of the latter in terms of consistent implementation. What was also evident was the hampering effect of restrained financial and human resources on the proper provisioning of a broad spectrum of extracurricular possibilities. This resulted in notable learner absenteeism due to the lack of an exciting school day in which functional extracurricular activities would have made an educationally sound difference.

#### **5.4.8 Effects of the inner-city environment on learners' participation in extracurricular programmes**

With regard to the influence of the inner-city environment on extracurricular participation and activities, all five participant school principals agreed that their schools are struggling with problems that are directly related to the inner-city environment. School principal D reported as follows: *'We are not free from problems that come from the streets. Sometimes our learners mix with street dwellers when we are going out for sports'*. Participant teacher E2 concurred as follows: *'We have problems of learner aggression during sports practices and tournaments, at one time a learner pulled out a hand knife, when asked, he said, 'I bought it from the street''*. What is interesting and what portrays the value of extracurricular participation in terms of self-discipline is the fact that learners who participate in sports are not the ones who portray aggressive behaviour. The learners who are guilty of misbehaving are the ones who support their teams and then display aggressive tendencies during and after sports matches. Teacher



E2 explained as follows: *'What is funny is that the footballers are very disciplined, but the non participants! That is where the problem lies'*.

According to policy documents of the Department of Education on extracurricular matters at schools, each school should have a structured extracurricular programme for recreational and sport education (DoE, 2010:15). Relevant sports activities that promote holistic development, recreation and mass participation must be identified, prioritised and implemented. Learners must be encouraged and accommodated to participate in these activities on an on-going basis. All five research sites have a slot for the provisioning of the sports component of extracurricular participation on their school's time table. The implementation of such a programme is however a problem with regard to all five schools. In answer to the question on sports activities as depicted on the school time table as taking place every Wednesday, participant Teacher D2 mentioned the discrepancy between policy formulation on macro management level and practical implementation on micro management level. Teacher D2 explained as follows: *'Sports is just on the time table because it is a Department of Education requirement, we could not secure a sports ground to take learners for sports. There is no stadium in this building; it's in the middle of the city'*. As compensation learners are sometimes given chess boards to participate in chess. This however is futile in that *'very few learners know how to play the game'* (Teacher D2) which is accompanied by a lack of teacher resources in terms of competence and time to coach the game of chess. With regard to the status quo at school B, participant teacher B2 pointed out that during the sports periods as reflected on the school's time table, learners socialise in the hall. This gives teachers time to attend to administrative tasks such as assessing learners' portfolios.

Besides not utilising opportunities on the schools' time table for extracurricular activities, which is in conflict with sound pedagogical practices, these activities are further hampered by negative factors prevailing in the inner-city external environment when extracurricular activities do indeed realise. In this regard participant teachers A1 and C2 pointed out the detrimental effect of the possibility of alcohol abuse during extracurricular activities carried out outside the school's premises. Teachers C2

emphasised that *'learners sneak away and purchase alcoholic beverages from the many taverns around the inner-city when taken out of the school premises to participate in sports'*. Due to their coaching responsibilities at the out-of-school sports venues, teachers are not always in a position to confiscate alcoholic beverages. This results in many instances of learners being under the influence of alcohol at the time of departure from the sports grounds after extracurricular practice. Teacher A1 explained this situation as follows: *'Learners think that when we go for sports for example in Laudium that is their chance to get drunk because we do not allow any alcohol in the school premises'*. This forces principals to contact parents about their children's behaviour. In many instances it also results in learners suspension from school for a certain period of time which in turn impacts negatively on those learners' scholastic performances.

The inner-city environment is a possible detrimental factor in extracurricular provisioning, but not as much as internal factors are: the lack of physical, financial and human resources at inner-city secondary schools is a greater hindrance to the provisioning of extracurricular possibilities in terms of scope and extent.

## **5.5 CONCLUSION**

The findings of the empirical investigation revealed the close relationship between extracurricular provisioning and the inner-city environment in terms of availability of resources common to inner-city school environments. Outcomes of the study show that limited extracurricular programmes are offered due to limited internal resources characteristic of a school in an inner-city environment. It is clear that all the schools that form part of the study would have preferred to offer learners extensive extracurricular possibilities if they had the internal resources available for that.

Participants were congruent on the educational value of extracurricular provisioning and participation in terms of improving learners' well-being and developing all-rounded future citizens. Participants were also in agreement on the benefits of a well structured extracurricular programme for school discipline. Against the background of limited

resources across the broad spectrum of resource provision typical of inner-city environments, participants agreed on the philosophy of optimally doing what one can with what one has where one is.

Based on the value of extracurricular participation and the willingness of the extended community to contribute to realisation efforts, it was determined as important that inner-city school principals involve all stakeholders to improve the status of extracurricular provisioning at their schools. Stakeholders include parents, private companies in the school's external environment and the local government. With regard to the local government it was revealed that the Tshwane municipality should be considered as mutually responsible for well-sustained sports facilities for extracurricular participation. Such facilities should be systematically booked in advance and clearly reflected on each school's annual calendar.

Chapter six as the final chapter will focus on a summary and integration of findings from the literature study and the empirical investigation. This will be followed by conclusions emanating from an interpretation of the integrated literature and empirical investigation findings. These conclusions will serve as answer to the formulated research question. Finally, recommendations will be made regarding the provisioning and management of extracurricular programmes in inner-city secondary schools.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

#### **6.1 INTRODUCTION**

In general, inner-city secondary schools are challenged by negative factors such as violence and crime in the external environment, inadequately qualified teachers and a low school attendance pattern amongst learners (par, 2.1). All of these factors result in lower levels of learner academic achievement. Schools in the city centre are also challenged by limited possibilities with regard to extracurricular provisioning due to financial constraints and the inadequacy of available physical infrastructure for extracurricular activities (par, 1.2.2; Forsyth & Tallerico, 1999:18). Added to these constraints to optimally engage in extracurricular provisioning is the demand to ensure that sufficient time is spent on the curricular programme. This pertains especially to the schools that serve as grade 12 re-write centres (Par 5.4.7). All of these elements jeopardise the provisioning of extracurricular programmes with major challenges for inner-city secondary school principals to develop, sustain and improve extracurricular provisioning at their schools.

