

***THE PERSON IMAGE
OF THE
DRUM MAJORETTE***

JAYARANI MOODLEY

The Person Image of the Drum Majorette

by

JAYARANI MOODLEY

B.Paed. (UDW); B.Ed. (UNISA); B.Ed. (UDW)

Submitted in fulfilment
of the requirements for the degree

MASTER OF EDUCATION

in the Department of
Educational Psychology of the
Faculty of Education at the
Durban-Umlazi Campus
of the
University of Zululand

Study leaders : Prof G. Urbani
Dr A. van der Merwe

Durban
December 2000

UNIVERSITY OF ZULULAND

DURBAN-UMLAZI CAMPUS

Faculty Of Arts

TO WHOM IT MAY CONCERN

EDITING OF DISSERTATION

This is to certify that I have edited this dissertation to the best of my ability and declare it free of language errors.

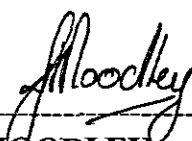


DR M M SPRUYT
BA Hons MA D.Litt (Cognitive Linguistics)

4 December 2000

DECLARATION

I hereby declare that *The Person Image of the Drum Majorette* represents my own work and that all sources that I have used and quoted have been indicated and acknowledged by means of complete reference.



J. MOODLEY
DURBAN
DECEMBER 2000

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people for their support and contribution in the completion of this study:

- ▶ My beloved Guru, Sri Sathya Sai Baba, my Lord for inspiration, love, and infinite patience in allowing me to attempt the study with faith, confidence and trust.
- ▶ Prof. G. Urbani, my study leader, for his expert guidance and scholarly advice in the execution of this study.
- ▶ Dr A. van der Merwe, my study leader, for his friendly encouragement and assistance for the duration of the study.
- ▶ My husband Morgan and long-time soul companion for being there through 'thick and thin' and offering his encouragement, unstinting support and tolerance throughout the project.
- ▶ My two daughters Vidya Vahini and Keshantaa for being such loving and patient children. Human development assumed a fresh dimension for me since their birth.
- ▶ My Mum Asothie for her love; support and unerring trust have mediated a forever challenging world to me.
- ▶ My Aunt Sasa for her ever-willing assistance in caring for my children.
- ▶ My brothers Deasan and Nathan, sisters-in-law Vasie and Shakila, and nephews Woovie and Pranalin for their encouragement and assistance.

- ▶ The Department of Education in KwaZulu-Natal for granting permission to conduct fieldwork at schools.
- ▶ The KwaZulu-Natal Drum Majorette Association for their assistance.
- ▶ The drum majorettes, trainers and principals, for being cooperative.
- ▶ Val van Rooyen for her computer expertise in converting my writing into a neat, legible and presentable manuscript, also for her loving patience, time and effort spent to bring this project to completion.
- ▶ Dr M.M. Spruyt for editing and the meticulous correction of the use of language.

SUMMARY

This study focuses on how drum majoretting may influence the person image of the adolescent girl. An attempt was made to determine or investigate the influence of relationship formation on the person image and whether drum majoretting influences relationship formation. The researcher also investigated the influence of drum majoretting on the person image.

The fact that different concepts are used to describe this totality (person image) can easily lead to confusion. Consequently it was necessary to review the nature and influence of the most important areas that are related to the person image of the adolescent drum majorette:

- ▶ relationship formation
- ▶ physical development
- ▶ cognitive development
- ▶ emotional development
- ▶ social development.

The literature study discloses that the drum majorette is involved in relationship formation with self, peers, trainer/educator and parents. Analysis of the data indicates that the adolescent whose relationships with significant others were favourable, positive and rewarding would have developed a positive self-identity, a positive self-concept and an enhanced feeling of self. Unfavourable experiences in the relationship formation are likely to limit the drum majorette's development and an impaired self-concept, negative self-identity would have been formed.

Relationships in the life-world of the drum majorette may have a significant effect on the person image. Drum majoretting as a sport provides a range of experiences through which the adolescent may be socialised.

For the purpose of the empirical investigation a self-structured questionnaire for drum majorettes were utilised. The questionnaires that were completed by drum majorettes were analyzed and thereafter the data that was obtained was processed and analyzed. The study has confirmed that the person image of the adolescent girl is enhanced through drum majoretting. The empirical investigation proved that all four categories of relationship i.e. self, peers, trainer/educator and parents are important to the adolescent drum majorette in order for her to self-actualize. Findings also show that the physical, cognitive, emotional and social development of the drum majorette is enhanced.

In conclusion a summary was presented and based on the findings of this study, the following are some of the recommendations that were made:

- ▶ The Department of Education should consider drum majoretting as a compulsory extra-curricular code of sport for girls.
- ▶ The school (principal) should develop and enforce a policy which will provide a set of guidelines to organize the code of drum majoretting through which the person image can be enhanced.
- ▶ A proactive empowerment programme should be established where parents can be addressed on the role of drum majoretting. Parent-child relationships are fundamental to the pupil's development of the person image. The parent-child contact will bring the educator into focus. A good parent-educator relationship is vital for the enhancement of the person image of the adolescent drum majorette.
- ▶ A strategic plan should be formulated for drum majoretting with the cooperation of parents, educators and the Drum Majorette Association of South Africa.

OPSOMMING

Hierdie navorsing fokus op die gevolge wat die beoefening van hierdie sportsoort op die persoon-beeld van die adolessent (trompoppie) kan hê. Daar is ook gepoog om die invloed van verhoudingvorming op die persoon-beeld-van die trompoppie te bepaal.

Dit was nodig om die aard en invloed van die volgende faktore op die persoon-beeld van die trompoppie te ondersoek, naamlik:

- ▶ verhoudingvorming
- ▶ fisiese ontwikkeling
- ▶ kognitiewe ontwikkeling
- ▶ emosionele ontwikkeling
- ▶ sosiale ontwikkeling.

Die literatuurstudie het daarop gedui dat die trompoppie in 'n verhouding tot onder andere haarself, portuurgroep, opvoeders, afrigter en ouers staan. Die studie het aan die lig gebring dat die trompoppie se verhouding met beduidende ander gunstig, positief en belonend is en dat die trompoppie oor die algemeen 'n positiewe selfbeeld het. Ongunstige belewinge kan moontlik die trompoppie se selfbeeldontwikkeling rem.

Verhoudings in die leefwêreld van die trompoppie kan moontlik 'n invloed op die persoon-beeld hê. Die beoefening van hierdie sportsoort verskaf aan die trompoppie 'n verskeidenheid belewinge wat sosialisering positief kan beïnvloed.

Vir die doel van die empiriese ondersoek is van 'n selfgestruktureerde vraelys gebruik gemaak. Die vraelys is deur adolessente dogters wat hierdie sport beoefen, voltooi. Daarna is die data ontleed.

Die analise van die data het bevestig dat die beoefening van hierdie sport die persoon-beeld van die trompoppie positief beïnvloed. Die empiriese ondersoek het verder bevestig dat die adolessent se verhoudinge met onder andere haarself, portuurgroep, afrigter en ouers belangrik is vir haar selfaktualisering. Die bevindinge het ook bevestig dat deelname aan hierdie sport die fisiese, kognitiewe, emosionele en sosiale ontwikkeling van die trompoppie bevorder.

Ter afsluiting van die studie is 'n opsomming aangebied. Gebaseer op die resultate van die ondersoek word onder andere die volgende aanbevelings aan die hand gedoen:

- ▶ Die Onderwysdepartement behoort die beoefening van trompoppies (as sportsoort) as 'n verpligte buite-kurrikulêre sport vir dogters te oorweeg.
- ▶ Skoolhoofde behoort seker te maak dat hulle skole (indien die sport beoefen word) 'n duidelike beleid implementeer.
- ▶ Ouers behoort ingelig te word oor die positiewe invloed wat die beoefening van hierdie sportsoort op die daarstelling van verhoudinge en die vorming van 'n positiewe selfbeeld kan hê.
- ▶ Strategiese beplanning rakende die rol van alle belanghebbendes by hierdie sportsoort, behoort deur die Trompoppie Vereniging van Suid-Afrika geformuleer te word.

DEDICATION

This work is dedicated to:

*My Mum, N. PUCKREE and the memory of my loving Dad
T. PUCKREE, for the wonderful relationship we had during
those early critical years of my personal development.
Through their love, silent words of encouragement and
unerring trust they have mediated a challenging world to me.*

TABLE OF CONTENTS

THE PERSON IMAGE OF THE DRUM MAJORETTE

CHAPTER 1

ORIENTATION	PAGE
1.1 INTRODUCTION	1
1.2 ANALYSIS OF PROBLEM	2
1.3 STATEMENT OF PROBLEM	6
1.4 ELUCIDATION OF CONCEPTS	7
1.4.1 Person image	7
(1) Physical development	8
(2) Emotional development	8
(3) Social development	8
(4) Cognitive development	8
1.4.2 Relationships	9
1.4.3 Adolescence	9
1.4.4 Drum majoretting	10
1.4.5 Life-world	11
1.5 PURPOSE OF THE RESEARCH	11
1.6 METHOD OF RESEARCH	11
1.7 FURTHER COURSE OF STUDY	12

CHAPTER 2

THE LIFE-WORLD OF THE ADOLESCENT GIRL	PAGE
2.1 INTRODUCTION	13
2.2 LIFE-WORLD AND SELF-ACTUALIZATION	13
2.2.1 Life-world	13
2.2.2 Self-actualization	14
2.2.3 Relationships and their relevance to self-actualization	16
(1) Attribution of meaning	18
(2) Involvement	19
(3) Experience	20
2.3 DEVELOPMENTAL TASKS OF THE ADOLESCENT GIRL . . .	21
2.3.1 Relationship with parents	25
(1) Influence on identity formation	25
(2) Influence on development of self-concept	27
2.3.2 Relationship with self	28
(1) Development of self-concept	29
(2) Physical self	32
2.3.3 Relationship with peer	35
(1) Influence on identity formation	35
(2) Influence on development of self-concept	35
2.3.4 Relationship with educators	38
(1) Influence on identity formation	38
(2) Influence on development of self-concept	39
2.4 SUMMARY	43

CHAPTER 3

THE INFLUENCE OF DRUM MAJORETTING ON THE PERSON IMAGE OF THE ADOLESCENT GIRL

	PAGE
3.1 INTRODUCTION	44
3.2 DRUM MAJORETTING	44
3.2.1 Drum majoretting in South Africa	46
3.2.2 Objectives of drum majoretting	48
3.2.3 Competitions	49
3.2.4 The drum majorette hierarchy	50
(1) The principal	51
(2) The trainer/educator	51
(3) The parents	52
(4) Drum majorettes	52
(a) The team	52
(b) The leader	52
(c) The sub-leader group	53
(d) The squad	53
3.3 THE INFLUENCE ON AND THE DEVELOPMENT OF THE PERSON IMAGE	53
3.3.1 The person image	53
3.3.2 Relationship formation	54
3.3.3 Relationship with self	56
(1) Self-concept	56
(2) Physical self	57
3.3.4 Relationship with trainer / educator	58

CHAPTER 3 (continued)	PAGE
3.3.5 Relationship with parents	59
3.3.6 Relationship with peers	61
(1) The team	61
(2) The leader	62
(3) The sub-leader	62
(4) The squad	62
3.4 DRUM MAJORETTING AS A SPORT AND FRAMEWORK FOR DEVELOPMENT	62
3.4.1 Physical development	63
3.4.2 Social development	65
3.4.3 Emotional development	69
3.4.4 Cognitive development	72
3.5 SUMMARY	76

CHAPTER 4

PLANNING OF THE RESEARCH

4.1	INTRODUCTION	78
4.2	PREPARATION FOR AND DESIGN OF THE RESEARCH . . .	78
4.2.1	Permission	78
4.2.2	Selection of respondents	79
4.3	THE RESEARCH INSTRUMENT	80
4.3.1	The questionnaire as research instrument	80
4.3.2	Construction of the questionnaire	81
4.3.3	Characteristics of a good questionnaire	82
4.3.4	Advantages and disadvantages of the questionnaire	83
(1)	Advantages of the written questionnaire	84
(2)	Disadvantages of the written questionnaire	85
4.3.5	Validity and reliability of the questionnaire	86
(1)	Validity of the questionnaire	87
(2)	Reliability of the questionnaire	88
4.4	PILOT STUDY	89
4.5	ADMINISTRATION OF THE QUESTIONNAIRE	91
4.6	THE PROCESSING OF THE DATA	91
4.6.1	Descriptive statistics	92
4.6.2	Analysis of data	92
4.7	LIMITATIONS OF THE INVESTIGATION	93
4.8	SUMMARY	94

CHAPTER 5 PRESENTATION AND ANALYSIS OF RESEARCH DATA

	PAGE
5.1 INTRODUCTION	95
5.2 DESCRIPTIVE STATISTICS	95
5.2.1 Characteristics of the person image	95
5.2.2 Biographical data	96
(1) Age of respondents	96
(2) Frequency distribution according to years of experience	97
(3) Frequency distribution according to commencement of menstruation	97
(4) Frequency distribution according to the people with whom the drum majorette lives	98
(5) Frequency distribution of results received in last examination	99
5.2.3 Relationship formation of the drum majorette	100
(1) The drum majorette's relationship with self	101
(a) Satisfaction with self (2.1)	102
(b) Extroversion (2.2)	102
(c) Physical attraction (2.3)	102
(d) Interest in leading others (2.4)	103
(e) Self-confidence (2.5)	103
(2) The drum majorette's relationship with peers	103
(a) Acceptance (2.6)	103
(b) Popularity (2.7)	104
(c) Ownership to the team (2.8)	104
(d) Peers' assistance in solving problems (2.9)	105
(e) Conformity (2.10)	105
(3) The drum majorette's relationship with trainer	105
(a) Trainer as a role model (2.11)	106

CHAPTER 5 (continued)	PAGE
(b) Ability to communicate with trainer (2.12)	106
(c) Trainer should deal with problematic behaviour (2.13)	106
(d) Follow instructions without questioning (2.14)	107
(e) Trainer corrects behaviour (2.15)	107
(4) The drum majorette's relationship with parents	107
(a) Parents should be informed about progress (2.16)	107
(b) Parents should accompany drum majorettes on tours (2.17)	107
(c) Parents should be allowed to watch practice sessions (2.18)	108
(d) Encouragement by parents (2.19)	108
(e) Security at home (2.20)	108
(5) The quality of the relationship areas of the adolescent drum majorettes	109
5.2.4 Development	111
(1) Physical development	112
(a) Posture (3.1)	112
(b) Coordination (3.2)	112
(c) Neatness (3.3)	112
(2) Cognitive development	112
(a) Grasping of instructions by trainer (3.4)	113
(b) Pursuing of task while others get bored (3.5)	113
(c) Mentally prepared when attending tasks (3.6)	113
(3) Emotional development	113
(a) Easily upset (3.7.1)	113
(b) Calmness (3.7.2)	114
(4) Social development	114
(a) Making friends easily (3.8)	114
(b) Spending breaks with a group of friends (3.9)	114
(c) Sharing responsibility for success in the sports teams (3.10) . . .	114

CHAPTER 5 (continued)	PAGE
5.2.5 The effect of drum majoretting on the life of the adolescent . . .	115
5.3 SUMMARY	116

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

	PAGE
6.1 INTRODUCTION	117
6.2 SUMMARY	117
6.2.1 Statement of the problem	117
6.2.2 The life-world of the adolescent girl	117
6.2.3 The influence of drum majoretting on the person image of the adolescent girl	118
6.2.4 Planning of the research	119
6.2.5 Presentation and analysis of research data	120
6.3 FINDINGS OF THE RESEARCH	120
6.3.1 The drum majorette's relationship with self	121
6.3.2 The drum majorette's relationship with peers	121
6.3.3 The drum majorette's relationship with trainer/educator	121
6.3.4 The drum majorette's relationship with parents	121
6.3.5 The drum majorette's development	122
6.4 PURPOSE OF THE STUDY	122
6.5 RECOMMENDATIONS	123
6.5.1 Inclusion of drum majoretting as a compulsory extra curricular sporting code in school	123
(1) Motivation	123
(2) Recommendations	123

CHAPTER 6 (continued)	PAGE
6.5.2 Parental involvement	124
(1) Motivation	124
(2) Recommendations	124
6.5.3 Management of drum majoretting by the principal	125
(1) Motivation	125
(2) Recommendation	125
6.6 FURTHER RESEARCH	126
6.7 CRITICISM OF THE STUDY	127
6.8 CONCLUDING REMARKS	127
LIST OF SOURCES	128

LIST OF TABLES

	PAGE
TABLE 1 Frequency distribution according to age	96
TABLE 2 Frequency distribution according to years of experience	97
TABLE 3 Frequency distribution according to commencement of menstruation	97
TABLE 4 Frequency distribution according to the people with whom the drum majorette lives.	98
TABLE 5 Frequency distribution of results received in last examination	99
TABLE 6 Frequency distribution of the drum majorette's relationship with others	101
TABLE 7 Frequency of relationship formation patterns of the drum majorette	109
TABLE 8 Frequency distribution of the drum majorette's development	111

LIST OF GRAPHS

	PAGE
GRAPH 1: Age of respondents	96
GRAPH 2: Relationship patterns of the adolescent drum majorette	109

LIST OF FIGURES

	PAGE
FIGURE 1 Characteristics of strong personal identity	41
FIGURE 2 Characteristics of weak personal identity	42
FIGURE 3 The structure of the south african drum majorette organization	47
FIGURE 4 School drum majorette hierarchy	50

TABLE OF CONTENTS

THE PERSON IMAGE OF THE DRUM MAJORETTE

CHAPTER 1

ORIENTATION	PAGE
1.1 INTRODUCTION	1
1.2 ANALYSIS OF PROBLEM	2
1.3 STATEMENT OF PROBLEM	6
1.4 ELUCIDATION OF CONCEPTS	7
1.4.1 Person image	7
(1) Physical development	8
(2) Emotional development	8
(3) Social development	8
(4) Cognitive development	8
1.4.2 Relationships	9
1.4.3 Adolescence	9
1.4.4 Drum majoretting	10
1.4.5 Life-world	11
1.5 PURPOSE OF THE RESEARCH	11
1.6 METHOD OF RESEARCH	11
1.7 FURTHER COURSE OF STUDY	12

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The investigation focuses on how drum majoretting may influence the person image of the adolescent girl.

The person image has been defined by Van den Aardweg and Van den Aardweg (1993:172) as the picture of the adolescent in her relationships with her world of meanings, behaviour, values and emotions. This means that the person image constitutes the integration of all the relationship structures, including the meaning that the girl gives to her relationships which ultimately describes the total, unique individual. Coleman (Diamant (ed.), 1991a) and Slabbert (1981) state that physical activity can influence the person image of adolescent girls. One such physical activity is drum majoretting.

Drum majoretting as a competitive sport has great potential as a symbol of social and ethnic harmony (Kretschmer, 1996:23). Drum majoretting can also contribute uniquely to the physical development of participants, as educators have come to realise. For the purpose of this study adolescence is defined as the period between 13-17 years i.e. early and middle adolescence. Adolescence is a significant period for the development of girls. The researcher therefore confines her study to adolescent drum majorettes.

The influence of drum majoretting on the physical, emotional, social and cognitive development of the adolescent girl will also be investigated.

1.2 ANALYSIS OF PROBLEM

There seems to be a paucity of research on the person image of the adolescent drum majorette. This situation has resulted in the lack of an adequate theory for predicting the person image of an adolescent drum majorette.

It is therefore necessary to undertake research that will enable the researcher to identify and gain a clear understanding of what the person image entails, to distinguish between the various areas of development and to establish the influence of drum majoretting as a form of physical activity on the person image of the adolescent drum majorette.

Physical activity is that integral part of the educational process which enhances and harmonises the physical, cognitive, social and emotional aspects of the individual personality, chiefly through directed physical activity (Coutts, 1977:49). Coutts (1977:49) states that the development of positive personality characteristics like sociability, confidence, self-reliance and cooperativeness is stimulated by physical activity.

Graig (Katzenellenbogen & Potgieter (eds), 1991:2) maintains that movement, an aspect of physical activity such as sport and dance, is one of the primary universal and joyful expressions of our physical existence. Movement through physical activity can function as a powerful medium for the promotion of both interpersonal relations and person image.

In spite of the lack of knowledge concerning drum majoretting, it is classified as a physical activity and a competitive sport. For many physical education trainers and pupils the words "drum majoretting" conjure up visions of agonizing training sessions in schools. Contrary to the popular belief that drum majoretting is unpleasant, the whole point of drum majoretting is to educate the individual and to contribute to the individual as a totality.

The main purpose of drum majoretting is to assist drum majorettes to serve the community and to enjoy group participation.

Educationists are becoming increasingly aware of the fact that an adolescent's view of herself or self-concept is an important component of the person image. The self-concept according to Vrey (1993:167) is the conception of the body inclusive of achievements.

A realistic self-concept is the conception of the self in relation to the body, and of one's abilities, appearance, mental and physical abilities. It is clear that the self-concept is the person's perception of herself and that the "self" is a facet inside the body evaluating the person. The self-concept is an important component of the person image, because it includes the perception of her body, her abilities, her physical and mental development and her relationship with others.