The challenges for school principals of inner-city secondary schools to provide viable extracurricular activities for their learners relate to the importance of developing the child holistically. Borman and Spring (1995:110) emphasise that if learners do not receive proper extracurricular provisioning at school, their development as full-rounded adults is jeopardised. A holistic development of body and mind through participation in both the curricular and extracurricular programme is vital for eventual adult achievement. With this in mind, the challenge of providing extracurricular activities to learners in inner-city secondary schools are exacerbated by additional factors in the external environment such as noise pollution from sirens and street constructions. Additional internal factors hampering proper extracurricular participation pertains to the low expectations that teachers have with regard to learners' participation and achievements in an extracurricular programme that is limited by physical infrastructure constraints (Par 2.1).

Although aware of all these constraints, school principals of inner-city secondary schools recognise and acknowledge the importance of extracurricular provisioning and are constantly pursuing possible programmes. These they pursue with as motivating factor the philosophy of doing what they can with what they have where they are.

This final chapter focuses on the results of the investigation on the provision and management of extracurricular programmes in inner-city secondary schools. The summary, conclusions and recommendations are based on an integrated interpretation of the literature study findings and findings from the empirical investigation. In that regard the scope of extracurricular provisioning to learners in inner-city secondary schools is addressed.

## **6.2 SUMMARY**

The summary and conclusions are guided by the research questions set out in paragraph 1.4 and repeated in paragraph 4.1 which are:

- What is the value of extracurricular programmes in inner-city secondary schools?
- What are the main challenges facing school principals of inner-city secondary schools to manage the provisioning of extracurricular programmes?
- How can school principals manage extracurricular programmes in inner-city secondary schools effectively?

The following aspects that aided the answering of the research questions emerged during the course of the study.

### **6.2.1 Learner participation in extracurricular programmes in inner-city secondary schools**

The under-achievement and lack of participation of learners in extracurricular programmes in inner-city secondary schools continue to be a persistent topic in the literature on school management (Smit & Hennessy, 2001:32). The aim with this study was to investigate the strategies followed by school principals of inner-city secondary schools to provide learners with meaningful extracurricular programmes that suit the inner-city environment. This was done by determining the values participant principals and teachers attached to extracurricular participation in their schools. The data were collected by means of individual and focus-group interviews with five school principals and ten teachers of inner-city secondary schools in the Pretoria city centre.

The benefits for learners who participate in extracurricular programmes in inner-city secondary schools justify the need for school principals to provide well-organised and coordinated extracurricular programmes to all learners in their care (par 2.5). A major view with regard to the nature of these extracurricular provisioning relates to the limits and inefficiency of extracurricular out-doors facilities which naturally determine that cultural extracurricular activities are more convenient to provide (par 5.4.1). A strong feeling persists, however, that extracurricular programmes should be pursued for implementation if at all possible. In that regard participants acknowledge the importance of developing their schools' learners holistically by means of both the curricular and extracurricular programme to ensure an all-rounded product (par 5.4.1). With regard to the views of participant school principals and teachers on the provisioning of extracurricular possibilities, some major trends are evident. These trends pertain to the benefits of extracurricular participation; the organisation of extracurricular provision; the challenges involved in implementing the extracurricular programmes; the involvement of learners in extracurricular activities; the external environment of the inner-city secondary school as a factor for consideration in extracurricular provisioning (par 5.4.1).

Benefits of extracurricular participation pertain to learners feeling a positive connectedness with the school (par 2.4). Learners who participate in extracurricular programmes are willing to stay in school for longer hours and they have a high sense of dedication and perseverance with regard to their curricular responsibilities. Learners who participate in extracurricular activities are much better equipped in controlling their emotions and practicing general self-discipline than those who do not take part in any extracurricular programme (par 5.4.2). Due to a general lack of out-door extracurricular facilities, many learners opt for in-door extracurricular programmes like table tennis and chess to occupy their free time in school (par 5.4.1). Apart from the entertainment value and the benefit of physical fitness for the mind and body, extracurricular participation prevents drug and alcohol abuse as well as abnormal aggression attacks. Further benefits associated with extracurricular participation relate to the possibilities of eventual career options for learners and the practising of skills of self-expression (par 5.4.2). In this regard cultural activities like music, dance and drama were pointed out as activities that develop skills of self-expression.

To ensure optimal exposure to extracurricular programmes, participants feel that some extracurricular programmes such as musical activities should be introduced as a learning area to become part of the curricular programme within the normal school day (par 5.4.2). The importance of parents' financial contributions to the extracurricular programme especially with regard to out-door sports programmes away from the school premises is important (par 5.4.4).

Although extracurricular provisioning benefits all parties, concerns were raised about the negative side of extracurricular events in terms of non-participant learners misbehaving. Apart from portraying a bad image of the school, such incidents put unnecessary pressure on the teachers in charge. It further results in suspensions which in turn are detrimental to the suspended learner's scholastic development. The value of involving parents with supervision responsibilities at extracurricular events results in a significant reduction of learner misbehaviour during sports occasions (par 5.4.2).

### **6.2.2 Planning and implementation of extracurricular programmes in inner-city secondary schools**

The school principal's competency in facilitating the planning, organising, leading and controlling of extracurricular activities in the school improve the quality of provisioning (par 3.2). Planning and implementation of a proper extracurricular programme in inner-city secondary schools involve all the stakeholders, which pertain to parents, teachers, learners and the wider community. With regard to the wider community, schools anticipate the financial support of the business community. However, apart from a beauty contest event in one school with possibilities of exposure to potential designer-related future careers and which was externally sponsored, no major extracurricular programme was financially supported by the business community (par 5.4.4). Involving parents was therefore crucially important, not only with regard to fundraising efforts, but also to ensure that out-door sports activities practised outside the school premises are done so with parental consent (par 5.4.3). Regardless of financial constraints, the value and importance of interscholastic competitions to encourage non-participating learners to take part in the extracurricular programme is a factor to be considered as bearing meaningful fruit (par 5.4.3).

Aspects that are considered as crucial in the planning and implementation of extracurricular programmes in inner-city secondary schools related, apart from financial resources, to the time factor, the inner-city environment and the challenge for sponsorships. With regard to financial resources, the contributions from parents are vital and are vigorously encouraged so as to ensure that a viable extracurricular programme is offered to include as many learners as possible (par 3.3.3). Provisioning of extracurricular programmes in inner-city secondary schools was however hampered by limited funds as it was mainly sponsored by parents and the schools' own fundraising initiatives.

Related to financial constraints is the hampering effect of limited physical infrastructure. Learner participation in out-door sports activities is held back because of a lack of sports



grounds on the school's premises and problems in securing proper outside sports grounds for learners. Most municipal sports grounds around the city are pre-booked by business organisations and bookings are based on fully pre-paid arrangements. This makes it difficult for inner-city secondary schools to compete with business organisations for the utilising of such venues for their learners' extracurricular activities (par 5.4.7).

Time management is an important factor in the implementation of the extracurricular programme (par 3.3.1). In general all schools should have set principles, practices, tools, and systems working together to help school principals, teachers and learners get more value out of the time they spend in schools to improve the quality of both curricular and extracurricular outcomes (Buck, *et al.*, 2007: 304). Although the time allocated to the curriculum in inner-city secondary schools are significant, especially with regard to inner-city secondary schools catering for grade 12 rewrites, the time allocated for extracurricular programmes should not be jeopardised. Diverting the time for extracurricular practice to curricular concerns should be avoided due to the importance of developing the child holistically (par 3.3.1). In that regard school principals of inner-city secondary schools are challenged to organise curricular and extracurricular programmes in such a way that equilibrium is reached with regard to a balanced exposure to both programmes (par 3.3.1).

With regard to the inner-city environment, inner-city secondary schools face a variety of extracurricular provisioning and performance hindrances that stem from the external environment (par 1.2.1). These hindrances relate mainly to violence among learners during sports events on premises outside the school grounds. The poor attendance of learners of these activities is a further problem that escalates in low achievements for inner-city secondary schools in interschool competitions. Linked to financial constraints typically experienced by inhabitants of inner-city environments, the insufficiency of financial support from the national Department of Education adds to the challenge of providing viable extracurricular offerings to learners of inner-city secondary schools (Helfgot, 2005:42; par 3.4).

Focusing on viable extracurricular provisioning to improve the internal inner-city school environment enhances learners' positive experience of school. A variety of strategies therefore need to be considered by inner-city secondary school principals to help learners experience the school day as meaningful and enjoyable. The proper management of the extracurricular programme and extracurricular environment in such a way so as to allow for learners to choose from a possible 'menu' of offerings enhances learner satisfaction with the school day. It further reduces the risk of possible burnout among learners that are over-enthusiastic about extracurricular participation (par 3.3.2). Although findings from the literature review suggest that negative aspects such as social decay experienced in the external environment had a major effect on the efficiency with which extracurricular activities are provided in inner-city secondary schools (par 1.2.2), this is contradicted by findings from the empirical investigation. As is evident from the empirical investigation, the limited availability of facilities for learners to participate in extracurricular programmes had a much more detrimental effect on proper extracurricular programme provisioning in inner-city secondary schools (par 5.4.7) than social decay.

Owing to the fact that many parents, teachers and school principals regard extracurricular activities as secondary to the primary objective of curricular successes, sponsorships of extracurricular provisioning is a lifebuoy to schools (par 3.3.3). An added challenge relates to the expectations that national policy makers, community members and parents have of extracurricular provisioning in inner-city environments. In this regard no distinction is made between the surroundings of inner-city secondary schools and suburban schools. For school principals of inner-city secondary schools this represents a major challenge to answer to these unrealistic expectations (par 3.4).

### **6.2.3 Problems associated with the provisioning of extracurricular programmes in inner-city secondary schools**

The social, psychological, and cognitive benefits of participation in extracurricular activities are well-established. Participation in extracurricular programmes is a major way in which inner-city secondary schools can exert a positive influence on the learners' school life. The planning and implementation of extracurricular activities in inner-city environments are however accompanied by many challenges (par 5.4.7).

A major problem pertains to the lack of sufficient funding for extracurricular provisioning. Due to the fact that in general inner-city secondary schools are funded inadequately, the extracurricular programme is the first to be cut as it is regarded as secondary to the curricular programme (par 5.4.4). Financial constraints encountered with extracurricular provisioning result in limited provisioning for interested learners. The effect is that eager learners who want to partake in extracurricular activities such as sports are denied the opportunity and sent home after school to be exposed to the negative influences of the inner-city environment (par 2.5).

The nature of inner-city secondary schools that serve as grade 12 re-write centres and the lack of out-door extracurricular facilities dictate what type of extracurricular activities are offered. In general most inner-city secondary schools offer cultural activities due to the fact that no additional physical infrastructure other than the school hall is required (par 5.4.7). With regard to schools that also serve as grade 12 re-write centres extracurricular provisioning is in general limited in that learners prefer to focus exclusively on achieving academic success (par 5.4.7).