Burns (Monyemorathwe, 1992:8) states that children enter school with a self-concept. Burns (Raath & Jacobs, 1993:24) claims that the self-concept is dynamic. Raath and Jacobs (1993:25) state that every person has a real and ideal self. The concept of the ideal self is the image that a child creates for herself of how she would like to be. Burns (Raath & Jacobs, 1993:20) describes the ideal self-concept as a set of interpretations about the individual when she is revealing her most personal wants and aspirations, part of what she wishes to do or be and part of what she ought to do or be. The ideal self-concept is the image or perception of one's self and the way in which the individual is able to know what she ought to be as well as what she ought to do to improve her self-concept and to evaluate herself.

Raath and Jacobs (1993:26) define the realistic self-concept as one in which the person has accepted both the positive and negative aspects of life. Hence the person with a realistic self-concept perceives and realises both her negative and positive characteristics. She has the ability to accept negative aspects of her life

because she realises that there are other things that she is able to do well and of which she feels positive. The person with the realistic self-concept is in balance with her formation of the self-concept. She is unaffected by the response of her performance, be it negative or positive.

The physical self (body image) is a vital component of the self-concept. According to Slabbert (1981:8) the physical self refers to the individual's own way of perceiving her body and the attitude she holds about her physical attributes (both positive and negative). It is by way of the body that one relates to the world and other people. The experience of the body by the adolescent is the medium through which relationships with other people are formed. Recent developments in various disciplines stress the importance of the body in the development of the self-concept, as relations with one's body can be enhancing or humiliating. Holdstock (Katzenellenbogen & Potgieter (eds), (1991:44) maintains that the body is an important communication medium in the construction of the self-concept.

This recent view echoes the belief in the connectedness of body and mind that has existed since antiquity. Smith (Katzenellenbogen & Potgieter (eds), 1991:35) says that Plato in philosophising on education condemns an education which is exclusively academic as well as one which is solely physical. According to Plato's views a combination of both is necessary to form a physical concept.

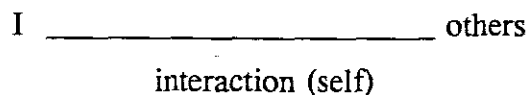
Smith (Katzennellenbogen & Potgieter (eds), 1991:35) states that Rousseau, in philosophising on physical education, indicates that the physical life and the self-concept are somehow intertwined.

It is often still accepted that it is by way of the body that one relates to other people and the world (Vrey, 1993:168). The adolescent, in a stage characterised by a rapidly-changing body, adapts to these changes, according to her interpretation of how others perceive her changed body.

Wylie (Fisher, 1986:79) defines the self-concept as a complex structure that embraces not only the body but also social roles. Every person is virtually influenced by those around her: the self-concept is not innate but develops out of "I" and "me" and "mine" experiences. In order to perceive the role towards other people, the individual has to socialise with people she relates to and find meaning. It is stressed that the social self-concept is a central dimension of the self-concept.

Van Koughnett and Smith (Raath & Jacobs, 1993:24) describe the self-concept as a thing that evolves out of interpersonal relationships with significant people in the child's life. It is during the secondary school phase that the individual learn, *inter alia*, to be a person by socialising with parents, educators and peers. The social self-concept is the way in which the person perceives her role and the attitudes she adopts in concern with her role towards other persons. Meaningful relationship formation and involvement is necessary for the development of the social self-concept. Special needs can be identified to bring the social object into focus, in the interaction between the "I" and others.

The following model explains this:



Wiid (Katzenellenbogen & Potgieter (eds), 1991:111)

"I" or "self" refers to the role of the individual during the interactive situation. Carl Rogers (Warga, 1983:81) describes the self-concept as an individual's whole version of "I" and "me" and how "I" and "me" relate to others. Vrey (1993:20) defines relationship formation as a connection between two referents. The person must be involved in relationships in order to mature (Vrey, 1993:18). Relationship formation is seen as a bipolar connection in which the adolescent is seen as one pole and the significant other as the other pole. The significant other in drum

majoretting may be the parent, peer, trainer and self. The relationship can only take place through interaction. Involvement in the interaction is necessary for the relationship to be successful and meaningful. The manner in which the adolescent relates to significant others will largely influence the person and this will depend on the interpretations of the ways in which other people regard her.

Whilst most authors (Kokot, 1989:104) observe that relationships may have a positive influence on the person image it is clear that there is a dichotomy of views on which relationships influence the adolescent's person image. It is also clear that relationships cannot be divided into watertight compartments, since relationships formed influence other relationships. It can be concluded that relationships influence the self-concept, although it would be premature at this stage to state which relationships influence the person image of the adolescent drum majorette.

In her involvement with drum majoretting the adolescent's relationships with the trainer, parent, peers and self may be significant for the development of her person image.

1.3 STATEMENT OF THE PROBLEM

From the foregoing it is possible to state the research problem:

- What is the influence of drum majoretting on the person image of the adolescent girl.

With the above statement, the aim may be directed more specifically to first finding out whether the relationship areas according to the South African Drum Majorette Association (SADMA) deemed significant are indeed so, or whether there are other relationships that may play a part; and secondly, to the nature and

quality of the experience, involvement and meaning given to each of the adolescent's drum majorettes significant relationships.

1.4 ELUCIDATION OF CONCEPTS

A full discussion of many of the concepts forming an integral part of the theoretical basis for this study will be found in chapter two. The section that follows is confined to the major concepts relevant to the study with a brief outline of their mutual relationships according to the researcher's understanding of the terms.

1.4.1 Person image

The researcher's personal definition of the person image is the image an individual creates of her physical, cognitive, social and emotional development and the impact it has on personality development through forming relationships with people that are important to her. According to Kokot (1987:104) the person image is the knowledge of the manner in which the child attributes meaning to various relationship areas. It is concerned with the child's self-actualization and the child's attribution of meaning to her various relationships, self-concept and her non-academic self-concept. According to Grobler (Myburgh, Grobler & Niehaus, 1999:166) non-academic self-concept includes the emotional, physical and social component. Sutcliffe (1996:128) defines the adolescent as a multi-modal person who exists in totality. Personal modalities such as the physical, affective, cognitive, cannot be separated.

The researcher uses the following concepts to define the person image:

- ▶ Physical development,
- ▶ emotional development,

- ▶ social development,
- ▶ cognitive development and
- ▶ relationships.

(1) Physical development

Physical development involves the growth of the body and changes in the functioning of the body. This has an influence on children's behaviour, their personalities and the reactions of other people towards them (Hurlock, 1985:107).

(2) Emotional development

Emotion is an expression of the child's feelings through her senses. These emotions develop as a result of social interactions. All emotions, not only pleasant ones, play an important role in the individual's life, and each contribute to the kind of social and personal adjustments the child makes (Hurlock, 1985:192).

(3) Social development

Social development is the development of relationships with others marked by mutual interaction (Van den Aardweg & Van den Aardweg, 1988:214). Adolescents are influenced by the social group with which they have constant association and with which they want to be identified. Social development concludes the development of moral development and expansion of the individual's interpersonal contacts (Louw, 1995:13).

(4) Cognitive development

Cognitive development is the continuous and cumulative development of the intellect (Van den Aardweg & Van den Aardweg, 1988:42). It concerns all

aspects of a person's perceptive faculty that has to do with knowing, perception, conceptualization, insight, knowledge, imagination and intuition, and is closely related to the individual's sensory perception, communication with other people and the ability to learn from experiences and identify relationships.

1.4.2 Relationships

Van den Aardweg and Van den Aardweg (1988:193) defines a relationship as one in which persons and self are mutually connected. Relationships are bipolar in nature, with the child as one pole and the significant other as the other pole. In order to understand the other pole, attribution of meaning can only take place by the way of involvement. This relationship can manifest itself in attraction or repulsion, acceptance or rejection, which draws them closer together or pushes them apart. In order to achieve a positive person image, the adolescent has to develop healthy relationships with herself as well as with others. This implies that an adolescent with a positive person image has formed sound relationships while an adolescent with a negative person image has formed poor relationships.

1.4.3 Adolescence

Adolescence is a transition between girlhood and womanhood and is a process of reaching maturity at a physical, cognitive, emotional and social level. Adams, Gulotta and Markstom-Adams (1994), Myers (1998), Gouws and Kruger (1994) and Van den Aardweg and Van den Aardweg (1988) view adolescence as a change in group belongingness and a period when the individuals come up with a new self-concept. Erikson (Burns, 1979:170) emphasises that adolescence is accepted as the time when each person needs to re-examine and re-evaluate herself physically, socially and emotionally in relation to herself and to those close to her.

Hurlock (1985:05) believes that the mission of the adult world is to help adolescents become adults by raising their standards and values to maturity.

The developing tasks of adolescence according to Hurlock (1985:06) are:

- ▶ Achieving new and more mature relations with peers of both sexes,
- ▶ achieving a masculine or feminine social role,
- ▶ accepting one's physique and using the body effectively and
- ▶ achieving emotional independence of parents.

Elucidating these developmental tasks the researcher found that they overlap with the researcher's aims.

1.4.4 **Drum majoretting**

Drum majoretting is a highly organized competitive sport which involves movement performed to music. The primary objective of drum majoretting is to enjoy participating in a group activity through which a girl can experience emotional, social, physical and cognitive development which ultimately contribute to her person image. The purpose of drum majoretting is a medium of advertisement for the institution (the school).

Drum majoretting is an activity through which the individual is in constant interaction with others, that is, peers, trainer/educator, parent, judges and other competitors.

According to the South African Drum Majorette Association, drum majoretting creates self-discipline, consideration for others, a positive attitude, self-confidence, determination, independence and responsibility as well as tidiness, good posture, deportment and femininity. The activity of drum majoretting is of such a nature that enjoyment constitutes one of the elements.

Competition is an important aspect of drum majoretting. Since drum majoretting is performed at a competitive level, the activity is of a disciplinary nature. This results in constant competition with the self and the individual's identity.

1.4.5 Life-world

Every person lives in his or her own unique life-world (Van den Aardweg & Van den Aardweg, 1988:41). The child's life-world includes everything that has meaning for him or her, both the geographic world as well as all relationships. According to Vrey (1990:21) the gestalt of meaningful relationships constitutes a person's life-world.

1.5 PURPOSE OF THE RESEARCH

The purposes of this research are:

- ▶ To pursue a study of relevant literature on the person image of the adolescent drum majorette.
- ▶ To undertake an empirical investigation on the influence of drum majoretting on the person image of the adolescent girl.
- ▶ To institute certain guidelines for relationship participants to provide accountable support to the person image of the drum majorette.

1.6 METHOD OF RESEARCH

Research with regard to this study will constitute the following:

- ▶ A survey of relevant literature will be undertaken to ascertain the extent of knowledge relating to important aspects of the selected topic and to provide a theoretical framework.
- ▶ An empirical survey comprising a structured questionnaire to be completed by drum majorettes in secondary schools in the North and South Durban areas.

A Likert-type scale questionnaire with three response categories (agree, disagree, uncertain) will be constructed. The three response categories will ensure that the respondent's selection fall into one of the categories enabling the measuring of the effect of relationships which affect the person image.

1.7 FURTHER COURSE OF STUDY

Chapter two will examine the life-world of the adolescent girl. The focus will be on the influence of relationships on the self-concept and identity formation and the relevance of relationship to self-actualization.

The influence of drum majoretting on the person image of the adolescent girl will be discussed in Chapter 3.

Chapter 4 will describe the empirical research design, description of research method and selection of research groups.

The presentation and analysis of research data will be dealt with in chapter 5.

Finally Chapter 6 will provide a cursory summary, the findings of the study and recommendations made on the basis of this study.

CHAPTER 2

THE LIFE-WORLD OF THE ADOLESCENT GIRL	PAGE
2.1 INTRODUCTION	13
2.2 LIFE-WORLD AND SELF-ACTUALIZATION	13
2.2.1 Life-world	13
2.2.2 Self-actualization	14
2.2.3 Relationships and their relevance to self-actualization	16
(1) Attribution of meaning	18
(2) Involvement	19
(3) Experience	20
2.3 DEVELOPMENTAL TASKS OF THE ADOLESCENT GIRL	21
2.3.1 Relationship with parents	25
(1) Influence on identity formation	25
(2) Influence on development of self-concept	27
2.3.2 Relationship with self	28
(1) Development of self-concept	29
(2) Physical self	32
2.3.3 Relationship with peer	35
(1) Influence on identity formation	35
(2) Influence on development of self-concept	35
2.3.4 Relationship with educators	38
(1) Influence on identity formation	38
(2) Influence on development of self-concept	39
2.4 SUMMARY	43

CHAPTER 2

THE LIFE-WORLD OF THE ADOLESCENT GIRL

2.1 INTRODUCTION

Van den Aardweg and Van den Aardweg (1988:172) emphasise that the person image is the accurate description of the adolescent as a person. This information should assist the educator to guide the adolescent to self-actualization.

Mead (McAdams, 1990:17) maintains that to understand the whole person one needs to understand how the person's life is embedded in significant relationships. Vrey (1993:21) believes that in order for the individual to orientate herself in the life-world she must form relationships with her life-world. Life-worlds of individuals differ in that different individuals assign different meanings to the various components which comprise the life-world.

The literature study in this chapter will attempt to investigate relationship formation, its influence on self-actualization and the developmental tasks of the adolescent girl.

2.2 LIFE-WORLD AND SELF-ACTUALIZATION

2.2.1 Life-world

Vrey (1993:14) defines the concept life-world as the gestalt of meaningful relationships in which the individual orientates himself to people, objects and ideas. Life-worlds of individuals differ in that different individuals assign different meanings to the various components which comprise the life-world. A life-world is not conceivable apart from a person, since it is the total of meanings assigned

by the person (Chetty, 1998:82). Therefore a person without a life-world is inconceivable.

An individual person finds herself in a complex world from birth; she initiates relationships because she wants to know and to become. Therefore, by forming relationships, the child constitutes a life-world.

2.2.2 Self-actualization

The main aim of education is responsible adulthood for the child and guiding the child to self-reliant moral maturity. According to Landman, Mentz, Roos and Möller, (1982:8) the child would then be capable of self-understanding and self-evaluation, she will become self-reliant in her decision-making and live a life that is justifiable in terms of her personal life view. To achieve these objectives the adolescent would have to be assisted by educators in order to actualize her potential.

The term **actualize** can be defined as "to make actual or real". Self-actualization is the attainment of all that an adolescent can attain in every aspect of development (Van den Aardweg & Van den Aardweg, 1993:83). Self-actualization is individually determined.

Maslow (Prinsloo (ed.), 1994:77) states that self-actualization "... refers to man's desire for self-fulfilment, namely to the tendency to become actualized in what he is potentially ... the desire to become more and more what one is, to become everything that one is capable of becoming."

Furthermore, according to Maslow (Schatz & Buckmaster, 1984:263) "it is an ongoing process by which the person reaches a high level of maturation, that is true integration of the person at all levels". This means that self-actualization is

the full exploitation of the person in totality, hence a self-actualized person may be defined as the most fully-developed and most healthy person

Maslow (Kokot, 1987:24) claims that "maturity or self-actualization ... means to transcend the deficiency needs and to behave to some larger extent in response to growth needs." In other words, he does not equate self-actualization with age but believes that self-actualization is the manifestation of capabilities for which one has the potential at any age.

Vrey (1993:43) states that if the self-actualizing person wants to realise future possibilities, she must transcend herself or rise above the limitations of space, physical and mental abilities. Vrey (Prinsloo (ed.), 1994:90) further states that when children attribute meaning to their relationships with themselves, others, objects and ideas and experience their involvement in these relationships positively, they can then form a positive self-concept enabling them to actualize their potential. Jacobs and Vrey (Kokot, 1987:25) stress that a realistic self-concept is a prerequisite for actualising behaviour.

Vrey (Prinsloo (ed.), 1994:83) summarises the conditions of self-actualization as follows:

- ▶ The individual should be fully involved in the self-actualization process.
- ▶ A negative self-concept as a rejected person will hamper effective self-actualization. Thus successful self-actualization depends on a positive self-concept.
- ▶ Self-actualization requires an increase in knowledge, evaluation and esteem of self-identity in accordance with increase in physical skills, intellectual abilities; emotional experiences and moral awareness.

- ▶ The following factors are essential for a realistic, positive, self-concept:
 - * A sound realistic self-identity,
 - * efficient educational practice,
 - * intense involvement and
 - * freedom from anxiety.

Maslow's self-actualizers are people with (Prinsloo (ed.) 1994:26):

- ▶ A greater sense of meaning in life,
- ▶ a particularly clear perception of reality,
- ▶ an increased acceptance of self, others and the world,
- ▶ more healthy interpersonal relations,
- ▶ more humanistic values,
- ▶ a growing identification with their fellow humans and
- ▶ more loving.

The self-actualizer is totally involved with experiences, not only as they affect her personally but as they affect others too. The self-actualizer develops through her involvement in an activity which holds meaning. In order for self-actualization to take place the adolescent has to attribute meaning to her relationships and experience her involvement positively.

2.2.3 Relationships and their relevance to self-actualization

Self-actualization is determined by the extent to which children are guided and supported towards:

- ▶ meaning attribution,
- ▶ purposeful involvement and
- ▶ positive experience of the self as a unique being with a unique purpose.

In order for the adolescent to constitute and understand her life-world she has to form relationships.

Vrey (1993:21) refers to relationships as a connection between two referents, the one being the child and the section of reality being the other. Vrey (1993:21) explains relationship formation in terms of the concept of polarity. Relationship formation must be seen as a bipolar connection between the adolescent as one pole and the significant other or object to which the adolescent attributes meaning as the other pole. The quality of the interaction will determine whether this mutual interaction between the adolescent and the other pole can be manifested as either attraction or repulsion, or acceptance or rejection. The polarity effect will determine whether the relationship is good or bad, positive or negative, or either encouraged or avoided.

Le Roux (Zulu, 1999:6) states that relationship is the dynamic interactive, truly human stand with another person or persons whereby mutual influence is realised.

In order for the individual to understand the world, the adolescent must become aware of the aspects of reality, get involved and attribute meaning to the experience.

If, for instance, an adolescent drum majorette forms a positive relationship with drum majoretting, it may contribute towards a positive self-concept which in turn will facilitate self-actualization. In order for the adolescent to actualize her potential, her relationship formation must be a positive one. The adolescent drum majorette may display traits such as independence, confidence, positive relationships if she is a self-actualizer.

If one has to achieve self-actualization the essentials of attribution of meaning, involvement, experience and the formation of the self-concept is necessary.

Attribution of meaning, involvement and experience are interrelated and are core categories of relationship theory. The adolescent assigns meaning to the degree she experiences her involvement with people. The greater the involvement the more intense the experience and the more meaningful it will be to the adolescent as she differentiates, evaluates and integrates (Van den Aardweg & Van den Aardweg, 1993:193). Significance attribution relies on involvement and as meaning increases involvement intensifies. The adolescent has to be committed and involved with other people in order to actualize. Since the adolescent in the example above is involved in drum majoretting, educators, peers and parents play a critical and decisive role in the adolescent's self-actualization and person image.

(1) Attribution of meaning

Vrey (1993:31) states that the adolescent assigns meaning in order to orientate herself in her environment. Ausubel (Gani, 1989:78) writes that "meaning can never be anything more than a personal phenomenological product that emerges when potentially meaningful ideas are integrated within an individually unique cognitive structure". This means that attribution of meaning refers to the cognitive component of relationships. The adolescent will be able to understand reality according to her cognitive ability.

Meaning goes hand-in-hand with understanding and depends on the way an individual understands a situation. Meaning exists only in the mind of someone who understands. May (Van den Aardweg & Van den Aardweg, 1993:190) stresses the will to understand. The learning material should be logically meaningful and should be concerned with how an individual relates meaningful material with ideas in her cognitive structure.

Meaning is personal and unique to each individual. Each adolescent should discover meaning individually. Two adolescents may attribute completely different

meanings to the same thing, for example, a non-swimmer and a swimmer may attribute different meanings to a pool. The swimmer may see the pool as a surface of water to swim in and will know its depth, while the non-swimmer will see it as a surface of water and not know its depth, or that it could be dangerous if she has to go in there.

It is clear that in order to attribute meaning the self and the life-world is important. The adolescent must make sense of what is happening in her world. This is an essential component of the cohesive self (Wexler, 1991:15). When attributing meaning the individual should be able to experience and to continually enlarge her scope of self-awareness by enlarging her perspective. Vrey (1993:33-34) states that orientation is only made possible by meaning, once the person knows or understands an object person or self.

(2) Involvement

Involvement may be defined as the willing effort with which a meaningful objective is achieved either physically or psychologically. An adolescent may get involved because of the intention to know more and to orient herself in her life-world. This, according to Vrey (1993:37), can be a subject-subject or a subject-object relationship.

It can be stated that involvement is not a passive concept but one which is accompanied by action. It leads to an identification with the person or object because of the intention to know more. This will lead to the action of involvement.

Vrey (1993:37) defines involvement as the psychic vitality with which meaningful objectives are achieved. This psychic vitality is the driving force behind all learning and developmental tasks (Van den Aardweg & Van den Aardweg, 1993:191).

Jacobs and Vrey (Singh, 1988:59) state that the intensity of a child's involvement is evidenced by the degree of attention, absorption, interest, perseverance, dedication, expectation and practice. Successful self-actualization is largely determined by the intensity and quality of involvement which is dependent on educational help.

(3) Experience

Experience as a category, involves emotions and feelings. Kokot (1987:20) states that experience defines the child's evaluation of a situation and determines the quality of a relationship. The uniqueness of relationship which is the personal attribution of meaning is emphasised by experience. Each experience is accompanied by feelings. These feelings are the indicator of how an individual experiences and evaluates the situation.

Van den Aardweg and Van den Aardweg (1993:192) states that no-one can select her experiences but when one undergoes a certain experience, meanings acquire a personal dimension. The adolescent's experience can be positive or negative. If the adolescent experiences uncertainty in her experience of the situation, she will give unfavourable meaning to the unpleasant situation. Experience stresses the uniqueness of each person's relationship. The experience of the adolescent may inhibit or incite a person's involvement in assigning meaning. The approval or disapproval of a significant other may be the determining factor of the experience.

Relationships give the adolescent the opportunity to discover meaning in her experiences through meaningful involvement. This allows the adolescent to realise her full potential. Sound relationships give the adolescent increased control of the life-world which allows her to actualize her potential. This results in the growth towards independence for the adolescent.

Individuals are born into relationships. In a study conducted by Sonnekus (1988:52) relationships with peers and self was shown to be of more importance to the adolescent than objects and parents. Educators were of least importance. According to Bronfenbrenner (Rice, 1992:79) the most immediate influences on the adolescent are within the microsystems. For the adolescent the microsystems consist of the immediate family, followed by friends, school and other components such as health services, religious groups and social groups to which the adolescent belongs.

In the adolescent's life it is found that the relative importance of various relationships changes, with peers increasing in importance (Vrey, 1993:169). Although the relationship areas of the adolescent are discussed separately, they cannot be divided into watertight compartments, since each relationship influences other relationships of the adolescent. The researcher now examines the developmental tasks of the adolescent girl.

2.3 DEVELOPMENTAL TASKS OF THE ADOLESCENT GIRL

Adolescence is a developmental transition between childhood and adulthood (Papalia & Olds, 1993:483). It is generally considered to begin at the age of 12 or 13 years and to end in the early twenties (Papalia & Olds, 1993:483). The discussion will focus on early and middle adolescence which is covered by the age group mentioned in chapter one. Adolescence is seen as a time for the development of the highest human capacities (Marais, 1998:144). Adolescence is marked by physical, mental and emotional changes (Diver, Husen & Postlethwaite, 1985:85). Each adolescent experiences a happening in a unique way.

"Developing" and "becoming" are words that are used to describe the process of the adolescent's growth (Raath & Jacobs, 1993:49). In order for the adolescent to develop she has to assign meaning to others. The process of development is

ongoing and continues through the life-span of a person (Raath & Jacobs, 1993:49).

According to Havinghurst (Van den Aardweg & Van den Aardweg, 1993:64) the following developmental tasks are necessary for the adolescent to realise her full potential:

- ▶ Achieving a feminine social role.
- ▶ Accepting one's physique.
- ▶ Caring for the body effectively.
- ▶ Achieving emotional independence.
- ▶ Desiring and achieving socially responsible behaviour.

Vrey (1993:166) states in order to achieve developmental tasks the individual has to self-actualize by:

- ▶ understanding her life-world,
- ▶ orientating herself,
- ▶ experience of personal adequacy (positive self-concept) and
- ▶ if she belongs to and is accepted in her relationship with others.

The adolescent's full potential can be realised only if she understands and orients herself in her life-world. Orientation takes place by assigning meaning to the relationship that she is involved in. If adequacy is achieved, the self-concept will take a high degree of permanence. These aims will only be achieved if the adolescent relates to people she esteems, and to herself (Vrey, 1993:167).

Adolescents experience dramatic changes (cf. 2.2.1). Because of these changes, adolescence is generally regarded as a phase of heightened self-awareness (Bosma & Jackson, 1990:50). The adolescent continually questions herself as to "who she

is and "what she is to become". Kegan (McAdams, 1990:577) has the view that the adolescent progresses towards the self-seeking to consolidate an identity.

Erikson (Kleiber & Kirshnit, Diamant (ed.), 1991a:95) defines identity as that which expresses a mutual relation, in that it connotes both consistent sameness within oneself and persistent sharing of character with others.

Erikson (Vrey, 1993:44) explains self-identity further as:

- ▶ the person's conception of herself and
- ▶ the stability and continuity of the abilities by which she knows herself and the agreement between the person's self-conceptions and the conception held of her by other people she esteems.

The adolescent is primarily concerned with attempts at consolidating her social roles. The adolescent is often preoccupied with what these roles appear to be in the eyes of others, as compared with what she herself feels they are (Erikson, 1980:63). In this search for a new sense of continuity some adolescents have to refight some of the crises of earlier years (Erikson, 1980:63). The danger of this stage is role confusion. Adolescents may choose to be in the company of others and to be clannish.

Marcia (Papalia & Olds, 1993:544) conducted research to expand Erikson's notions of the process of identity formation among adolescents. Marcia, (Adelson 1980) conceptualised identity development as a twofold process involving crisis and exploration of various roles available to the individual and the subsequent commitment to a relatively enduring definition of self.

According to Vorster & Sutcliffe (2000:10) a firm sense of identity results on spontaneous relationships with others. In order to form an identity the adolescent

has to assign meaning to significant others and incorporate them into her image. In the process she questions the identity in order to form concepts of herself. Identity formation can prove very positive as well as negative for the adolescent. A negative identity may lead to delinquency, drug-taking or neurosis. Should the identity formation prove positive then the adolescent will display leadership qualities such as responsibility and confidence (Lloyd, 1985:311). Adolescents who have a positive identity have developed a sense of accepting themselves. Adolescents are also attracted to those with identity statuses similar to their own (Rice, 1992:78).

Gilligan and Brown (Papalia & Olds, 1993:545) discovered that female definition of self is less concerned with achieving a separate identity than with relationships with other people. Smart and Smart (1992:479) also emphasise that relationships are important for female identity. Kleiber and Kirshnit (Diamant (ed.), 1991a:195) define identity formation for female girls as one that is based on the self as well as a relational perspective. It is identification with others and one's distinctiveness that is important in the view of identity formation for the adolescent girl.

Erikson also acknowledges the potential for gender differences in identity formation (Kleiber & Kirshnit, Diamant (ed.), 1991a:194). Adolescent girls derive their identities more through their relationship with others and less through the process of self. In order to come to an identity the adolescent girl needs to give realistic meaning to the self and this is facilitated by positive relations. In search for the identity, adolescent girls are confronted by the demands of peers, parents and educators to act more maturely (Diamant, 1991b:94).

Pearl (Singh, 1988:55) mentions that the self-identity is stable during adolescence and this identification results in cohesion, love and cooperation through relationship with significant others. In order to arrive at the formation of identity of adolescent girls, it is necessary to discuss relationship with parents, self, peers and education.

2.3.1 Relationship with parents

The adolescent is emancipated and sees her parents more realistically (Vrey, 1990:185).

(1) Influence on identity formation

The adolescent's relationship with her parents is a continuation of earlier relationships and they provide the basis from which the adolescent initiates other relationships (Vrey, 1993:173). Sonnekus (1988:45) emphasises that parents provide the adolescent with the quality of relationships which influences and limits the kinds of relationships she is able to establish outside her home. During adolescence there is psychological parting between parent and adolescent and this, for the adolescent, is a trying phase because she has to live as "an adult alongside her parents" (Vrey, 1993:174).

Adolescents who are actively engaged in seeking an identity of their own are more likely to have parents who encourage self-assertion and freedom to disagree, while at the same time encouraging connectedness to the family, including openness or responsiveness to views of others and respect for others (Conger, 1991:223). This type of adolescent is likely to have a favourable and clearly defined perception of herself. A strong sense of identity amongst adolescent girls is facilitated by parents who serve as role models and who are affective, attentive and supportive of their daughter's development (Conger, 1991:224). The adolescent will find difficulty in forming an identity of parents if the relationship is distorted. Parents have to be encouraging and supportive in order for the adolescent to develop a clear sense of identity.

The experience of being loved is one of the essentials for a healthy parent-adolescent relationship. The adolescent that is loved feels freer to take risks, explore, try out abilities and make decisions. They have trust in their parents.

One of the tasks the adolescent faces in establishing an identity of her own is to outgrow dependency on her parents. This has been called emancipation from her parents. Successful identification with the parent of the same sex is an important factor in the emergence of the adolescent into independence (Lloyd, 1985:306).

Emancipation literally means the achievement of equal rights (Vrey, 1993:175). The adolescent is able to make her own judgements and decisions. Emancipation can be seen in two ways. The one involves the adolescent's readiness to take her own decisions and accept responsibility and the second is the parents' readiness of approval. When emancipation is successful there is a close relationship between parent and adolescent. The period of emancipation is turbulent and full of conflict for the parent and the adolescent. Good synchronisation of emancipation helps to give the adolescent a realistic idea of her parents. This suggests that parent-adolescent relationships are marked by increasing interdependence and mutuality rather than conflict.

However, there is a significant amount of minor conflict between parents and adolescents (Bornstein & Lamb, 1992:478). The conflict involves quarrelling about everyday issues. Bornstein and Lamb (1992:475) state that parental conflict actually facilitates communication. The relationship is qualitatively transformed when these minor conflicts take place.

Bornstein and Lamb (1992:486) outline the influence of qualitative transformation of adolescent-parent relationship as follows:

- ▶ Adolescents who report close relationships are more competent and better adjusted than their peers.
- ▶ Adolescents who experience conflict in their parent relationship exhibit low self-esteem.

Hurlock (1985:479) states that those adolescents that have become successful come from homes where parental attitudes towards adolescents were favourable and where a wholesome relationship existed. Poorly adjusted children are usually the product of unfavourable parent-adolescent relationships. In general adolescents who have warm, supportive parents are in better positions to accept responsibility for their actions and feel better about themselves. Adolescents who display unstable relationships with parents are restrained in their becoming (Van der Spuy, 1992:118). They display an inadequate identity formation.

(2) Influence on development of self-concept

Parents continue to have an influence on the merging self-concept of their adolescent daughter, but their influence is somewhat diminished due to emancipation. Purkey (Hansen & Maynard, 1973:37) express the view that parents' influence on the individual's self-concept remains just about as strong in adolescence as it was earlier. A study by Brookover (Hansen & Maynard, 1973:37) ranked parents high as "significant others"; this in contradiction to the common belief that the influence of parents declines during adolescence.

Rice (1992:25) states that the influence of mothers in the adolescent relationship contributes towards a positive self-concept. Girls who are close to mothers see themselves as confident, wise, reasonable and self-controlled. These characteristics make up a positive self-concept. Those who feel distant from mothers perceive themselves in negative terms as rebellious, impulsive and tactless. This is an indication of maternal identification influencing the self-concept (Rice, 1992:25).

Fathers are also important in a girl's self-concept development. Warm, rewarding father-daughter relationships play a vital role in helping the adolescent girl to value her femininity. This will result in positive acceptance of herself as a woman.

Parents who show warmth and interest create a positive, self-concept in children. Parents who are democratic and less permissive or strict, influence a positive self-concept in the adolescent. Adolescents who have parents who are inconsistent in expectations and discipline develop a negative self-concept. Adolescents who are physically abused develop a negative self-concept (Rice, 1992:254). Raschke (Rice, 1992:255) also states that when the adolescent experiences parental conflict then she has a low self-concept. It is the quality and harmony of the relationship that influences the development of the self-concept.

2.3.2 Relationship with self

May (Kokot, 1989:79) defines the self as the organising function within the individual and the function by means of which one human being can relate to another. The interaction between the two poles in a relationship originates in the self of each of the two poles. The self is a way of understanding the meaning that the adolescent gives to the world. The self, therefore, is the foundation of all relationships (Hanna, 1991:1).

The self-concept can be differentiated into the perceived self (the way people see themselves), the real self (the way the person really is) and the ideal self (the way a person would like to be). Eventually out of all this emerges the person image which, depending on who is describing it, can be either the sum total of:

- ▶ One's own internal self perceptions, or
- ▶ another person's external perceptions of that individual.

Van den Aardweg and Van den Aardweg (1988:193) states that the knowledge of one's identity consists of recognising and identifying oneself and the formation of the self-concept.

The relationships that the adolescent forms, largely influences her self-concept. An adolescent compares the self with peers, parents, educators and other significant people, and one's abilities in relation to norms. This will determine the relationship as being self-acceptance or self-rejection. According to Coopersmith (Vrey, 1993:169) the adolescent accepted by peers, educators and parents will also accept herself. An adolescent who has been supported by her significant others and who has been given some direction and perceives that she is growing in competence, will develop a high self-concept; conversely the adolescent who has been restricted in her experiences with her significant others, criticised and blamed or even ignored, could develop a low self-concept. An adolescent whose achievement in academic work and sporting activities is high will have a positive self-concept.

Experience moulds the self-concept, but every experience is given meaning by the individual, while each of these interpretations is strongly influenced by the individual's self-concept. Lloyd (1980:247) says that, as each perception passes through the self-concept, it is given meaning and the meaning is determined by the individual's self-concept. Only when she is secure, can she accommodate new experiences. Thus it would seem that the relation to self is influenced by the individual's perception of activities not as they actually exist, but rather as they appear to her. In order to understand the relationship of self, one has to look into the self-concept and its development.

The self-concept is therefore the person's view of herself; both her perception of herself independently of others and her interpretation of how she is perceived by others (Mwamwenda, 1995:363).

(1) Development of self-concept

Vrey (1993:167) recognises the self-concept as that which comprises the totality of evaluation of all components of an adolescent's identity. According to Le Roux

(1999:222) the self-concept is regarded as the dependent variable with the physical self, social self, and psychic self, as the independent variables. Besides other people influencing the self-concept, the individual herself develops ideas about herself and incorporates it into her own personality. This is generated through the identification process, which is assimilated from parents, educators and peers. Strange (Rice, 1992:246) calls this the ideal self. This is the kind of person that the adolescent would like to be. These aspirations may be realistic, low or too high. Realistic self-concepts lead to self-acceptance, mental health and accomplishment of realistic goals (Rice, 1992:246). Ideal selves that are too high may lead to frustration and those that are too low impede accomplishment. Whether a person develops a positive or negative self-concept depends on how she is treated and how she perceives such treatment (Mwamwenda, 1995:363). As a person interacts with others, she evaluates her behaviour on the reinforcement or lack thereof received from significant others. Therefore, the self-concept is developed not only through the adolescent's experiences with significant others but also through her own understanding and meaning of those experiences in her environment, and in this process she forms a negative or positive self-concept.

As she experiences success, a sense of confidence arises and the experience of self-acceptance and adequacy is felt. This helps to establish a positive self-concept. The poor self-concept results from excessive failure and is associated with withdrawal and isolation from the relationship participants. The self-concept moves to and fro between the positive and negative poles. This means that the self-concept will not be the same at all times. Raath and Jacobs (1993:26-28) discuss this as:

Realistic self-concept - when the self-concept is realistic it means that the person has accepted both the positive and negative aspects of life.

Realistic positive self-concept - accepts her negative and positive qualities, Positive qualities will be strong and overcome the negative qualities; hence the negative qualities has an effect on her self-concept.

Realistic negative self-concept - feels a total failure as a person as well as her intellectual self. Positive aspects will suffer.

Unrealistic negative self-concept - if the child, after a reasonable length of time still feels a failure, it can be considered unrealistic. The negative characteristics of the academic dimension of the self-concept is then dominant. The self-concept will be fixed as negative.

Unrealistic positive self-concept - this individual creates an ideal self by creating a false image. Although her actions indicate that she has a negative concept of herself, she will create an image to the opposite

The adolescent self-concept is a result of continual and gradual growth based not only on social circumstances, but also on cognitive competencies and skills (Dusek & Flaherty, 1981:110). The findings of the monograph by Dusek and Flaherty (1981:44) indicate that adolescence is not a time of severe upheaval in developing views of the self. According to the monograph there is evidence of continuity and relative stability in adolescent self-concept development, but some experience storm and stress because of adjustments to the altering relationship with parents, peers and physical self.

Adolescent girls have a sophisticated view of what a sense of one's self encompasses. It includes relationships, psychological characteristics and self-evaluations. While the quality of one's interactions with others may be viewed as critical to her self-concept, the individual's interpretation of the experience represents the actual foundation upon which that same concept is built. The

individual comes to expect certain attitudes and feelings towards herself and these are rooted in her self-concept (Lloyd, 1980:272). According to Grobler, Myburgh and Kok (1998:56) the adolescent has more self-confidence and experiences more anxiety and better social relations.

Each experience of love and rejection, approval and disapproval causes the adolescent to view herself. Positive, pleasant experiences encourage the formation of a positive self-concept. A positive self-concept is largely the result of love, care and acceptance. This enables the adolescent to forget her own identity and to explore and form relations and assign meanings (Lloyd, 1980:272).

An adolescent's feelings towards her body becomes a powerful influence on her self-concept. The physical self is a vital component of the self-concept. The physical self is very important in the adolescent stage of a person's life. It is the intention of the researcher to understand the role of the body in the adolescent's self-concept.

(2) Physical self

Physical self is not a phenomenon which has been investigated and defined in absolute terms; in fact, it is a construct which has led to much controversy and a wide variety of definitions, depending on the particular orientation of the researcher studying the phenomenon. However, despite their differences, the physical self is an essential element of the individual's intrapersonal and interpersonal functioning, or the so-called self.

An important aspect of self-concept involves perception of the physical self or body image. The body according to Hamachek (1992:108) is experienced as the most visible part of the self. Burns (1982:151) regards the physical self as one of the sources of self-conception. The attitudes towards the body become closely associated with attitudes towards the self.

Jersild (Frankel, 1964:59) describes the physical self as: "... the picture he has of the physical properties of his body, his appearance including (as he perceives the situation) the figure he cuts in the eyes of others. This physical self is not just a photographic impression; in common with all other aspects of the way in which a person views himself; it is likely to be coloured by feelings and attitudes." It can be determined that it is difficult to provide an operational definition of the physical self because of the many definitions elected by various theorists.

Kallen and Doughty (Mostert, 1995:20) point out that in a social context it would appear that the physical self for girls is based on "how they appear". Adolescents become concerned about physical self which is made up of attractiveness, body type, body weight and timing of their own development in relation to norms. Physical attractiveness and physical self have an important relationship to the adolescent's positive self-evaluation, popularity and peer acceptance. Physical attractiveness is an important ingredient in interpersonal attraction (Rice, 1992:181).

Social relationships are influenced by the adolescent's attractiveness. Attractive adolescents are thought of in positive terms: warm, friendly, successful and intelligent (Rice, 1992:181). Partly as a result of differential treatment, attractive adolescents appear to have higher self-esteem and healthy personality attributes and are better adjusted socially (Rice, 1992:181). Adolescents who are physically attractive are treated in more positive ways, develop more positive self-perceptions and personalities and are more popular and better adjusted socially (Rice, 1992:181). Adolescents who rate themselves as unattractive are also likely to describe themselves as lonely (Rice, 1992:183).

Girls who mature early in elementary school tend to feel awkward and self-conscious because they are different. But by the age of 17, these girls have a more positive self-concept and are better adjusted and enjoy better personal relations than late maturers (Rice, 1992:186).

Possessing a physically fit body that meets the cultural ideals of thinness and beauty can enhance the physical self (Rice, 1992:186). In order to understand a girl's physical self it is important to keep in mind not only the physically observable characteristics but also the individual's perceptions. The adolescent girl's perception and evaluation of her body and herself is affected by the changes in cognitive functioning which makes her more self-conscious (Blyth, Simmons & Zakin, 1985:209). The adolescent's evaluation of her physical appearance is influenced by the ways others react to her and by the comparison of her development with the physical development of others in her environment.

The fundamental role which the peer group plays in the life of the adolescent is captured by the following quotation (Mostert, 1995:18): "Adolescents cannot forget their bodies; the body is the external presentation of one's self to the world, and other persons continuously remind one of it. Therefore, adolescents seek endlessly to modify the physical image of themselves to conform to and support the picture they wish to present to others."

What counts most for adolescents, is the opinion of others and the acceptance by their peer group. Coleman (Jensen, 1985:47) claims that popularity and peer acceptance are the driving motivational forces within the high school culture. Adolescents focus heavily on their physical appearance as one of the main determinants of social acceptance.

Jensen (1985:104) claims that physical attractiveness is positively related to positive peer relations. Adolescents spend much time on their appearance and comparing themselves with the physical norms determined by the peer group. If there is deviation from these group standards, feelings of indifference may result. An adolescent may feel worthless and as a result not care for her body. The physical self therefore, is regarded as one of the most powerful influences upon adolescent popularity, peer acceptance and self-evaluation (Jensen, 1985:216).

According to Berscheid, Walster and Bornstedt (Mostert, 1995:4) adolescents who are physically attractive do get more positive social reaction, that is, those who have a positive physical self, seem to relate better to other people.