With regard to inner-city principals' provisioning of extracurricular programmes, factors such as crime, violence and lack of outdoor extracurricular facilities have a big impact on the type of extracurricular programmes provided by inner-city secondary schools (par 2.2). These factors prompt the inner-city school principals to a) provide extracurricular

programmes so that they can keep learners occupied when not in classes, b) prescribe cultural activities because no space provisioning is required and c) keep learners occupied when not in classes.

### **6.3 CONCLUSION**

The conclusions to be drawn from the study are as follows;

- Inadequate physical infra-structure prevents inner-city secondary schools to provide a meaningful out-door extracurricular programme that includes sufficient sports activities (par 5.4.7).
- Insufficient financial inputs from parents and the general business community forces inner-city secondary schools to focus on cultural extracurricular programmes with less financial demands such as chess, music, dance and drama (par 3.4 & 5.4.4).
- Over-emphasising of the curricular programme to ensure successful pass rates for grade 12 learners has resulted in the neglect of the extracurricular programme. This has led to a neglect of providing meaningful extracurricular opportunities to learners with significant potential for different kinds of sport (par 3.4 & 5.4.7).
- Crime and violence in the external environment of inner-city secondary schools necessitates the provision of meaningful extracurricular opportunities to keep learners occupied after school (par 3.4).
- A lack of designated personnel for the extracurricular programme of inner-city secondary schools results in overloaded working conditions and too many responsibilities for teachers. Apart from taking responsibility for the curricular

programme, teachers have to organise and offer extracurricular activities for which they are not qualified (par 3.4 & 5.4.7).

- Some schools in the inner-city, such as grade 12 re-write centres, do not encourage grade 12 learners to participate in the extracurricular programme. The emphasis is on covering the grade 12 syllabi in order to obtain the grade 12 certificate. Considering that a healthy body houses a healthy mind, balanced extracurricular participation could have contributed to successes with the final grade 12 examination (par 5.4.1).
- Inner-city secondary schools realise the value of meaningful extracurricular programmes to make the school day interesting and exciting and therefore counteract learner absenteeism (par 1.2.1 & 5.4.1).
- The extracurricular programme is as important as the curricular programme to ensure that learners are provided for in a holistic way so as to develop into all-rounder adults (par 2.3.1).

## **6.4 RECOMMENDATIONS**

Although findings and conclusions drawn cannot be generalised due to the qualitative nature of the study which had as main aim a deeper understanding of the provisioning and management of the extracurricular programme in inner-city secondary schools, several recommendations are offered. These recommendations are the following:

- **Broaden the curricular programme to include extracurricular programmes**

The Department of Education as the key holder to policy with regard to extracurricular activities should investigate ways of incorporating some extracurricular activities as an additional learning area in the curricula of inner-city secondary schools. These measures will be useful because learners might acquire long term careers in such

programmes. Examples of extracurricular activities that can be easily incorporated into the curricular programme of the inner-city secondary school include music, drama, dance and chess (par 5.4.7).

Due to the fact that a balanced approach in terms of a holistic development of the child enhances eventual academic success, the Department of Education should ensure that teacher training provides sufficient training not only in curricular skills, but also in extracurricular skills. In that regard provision should be made for the proper training of each student teacher in at least one extracurricular activity.

- **Liaise with local municipalities for proper physical infrastructure**

The Department of Education, on behalf of inner-city secondary schools, should liaise with local city councils to legitimise fixed time slots reserved at municipal recreation centres for inner-city secondary schools' extracurricular practice. Such a measure will ease inner-city secondary schools' access to municipal sports ground and will allow school principals' with their staff to plan, organise and implement the extracurricular programme more effectively.

- **Organise workshops on extracurricular planning and implementation**

Workshops should be organised for inner-city secondary school principals with their designated staff on issues pertaining to extracurricular provisioning that is linked to possible career options for learners. Cultural activities such as drama and dance could constructively be linked to developing skills in scriptwriting, fashion design and dressmaking.

Organisers of the extracurricular programmes of inner-city secondary schools should meet regularly to discuss issues of extracurricular provisioning. These discussions should focus on matters such as the possible implementing of the inner-city environment for extracurricular purposes, mutual awareness of the value and importance of

extracurricular participation for learners, effective ways of fundraising efforts to support the extracurricular programme of the school and organising possible annual events to showcase learners' competencies and to demonstrate the joy and value of participation in the extracurricular programme of the school.

- **Encourage all stakeholders to contribute to a viable extracurricular programme for the inner-city secondary school**

Parents, members of the school governing body, the total teacher corps, school principals and the broader school community should be involved in providing a feasible extracurricular programme to all learners. Parents' involvement should include encouraging their children to participate in extracurricular activities, providing the necessary financial support to facilitate their children's participation and assistance with supervision at interschool events. School governing bodies' support should be explicitly visible, such as teaming up with teachers to compete against learners during annual sport events. This will convince learners of the importance of extracurricular participation. Teachers should at all times be aware of the importance of a holistic development of the learner and should therefore understand their responsibilities with regard to the teaching of the curricular and extracurricular programme.

- **Increase the financial support for extracurricular offerings at inner-city secondary schools**

Worldwide countries are investing considerable funds into extracurricular provisioning at schools, which include inner-city secondary schools (Borman & Spring, 1995:105-107; par 2.3). To ensure viable provisioning, sufficient governmental funding is imperative and should be provided to arrange in a holistic way for the proper development of the child to be a well-rounded and responsible adult in future.