Relations with one's body can be enhancing or humiliating depending on the level of acceptance and rejection by significant people. Adolescents tend to have strong positive and negative feelings about certain parts of their body. This feeling is determined largely by their acceptance of cultural standards regarding female attractiveness, as well as in comparison to the adolescent girl's ideal physical self.

If a girl does not have a slim figure, she may be ignored by peers. This rejection may set an imbalance in the adolescent's feelings and the adolescent may become depressed and lonely. This results in the adolescent having a negative physical self and poor self-concept.

An adolescent with a positive physical self has a positive self-concept and enjoys better relationships with significant people. The adolescent with a poor physical self has a poor self-concept and suffers rejection from significant people in her life; hence the physical self therefore, refers to the individual's own characteristic manner of perceiving her own body and consists of the attitude she holds about her physical attributes (both positive and negative). The so-called physical self, therefore is a determinant of the self-concept.

2.3.3 Relationship with peers

(1) Influence on identity formation

The peer group provides a milieu within which an identity may be secured since the adolescent becomes less like her parents and more like her peers. The adolescent's growing perception of herself also comes about through comparing

herself with peers. This means that her developing conceptions of who she is, what she is and what she can do depend on opportunities to observe what others do and what they are. This will only occur if she is accepted by her peers. Female adolescents tend to value relationship with peers and cooperativeness as more important goals in life (Schave & Schave, 1989:122).

According to Van den Aardweg and Van den Aardweg (1988:193) the adolescent is involved in a dynamic relationship of acceptance-rejection, avoidance - being avoided, sought-after - non sought-after.

The peer group provides useful opportunities for adolescents to share responsibility and to learn from each other. Among peers there are two kinds of groups: crowds and cliques (friends). One of the functions of the crowd is to provide a group identity which separates adolescent from parent (Smart & Smart, 1992:569). Thus the adolescent strengthens her own identity by being a member of a group. According to Coleman (Brown, Eicher & Petrie, 1986:75) leading crowd members enjoy greater popularity and higher self-esteem than non-members.

The most important peer relationships are those that exist between friends. Meaningful relationships occur only when there is an emotional bond of intimacy. This means that both persons involved in the relationship must have knowledge about the other person, share each other's company as equals and feel free to confide their thoughts and feelings to each other. Papalia and Olds (1993:556) state that adolescents who have close friends are high in self-esteem and consider themselves competent and do well in school.

The adolescent has to conform in order to be known as a member of the group. The identity of the adolescent is not lost during conformity. Vrey (1993:171) states that during conformity the educator should intervene periodically to support the adolescent in her formation of the identity. Adolescents vary in how much

they are liked by their peers. In every peer group there are adolescents who are popular and others who are rejected.

For adolescent girls, wearing acceptable clothing have been associated with acceptance in peer relationships, greater participation in school activities and positive self-concept (Litrell, Damhorst & Litrell, 1990:78).

Adolescents who are accepted by their peers are perceived as tolerant, flexible and sympathetic (Conger, 1991:300). They are portrayed as lively, cheerful, good-natured, self-confident, possessing initiative, enthusiasm, drive and low in anxiety.

Aggression and antisocial behaviour will lead to peer rejection. Bornstein and Lamb (1992:553) state that rejected adolescents report feeling more isolated than do their well-adjusted peers. Bornstein and Lamb (1992:554) summarise peer relations as follows:

Rejected adolescents:

- ▶ are unskilled socially,
- ▶ think poorly of themselves and
- ▶ think poorly of their relationships.

Positive relationships with peers are characterised by:

- ▶ conformity of attitudes,
- ▶ acceptance,
- ▶ cooperation,
- ▶ trust and
- ▶ love.

(2) Influence on development of self-concept

Toriska-Kovach (Monyemorathwe, 1992:34) says that the parents may have the greatest impact on who adolescents will become, but the peer group helps them find out who they are. Peers evaluate the adolescent in the group and this encourages the adolescent to evaluate herself. The adolescent very readily turns to the peer culture and derives from it support and identity.

When an adolescent depends on group acceptance, she finds that her need for belonging leads to conformity to the group. In order to guarantee acceptance, adolescents are forced to perform acts which can produce high self-concepts. The more socially active the adolescent, the better she is known to members of her peer group. If the adolescent is an achiever in sport she is easily accepted by others. Social participation and acceptance are closely interrelated, and this results in the adolescent developing a positive self-concept. Due to this acceptance in social participation the involved adolescent develops poise and confidence. Adolescents look forward to being popular in the group. The adolescent is never satisfied with what she thinks about herself and feels someone has to evaluate her. Hence she uses the peer group. Adolescents feel more comfortable with those whose interests and values are similar to hers. The most acceptable adolescent, therefore, is the one who conforms most closely to the interest of the group. The result of this type of conformity and acceptance results in a positive self-concept; rejection and neglect, therefore, leads to unfavourable self-concept. The adolescent's self-concept is a product of peer influence and peer acceptance.

2.3.4 Relationship with educators

(1) Influence on identity formation

It is the task of the educator to encounter the individual and help her to achieve self-actualization. The relationship between educator and adolescent is the only

child-adult relationship that characterises the parent-adolescent relationship. Educators are role models for adolescents (Woolfolk, 1995:7).

The encounter between educator and pupil is a dynamic one (Vrey, 1993:206). The relationship with the educator is sometimes in flux because attitudes of parents are in conflict with that of the educator. If the educator's values, attitudes and perception of the adolescent produce a reflection of the adolescent consistent with that of parents, then the educator's relationship with the adolescent may be enhanced. Educators may be able to assist the adolescent girl in acquiring life skills necessary to understand her parents and preparation for emancipation and independence (De Klerk, 1990:51).

Based on the educator relationships adolescents will decide if the school is a safe and trustworthy place in which they may work. Only when they feel safe and secure will they have confidence to explore and develop new skills (Feeny, Christensen & Moravcik, 1987:180). Good relationships between educators and adolescents are characterised by qualities such as honesty, empathy, respect, trust and warmth. If there is attraction in the relationship then closeness, trust and belonging becomes possible (Vrey, 1993:206).

Educators with positive self-concepts whose concerns are greater than their concerns for self, will imitate good relationships. The educator with his personality alone cannot create the relationship. It requires the involvement of the adolescent as well.

(2) Influence on development of self-concept

Next to parents, educators, as a major source of self-information to their pupils, feed the pupils' self-perception with positive, neutral and negative reinforcement (Magwaza & Bhana, 1985:160). Although adolescents come with an already

established self-concept, their educators' reactions will influence it. When praise and encouragement are offered, adolescents are motivated to learn. Love, respect and praise help the adolescent to experience positive feelings (Maharaj, 1986:40).

Results of a study by Magwaza and Bhana (1985:160) indicate a positive significant relationship between an adolescent's self-concept, self-acceptance, and perception of the educator on the one hand, and academic achievement on the other hand. Davidson and Land (Hansen & Maynard, 1973:47) argues that the adolescent's perceptions of the educator's feelings towards her, correlated positively with her self-perception. The more positive adolescents' perceptions of their educator's feelings, the better their academic achievements.

Brookover (Hansen & Maynard, 1973:47) argues that when the educator believes that her adolescent pupils can achieve they appear to be more successful, and when the educator believes that pupils cannot achieve, it influences their performance negatively. According to Hamachek (Maharaj, 1986:40), poor academic achievement appears to be related to a student's low self-concept. Successful adolescents have a greater sense of personal worth and feel somewhat better about themselves. They have a high self-concept in relation to academic ability and self-acceptance will be high (Rice, 1992:249). The high self-concept is the result of positive attitudes and support from educators. A positive climate created by the educator facilitates behaviours such as warmth, support and positive feedback (Anderson, 1990:248).

Purkey (Maharaj, 1986:40) maintains: "Whenever we treat a student with respect, we add to him respect, and whenever we embarrass or humiliate him, we are likely to build disrespect in him both for himself and for others". This indicates that the educator is of great importance in the influence of the perception of the adolescent self. The educator's behaviour in neglect and acceptance will determine whether the adolescent has a positive or negative self-concept.

The adolescent is more likely to establish a strong sense of identity if there is a rewarding interactive relationship between adolescents and significant others. These adolescents, with a strong sense of own identity, may see themselves as separate, distinct individuals. The word *individual* as synonym for person, implies a need to perceive oneself as somehow separate from others, no matter how much one may share with them. Individuals who have achieved a strong sense of identity are more autonomous, creative and complex in their thinking and have a more positive self-concept.

Adolescents whose identity have been prematurely "foreclosed" are likely to be more conforming, less anxious and base their self-concept on recognition. It can be concluded that an adolescent who has positive relationships will tend to establish a strong personal identity. This will result in the adolescent possessing the following characteristics:

Figure 1: Characteristics of strong personal identity

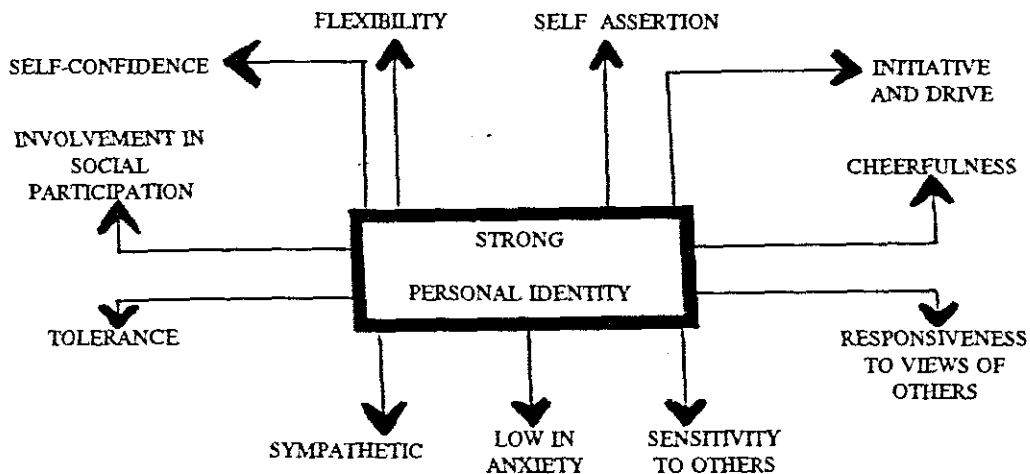


Figure 1 is a compilation by the researcher, as a summary to the research content of this chapter.

The adolescent is more likely to establish a weak sense of identity if the relationship between the adolescent and significant other is a poor one. A relationship is a negative or poor one when there is poor interaction between adolescent and significant others and when significant others show neglect and inconsideration. This relationship is characterised by rejection from significant others. Some adolescents go through a period of 'identity confusion'. These persons cannot 'find' themselves. They have a poor self-concept.

They are impulsive, show no responsibility and their thinking is disorganised. An adolescent who forms poor relationships and is neglected by significant others will establish a weak personal identity. This is characterised by:

Figure 2: Characteristics of weak personal identity

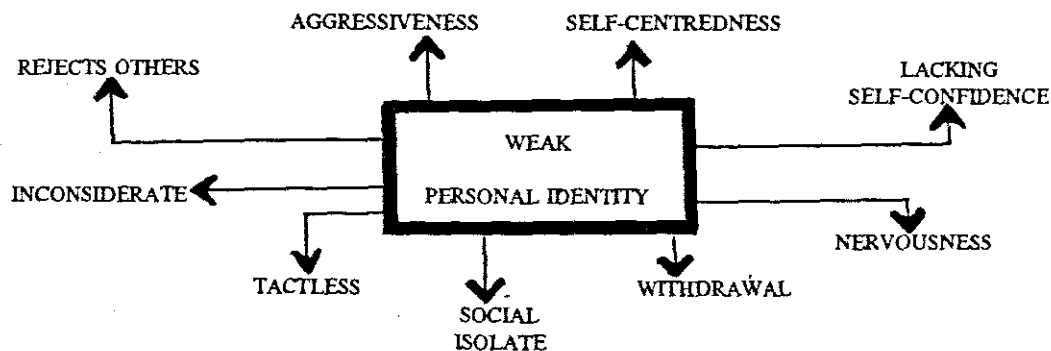


Figure 2 is a compilation by the researcher and a summary to the research content of this chapter.

The findings of the literature study are consistent with Erikson's view that people with a strong sense of identity perceive themselves as separate distinctive individuals.

The formation of identity depends on the meaning that the adolescent assigns as well as on the feedback of significant others (that is the conception held of her by

the people she esteems). The self-concept development will depend on how the adolescent experiences. Experience, attribution of meaning and involvement is important for the development of the self-concept. The way in which the adolescent experiences, attributes meaning to and becomes involved, activates the self-concept (Raath & Jacobs, 1993:32). The self-concept in its totality will have both negative and positive aspects.

A positive self-concept can thus be equated with positive self-evaluation, self-respect and self-acceptance. A negative self-concept is equated with negative self-evaluation, self-hatred, a lack of feelings of personal worthiness, and self-rejection.

2.4 SUMMARY

The specific aim of the study is to investigate the person image of the drum majorette. In order to investigate the person image of the adolescent drum majorette, the researcher has to look into drum majoretting and its influence on relationship formation and how the adolescent girl finds meaning in what she experiences. Whereas this chapter focused on the life-world of the adolescent girl chapter three hopes to examine the adolescent's participation in drum majoretting as a sport and its influence on the person image of the adolescent girl.

CHAPTER 3

THE INFLUENCE OF DRUM MAJORETTING ON THE PERSON IMAGE OF THE ADOLESCENT GIRL

	PAGE
3.1 INTRODUCTION	44
3.2 DRUM MAJORETTING	44
3.2.1 Drum majoretting in South Africa	46
3.2.2 Objectives of drum majoretting	48
3.2.3 Competitions	59
3.2.4 The drum majorette hierarchy	50
(1) The principal	51
(2) The trainer/educator	51
(3) The parents	52
(4) Drum majorettes	52
(a) The team	52
(b) The leader	52
(c) The sub-leader group	53
(d) The squad	53
3.3 THE INFLUENCE ON AND THE DEVELOPMENT OF THE PERSON IMAGE	53
3.3.1 The person image	53
3.3.2 Relationship formation	54
3.3.3 Relationship with self	56
(1) Self-concept	56
(2) Physical self	57
3.3.4 Relationship with trainer/educator	58

CHAPTER 3 (continued)	PAGE
3.3.5 Relationship with parents	59
3.3.6 Relationship with peers	61
(1) The team	61
(2) The leader	62
(3) The sub-leader	62
(4) The squad	62
3.4 DRUM MAJORETTING AS A SPORT AND FRAMEWORK FOR DEVELOPMENT	62
3.4.1 Physical development	63
3.4.2 Social development	65
3.4.3 Emotional development	69
3.4.4 Cognitive development	72
3.5 SUMMARY	76

CHAPTER 3

THE INFLUENCE OF DRUM MAJORETTING ON THE PERSON-IMAGE OF THE ADOLESCENT GIRL

3.1 INTRODUCTION

In order to conduct a meaningful investigation into the adolescent drum majorette's person, it is important to study the organization of drum majoretting and its influence on the person image. Relationships in the life-world of the drum majorette may have a significant effect on the person image. Through relationship formation the drum majorette may raise the level upon which she gives meaning. Vrey (1993:65) defines "world" as that part of reality to which people, through their involvement with it, have come to attribute meaning.

This chapter intends to discuss:

- ▶ The origins, aims and objectives of drum majoretting and its contribution to the person image of the adolescent,
- ▶ the influence of drum majoretting on relationship formation and
- ▶ the influence of drum majoretting on social, emotional, physical and cognitive development of the adolescent.

3.2 DRUM MAJORETTING

Drum majoretting is a movement sport which aims at participation on a national level and can be regarded as one of the primary, universal and joyful expressions of physical existence. Drum majoretting as a sport allows enjoyable participation

in group activity which may contribute towards the emotional, social, physical and cognitive development (Kretschmer, 1996:29). It is of a highly competitive nature and is governed by rules and regulations (Kretschmer, 1996:44-54). This activity in South Africa is controlled by the Drum Majorette Association, which sets up strict rules and discipline.

The focus of introducing drum majoretting as a sport is on how to use the activity to build bridges between different cultures and ethnic or racial groups. Leonard (1980:64) defines culture as the changing patterns of learned behaviour including values which are socially shared and transmitted among members of society.

Drum majoretting as a sport provides a range of experiences through which adolescents may be socialised. Due to the lack of previous research and information on drum majoretting the researcher uses information on sport to relate to drum majoretting.

In 1968 the Song Girls Squad was founded at the University of Southern California. Since their inception this squad has been admired and revered not only for their precision and excellence in their performances but also for the outstanding image the young ladies have upheld for the past twenty-two years (Ray, 1990:34). They are deemed to represent the finest in citizenship, academic achievement and athletic ability (Ray, 1990:34). The team was trained by the coach Lindley Bothwell, and a warm and enduring relationship developed between the trainer and team members.

The squad was also instantly accepted by the university community and their quality reputation quickly grew. Former Song girls have continued to be extremely successful in life as doctors, lawyers, educators and corporate executives (Ray, 1990:37).

3.2.1 Drum majoretting in South Africa

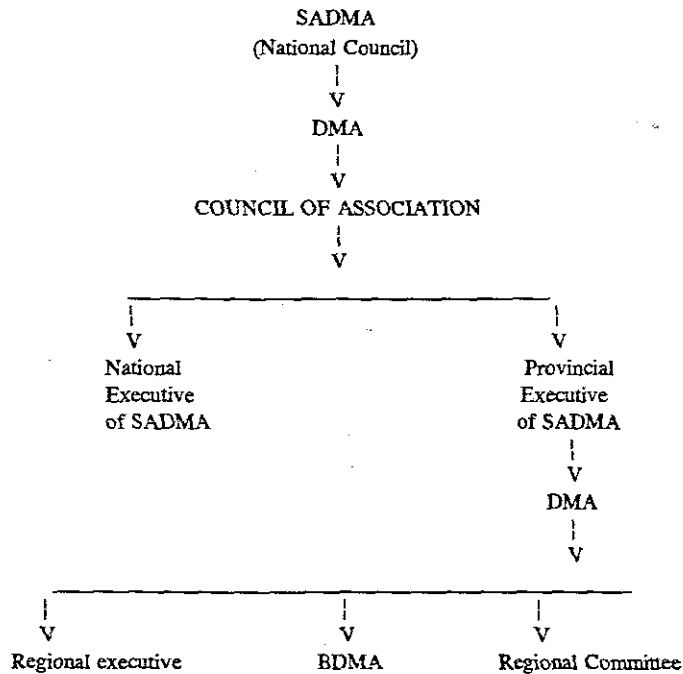
Drum majoretting as an extramural activity and sport, in primary and secondary schools and institutions of higher education, is well-established in South Africa, its origin being reported some thirty years ago (Ray, 1990:34).

Drum majorette associations in South Africa were formed with subsidiary bodies or committees of adjudication and administration. The main objective was to train and develop people who wished to officiate and judge competitions. A further objective was to present a professional image at all times by setting standards of excellence that kept abreast with the skills of drum majorettes and their trainers (Kretschmer, 1996). Today drum majoretting is an organised competitive sport in the Republic of South Africa.

Since 1995 drum majoretting is practised in nine provinces in the Republic of South Africa. The nine provinces are Western Cape, Eastern Cape, Northern Cape, Orange Free State, KwaZulu-Natal, Gauteng, North West, Northern Province and Mpumalanga. Pupils of all races participate in the competitions. The provinces have various national or provincial and regional drum majorette associations which are affiliated to the South African Drum Majorette Association (SADMA). SADMA works in close cooperation with the United School Sport Association of South Africa (USSASA) and the National Sports Council.

The structure of organization of drum majoretting in South Africa is as follows:

Figure 3 The structure of the South African Drum Majorette Organization



This is a compilation from SADMA (Kretschmer, 1996:17-23).

Kretschmer, (1996:5-28) defines the organization of drum majoretting in South Africa as follows:

SADMA - Recognised as the governing body of drum majoretting as a sport. The body formulates and administers the rules and regulations governing the affairs of the association and those of its affiliated bodies. SADMA consists of all national, provincial and regional drum majorette associations. SADMA's national council formulates the policy and is accountable to SADMA as a whole.

DMA - This is the regional drum majorette association. DMA maintains the activity on a competitive level at regional level. DMA is affiliated to SADMA. DMA has the right to serve on the national executive of SADMA or the provincial executive of SADMA which is governed by the council of association. DMA

manages drum majoretting of all associations in a province. DMA is made up of a regional committee which consists of the regional executive, Board of Drum Majorette Adjudicators (BDMA) and Drum Majorette Trainers' Association (DMTA). The regional executive committee acts as a liaison with and is represented at SADMA. The BDMA involves itself with the training and development of adjudicators. The DMTA develops and trains drum majorettes and trainers.

The SADMA Provincial Executive is accountable to SADMA National Executive for the execution of SADMA policy at provincial and regional level.