## **6.5 SUGGESTIONS FOR FURTHER STUDY**

The study was focused only on the Pretoria inner-city environment and only five school principals and ten teachers were selected for the investigation. Their views on the provisioning and management of extracurricular activities at inner-city secondary schools and the participation of learners cannot be generalised. Future research should be conducted to include a variety of inner-city environments to identify the nature of provisioning and challenges associated with providing and managing extracurricular programmes in inner-city secondary schools.

The potential benefits of extracurricular participation were established. What was not established and what should be determined is the extent to which participation in extracurricular activities produce better academic results. What should also be determined is whether a specific kind of extracurricular activity has a more positive influence on academic performance than another activity.

## **6.6 LIMITATIONS OF THE STUDY**

The study, while identifying the nature of and challenges with extracurricular provisioning in inner-city secondary schools has the following limitations:

The small sample size does not allow for a generalising of findings. The selected sample, conveniently arranged, included five secondary schools in the inner-city of Pretoria which does not even justify a generalisation that all inner-city secondary schools in the Pretoria area face the same challenges with regard to the provisioning of extracurricular offerings.

Participant hesitation was encountered in that some participants were not willing to disclose honest and complete information on the scope of learner participation and challenges encountered with extracurricular provisioning in inner-city secondary schools. Although the researcher explained the purpose and anonymity of the study, some



participant school principals interpreted the permission from the Department of Education to conduct the research as a departmental investigation. They therefore suspected the researcher to be a representative from the Department of Education who posed a threat to their school management.

## **6.7 CONCLUDING REMARKS**

All schools arrange for the best education for learners in their care. Extracurricular provisioning in inner-city secondary schools, like in all other schools, is steered by the desire of school principals and the larger school community to ensure the holistic development of the learner. Stakeholders of the school such as the Department of Education, teachers, school principals and parents all believe that learners' potential to excel, whether in the curricular or extracurricular programme, should be nurtured.

Learners' social interactions and their positive attachment to a school are steered by their participation in extracurricular activities. Therefore, regardless of the nature, form and extent of the extracurricular programme of the school, such activities are important and contribute to the holistic development of the child.

The shortcomings of extracurricular provisioning in inner-city secondary schools pose a special challenge to educational policy makers. The main challenge remains sufficient resources for proper provisioning. What policy makers should consider is the importance of extracurricular offerings for a holistic development of the learner. It is therefore important that policy makers and all school principals bear in mind that the extracurricular programme is as important as the curricular programme and should accordingly receive the necessary attention at school.

## BIBLIOGRAPHY

Adesina, S. 2002. *Educational management*. Enugu, Nigeria: Fourth Dimension Publishing Company.

Abuchi, B. B. 2008. *Need and Opportunity: Youth Development Programs for Children*. Lagos: Lagos State University.

Allen, W. 1992. The colour of success: African-American college students' outcomes at predominantly white and historically black public colleges and universities. *Harvard Educational Review*, 12(3):62-78.

Anderson, L. 1989. *Rethinking Educational leadership*. New York: Sage.

Ary, D, Jacobs, C. & Razavieh, A. 1989. *Introduction to research in education*. New York: Holt, Rinehart and Winston publishers.

Asmal, K. 2000. *Protocol for organization, management, coordination and monitoring of school music competitions and festivals for public schools in South Africa*. Pretoria: Department of Education.

Astin, A. 1993. *Diversity and Multiculturalism on campus. How are students affected?* New York: Citation Press.

Babbie, E., Mouton, J., Vorster, P. & Prozesky, B. 2002. *The practice of social research*. Cape Town: Oxford.

Barber, M. 1992. *Education in the capital*. London: Cassel Villier.

Bell, E. 2001. *Schools' principal shortage: Fewer teachers want the job's growing challenges*. *San Francisco Chronicle*, 14(5):21-35.

- Benjamin, S. 1996. *All our children learning: A Primer for parents, learners and other educators*. Philadelphia: McGraw-Hill.
- Bitter, K. 2007. *Sports Outreach Ghana: ultimate goal*. Accra: Sports outreach Africa.
- Blaxter, L., Hughes, C. & Tight, N. 1996. *How to Research*. Buckingham: Open University Press.
- Borg, W. R. & Gail, M. D. 1996. *Educational Research: An introduction*. New York: Longman.
- Borman, M. & Spring, H. 1995. *Schools in central cities: Structure and Process*. New York: Longman.
- Brewster, C. & Railsback, J. 2003. *Building trust with schools and diverse families: A foundation for lasting partnerships*. Portland, OR: Northwest Regional Education Laboratory.
- Browne, R. Forster, L. & Simpkins, W. 1994. *A guide to the sociology of Australian Education*. Adelaide: Macmillan.
- Bryant, A. L. 2005. *Building and sustaining after-school programs. Successful practices in school board leadership*. Alexandria: National School Boards Association.
- Buck, M., Lund, J.L., Harrison, M. & Cook, B. 2007. *Instructional Strategies for secondary school Physical Education instructors*. New York: Hoffman Press.
- Christie, P., Butler, D. & Potterton, M. 2007. *Schools that work*. New York: Oxford.
- Clothier, G.M. & Hudgins, B. 1990. *Unique challenges of preparing teachers for inner-city schools*. Missouri: Mid Continent regional educational laboratory.