3.2.2 Objectives of drum majoretting

The primary objective of drum majoretting is to allow enjoyable participation in a group activity. Through this participation the emotional, social, physical and cognitive development (which will ultimately contribute towards a balanced development of the participant's personality) should be experienced (Kretschmer, 1996:29). This activity is of such a nature that it has the same objectives as many other sporting activities (Kretschmer, 1996:29):

- ▶ The promotion of group development,
- ▶ a competitive spirit and the improvement of skills and
- ▶ recognition of the principles of winning and losing.

Further objectives which are also set by SADMA, are time management and the opportunity to serve the community through charity parades. As the sport requires a substantial commitment in terms of time, it attracts the type of girl who could commit herself. Drum majorettes are willing to serve the community and the school's name is usually enhanced thereby. Fixtures normally take place on a weekend and as such the parents are readily drawn into the activity. The parental

support given is valuable to any school. This, combined with the spirit which usually exists within the team, serves to enhance school spirit. Social cooperation is also enhanced.

Through participation the drum majorette may develop self-discipline, determination, independence, consideration for others, a positive attitude, self-confidence, responsibility, tidiness, good posture and femininity (Kretschmer, 1996:29).

3.2.3 Competitions

The discussion on competition was obtained from SADMA (Kretschmer, 1996:48-135). The SADMA hosting committee will be responsible for hosting national championships which are held in different provinces each year, on a rotational basis. Regional competitions are organised by the regional committees, that is, members from regional schools. Competitions are the most important activity of drum majoretting. The regional association sets up stringent rules for participating teams.

Behaviour is of utmost importance during competitions. The association does not tolerate unethical behaviour by any drum majorette team, trainer, adjudicator and officials. For the control of behaviour a disciplinary committee is formed. Normally if there is misconduct the team is suspended. A national disciplinary committee will consist of three school principals from schools which do not have teams competing in the competition. Competitions are held indoors and outdoors.

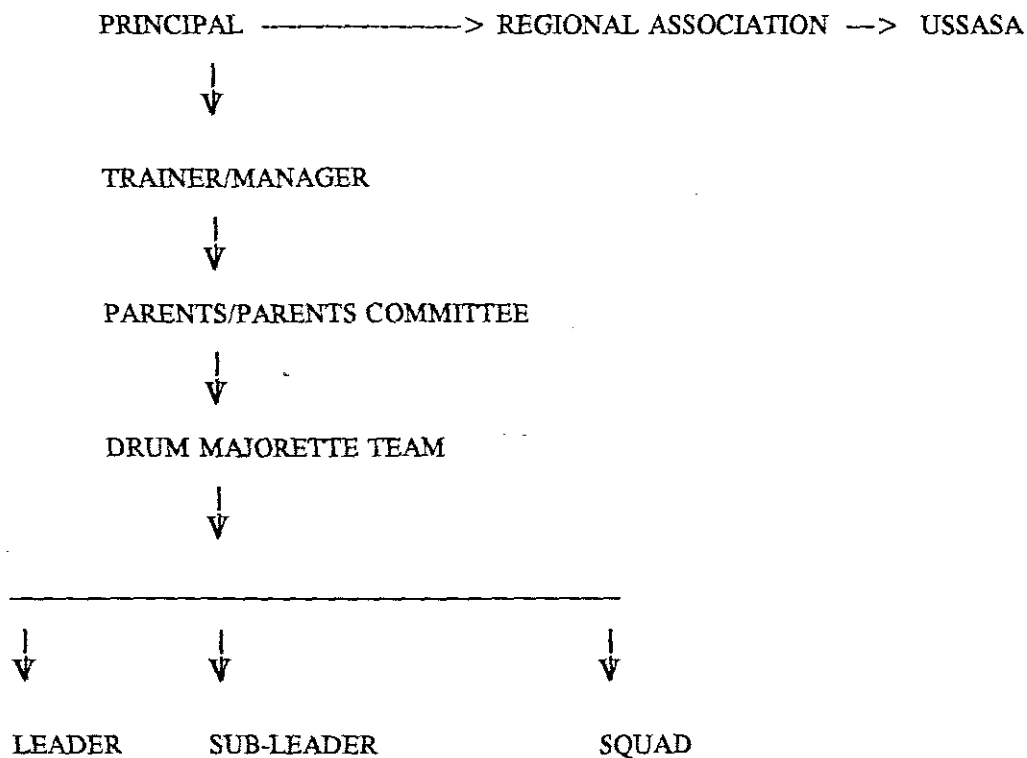
There are very strict rules specified in working on the competition area. The sport of drum majoretting is a very disciplined activity, both during training and competitions. Successful participants must cooperate with each other in order for competition to be optimal (Cahill & Pearl, 1993:16). Sport is most challenging

when participants understand that competitors are not the enemy but are individuals who provide an opportunity to challenge themselves to reach excellence.

3.2.4 The drum majorette hierarchy

This research cannot be accomplished without a discussion of the drum majorette hierarchy. The drum majorette hierarchy at school level includes the drum majorette team, parents, trainer, principal, the Regional Association (DMA) and eventually the affiliation of the team to USSASA National Code Committee.

Figure 4: School drum majorette hierarchy



This hierarchy has been compiled by SADMA (Kretschmer, 1996:35). Only aspects that are relevant to the study are discussed.

(1) The principal

The Principal of each participating school sits as representative in the regional association and he determines the team policy and disciplinary measures of the drum majorette teams.

(2) The trainer/educator

Although the study is on adolescent drum majorettes it is regarded as essential to consider the role of the trainer and his or her place in drum majoretting. The trainer in this study can be defined as an educator who is singularly or collectively in charge of and responsible for the training. She or he will be required to train and develop the team to competitive levels of drum majoretting, whilst observing the code of ethics and behaviour and the rules and guidelines of the South African Drum Majoretting Association.

The trainer's responsibility is to develop this extramural activity within the infrastructure of the school. Once the team is established the trainer is responsible for liaison with parents, and for the coaching and development of leadership within team members. As an educator or at least the person working most closely with the principal in this venture, it is his or her duty to help the drum majorettes establish priorities (for example, their school work and discipline).

The trainer helps the drum majorettes structure their time to meet their academic, family and sporting commitments. Without the trainer's guidance the team members may be tempted to see drum majoretting as the only valuable activity in which they participate.

(3) The parents

The issue of whether or not to establish a parents' committee is personal, but should one be established, its functions will purely be to raise funds and ensure support. According to the SADMA, at no stage are parents involved in coaching, management, disciplinary measures or decisions regarding the design of uniform, team policy or the selection of office bearers. The parents are there to support their children. They also give encouragement.

(4) Drum majorettes

(a) The team

The team is defined as all members who present themselves for a uniform inspection. This will include the leader, sub-leaders and members of squad and sometimes members with special props and effects. Sound harmonious relationships within the team will enhance the participant's emotional, social, physical and cognitive development (Kretschmer, 1996:29).

(b) The leader

The leader is defined as the chief member of the team, throughout the routine. She is responsible for the effective execution of the team's display as well as the control of entry and exit sequences. The leader is generally identified by her individual skill, showmanship and uniform. The leader is selected not only on the strength of her ability and skill as a drum majorette, but also on her character and ability to take control of others.

(c) The sub-leader group

The sub-leaders are defined as members of the leader group, excluding the leader and whose members may be called upon to assume leadership duties. The sub-leaders are identified by the maces they carry. The sub-leader group is made up of two and more girls. They always perform in unison with each other.

(d) The squad

The squad is defined as all members of the team, excluding the leader and sub-leader group. They are generally identified by their hand movements and flags that they carry. The squad is selected on basic drill techniques and eventually prop manipulation. The attitude to work and to be disciplined, is essential for participation.

There are also other important personnel in the organization of drum majoretting, such as the adjudicators, judge, penalty judge, marshal, chief scorer, scorer and runner. However, since the explanation and the designation of these personnel are not of importance in this study, further discussion is not deemed necessary.

3.3 THE INFLUENCE ON AND THE DEVELOPMENT OF THE PERSON IMAGE

3.3.1 The person image

Kokot (1988:4) states that the person image is the understanding of the child from the child's personal unique point of view. The experience of the relationship will depend on the meaning that the adolescent attributes.

The adolescent strives for independence from parents in her search for identity. The adolescent identifies with herself, peers, parents and educators in order to

form her identity. If these relationships are positive ones and are of warmth and acceptance, the adolescent will develop a positive self-concept. When the adolescent forms a negative relationship (rejection and disapproval) with significant others then it is likely for the adolescent to develop a negative self-concept. This has a further influence on development. Hence, relationship formation has an influence on the self-concept. The self-concept will eventually influence the adolescent behaviour and enhance the person image.

Since the researcher is aware that relationship formation (cf. chapter 2) has an influence on self-concept and identity formation, the researcher finds it necessary to research the influence of relationship formation on development and the self. This is essential because the person image includes the 'total self'. In order to understand the whole person one needs to understand how the person forms relationships with others and how these relationships influence development.

A true reflection of the person image will occur only if there is mutual understanding and participation of the adolescent and the significant other. In order to investigate the person image the researcher focuses the future sections on developmental changes and the influence of relationships on the development.

3.3.2 Relationship formation

Holdstock (Katzenellenbogen and Potgieter (eds), 1991:9), maintains that the Zulu expression of *umuntu ngumuntu ngabantu* means that a person is a person through other persons. According to Holdstock (Katzenellenbogen & Potgieter (eds), 1991:9), the *descartian dictum* of "I think therefore I am" in Africa becomes "I belong therefore I am". From this it can be deduced that relationships may play an important role in drum majoretting in South Africa.

Involvement with significant others in drum majoretting implies the acceptance of the responsibility of being-in-relation. The drum majorette must be able to relate

effectively to others in order to afford her social competence. Van Tonder (Katzenellenbogen & Potgieter (eds) 1991:121) state that although the identity of individuals is socially shaped by the way they are accepted, rejected and defined by others, they too are shaping agents.

The adolescent gets involved with drum majoretting and gives meaning to the relationships which she establishes. In order to develop the person image the adolescent drum majorette has to experience her relationships.

The adolescent drum majorette's experiences are mediated through relationships, especially relationships with significant others. Information from peers, parents and trainers may significantly impact the meanings that adolescents assign to drum majoretting in general and individual experiences in particular. The drum majorette constructs definitions of success and failure primarily through social interaction during and after practices and performances. It is communication with the trainer, parents and peers that a good relationship or a bad one takes meaning and is integrated into the adolescent's life. The significant others provide ample opportunities, support and encouragement for persons to develop their person image. Information from peers, parents and trainers significantly impacts the meanings that adolescents assign to sport participation in general (Cahill & Pearl (eds), 1993:85).

Due to the researcher's experience in drum majoretting, she uses the distinction that is made between the following relationships:

- ▶ Experience of the adolescent drum majorette that takes place within herself.
- ▶ Experiences within her relationships with others.

3.3.3 Relationship with self

The drum majorette's relationship with herself forms the core of her life-world. Sport has the potential to greatly enhance the adolescent's perceptions of self-worth about the physical and social life (Cahill & Pearl (eds), 1993:14).

Powerful sources of self-development emanate from reflected appraisals by significant others in the drum majorette's life. The drum majorette will prefer feedback from significant others in order to compare herself to other adolescents. Preference for such sources of information is related to self-perception (Cahill & Pearl (eds), 1993:42).

(1) Self-concept

Sport enhances the adolescent's self-concept by building confidence in her physical and social skills. The key to a positive experience is for adults to help the adolescent understand that the important thing is not winning but achieving her own realistic personal goals. When the adolescent's self-concept is enhanced, it increases the likelihood that the adolescent will continue to be involved in drum majoretting and will thus attain other benefits of drum majoretting.

The adolescent strives to believe herself to be competent and successful. The individual's cognitions and perceptions of her ability becomes increasingly important during adolescence.

Sport has the potential to greatly enhance adolescents' perceptions of self about development. However, sport has an equal potential to adversely affect the adolescent's emerging perceptions of self (Cahill & Pearl (eds), 1993:40). The primary determinant of whether drum majoretting enhances or impairs the self-concept will depend on the behaviour of significant others, especially parents and trainers.

The self-concept of an adolescent drum majorette is characterised by an evaluation of how much an adolescent likes and values herself as a human being. Positive self-evaluation will develop through successful experiences in drum majoretting and is likely to result in the acquisition of a positive sense of self. Therefore, because the self-concept is considered to be a directing influence in one's social behaviour, drum majoretting experiences may have the potential to influence and enhance the self-concept.

It is also important to consider the influence of drum majoretting on the physical self.

(2) Physical self

The image which the adolescent has of her body influences her evaluation of herself as well as her social interaction with other people.

Among researchers who report on the relationship between physical self and sport is Zion (Mostert, 1995:28) who claims that: "changes as a result of fitness training might reasonably be expected to alter one's physical self, which is highly correlated with and might expect to radiate to self-concept".

Sport influences a healthy body. Maintaining a healthy body reinforces feelings of competence and self-worth. As the drum majorette increases her fitness level, body proportions change positively, and she consequently may feel better about her body. It is through the body that the adolescent girl may actively establish her own world.

For the adolescent girl who is extremely conscious of her body and of the social standards regarding attractiveness, being overweight might cause physical self unhappiness. The drum majorette does not only compare her body with the ideal

image of it but she also compares it with those of her peers. Duminy, Dreyer and Steyn (Chetty, 1998:88) state that if the person differs from her colleagues with regard to physical appearance, it may lead to a negative evaluation of her physical self.

3.3.4 Relationship with trainer/educator

The many hours which the trainer spends with the drum majorette suggests that she may have potential influence on the drum majorette. The effect of the trainer, like that of any other educator, may have a negative or positive influence on the adolescence. Trainers act as advisors helping adolescents explore alternatives, meet challenges, make choices and deal with the consequences of successes and failures. Coakley, (Diamant (ed.) 1991a:92) state that trainers serve as "adult allies" who use their influence to keep sportswomen out of trouble and in control of their lives Trainers thus serve as exemplars.

The trainer is an influential builder and moulder of the drum majorette's personality. A maladjusted trainer may serve as a poor model and have bad effects on the team members. Emotional instability and irrationality on the part of the trainer pose a threat to the personality development of the sportsgirl (Singer, 1972:355). Emphasis on winning at any cost, with disregard and lack of respect for the feelings of individual team members, might lead impressionable sportsgirls to have similar attitudes (Singer, 1972:355). The trainer encourages the individual growth of character of each member of the team.

The trainer's personality and behaviour may influence the sportsgirl's actions. Adolescents tend to emulate those whom they admire and respect. An understanding and respected trainer may assist the sportsgirl in periods of inner conflict. The conflicts between desired and attained goals, conflicts about competitive feelings and personal conflicts, as well as conflicts with a team can be

resolved with the help of a trainer. When the sportsgirl exhibits inappropriate withdrawal, regression or aggression, the perceptive trainer can sometimes provide help (Singer, 1972:356). The trainer therefore becomes a "guidance counsellor".

The drum majorette's frame of reference, or how the trainer appears to her, will be affected by her perceptions and in turn will affect what she learns. A frame of reference is a perpetual judgement about persons, objects and events based on comparative information (Singer, 1972:352). Singer (1972:352) has elaborated further on the consequences of the sportsgirl's frame of reference: "If the sportsperson ... does not respect the trainer ... or agree with what is being taught, these negative attitudes will suppress learning effectiveness. Many times a person thinks he knows how a skill should be performed, and if he is set in his attitude, his unwillingness to accept a new approach will be evidenced in his lack of progress".

It is obvious then that only when the trainer and the drum majorette perceive each other in the same way of mutual respect, can the drum majorette's reactions to the trainer be favourable.

3.3.5 Relationship with parents

The control that parents have over the drum majorette is extended from parenting and education. Parents are often the primary unit in the development of the drum majorette value system. Parents can strongly affect the quality of their children's experience in drum majoretting.

Parental involvement contributes substantially towards undermining the intrinsic motivation of participation. According to Cann (Diamant (ed.), 1991b:197) parents provide the environment within which encouragement and rewards can be

obtained. When and if the parents encourage sport, the adolescent drum majorette will likely interpret involvement as a natural and normal choice. Having established a positive view of drum majoretting at home, the adolescent may carry this interest beyond the confines of the home. Cann (Diamant (ed.), 1991b:197) states that if parents fail to set the tone for sport, the adolescent will find very few models, peers and adults outside the home to emulate.

Some parents take an unhealthy interest that may result in severe pressure on the participant. Some parents attempt to do their best for their children in trying to help their children achieve their full potential. Donnelly (Cahill & Pearl (eds), 1993:102) in a study relating to parents' input to sport found the following: That none of the parents felt that they had any say in the nature of their child's experience within sport. Many talked about being at their child's tournaments to protect her from the ugliness which they saw associated with that form of competition. They also felt silenced by the spectre of "ugly parent" mythology, believing that if they ever complained it would be their child and her sport that would suffer.

The involvement in sport is due to parental encouragement (Singer, 1972:159). Every new physical achievement is greeted by the mother's expression of love and approval (Singer, 1972:159). The mother's approval and reinforcement of participation in certain kinds of activities will serve as encouragement for the adolescent to continue her participation. Cann (Diamant (ed.), 1991b:196) states that when parents are actively involved in sport, girls are likely to develop sports interests that will continue to adulthood. In other words, this implies that the more parents encourage their children's participation in sports, the more likely they are to engage frequently in sports during adolescence. Sometimes parents' involvement in sport is psychologically troublesome because parents implicitly pressure trainers.

The mere presence of parents makes the trainer's task socially more important than it should be. Among those who were highly involved in sport, the father was the most important source of influence and encouragement for girls. From this we may gauge that it is not the sex of the parent that is critical but the past and present sports experiences of parents that determine the influence of parents. Through parents' involvement in sports and their high self-concepts about achievement in sport, parents can provide a model for their daughters to emulate.

3.3.6 Relationship with peers

An adolescent's relations with her peer group is meaningful for her self-actualization. Peers influence one's socialization into sport. Urbani (Ntuli, 1998:178) contends that in the adolescent's social development, the adolescent makes herself systematically detached from her family and turns herself more and more towards her peer groups, through which she learns to know and to understand herself. Diamant (1991a:63) observes that students chose sportspersons more often than scholars as persons with whom they would like to be friends. The influence of peers is also confirmed by the finding that more friends a girl has, the more likely she is to play team sports (of which drum majoretting is one) (Diamant, 1991a:64).

There is relationship between physical competence and peer acceptance. Cahill and Pearl (eds), (1993:42) state that popular adolescents are often characterised as those who are socially and physically competent. The drum majorette's peers include the leader, sub-leader and squad.

(1) The team

Each member has to work in unison with the other team members. Sound harmonious relationships will enhance the person image.

(2) The leader

The leader sets the tone for the working and harmony of the team. The leader helps in leading and organizing the team. The leader creates the relationship in which the trainer is able to communicate and in which the drum majorettes are able to identify with and respect one another.

(3) The sub-leader

The sub-leader's relationship is similar to that of the leader.

(4) The squad

The members have to cooperate with each other. They also need to have an understanding for each other. The squad members need to be warm, receptive and friendly in order to create a positive relationship.

3.4 DRUM MAJORETTING AS A SPORT AND FRAMEWORK FOR DEVELOPMENT

The development of the adolescent drum majorette will largely depend on the way in which drum majoretting experiences are mediated through relationships. According to Newman and Newman (1987:340) social skills learnt during adolescence provide a long-lasting basis for social group functioning.

Newman states that an individual who becomes a member of any group or team is more acceptable to the social system as a whole than one who tries to remain unaffiliated (Newman & Newman, 1987:354). The drum majorette may be at an advantage, because of her affiliation to the team and others. Involvement in sport may foster the development of positive personal-social attributes.

The purpose of this section is not only to interpret developmental changes but also to ascertain the influence of relationship participants on the development of adolescent girls. The researcher intends to investigate the physical, social, emotional and cognitive development. Although the development areas are discussed separately, the dimensions are connected and overlap.

3.4.1 Physical development

Physical development involves the growth of the body and changes in the internal structure and functioning of the body (Louw, 1995:10).

Physical development affects the adolescent's psychological development, her relationship with others and her self-concept (Van den Aardweg & Van den Aardweg, 1988:171). Peers seem to be the most important people in the development of the physical. The changes that occur during adolescence do not occur at exactly the same age for each adolescent (Mwamwenda, 1995:69). There are early, normal and late maturers. With regard to height and weight, an early maturer may be less acceptable to her peers since she appears out of line with the rest of the group (Mwamwenda, 1995:70). Mwamwenda (1995:70) claims that other researchers found early maturation an advantage. Initially early maturing girls tend to be less satisfied with their physical self, more restless and moody and less popular with same sex peers than late maturing girls (Mussen, Conger, Kagan & Huston, 1990:609). The implication of early and late maturation among adolescents are not universal. It is not easy for adolescents to accept the changes they experience. As they reach sexual maturity, some adolescents become dissatisfied with their physical appearance, while others are quite happy with the way they look. The way members of the family, trainers and peers view the physical changes she experiences plays a determining role in how the adolescent perceives herself. If their attitude is positive, it will contribute to a positive self-concept, and if the attitude is negative it will contribute to self-concept. The body

is the first and central means by which the individual expresses to other people who she is (Mostert, 1995:25). A girl's popularity is determined by her physical appearance.