- Cohen, L., Manion, L. & Marrison, K. 2000. *Research methods in education*. London: Routledge.
- Cook, B. G., Semmel, M. I. & Gerber, M. M. 1999. Attitudes of principals and special education teachers toward the inclusion of students with mild disabilities: Critical differences of opinion. *Remedial and Special Education*, 4(20):199-207.
- Cox, G. 1999. Secondary school music teachers talking. *Music Education Research*, 1 (1):7-45.
- Craig, M. 2000. *Proving and improving: Exploring the link between resilience, behaviour and academic outcomes*. London: Routledge.
- Daresh, J.C. 2006. *Beginning the principalship: A practical guide for new school Leaders*. Calif, Thousand Oaks: Corwin Press.
- De Vos, A.S. 1998. *Research at grass roots: A primer for the caring profession*. Pretoria: Van Schaik.
- Denzin, N. K. & Lincoln, Y. S. 2000. *Handbook in qualitative research*. London: Sage Publications.
- Department of Education. 2003. *Plan for action: Improving access to free and quality basic education to all*. Pretoria: Department of Education.
- Department of Education. 2010. *Monitoring and Evaluation Report on the Impact and Outcomes of the Education System on South Africa's Population: Evidence from household surveys*. Pretoria: Department of Education.
- Department of Housing. 2007. *Inner-city regeneration charter*. Pretoria: Department of housing.

- Dickeson, R. 1999. *Prioritizing academic programmes and services: Relocating resources to achieve academic balance*. Chicago: U.S.A. Group Foundation.
- Dieltiens, V. & Gilbert, S. 2008. *Meaningful access to schools*. Johannesburg: Witwatersrand University.
- DiPaola, M. F. & Tschannen-Moran, M. 2003. *The principalship at a crossroads: A study of the condition and concerns of principals*. National Association of Secondary School Principals Bulletin, 66(87):43-67.
- Drake, T. L. & Roe, W. H. 1999. *The principalship*. Upper Saddle River, NJ: Prentice-Hall.
- Dzansi, M. P. 2002. *Some Manifestations of Ghanaian Indigenous Culture in Children's Singing Games*. Winneba, Ghana: University of Education.
- Eccles, J. & Barber, B. L. 1999. *Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters?* Michigan: University of Arizona.
- Egger, A. E. & Carpi, A. 2009. *Data analysis and interpretation*. New York: Vision learning.
- Epplett, S. 2008. *Managing your children's extracurricular activities while avoiding burn out*. Pennsylvania: Helium
- Flanagan, M. 2006. *Effects of positive behaviour support programme on the attendance of students with disabilities in inner-city secondary schools*. London: Sage.
- Forsyth, B. & Tallerico, M. 1999. *City schools leading the way*. Newbury Park: Sage.

Foster, H. L. 1995. *The persistent Dilemma in our schools*. Cambridge: Harper and Low.

Giacobbe, A., Livers, A. F., Smith, R. & Thomas, C. 2001. *Raising the academic standards bar: What states are doing to measure the performance of students with disabilities*. *Journal of Policy Studies*, 1(12):10-17.

Glanz, J. 2006. *What every principal should know about instructional leadership*. California: Sage.

Glover, C. A. 1994. *Why teach theatre in the high school?* Philadelphia: NAASP Bulletin.

Gold, E., Simon, E. & Brown, C. 2002. *Successful community organizing for school reform*. Philadelphia: Research for Action and Cross City Campaign for Urban School Reform.

Goodman, Y. & Young, P. 2006. *Critical issues in early child literacy: Research and Pedagogy*. New York: Routledge.

Gundara, J., Jones, C. & Kimberly, K. 1995. *Racism, Diversity and Education*. Toronto: Houdder and Stouhton.

Harrison, M. 1994. *Beyond the core Curriculum: Coordinating the other foundation subjects in primary schools*. London: Oxford.

Helfgot, R. 2005. *Community college student affairs: What really matters?* New York: Culp.

Hendley, K. L. 2004. *Parental involvement in youth sports*. North Carolina: North Carolina State University

- Hill, B. 1998. *Values education in Australian schools*. Victoria: Anderson.
- Hoffmann, J. P. 2006. *Activities, athletics participation and adolescent alcohol use: Gender differentiated and school contextual effects*. London: Brigham Young University Press.
- Holland, A. & Andre, T. 1987. *Participation in extracurricular activities: What is known and what needs to be known*. New York: Longman.
- Holland, A. & Andre, T. 1990. *Participation in extracurricular activities: What is known and what needs to be known? Review of Educational Research*, 57(5):437-466.
- Holmes, M. E. 2007. *Higher education reform in Egypt: Preparing graduates for Egypt's changing political economy*. Virginia: Arlington.
- Horrine, L. 1996. *Administration of physical education Programmes and Sports*. North Carolina: Saunders College Publishing.
- Hughes, L. W. 1999. *The leader: Artist? Architect? Commissar? The principal as leader*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Institute for Educational Leadership (IEL). 2000. *Leadership for student learning: Reinventing the principalship*. Washington, DC: Task Force on the Principalship.
- Kauffman, J. M. & Hallahan, D. P. 1995. *The illusion of full inclusion: A comprehensive critique of a current special education bandwagon*. Austin, TX: Pro-Ed.
- Kgobe, M. 2003. *Transformation of South African schooling system*. Johannesburg: Centre for Education Policy and Development.

- Kimbrough, R. B & Burnett, C. W. 1997. *The Principalship: Concepts and Practices*. Florida: Prentice Hall.
- Krathwohl, D.R. 1993. *Method of educational and social science: An integrated approach*. London: Longman.
- Krefting, L. 1991. Rigor in qualitative research. The assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45(3):14-222.
- Kruger, A.G. 2003. Efficient financial management. In: I. van Deventer & A.G. Kruger. *An educator's guide to school management skills*. Pretoria: Van Schaik Publishers.
- Kuh, G.D. 1995. *The other curriculum: Out of class experiences associated with students' learning and experiences*. *Journal of higher education*, 16 (6):66-70.
- Latta, M. 2008. Why is that art? *International Journal of Education & the Arts*, 9 (10):7-9.
- Lauver, S.C. 2002. *Assessing the benefits of after school programmes for the urban youth*. Pennsylvania: University of Pennsylvania press.
- Learmonth, J. 1998. *Teaching and learning in the cities*. Great Britain: Lampart Gilbert Limited.
- Leedy, P.D. (ed). 1997. *Practical research. Planning and design*. New Jersey: Merrill Prentice Hall.
- Lincoln, Y. S. & Guba, E.G. 1987. *Naturalistic enquiry*. London: Sage.