Fogel and Melson (1988:518) state that the most attractive and least attractive girls will likely be the most and least popular amongst peers. Some adolescents who felt they were physically unattractive felt very lonely and withdrawn (Fogel & Melson, 1988:518). They were less liked by their peers. Adolescents who are physically attractive are treated in more positive ways, develop more positive self-perceptions and are better adjusted socially (Rice, 1992:195). Adolescents are very concerned about their physical appearance, for example shape of legs, breasts, waist and body build. Those who are deviant from norms may become self-conscious and as a result develop a negative self-concept (Rice, 1992:195). The changing body of the adolescent leads to a change in her physical self. According to Monyemorathwe (1992:29) the peer group amplifies the physical concerns of its members to the point that physical attractiveness appears to the adolescent as a criterion for social acceptability in adolescence. Only when the adolescent is satisfied with bodily changes can she experience feelings of self-fulfilment and acceptability. Adolescents believe that attractive children engage in more socially desirable behaviours than do unattractive ones and are more often selected as potential friends (Mostert, 1995:25).

Educators also play a role in physical development. Educators sometimes call pupils by nick-names, for example 'fat pig'; this may have a negative influence on the adolescent. Hence, the adolescent may develop a negative self-concept. If the educator praises the adolescent, this may foster a positive self-concept (Mwamwenda, 1995:370). Adolescents need educators who accept them as they are and who encourage them to evaluate themselves positively.

Adolescents find this period one of adjustment due to the changes. Hall (Papalia & Olds, 1995:482) names it as a period of storm and stress which inevitably leads

to conflict between parents and the adolescent. Despite conflicts that exist between parents and adolescents, there are some who feel close to and positive about their parents (Offer, Ostrov & Howard, 1989:732). Adolescents feel that they are physically mature and want to be treated in that way.

According to Holdstock (Katzenellenbogen & Potgieter (eds), 1992:44) the body is an important medium of communication in the person. If the individual feels positive about the development of her body, she will develop a positive self-concept and if her experience is negative, she will develop a negative self-concept. The development of the self-concept will also depend on her popularity as well as acceptance of her by the significant others. If the adolescent's body is physically in good shape and attractive, she will be popular and develop a positive self-concept. If the adolescent has a poor shape and an unattractive body she will be unpopular and unacceptable amongst peers and will feel rejected. If this happens the adolescent will develop a negative self-concept.

3.4.2 Social development

Buber and Friedman (Bauer, 1983:50) describe man as a being who "wishes to be confirmed in his being by man and wishes to have a presence in the being of the other". The adolescent's social development involves the search for identity and the influences of the people she relates to. Yawkee (Raath & Jacobs, 1993:61) describes social development as follows: "... the social self evolves through the perceptions that parents, educators, and communities have about the child and through the interactive experience she has with people." Social development is therefore the development of relationships with significant others marked by mutual interaction. Louw (1995:13) claims that social development includes the development of search for identity, moral development and the development and expansion of interrelationships.

According to Bauer (1983:50) Erikson's eight stages of man has been chosen to describe the individual's social development because of his view of development in terms of social zones. Stage 5 of his theory involves identity versus role confusion which concerns adolescence. Here the adolescent has to establish her own personal identity and discover her own particular role in the wider society. The task of confirming a meaningful identity is assisted by peers, parents and trainers. The success with which she resolves this will be reflected in her own self-evaluation. Elkin and Handel (Raath & Jacobs, 1993:68) state that socialization is that which makes it possible for the adolescent to participate in a variety of ways with others whose statuses and roles are quite different from her own.

The peer group is the dominant factor in the social life of the adolescent. The peer group provides status, acceptance and a sense of belonging. The acceptance by the peers gives the adolescent a feeling of belonging and security, which is needed for the development of a positive self-concept. If the adolescent is not accepted it may cause a feeling of rejection. Urbani (1994:66) emphasises that the adolescent in her social development, systematically detaches herself from her family and turns more and more towards her peer group.

By means of contact with the group, the adolescent will learn to compete as well as work with others as a team (Raath & Jacobs, 1993:68). The adolescent learns to take responsibility and to help her friends. Self-confidence is of great importance because "Healthy relationships with one's peers require a capacity to accept a loss of identity and to find gratification in a new identity as part of a group (Raath & Jacobs, 1993:68). The formation of a meaningful identity is assisted by significant others.

Adolescent girls show a grater sense of conformity than males (Rice, 1992:433). Rice (1992:433) claims that female adolescents maintain a "nice girl" image at all times. The most popular adolescents are the ones that belong to clubs or

organized activities. Popularity is determined by the activities the adolescent participates in.

Personal qualities are very important for popularity and social acceptance. Adolescents find group acceptance by developing and exhibiting personal qualities that others admire and by learning social skills that ensure acceptance (Rice, 1992:434). The self-concept of the individual who is respected in a group will be more positive than that of the adolescent who does not have the respect of her peers (Raath & Jacobs, 1993:68). Popular adolescents are accepted because of their personal appearance, sociability and character. They may be neat, well-groomed, good looking youths who are friendly, happy, fun-loving, energetic and exhibit qualities of moral character that significant others admire. They have high self-esteem and positive self-concepts (Rice, 1992:435). Miller (Rice, 1992:435) states that adolescents who are most popular with the same sex tend to be most popular with the opposite sex.

If the individual has likeable traits then she will be popular in the group. She will develop a positive self-concept because of her acceptance. If the adolescent portrays dislikeable traits then she will become unpopular in the group. As a result the adolescent will feel insecure and develop a negative self-concept.

The adolescent's assertion of her independence may cause conflict between herself and her parents, who wish to control her as they have always done (Mwamwenda, 1995:72). This creates a stronger bond with peers. Parents are the first people who have an influence on the adolescent's development. An adolescent who has a close relationship with parents will seem to have a similar relationship with peers (Rice, 1992:432). An adolescent who feels that her parents are cold towards her may be withdrawn socially. The adolescent who finds that her parents are warm and loving towards her will be able to accept others. The adolescent who experiences a sense of security in the love of her parents is capable of mixing with

others (Raath & Jacobs, 1993:64). This adolescent will be able to identify with others. Raath and Jacobs, (1993:65) state that the adolescent who grows up with neglect, where she has never learnt to trust and to love, is handicapped. Adolescents who are rejected by their parents may also reject themselves and feel worthless.

The educator also plays a significant role in social development. Girls' perceptions of educators' involvement, support and encouragement in them have been found to influence their self-concept (Masutha & Ackerman, 1999:243). Good interpersonal relationships between educator and adolescent is characterised by honesty, respect, trust and warmth (Feeny, Christensen & Moravcik, 1987:180).

Drum majoretting exerts a valuable socialising influence because of the group activity nature and the competitive nature. Although not conclusively proven, there is reason to believe that drum majorette trainers can implant social skills such as self-awareness, discipline, consideration for others, responsibility and leadership qualities in the participant. Socially the drum majorette should be able to develop strength of character, gain confidence, develop a sense of worth and balance the individual's ambition with loyalty to team ethic (Kretschmer, 1996).

Sport influences social competence. Sport competence refers to a person's ability to relate to other individuals and to positive interpersonal behaviour (Iso Ahola & Hatfield, 1986:113). The socially competent behaviour is often defined by such indicators as cooperativeness, fairness and concern for and understanding of others. Kleiber and Roberts (Seefeldt, 1986:357) discovered that sport experiences seemed to enhance cooperation in female subjects. A team sport like drum majoretting involves close cooperation.

Sport has a positive influence on academic achievement. Adolescent sport is positively associated with high educational aspirations (Seefeldt, 1986:360). To

enhance the probability that drum majoretting will help the social development of our adolescents they need an environment that is warm, receptive and friendly and where opportunities are ample to make decisions within their cognitive capacity.

How the environment can influence our adolescents is succinctly expressed in these words:

- " If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with fear, he learns to be apprehensive.
- If a child lives with encouragement, he learns to be confident.
- If a child lives with praise, he learns to be appreciative.
- If a child lives with approval, he learns to like himself.
- If a child lives with recognition, he learns to have a goal.
- If a child lives with honesty, he learns what trust is."

Magill, Ash and Small, (1982:187)

3.4.3 Emotional development

According to Diamant and Baker (Diamant (ed.), 1991a:261) sport can reduce depression, anxiety and tension. The psychological stress of intensive sport participation may be so great that it leads to an unhealthy anxiety (Cahill & Pearl (eds), 1993:10). Stress may lead to burnout and may result from the adolescent dropping out earlier from sport and thus be denied its benefits. Sport helps children learn when to cooperate within a competitive context. The successful sportsgirl usually learns to manage, reduce or transform her feelings states in order to have optimal physical and mental energy available (Diamant (ed.), 1991a:261).

Adolescence has been thought of as a period of storm and stress — a time of heightened emotional tension resulting from physical changes (Hurlock, 1980:229).

Adolescent emotions are often intense, uncontrolled and irrational but as they go to middle adolescence the 'storm and stress' period lessens (Hurlock, 1980:230).

Emotionally mature adolescents are stable in their emotional responses in that they do not swing from one emotion to another. One of the characteristics of adolescent experience is the occurrence of relatively frequent and wide swings of emotions and moods (Fogel & Melson, 1988:508). Although identity and values are somewhat stable during adolescence, the individual still experiences highs and lows in feelings. The instability of the emotions is due to the adolescent's expectations between childhood and adulthood (Van den Aardweg & Van den Aardweg, 1993:17). Emotions may be aroused by anything that gratifies a person's needs or desires or anything that frustrates a person's drives (Jersild, Brook & Brook, 1978:239). Emotions may be aggressive and inhibitory - fear, anxiety, or joy - (Mwamwenda, 1995:58).

The adolescent experiences many emotions as they relate to significant others. An important feature of the adolescent's emotional life is her capacity to feel affection for others and to receive affection from others. According to Pikunas (Maharaj, 1986:33) the most important principle concerning the development of affection is that "the adolescent must be loved in order to love and where this is lacking it causes the adolescent to withdraw into herself." An adolescent will love herself if she is loved by others and in turn if she loves herself she will love others.

Conflicts between goals and rules and poor relationships often lead to negative emotions. These negative emotions are experienced as disorder, loss of control and as unpleasant (Fogel & Melson, 1988:513). Subsequent to this experience of disorder the adolescent tries actively to regain a sense of psychic order, a sense of feeling good. The joyous emotions are the result of success at school, which provides them with a sense of achievement (Mwamwenda, 1995:58). Mwamwenda (1995:58) further states that a similar success may be enjoyed in sport and other activities.

Love, approval, warmth and care ensure a healthy emotional development (Van den Aardweg & Van den Aardweg, 1988:11). If a relationship with significant others is one of warmth and acceptance then the adolescent will experience positive emotions. If the relationship is a negative one, or one of rejection, then the adolescent will display negative emotions.

During interactions with family, adolescents experience many emotions of hate, hostility, anger, love, jealousy, fear and guilt. Fear and anxiety stem from a feeling of insecurity in the home. Adolescents that come from trouble-torn homes, characterised by parental conflict and where parents show neglect, then the adolescents tend to display negative emotions. When parents are quarrelsome, adolescents feel anxious and guilty — anxious because their home is threatened, guilty because of their imagined or actual role in the friction (Maharaj, 1986:34). Pikunas (Maharaj, 1986:34) states that "intense frequent displeasure or frustrating situations associated with parents will tend to stimulate insecurity and fearfulness". Those adolescents who are neglected at home show isolation (Van den Aardweg & Van den Aardweg, 1988:81). These adolescents show apathy and lack of enthusiasm and are withdrawn and shy. It also awakens hostile, aggressive and envious impulses. Since hostile and aggressive impulses cannot be directed to parents they are levelled against others (Maharaj, 1986:34). Waldrop (Maharaj, 1986:34) maintains that adolescents in homes where both parents display positive and loving feelings towards each other, are generally friendly, actively involved with peers, assertive and expressive but not withdrawn. They are more tolerant and are able to control negative feelings such as hate, jealousy and anger. Manis (Bauer, 1983:46) reported from his research that a child's level of self-regard is closely associated with both her parents' reported level of regard for her. The adolescent is thus emancipated from emotional dependence to emotional independence.

Adolescents turn to peers for emotional fulfilment. If the adolescent possesses qualities such as liveliness, cheerfulness, then she is well accepted and popular in

her group. Adolescents who are very moody, troubled and distressed have a low level of acceptance by the peer group and are rejected (Vrey, 1993:170). Those adolescents who are ignored and rejected show symptoms of insecurity (Vrey, 1993:170).

Healthy educator-pupil relationships will result in stability of emotions. The adolescent will display positive emotions. If the adolescent does not experience love and acceptance then she will enter into a state of depression. Depression is a feeling of dejection, sadness, inactivity; difficulty in thinking and concentrating and with lower self-confidence (Van den Aardweg & Van den Aardweg, 1993:82). Girls are more prone to depression because they have less control over their lives. According to the model of Beck (Van den Aardweg, 1993:83) depression will result in:

- ▶ A negative world,
- ▶ a negative view of the self and
- ▶ a negative view of the future.

3.4.4 Cognitive development

Van den Aardweg and Van den Aardweg (1993:41) describe cognitive development as the continuous and cumulative development of the intellect and concerns all that has to do with knowing, perception, insight, knowledge, imagination and intuition and is closely allied to experience. Naude and Bodibe (1990:161) states that cognitive development is also concerned with the adolescent's interpersonal relationships.

Cognitive development concerns all aspects of a person's perceptive faculty (Louw, 1995:11). This ability is closely related to their sensory perception and communication with other people. Perception is dependent on the senses as well

as the individual's experience. It is the ability to learn from experiences and to identify relationships.

The adolescent's cognitive ability develops both qualitatively and quantitatively (Louw, 1995:400); quantitatively in the sense that the adolescent is able to master intellectual tasks more easily and effectively and qualitatively in the sense that changes take place in the nature of thought processes.

Adolescents are in a position to think beyond the immediate. The rate and degree of cognitive development differs from adolescent to adolescent and is also influenced by each adolescent's experience and social environment (Van den Aardweg & Van den Aardweg, 1988:43).

The adolescent is able to enter the adult world with ideas. Because of the new power of reflective thought she can evaluate and distinguish the possible from reality and discern what the adult world is like (Van den Aardweg & Van den Aardweg, 1988:43). They identify easily with other people. They are able to act with tolerance, care and understanding.

Adolescent's personal thoughts, their self-concepts and their problems are factors which they are sure others are aware of. Cognitive abilities play an important role in self-acceptance. Coombs (Raath & Jacobs, 1993:30) emphasises the fact that the way in which the adolescent sees herself, determines what she thinks she is able to do, which in turn determines what she will be willing to try. The adolescent who has a negative self concept will think of herself as stupid, a failure. She will not be prepared to try.

The cognitive ability enables the adolescent to think about herself and other people in a complex way. When she obtains information about a person, she will not only rely on such concrete information but will relate it to previously obtained information. She will check her behaviour and that of others in the light of the

situation in which it occurred, rather than interpret behaviours as always having the same meaning.

As adolescents develop the capacity to think about their own thoughts, they become acutely aware of themselves, their person and their ideas. As a result they become self-conscious and introspective (Rice, 1992:11). They become so concerned about themselves that they may conclude that others are equally obsessed with their appearance and behaviour.

Social institutions such as the family and school accelerate or retard the development of formal operations (Rice, 1992:215). Parents who encourage exchange of thoughts, academic excellence and the attainment of ambitions and educational goals foster cognitive growth. If parents fail to give reasons for their expectations and if they do not accept that the adolescent has a mind of her own, there may be conflict between adolescent and her parent (Louw, 1995:404).

Schools that encourage adolescents to acquire abstract reasoning and develop problem-solving skills enhance cognitive development. Educators who use authoritative approaches rather than social interchange stifle real thinking (Rice, 1992:217). Educators must be able to stimulate interchange and feedback. The educator should keep in mind that the goal of education is to form minds which can be critical and not accept everything they are offered (Rice, 1992:217).

The educator plays an important role in cognitive development. If the educator displays warmth and acceptance the adolescent would be able to develop a positive self-concept. The adolescent with a negative physical self-concept sees herself as somebody who is unable to develop herself physically. An adolescent with a negative self-concept feels insecure and afraid of failure, with the result that she lacks the motivation to achieve (Raath & Jacobs, 1993:50). Sport has a positive influence on academic achievement. Adolescent sport is positively associated with

high educational aspirations (Seefeldt, 1986:360). The adolescent with a negative self-concept can develop a serious handicap which will prove detrimental to her ability to achieve in school. According to Myburgh, Grobler and Niehaus (1999:165) it is assured pupils with positive realistic self-concepts can be motivated by others to achieve academically.

Relationship formation plays a significant role in the development of the adolescent. It is clear that significant others affect the relative ease with which the adolescent adjusts to the changed roles and new demands of adolescence. To enhance the probability that drum majoretting will help the social development of our adolescents they need an environment that is warm and receptive and where opportunities are ample to make decisions within her cognitive capacity.

How well she has developed will depend largely upon the relationship she has formed with parents, peers, trainer/educator and self. Healthy relationships, one of acceptance, warmth, trust, love and understanding in a mutual way will enable the adolescent to form a positive or high self-concept. Adolescents are capable of the highest cognitive abilities and this influences her ability to form relationships. Each relationship contributes unique qualities towards the characteristics of the relationship.

Parents provide the adolescent with the quality of relationships which is one of emancipation. This emancipation encourages the adolescent to form relationships with others. Parents create opportunities for social contact and provide security for the adolescent, encouraging the adolescent towards independence. A healthy relationship with parents is one that has love, warmth, trust and understanding.

Adolescents spend more time with peers than with parents and positive peer relations relate significantly to later social adjustments. This relationship is based on understanding and sharing. Adolescents who are popular with their peers are

well accepted. Coleman (1980:90) emphasises the importance of friends and peers on the development of the self-concept. The adolescent who is unpopular will be ignored. Those adolescents who conform to the peer group are very popular. According to Ferreira and Monyemorathwe (1993:9) the peer group significantly influence the self-concept.

The drum majorette has an outlet for her creative instincts and as she is required to memorise a display and deal with subtle adjustments during the drum majorette season, the cognitive development of the adolescent is enhanced (Kretschmer, 1996:29).

According to SADMA (Kretschmer, 1996) the following cognitive benefits are derived from drum majoretting:

- ▶ Co-ordination and one's perception is awakened.
- ▶ Imaginative powers, knowledge of correct movement and understanding of movement skills as well as the ability to act morally and socially.

3.5 SUMMARY

This chapter examined the influence of drum majoretting on the person image of the adolescent girl. In order to get a better understanding of the drum majorette's person image, the adolescent's development and her relationship with parents, peers, trainer and herself was examined. It is obvious in the above discussion that physical development cannot compensate for mental confusion and social immaturity, and that physical and intellectual development are contributory factors to the drum majorette's social development.

The specific aim of the study is to investigate the person image of the adolescent drum majorette. Drum majoretting as a sport may make a valuable contribution

to the development of the adolescent girl. If sport is pursued for the adolescent's own sake and for the intrinsic appeal, it may bring social and personal benefits to enhance the person image of the adolescent girl. Whereas this chapter focused on the influence of drum majoretting on the person image of the adolescent girl, the next chapter hopes to examine the research design and research methodology.

CHAPTER 4

PLANNING OF THE RESEARCH

4.1	INTRODUCTION	78
4.2	PREPARATION FOR AND DESIGN OF THE RESEARCH	78
4.2.1	Permission	78
4.2.2	Selection of respondents	79
4.3	THE RESEARCH INSTRUMENT	80
4.3.1	The questionnaire as research instrument	80
4.3.2	Construction of the questionnaire	81
4.3.3	Characteristics of a good questionnaire	82
4.3.4	Advantages and disadvantages of the questionnaire	83
(1)	Advantages of the written questionnaire	84
(2)	Disadvantages of the written questionnaire	85
4.3.5	Validity and reliability of the questionnaire	86
(1)	Validity of the questionnaire	87
(2)	Reliability of the questionnaire	88
4.4	PILOT STUDY	89
4.5	ADMINISTRATION OF THE QUESTIONNAIRE	91
4.6	THE PROCESSING OF THE DATA	91
4.6.1	Descriptive statistics	92
4.6.2	Analysis of data	92
4.7	LIMITATIONS OF THE INVESTIGATION	93
4.8	SUMMARY	94

CHAPTER 4

PLANNING OF THE RESEARCH

4.1 INTRODUCTION

In the preceding chapters the life-world of the drum majorette and her various relationships that affect the person image were delineated. The literature study revealed that the adolescent drum majorette is engaged in relationship formation. Four of the relationship participants, namely peers, self, parents and trainer have been isolated for the purpose of this study. It is the explicit intention of the researcher to establish in quantifiable terms the relationship between the person image of an adolescent and drum majoretting. In this chapter the research methodology used in the investigation of the person image of the drum majorette will be described.

4.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

4.2.1 Permission

With the aim of administering the questionnaire to adolescent drum majorettes of secondary schools, it was required to first request permission from the Superintendent of Education Management (SEM) of the KwaZulu-Natal Department of Education and Culture (North Durban Region). A letter (Appendix B) to ask for the necessary permission was drafted and posted to the SEM of the KwaZulu-Natal Education Department (North Durban Region). A copy of the preliminary questionnaire (Appendix A) for the SEM's approval was enclosed with the letter. After permission (Appendix C) was granted by the Research coordinator, in North Durban Region for the intended research to be undertaken (Appendix D) a letter to seek permission from the Superintendent of Education

Management (SEM) of South Durban region was formulated. In each letter the schools selected for the research were identified.