- Logan, L. & Sachs, J. 2002. *Meeting the challenges of primary schooling*. London: Routledge.
- Lozenziel. 2000. *Discipline in inner-city secondary schools*. New Orleans: Longman.
- Machmias, D. 1987. *Research Methods in the social sciences*. New York: St Martin's Press.
- Mackie, R. 2000. *Extracurricular activities uncertain, school activist says*. Ontario: Globe and Mail.
- Mahler, J. D. & Bolmeir, E.C. 1990. *The law of extracurricular activities*. Chicago: The Anderson Company.
- Masteralexis, P., Barr, C. & Hums, M. A. 2005. *Principles and practices of sports management*. London: Jones and Bartilet.
- Mayberry, C. 1994. *Urban Education: The city as a living curriculum*. Alexandria: Amy Rupp.
- McDermand, R.D. 2006. *Limiting options: Inner-city Environment and urban athletes*. Ontario: Waterloo university press.
- McMillan, J. & Schumacher, S. 1993. *Research in education: A conceptual introduction*. New York: Longman.
- McMillan, J. & Schumacher, S. 2006. *Research in education: Evidence Based Inquiry*. New York: Pearson.
- McNeal, R. 1999. Participation in Extracurricular activities: Investigating school effects. *Sociology of Education*, 68(1):62-80.

McNeil, P. 1992. *Research methods*. London: Routledge.

Mediratta, K. & Fruchter, N. 2003. Mapping the field of organizing for school improvement: A report on education organizing in Baltimore, Chicago, Los Angeles, the Mississippi Delta, New York City, Philadelphia, San Francisco and Washington, D.C. New York: Institute for Education and Social Policy, New York University.

Michalak, J. & Jones, S. 2008. *The Task of Raising Social Capital and Educational Outcomes in Highly Disadvantaged Communities in Poland and England: School Leadership Teacher Education Implications*. London: Cassell.

Murray, B. 1996. *College youth haunted by increased pressure*. New York: APA Monitor.

Nelson, L., Carlson, K. & Palonsky, B. 2006. *Critical issues in education: Dialogues and Dialectics*. Michigan: McGraw-Hill.

Nkosi, T. 2005. *Faces of migrant learners in Johannesburg*. Johannesburg: Khanya College.

Novitz, D. & Willmott, B. 1994. *Culture and identity in New Zealand*. Wellington: GP Books.

Ochsenwald, W. & Fisher, S.N. 2004. *Middel East: A History*. New York: McGraw Hill College

Okumbe, J. 1999. *Educational management: Theory and Practice*. Nairobi: Nairobi University press.

- Parkay, F. W. & Hall, G. E. 1999. *Becoming a Principal: Challenges of beginning leadership*. Boston: Ally and Bacon.
- Pascarella, T. & Terenzini, P. 2005. *How college affects students*. California: Jossey Bass.
- Patton, M.Q. 2001. *Qualitative research and evaluation methods*. 3rd edition. A Thousand Oaks: Sage Publications.
- Pelser, E. 2008. *Learning to be lost: Youth crime in South Africa*. Cape Town: Centre for Justice and Crime Prevention.
- Percy, S.L., Haider-Markel., D. McDonald, T. & Maier, P. 2003. *Assessing the Impact of Fiscal Constraints and Revenue Caps on Wisconsin Public Schools*. Milwaukee: University of Wisconsin.
- Piper, A. 2007. *Inner-city education needs attention*. London: The Mirror.
- Posner, M. 1998. *Research raises troubling questions about violence prevention programmes*. California: Harvard University.
- Pretoria News, 13 May 2008. St Edward school participation in sports. page 13.
- Ramsey, P.D. 1992. *Local school management: Thriving for change*. Wellington: New Zealand education Administration society.
- Rentz, A. 1996. *Students' affairs and practice in higher education*. New York: Charles Thomas publisher.
- Reynolds, D. 1999. The effective school: An inaugural lecture; School effectiveness: *Special issue of evaluation and research in education*, 9(2):57-73.

- Reynolds, K. 1998. *A literature review and a plan for principals: Extracurricular activities, academic achievement and secondary students' success*. Texas: Texas University Press.
- Riles, W. C. 2001. *Educating inner-city children: Challenges and opportunities*. California: California State Department of Education.
- Rombokas, M. 1999. *High school extracurricular activities and college grades*. Tennessee: Middle Tennessee State University.
- Sarson, L. A. 2005. *Ontario High School Sport: An Investigation of Organizational Design and its Context*. St. Catherine, Ontario: Brock University.
- Schroeder, C. 1996. *Students learning imperative: Implications for students' affairs*. Texas: American College personnel Association.
- Seefeldt, V. D. & Ewing, E. M. 1999. *Youths in Sports: An overview*. Michigan: Michigan State University Press.
- Smit, P.J., Cronje, G.J., Brevis., T. & Vrba, M.J. 2007. *Management principles: A contemporary edition for Africa*. Cape Town: Juta.
- Smit, W. & Hennessy, K. 2001. *Taking the South African Education out of the ghetto: An urban planning perspective*. Cape Town: Oxford.
- Smith, B., Percy, B. & Malone, K. 2001. *Making children participate in neighbourhood settings*. New York: Longman.
- South African Government Information. 2005. *Department of Education budget vote*. Pretoria: South African Government Information.