Permission was then granted by the SEM of South Durban Region (Appendix E). The researcher then visited the principals with the letter of approval from the SEM. A letter to the Principal (Appendix F), together with the questionnaire, were delivered personally to all schools.

4.2.2 Selection of respondents

The empirical investigation was conducted in the North and South Durban area. For the purpose of this study all high school female pupils who participate in drum majoretting in these schools were selected as the research group. Therefore, the target population was identified by the following considerations:

- ▶ Type of schools : Secondary schools who have drum majoretting as a sporting code.
- ▶ Geographical area : North Durban Region and South Durban Region
- ▶ Pupils : Adolescent drum majorettes
- ▶ Age : 13 - 17 years
- ▶ Years of training : 1 year and more

Borg and Gall (1989:542) state that a successful study depends on the skill in selecting groups that are homogeneous with respect to certain critical variables.

Three secondary schools were identified in accordance with the defined population. All drum majorettes - 106 were used in the sample in order to produce statistical dependable results. The schools used in this study cover a wide spectrum of the socio-economic stratum of the community.

4.3 THE RESEARCH INSTRUMENT

4.3.1 The questionnaire as a research instrument

Van Rensburg, Landman and Bodenstein (1994:504) define a questionnaire as a set of questions dealing with some topic or related group of topics given to a group of individuals for the purpose of gathering data on a problem under consideration. According to Van den Aardweg and Van den Aardweg (1988:190) the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information.

The characteristics of measurement are best controlled by the careful construction of the instrument. A well-designed questionnaire is the culmination of a long process of planning the objective of the research, formulating the problem and generating the hypothesis. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989:2).

The questionnaire design, therefore, does not take place in a vacuum. According to Dane (1990:315-319) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following:

- ▶ The choice of the subject to be researched.
- ▶ The aim of the research.
- ▶ The method of data collection.
- ▶ The analysis of the data.

The researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between

questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

4.3.2 Construction of the questionnaire

According to Van den Aardweg and Van den Aardweg (1988:198) the researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire. The questionnaire should be pre-tested to eliminate possible errors. Kidder and Judd (1986:243-245) emphasise that adequate time must be budgeted by the researcher in order to construct and test the questionnaire.

The aim of the questionnaire (Appendix A) was to obtain information regarding the person image of the drum majorette. The researcher aimed to avoid ambiguity, bias, prejudice and technical language in the questions. The questionnaire was divided into three sections:

- ▶ Section One: This section dealt with biographical information of the respondents (drum majorettes). This was done in accordance with Babbie (1990:84), who regards biographical questions as valuable "ice breakers" at the start of the questionnaire since they are generally not threatening and easy to answer.

Lablow (Babbie, 1990:84) considers that asking demographic questions at the beginning of the questionnaire not only has the advantage of the respondent becoming accustomed to the questionnaire but it also gives information regarding variables influencing refusals, should the respondent not wish to complete the questionnaire.

- ▶ Section Two: This section focused on relationship formation.
- ▶ Section Three: This section focused on development of the drum majorette.
- ▶ Section Four: This section includes an open question on the influence of drum majoretting on the person.

Sections two and three of the questionnaire were based on the relevant literature study and respondents were requested to indicate their responses in three ways, namely Agree, Disagree or Uncertain. The questionnaire was chosen for the purpose of this study because it is the most appropriate and suitable instrument to investigate the problem in question. This questionnaire was constructed in close collaboration with a selected group of drum majorettes and trainers. The language (terminology) used in the questionnaire was familiar to drum majorettes.

4.3.3 Characteristics of a good questionnaire

In designing the questionnaire, those qualities of an ideal questionnaire which Cohen and Manion, (Mostert, 1995:36) specifies, were kept in mind: "Its design must minimise potential errors from respondents ... and coders. And since people's participation in surveys is voluntary, a questionnaire has to help engaging their interest, encouraging their cooperation and eliciting answers as close as possible to the truth."

Van den Aardweg and Van den Aardweg (1988:190) and Mahlangu (1987:84-85) and consider the following as characteristics for a good questionnaire:

- ▶ It has to deal with a significant topic, one which the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.

- ▶ It seeks only information which cannot be obtained from other sources.
- ▶ It must be as short as possible, but long enough to obtain the essential data.
- ▶ Data obtained from questionnaires are easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet anticipating the likely tabulation and ways of interpretation of the data, before the final form of the questionnaire is decided upon. This working backward from a visualisation of the field analysis of data is an important technique for avoiding ambiguity in questionnaire form. If computer tabulation is planned it is important to designate code numbers for all possible responses to permit easy transference to a computer programme's format.

An important aim in the construction of the questionnaire for this investigation was to present the questions as simple as possible. The reason for this was that not all members of the target population under investigation might be adequately prepared to interpret questions correctly or be familiar with the completion of questionnaires.

In deciding on the appeal and utility of the questionnaire, cognisance had to be taken of the fact that the questionnaire was to be self-administered. The questionnaire had to be designed in such a way so as to be reasonably appealing to the eye and brief to elicit answers; it also had to be laid out in such a way that it could be easily understood by all respondents.

4.3.4 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire that is written and mailed, delivered or handed out personally (Kidder & Judd, 1986:221). Each mode has specific advantages and disadvantages which the researcher needs to

evaluate for their suitability to the research question and the specific target population being studied, as well as relative cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages:

(1) Advantages of the written questionnaire

According to Mahlangu (1987:96) the questionnaire is one of the most common methods of gathering data. It is also time-saving and conducive to reliable results. One of the advantages of using a questionnaire is that all respondents receive the same set of questions phrased exactly in the same way. According to Cohen and Manion (1994:111-112), the advantages of the written questionnaire are as follows:

- ▶ The written questionnaire is the least expensive means of data gathering.
- ▶ Written questionnaires preclude possible interviewer bias.
- ▶ A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.
- ▶ They permit a respondent a sufficient amount of time to consider answers before responding.
- ▶ They provide uniformity across measurement situations. Each person responds to exactly the same questions.
- ▶ Data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.

- ▶ Using a questionnaire solves the problem of non-contact when the respondent is difficult to reach.
- ▶ A respondent may answer questions of a personal or embarrassing nature more willingly on a questionnaire than in a face-to-face situation with an interviewer who may be a complete stranger.
- ▶ Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- ▶ The administering of questionnaires and the coding, analysis and interpretation of data can be done without any special training.
- ▶ Data obtained from questionnaires can be compared and inferences can be made.
- ▶ Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

Self-administered questionnaires have the important advantage of providing an opportunity to establish rapport with respondents and to explain the purpose of the study. This method requires assembling a number of respondents in one common place, thus making it possible to get a high proportion of visible responses Best (Mathunyane, 1993:132).

(2) Disadvantages of the written questionnaire

According to Van den Aardweg and Van den Aardweg (1988:190), Kidder and Judd (1986:223-224) and Mahlangu (1987:84-85) the written questionnaire also has disadvantages which are *inter alia* the following:

- ▶ Questionnaires do not provide the flexibility of interviews. If questions are interpreted differently by respondents the validity of the information obtained is jeopardised.
- ▶ People are generally better able to express their views verbally than in writing.
- ▶ Researchers are unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.

4.3.5 Validity and reliability of the questionnaire

Rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This, according to Cooper (1989:15), is one reason why so many questionnaires are lacking in validity and reliability. Questionnaires are often one-time data gathering devices with a short life, administered to a limited population. Two ways of improving the validity and reliability of questionnaires, is to regard the asking of the right questions, phrased in the least ambiguous way, as a basic requirement, and to define terms clearly so that they have the same meaning to all respondents (Cohen & Manion, 1994:111-112; Cooper, 1989:60-62).

Kidder and Judd (1989:53-54) mention that reliability and validity are two ends of a continuum but at points in the middle it is difficult to distinguish between them. According to Van den Aardweg and Van den Aardweg (1988:198) researchers can never guarantee that an educational measuring instrument measures precisely and dependably what it is intended to measure. It is essential therefore to assess the validity and reliability of these instruments. An educational researcher is expected

to include in her research report an account of the validity and reliability of the instruments she has employed. Huysamen (1989:1-3) states that researchers must have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability.

(1) Validity of the questionnaire

Van Rensburg, Landman and Bodenstein (1994:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it is constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Ultimately validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure.

Van den Aardweg and Van den Aardweg (1988:237), Mulder (1989:215-217) and Dane (1990:250-259) distinguish between three different types of validity:

- ▶ Content validity, where content and cognitive processes can be measured. Categories on skills and abilities should be prepared and items from each category randomly drawn.
- ▶ Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable believed to measure directly the behaviour in question. The criterion should be relevant, reliable and free from bias.
- ▶ Construct validity which refers to the extent to which the test measures a specific construct e.g. intelligence, reasonability, ability etc.

A valid research instrument is one that has demonstrated that it detects some "real" ability or attitudes that the researcher can identify and characterise (Schnetler,

1993:71). If the respondents' answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158). The validity of the questionnaire reflects the sureness with which conclusions can be drawn.

(2) Reliability of the questionnaire

A reliable measuring instrument is one that if repeated under similar conditions, would present the same result. Reliability relates to consistency and dependability.

Van den Aardweg and Van den Aardweg (1988:194) and Kidder and Judd (1986:47-48) distinguish between the following types of reliability.

- ▶ Test-retest reliability (coefficient of stability) consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on various occasions.
- ▶ Internal consistency reliability indicates how well the test items measure the same phenomena.
- ▶ Split half reliability by correlating the results obtained from two halves of the same measuring instrument.

Reliability refers to consistency. Reliability is no proof that the answers given reflect the respondent's true feelings (Dane, 1990:256). Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are *inter alia* the following (Mulder, 1989:209; Kidder & Judd, 1986:45):

- ▶ Change of moods or alertness of respondents because of illness, fatigue, good or bad experiences or temporary differences amongst members of the group being measured.
- ▶ Variations in the conditions of administration between groups. These range from distractions such as noise and omissions in verbal instruction during administration.
- ▶ Differences in scoring or interpretation of results - differences in what the observer notices and errors in computing scores.
- ▶ Random effects by respondents who guess attitudes, or alternatives without understanding them.

4.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project (Dane, 1990:42). The pilot study is a pre-test using similar questions as in the final survey. The pilot study gives the researcher an indication of what the method will look like in operation and what effects it is likely to have. Hence the researcher is able to avert any problems encountered in the pilot study by changing procedures and instructions and questions.

The researcher pre-tested the questionnaire by using a sample of 20 respondents, consisting of adolescent drum majorettes from a school which was not used in the sample.

The test was conducted under research conditions similar to that of the real research. The pilot study was conducted to determine whether the questionnaires

will be understood by the populations to be surveyed. No quantitative analysis of data was carried out.

However, respondents were encouraged to make comments and suggestions about the directions and specific items in the questionnaire. The feedback from the respondents as well as other observations made by the researcher, were taken into account with the drawing up of the final questionnaire. The pre-test gave some indication about the time required to complete the questionnaire and it also gave some idea about whether the resulting data could be quantified and analyzed in the intended manner. It was determined during the pre-test process that the average completion time of the questionnaire was 30 minutes. Tollefson (Wiersma, 1991:182) used three time cue conditions (1) 30 minutes, (2) 15 minutes and (3) no information - for completing a questionnaire that required about 28 minutes for completion in field testing. These researchers found the highest return rate with a 30-minute cue, which led them to conclude "While time cues increase the response rates, the time cues need to be matched to the average time required to complete the questionnaire Tollefson (Wiersma, 1991:182). From this it can be inferred that time cues should be realistic. The pilot study permitted a pre-test of the hypothesis.

The researcher lists some of the purposes of a pilot study according to Plug, Meyer, Louw and Gouws (1991:49-66) that she also found useful in conducting the pilot study:

- ▶ It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- ▶ It permitted a thorough check of planned statistical and analytical procedures.

- ▶ It reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- ▶ It saved the researcher time and money.

4.5 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher personally delivered questionnaires to the selected schools. During these visits, the nature and purpose as well as the importance of the study was explained to the drum majorette trainers and principals. The researcher administered the test to the select group of drum majorettes. To avoid others' influences on the drum majorettes' responses, the drum majorettes completed their questionnaires under the supervision of the researcher.

Prior to the administering of questionnaires the researcher personally gathered information on the experience of drum majoretting from trainers through an informal discussion. A suitable time for administering the questionnaires was arranged with the principal through a letter (Appendix F). The researcher met each team and gave a brief introductory talk about the purpose of the study. They were thanked for their cooperation and willingness to take part in the investigation and were assured of the confidential nature of identity and individual particulars. Normal examination procedures were adhered to. The instructions were read aloud to the subjects and they were allowed to ask questions in order to clarify any uncertainties. The researcher allowed 30 minutes for the answering of the questionnaire.

4.6 THE PROCESSING OF THE DATA

Once data was collected, it had to be captured in a format which would permit analysis and interpretation. This involved the careful coding of 106 questionnaires

completed by adolescent drum majorettes in secondary schools in the North and South Durban Region of KwaZulu-Natal Education Department.

4.6.1 Descriptive statistics

Descriptive statistics serve to describe and summarise observations. Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aardweg and Van den Aardweg (1988:65-76) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- ▶ It indicates how many times a particular response appears on the completed questionnaires.
- ▶ It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.
- ▶ The arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.

4.6.2 Analysis of data

The questionnaire (Appendix A) was designed to determine the person image of the drum majorette. In order to obtain the information needed for the purpose of this study the questionnaire was sub-divided into four sections.

Section one required biographical information about the drum majorette and included items 1.1 to 1.5. The questions included information on age, years of

experience in drum majoretting, the age of first menstruation, people with whom they live (parents) and school performance.

Section 2 is based on certain presumptions which follow from a critical study of relevant literature in chapter two and chapter 3. This section included questions on relationships:

- ▶ Relationship with self (item 2.1-2.5).
- ▶ Relationship with peers (items 2.6-2.10).
- ▶ Relationship with trainers (items 2.11-2.15).
- ▶ Relationship with parents (items 2.16-2.20).

Section three gathered information regarding development of the drum majorette:

- ▶ Physical development (item 3.1-3.3).
- ▶ Cognitive development (item 3.4-3.6).
- ▶ Emotional development (item 3.7).
- ▶ Social development (item 3.8-3.10).

Section 4 gathered information in general about person image. This information may not have been included in the other sections.

4.7 LIMITATIONS OF THE INVESTIGATION

- ▶ Difficulty was experienced in finding enough drum majorette teams to complete questionnaires.
- ▶ The researcher limited the study to adolescent drum majorettes.

4.8 SUMMARY

In this chapter the researcher provided an overview of the research design, justified the research methodology used for this study and gave a brief discussion of the research method. The preparation, research instrument, pilot study and administration of the questionnaire (Appendix A) was presented. In Chapter 5 the focus will fall on the presentation and analysis of the research data collected from the questionnaire.

CHAPTER 5 PRESENTATION AND ANALYSIS OF RESEARCH DATA

	PAGE
5.1 INTRODUCTION	95
5.2 DESCRIPTIVE STATISTICS	95
5.2.1 Characteristics of the person image	95
5.2.2 Biographical data	96
(1) Age of respondents	96
(2) Frequency distribution according to years of experience	97
(3) Frequency distribution according to commencement of menstruation	97
(4) Frequency distribution according to the people with whom the drum majorette lives	98
(5) Frequency distribution of results received in last examination	99
5.2.3 Relationship formation of the drum majorette	100
(1) The drum majorette's relationship with self	101
(a) Satisfaction with self (2.1)	102
(b) Extroversion (2.2)	102
(c) Physical attraction (2.3)	102
(d) Interest in leading others (2.4)	103
(e) Self-confidence (2.5)	103
(2) The drum majorette's relationship with peers	103
(a) Acceptance (2.6)	103
(b) Popularity (2.7)	104
(c) Ownership to the team (2.8)	104
(d) Peers' assistance in solving problems (2.9)	105
(e) Conformity (2.10)	105
(3) The drum majorette's relationship with trainer	105
(a) Trainer as a role model (2.11)	106

(b) Ability to communicate with trainer (2.12)	106
(c) Trainer should deal with problematic behaviour (2.13)	106
(d) Follow instructions without questioning (2.14)	107
(e) Trainer corrects behaviour (2.15)	107
(4) The drum majorette's relationship with parents	107
(a) Parents should be informed about progress (2.16)	107
(b) Parents should accompany drum majorettes on tours (2.17)	107
(c) Parents should be allowed to watch practice sessions (2.18)	108
(d) Encouragement by parents (2.19)	108
(e) Security at home (2.20)	108
(5) The quality of the relationship areas of the adolescent drum majorettes	109
5.2.4 Development	111
(1) Physical development	112
(a) Posture (3.1)	112
(b) Coordination (3.2)	112
(c) Neatness (3.3)	112
(2) Cognitive development	112
(a) Grasping of instructions by trainer (3.4)	113
(b) Pursuing of task while others get bored (3.5)	113
(c) Mentally prepared when attending tasks (3.6)	113
(3) Emotional development	113
(a) Easily upset (3.7.1)	113
(b) Calmness (3.7.2)	114
(4) Social development	114
(a) Making friends easily (3.8)	114
(b) Spending breaks with a group of friends (3.9)	114
(c) Sharing responsibility for success in the sports teams (3.10)	114

CHAPTER 5 (continued)	PAGE
5.2.5 The effect of drum majoretting on the life of the adolescent	115
5.3 SUMMARY	116

CHAPTER 5

PRESENTATION AND ANALYSIS OF RESEARCH DATA

5.1 INTRODUCTION

The literature on the person image of the drum majorette has been explored in previous chapters. This chapter deals with the analysis and interpretation of data which was collected by means of questionnaires completed by drum majorettes of three schools in the North and South Durban Regions of KwaZulu-Natal. This was done in accordance with the specific aim of the research, namely relationship formation and the development of the drum majorette. The empirical data can give scientific support to certain findings made in the literature study.

5.2 DESCRIPTIVE STATISTICS

5.2.1 Characteristics of the person image

The adolescent drum majorette who has developed positive relationships with significant others and possesses positive characteristics in her development would have a positive person image. The concept person image as used in this study includes five components:

- ▶ Relationship formation,
- ▶ physical development,
- ▶ cognitive development,
- ▶ emotional development and
- ▶ social development.

5.2.2 Biographical data

The items on biographical information in the questionnaire included age, years of experience, the age of first menstruation, place of stay and the academic performance of drum majorettes.

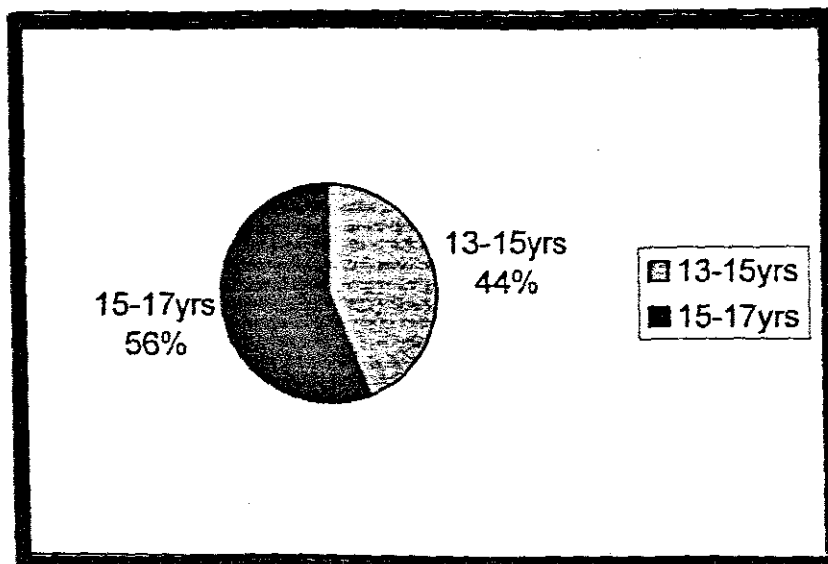
(1) Age of respondents

Table 1: Frequency distribution according to age

Age	Frequency	%
13-15	59	56
16-17	47	44
TOTAL	106	100

Table 1 and Graph 1 indicate that the majority of respondents (56%) are in the age group of 13-15 years and 44% in the age group of 16-17 years. The ages of the drum majorettes range from 13-17 years.

Graph 1: Age of respondents



(2) Frequency distribution according to years of experience

Table 2: Frequency distribution according to years of experience

Years of experience	Frequency	%
Less than 2 years	46	38
More than 2 years	66	62
TOTAL	106	100

The period of participation ranged from one year to more than two years. Coleman (Diamant (ed.), 1991a:115) holds that adolescents who perceive themselves to be competent in the achievement domain with regard to physical activity and sport will be more motivated to continue their involvement. According to Table 2 the majority of the girls (66%) are in drum majoretting for more than 2 years. For this reason it can be assumed that these drum majorettes are very competent.