- Sparks, D. & Hirsh, S. 2000. *A new vision for staff development*. California: University of Michigan.
- Stevens, G. & Peltier, G. 1994. A Review of Research on Small-School Student Participation in Extracurricular Activities: *Journal of Research in Rural Education*, 10 (2): 116-120.
- Stromquist, N. P. 1998. *Education in urban areas*. London: Praeger publishers.
- Stuart, M., Lido, C., Morgan, J. & May, S. 2007. *Student Diversity, Extracurricular Activities and Perceptions of Graduate Outcomes*. London: Summer.
- Thomas, B.W. & Moran, K.J. 2000. *The stratification of knowledge through extracurricular activities*. Pittsburgh: Sage publications.
- Thurlow, M. 2000. Standards-based reform and students with disabilities: Reflections on a decade of change. *Focus on Exceptional Children*, 32(1):13-23.
- Turney, C., Sinclair, K. E., Inglis, P. & Straton, F. 1994. *Inner-city secondary schools: Children, teachers and parents*. Letchworth: University of Sydney press.
- Vithal, R. & Jansen, J. 1998. *Designing your first research proposal. A manual for researchers in education and social sciences*. Kenywyn: Juta.
- Warren, M. 2005. Communities and schools: A new view of urban education reform. *Harvard Education Review*, 75(2):133–173.
- Wasserman, E. A. & William, C. 2002. *Emotional and Behavioural impact of exposure to community violence in inner-city adolescents*. New Jersey: Lawrence Earlbaum Publishers.

- Watkins, B. 2004. *Adopt a policy on extracurricular activities*. Chicago: Chicago Educational Board.
- Watt, D. C. 2003. *Sports Management and Administration*. London: Routledge.
- Whitaker, K. S. 1998. *The changing role of the principal: View from the inside. Planning and Changing*, 29(15):130-150.
- Willemse, I. 2007. *Statistical methods for business and basic calculations*. Lansdowne: Juta.
- Woodard, L. R. 2007. *School-sponsored extra-curricular activities; every one gains: extracurricular activities in high schools and high SAT scores*. Florida: Deltona High School.
- Yin, R. K. 1994. *Case study research: design and methods*. San Francisco: Jossey-Bass.
- Zenati, H. 2006. Egypt's packed universities await reform. *Journal for higher education*, 23(11): 51-53.
- Zoepf, K. 2005. In Egypt grand plans meet harsh realities. *Chronicle of Higher Education*, 51(9): 1-5.

## ANNEXURE A

### Permission from the Department of Education



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	16 July 2010
Name of Researcher:	Nalyazi Haliimah
Address of Researcher:	Kirstenbosch 7
	Cnr Pretorius and Johann
	Pretoria 0001
Telephone Number:	0123434725/0123235927
Fax Number:	123230503
Research Topic:	The Management of Extracurricular Programmes in Inner City Schools: A Case Study
Number and type of schools:	5 Secondary Schools
District/s/HO	Tshwane South

#### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

---

Office of the Chief Director: Information and Knowledge Management  
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-0809 Fax: (011) 355-0734

## **ANNEXURE B**

### **Interview schedule for school principals**

An interview schedule was devised to collect data on school principals' views on learner participation in extracurricular programmes and the challenges faced by school principals in their bid to provide such programmes. The interview schedule was referred to in order to make sure that all relevant aspects were addressed. The schedule did not however dictate what was discussed during the interview. School principals were allowed to discuss the challenges related to the management of extracurricular programmes.

#### **Opening remarks.**

- School principals were welcomed.
- School principals were given confirmation that the information discussed would be treated as confidential.
- Permission was sought to record the interview.
- Brief explanation of the purpose of the interview.

#### **Questions**

1. What types of extracurricular programmes are offered in the school?
2. Why did the school choose to offer such programmes?
3. How does the inner-city environment affect the choice of extracurricular programmes offered?
4. What are the benefits of providing extracurricular programmes to learners?
5. How do you organise your extracurricular programmes?
6. How are extracurricular programmes managed at your school?
7. How is the extracurricular programmes financed at your school?
8. How do you manage such resources?



9. What problems do you face in the process of provisioning and management of extracurricular programmes to learners?
10. How can extracurricular programmes be improved in your school?

## **ANNEXURE C**

### **Focus group interview schedule for teachers in charge of cultural activities**

#### **Opening remarks**

- Teachers were welcomed.
- Teachers were given confirmation that the information discussed would be treated as confidential.
- Permission was sought to record the interview.
- Brief explanation of the purpose of the interview.

#### **Questions**

- 1) What types of cultural activities are offered at your school?
- 2) Why did you choose such activities?
- 3) How does the inner-city environment impact on the cultural programmes offered at your school?
- 4) What are the benefits of providing cultural activities to learners?
- 5) How do you schedule cultural programmes in your school?
- 6) What strategies do you use to organise cultural activities?
- 7) Why did you decide to use such strategies?
- 8) How can cultural activities be improved in your school?

**Focus group interview schedule for teachers who are team coaches**

**Opening remarks**

- Teachers were welcomed.
- Teachers were given confirmation that the information discussed would be treated as confidential.
- Permission was sought to record the interview.
- Brief explanation of the purpose of the interview.

**Questions**

1. How does the inner-city environment impact on the sports programmes offered at your school?
2. What are the benefits of providing sports programmes to learners?
3. How do you schedule sports programmes in your school?
4. What strategies do you use to organise sports programmes?
5. Why did you decide to use such strategies?
6. Where do you take part in outdoor sports programmes like soccer and rugby?
7. If not on the school premises, why did you choose the specific locations for the practising of your sports codes?
8. How can sports participation be improved in your school?