(3) Frequency distribution according to commencement of menstruation

Table 3: Frequency distribution according to commencement of menstruation

Start of Menstruation	Frequency	%
Before 13 years	49	46
13 years and later	57	54
TOTAL	106	100

The majority of the girls (54%), started menstruating at the age of 13 and after. Literature study in Chapter 2 shows that girls who start menstruating early (before

13 years) are very shy and self-conscious and they sometimes feel awkward amongst their peers. But by the age of 17, these girls have a more positive self-concept and are better adjusted and enjoy better personal relations than late maturers. It is assumed that since these drum majorettes (54%) have started menstruating late they could be lesser advantaged to having a positive self-concept.

According to Cahill and Pearl (eds), (1993:130) cross-sectional observations show an association between participation in some sports and a delay in Menarche. Early maturers may have a better self-concept and late maturers may have a poorer self-concept. Drum majorettes who are late maturers (54%) participate in the sport of drum majoretting to improve their person image.

(4) Frequency distribution according to the people with whom the drum majorette lives

Table 4 Frequency distribution according to the people with whom the drum majorette lives

People	Frequency	%
Mother	25	24
Father	3	3
Mother and Father	69	65
Other	9	8
TOTAL	106	

The people with whom the drum majorette lives may influence the person image. Literature study in Chapter 2 indicates that the parent-adolescent relationship is characterised by dependence. The parents provide the basis from which the adolescent initiates other relationships. The majority of the drum majorettes (65%)

live with both mother and father. Cann (Diamant (ed.), 1991b:196) reaffirms that the parents play a crucial role in determining sports participation. Hence having established a positive view of sports activities in the family, a girl may carry this interest beyond the confines of the home. Cann, (Diamant (ed.), 1991b:197) states that as a result of the above, the relationship with others may be enhanced. A small percentage of drum majorettes (24%) lived with their mothers. The other in the questionnaire included step-father, aunt, grandmother, grandparents and sister.

(v) Frequency distribution of results received in last examination

Table 5 Frequency distribution of results received in last examination

Results	Frequency	%
33-40	1	1
41-50	3	3
51-60	26	25
61-70	29	27
71-80	38	36
81 and above	9	8
TOTAL	106	100

In the total sample of subjects that were investigated, the majority of the drum majorettes (36%) performed at 71% to 80%. (8%) were really high achievers, earning 80% and above. A small percentage of (1%) performed at 33-40%. This reveals that the drum majorettes performed above average academically. This is significant when taking the following findings of Coleman (Diamant (ed), 1991a:115) into account.

- ▶ High school sportspersons display better academic skills, only when their sport involvement is paired with academic support and encouragement from parents and peers. It is also stated that only if significant others treat young sportspersons seriously as students, does their success on the playing field generalise to success in the classroom. Lang (Vrey, 1991:17) found a positive correlation between the adolescent's self-perception and her perception of the trainer's attitude towards her. It follows that the more positive the adolescent's perception of the trainer's, parents' and peer's attitude towards herself, the higher will her scholastic achievement be.
- ▶ Sportswomen are better prepared for college and perform better academically than their male counterparts.

It may also be concluded that the drum majorettes may have received support from their parents, peers and trainer/educator.

5.2.3 Relationship formation of the drum majorette

Items set in section two of the questionnaire are based on certain presumptions which follow from the critical study of the relevant literature in Chapters 2 and 3.

Table 6 Frequency distribution of the drum majorette's relationship with others

Item	Agree	%	Dis-agree	%	Un-certain	%	Missing	Total %
2.1	87	82,1	6	5,7	13	12,3		100
2.2	81	76,4	8	7,5	17	16,1		100
2.3	47	44,3	10	9,4	49	46,3		100
2.4	80	75,5	11	10,4	15	14,1		100
2.5	96	90,6	4	3,8	6	5,7		100
2.6	90	84,9	0	0	16	15,1		100
2.7	56	52,8	4	3,8	46	43,4		100
2.8	103	97,2	0	0	3	2,8		100
2.9	89	84	7	6,6	10	9,4		100
2.10	85	80,2	10	9,4	11	10,4		100
2.11	76	71,7	1	9,4	20	18,9		100
2.12	80	75,5	10	9,4	16	15,1		100
2.13	46	43,3	31	29,2	29	27,4		100
2.14	84	79,2	11	10,4	11	10,4		100
2.15	98	92,4	4	3,8	4	3,8		100
2.16	83	78,3	8	7,5	15	14,2		100
2.17	71	67	21	19,8	14	13,2		100
2.18	59	55,6	34	32,1	13	12,3		100
2.19	83	78,3	1	9,4	13	12,3		100
2.20	95	89,6	5	4,7	6	5,7		100

(1) The drum majorette's relationship with self

Items 2.1 - 2.5 show responses to relationship to self. The subjects' responses show a positive self-concept and physical self (items 2.1, 2.3, 2.4, 2.5). Responses to agree were high (82,1%) for all items. This displays a positive

relationship with self. The high frequencies of positive responses to relationships with self, raise the possibility that the adolescent drum majorette tends to show a positive self-concept. The response to the various items will be discussed.

(a) Satisfaction with self (2.1)

A high percentage (76,4%) of satisfaction with self is closely related to acceptance. The adolescent with a positive self-concept will have a positive physical self. Satisfaction with self is closely related to acceptance. Dissatisfaction with self may be related to rejection. Only a small percentage of drum majorettes (5,7%) were dissatisfied with themselves. Sport may provide not only a source of enjoyment but also contribute to a sense of identity and competence, Bryson (Birrell & Cole (ed.), 1994:47).

(b) Extroversion (2.2)

The majority of the drum majorettes (76,4%) felt that they were outgoing. This is a reflection of the drum majorette's self-confidence. Only (7,5%) of the drum majorettes felt that they were not extroverted.

(c) Physical attraction (2.3)

The majority of the respondents (46,3%) were uncertain about their physical attraction. The reason for this may be because of poor self-esteem and insecurity that these girls will not admit it. A girl who feels deeply unhappy with her appearance and who is often emotionally affected by her so-called imperfections, will possibly not admit this in the attempt to create the impression that she accepts herself unconditionally. Furthermore, although the individual may experience conflicting feelings about her appearance, she may refrain from indicating this in the questionnaire, considering it to be the inappropriate thing to do. A percentage

of 44,3% of the respondents admitted that they are physically attractive. If the respondents feel good about their bodies then they may possess a positive physical self and self-concept.

(d) Interest in leading others (2.4)

A large percentage of respondents (75,5%) felt they were good leaders, hence their vested interest in leading others could be the result of their self-confidence. Drum majoretting provides and contributes to leadership qualities because of the various roles of the drum majorette, for example a leader, sub-leader, squad member.

(e) Self-confidence (2.5)

Item 2.5 indicates that (90,6%) of the respondents are very confident in their performance. Vrey (1991:169) states that the greater the person's self-acceptance, the fewer her doubts about her ability, and the weaker the self-concept and the greater the anxiety. A comparison of Table 5 with Table 6 indicates that the drum majorettes have performed academically well and subsequently they may have a positive self-concept.

(2) The drum majorette's relationship with peers

Items 2.6 - 2.10 include relationship with peers.

(a) Acceptance (2.6)

The majority of the respondents (84,9%) are well accepted by their peers. The high percentage of positive responses clearly indicates that for the adolescent drum majorettes the most important group is the peer. According to Coakley (Cahill & Pearl (eds), 1993:89-81) peers significantly impact the meanings that children

assign to sport participation and experiences. Taylor, Peplau and Sears, (1994:20) state that conformity of group norms is often the price of acceptance and social harmony. McAdams (1990:497) states that with increased acceptance of others, the adolescent will become a self-actualizing person.

(b) Popularity (2.7)

Most of the drum majorettes (52,8%) felt they were popular among peers. Girls who are popular will tend to have strong and good relationship formation with other people. Literature study in Chapter 2 indicates that if the adolescent is popular with her peers then she tends to have a strong identity formation and a positive self-concept. The literature study in also shows that adolescents who are reasonably popular become extroverted, self-confident, pleased and independent in thinking. Adolescents who are unpopular often develop unfavourable self-concepts along with feelings of anger, resentment and jealousy. A very small percentage (3,8%) of respondents felt they were unpopular with peers.

(c) Ownership to the team (2.8)

Closeness of identification with the team refers to the extent to which someone describes herself as a member of the team. The greater the sense of belonging and team integration, the greater the cohesiveness (Morris & Summers, 1995:199).

The majority of the respondents (97,2%) enjoyed being a member of the team. This indicates a strong positive relationship with peers. This also indicates that the most important relationship participant for the adolescent drum majorette is the peer.

According to Morris and Summers (1995:199) team climate perceptions dictate the level and type of cohesion within the team and also have a major influence on

team motivation and team member satisfaction. The stronger the friendship the more cohesive the team.

All who chose team sport, for example drum majoretting must all remember that they chose to be a member of the team (Rotella, Boyce, Allyson & Savis, 1998:26); the behaviour of members may therefore contribute to team cohesion and success or hinder them. Gill (1986:210) found that group effectiveness was positively related to individual effectiveness.

(d) Peers' assistance in solving problems (2.9)

A large percentage of respondents (84%) of the respondents reacted positively to peers assisting in their problems. This may be because of trust in their peers. Puglisi (Diamant, 1991a:154) states that friends are important potential sources of encouragement. Only 6,6% of the respondents did not interact with their peers to solve their problems.

(e) Conformity (2.10)

The majority of the respondents (80,2%) found it easy to conform to their peers. The adolescent drum majorette feels comfortable and easy to conform to the squad as a result of common reasons such as age, interests, dress and the activity of drum majoretting. Coleman (Diamant (ed.) 1991a:113) writes that peers provide an affective climate serving as sources of comparison, recognition and feedback.

(3) The drum majorette's relationship with trainer

The high percentages (71,7%; 75,5%; 43,4% 79,2%; and 92,4%) of positive responses for items (2.11-2.15) display a positive relationship formation with trainer.

(a) Trainer as a role model (2.11)

The majority of the drum majorettes (71,7%) experienced the trainer as a role model. This may result in a positive relationship and may result in using the trainer as a guide to character. Coakley (Cahill & Pearl (eds), 1993:91) state that role modelling is more than just being an example; instead it is a sharing of information about her life within the context of a relationship characterised by some degree of emotional connection. Coaches may impact the lives of drum majorettes by serving as exemplars. If, according to Coakley (Cahill & Pearl (eds), 1993:91), her influence is based on control that leads to dependency relationships, it is likely that coaches will have a negative impact on overall development. When influence is based on example and guidance it is likely that the overall impact will be positive.

(b) Ability to communicate with trainer (2.12)

The most important ingredient between trainer and sportsperson is a close personal relationship. 75,5% of the respondents feel free to communicate with the trainer.

(c) Trainer should deal with problematic behaviour (2.13)

A substantial percentage (43,4%) of the drum majorettes were satisfied with the trainer coming to their homes to discuss problematic behaviour, while 29,2% did not want trainers to come to their homes to discuss their behaviour.

Coakley (Cahill & Pearl (eds), 1993:90) state that many children use a "love-hate" relationship to describe their coach. It is suspected that many coaches become important in the adolescent's life, hence the drum majorettes may use the coach as a counsellor and would be satisfied with the coach dealing with problematic behaviour.

(d) Follow instructions without questioning (2.14)

A large percentage of respondents (79,2%) reacted positively to carrying out instructions set out by the trainer. Perhaps this may be attributed to self-respect and good positive relationships. Only 10,4% did not follow instructions without questioning.

(e) Trainer corrects behaviour (2.15)

Most of the drum majorettes (92,4%) felt that the trainer should correct their behaviour. These respondents showed a positive response to the trainer showing concern and as a result a positive relationship with the drum majorette may be formed.

(4) The drum majorette's relationship with parents

(a) Parents should be informed about progress (2.16)

A high percentage (78,3%) of the drum majorettes insist on parents being informed about progress. This indicates that the adolescent drum majorette still depends on and is strongly influenced by parents.

(b) Parents should accompany drum majorettes on tours (2.17)

A high percentage (67%) of drum majorettes felt that parents should accompany them on tours. A small percentage of drum majorettes (19,8%) felt that parents should not accompany them on tours. The high percentage of (67%) may be due to the concern by adolescents of the lack of interest and support from fellow peers, hence the need for parents to accompany them while on tours.

(c) Parents should be allowed to watch practice sessions (2.18)

The percentage of subjects that wanted parents to watch (55,6%) and the ones that did not want them to watch (32,1%) was almost even. This indicates that the drum majorettes may have preferred spending more time with their peers and their trainer. This may also be the result of the drum majorettes viewing their parents as hindrances. The reason for the high positive response (55,6%) may be the result of pupils being concerned about lack of interest and support from parents.

(d) Encouragement by parents (2.19)

The majority (78,3 %) of the subjects felt that they are encouraged by their parents at all times. Warm, affectionate parents encourage the female to become social while cold and indifferent parents encourage her to be socially withdrawn. According to Rodgers (1985:222) the warmth and intimate contacts of parents contribute to the adolescent's feelings of warmth. Only (9,4%) felt they are not encouraged by parents. According to Coakley (Cahill & Pearl (eds), 1993:91) over-control, more than any other dimension of the sport experience, can undermine the ways in which participation can help the adolescent meet developmental challenges.

(e) Security at home (2.20)

Parents influence the security at home. A sheltering home often enables the adolescent to evaluate herself positively and as a result she will develop a positive self-concept which will enhance the person image. The frequency of respondents who felt secure at home was high (89,6%). Very few respondents (4,7%) felt they were insecure. According to Rodgers (1985:222) the home is a reservoir of strength upon which children draw to reach their physical and emotional needs.

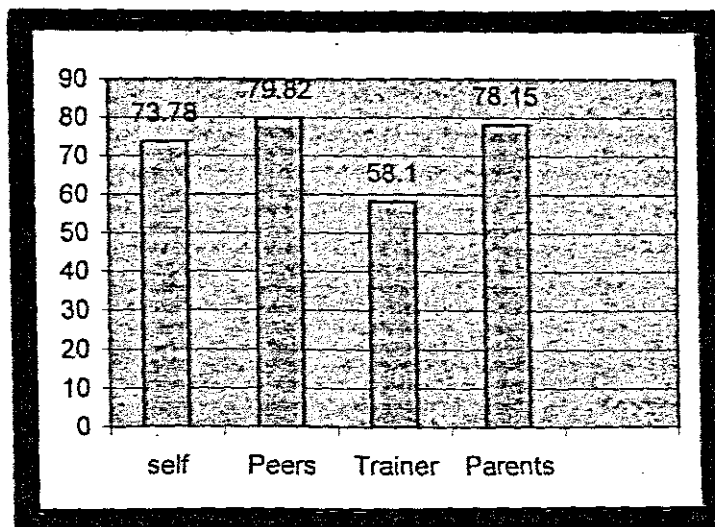
In the drum majorette's relationship with parents we find an attainment of dependence (2.16, 2.17, 2.18, 2.19, 2.20).

(5) The quality of the relationship areas of the adolescent drum majorettes

Table 7 Frequency of relationship formation patterns of the drum majorette

Relationship Participant	Positive frequency %	Mean %
Self (2,1; 2,2; 2,3; 2,4; 2,5)	82,1; 76,4; 44,3; 75,5; 90,6	73,78
Peers (2,6; 2,7; 2,8; 2,9; 2,10)	84,9; 52,8; 97,2; 84; 80,2	79,82
Trainer (2,11; 2,12; 2,13; 2,14; 2,15)	71,7; 75,5; 43,4; 79,2; 92,4	58,1
Parents (2,16; 2,17; 2,18; 2,19; 2,20)	78,3; 67; 55, 6; 78,3; 89,6	78,15

Graph 2: Relationship patterns of the adolescent drum majorette



Bar graph 2 displays the relationship areas of the adolescent drum majorette. The axis 0-100 represents the population percentage. The shaded areas of the histogram represents the relationship areas that is self, peers, trainer and parents. The histogram shows the relationship areas deemed more or less significant to the training and practice of drum majoretting.

The findings on relationships with parents was an interesting one. The frequency with which the drum majorettes preferred having parents consulted on problematic behaviour on the one hand and not having them present at practice sessions on the other was almost even. Fogel and Melson (1988:515) claim that when adolescents are asked to decide between conforming to the values of parents or peers, they are likely to conform to both values. Smart and Smart (1988:487) state that the adolescent must conflict with her parents in order to strive towards identity. The relationship with parents is influenced through drum majoretting.

A high percentage (78,15%) of drum majorettes have a positive relationship with parents. According to Cann (Diamant (ed.), 1991b:197), when both parents encourage sport activities, the girls may carry this interest beyond the confines of the home. Cann (Diamant (ed.), 1991b:197) further states that if the reverse takes place she may find very few models, peers or trainers outside the family to emulate. A synthesis of these percentages in Table 2 shows that the drum majorette's relationship with parents are high (78,15%) and is comparable to the percentages of self and peers. The trainer's relationship with the drum majorette is (58,1%).

From this it can be deduced that pupils who perceive themselves and their educator positively are most likely to perform better at school than pupils who receive their educator negatively (Magwaza, 1985:160).

The most influential relationship of the adolescent drum majorette is the peer group. An average of 79,82% of the drum majorettes in this sample have a

positive response to peers and 73,78% of drum majorettes have a positive relationship with self.

The frequency of positive responses (58,1%) by the drum majorettes indicates that the relationship with the trainer/educator is good. The relationship with self is also very good. The adolescent drum majorette's relationship patterns, as reflected on the bar graph, show that on the whole drum majorettes are confident in their relationships with self, peers, trainers and parents and as a result thereof, display a positive physical self and self-concept.

5.2.4 Development

Items set in Section 3 of the questionnaire measure the development of the adolescent drum majorette.

Table 8 Frequency distribution of the drum majorette's development

Item	Agree	%	Dis-agree	%	Un-certain	%	Missing	Total %
3.1	74	69,8	7	6,6	25	23,5		100
3.2	88	83	2	1,9	16	15,1		100
3.3	69	65,1	9	8,5	28	26,4		100
3.4	90	84,9	5	4,7	11	10,4		100
3.5	59	55,7	9	8,5	38	35,8		100
3.6	86	81,13	3	2,83	17	16,04		100
3.7.1	22	20,8	62	58,4	22	20,8		100
3.7.2	62	58,5	20	18,9	24	22,6		100
3.7.3	65	61,3	18	17	23	21,7		100
3.8	93	87,74	3	2,83	10	9,43		100
3.9	101	95,3	2	1,9	3	2,8		100
3.10	100	94,3	2	1,9	4	3,8		100

(1) Physical development

(a) Posture (3.1)

This item intended to measure attractiveness and self-confidence. The researcher is of the opinion that drum majorettes who have an upright posture and are self-confident have good showmanship. Others become attracted to them and as a result they may develop a positive self-concept. The frequency of drum majorettes having a good posture was high (69,8%), while 23,6% were uncertain. This may be the result of the ego not owning up to reality.

(b) Coordination (3.2)

The majority of the respondents (83%) felt that their movement is well coordinated. According to Rice (1992:195) if the adolescent is uncoordinated in movement, it may result in the adolescent being self-conscious and a negative self-concept may develop.

(c) Neatness (3.3)

The frequency (65,1%) of neatness is high. Neatness is essential for drum majoretting and is indicative of physical appearance. The researcher is of the opinion that adolescents who are physically attractive to others will be acceptable and will develop a positive feeling of self. A small percentage (8,5%) felt they were not neat at all times.

(2) Cognitive development

It is the drum majorette's perceptions and thoughts that make the sport positive or negative (Diamant (ed.), 1991a:95).

(a) Grasping of instructions by trainer (3.4)

Drum majoretting requires a high level of comprehension and perception. A high percentage of drum majorettes (84,8%) could grasp instructions from the trainer. Hence their perception is good.

(b) Pursuing of task while others get bored (3.5)

The frequency at which the drum majorettes could pursue a task while others might get bored was 55,7%. This shows that the drum majorette may have developed positively in her cognitive development. She may have the ability to perceive her relationships as positive.

(c) Mentally prepared when attending task (3.6)

The high level of frequency (81,13%) at which the drum majorettes are mentally prepared in attending a task may result in positive cognitive development. A small percentage of 2,83% felt that they were not mentally prepared.

(3) Emotional development (3.7.1-3.7.3)

(a) Easily upset (3.7.1)

The frequency level at which the drum majorettes were easily upset is low (20,8%).

Becoming easily upset is a reaction to unpleasant emotions. The majority (58,4%) of the respondents do not get easily upset.

(b) Calmness (3.7.2)

The majority of the respondents (61,3%) felt that they were anxious during a crisis situation. Anxiety tends to generate a poor feeling of self which results in instability of the self-concept. Only 17% did not feel they were anxious. It is assumed that at competitive levels of drum majoretting, most drum majorettes would reach a high level of anxiety.

(4) Social development

(a) Making friends easily (3.8)

The frequency level of making friends easily was the highest (87,74%). 2,83% of the respondents felt that they could not make friends. Papalia and Olds (1993:556) state that adolescents who make friends easily, are competent and are high in self-esteem. As a result they will develop a positive self-concept. Diener (Burger, 1993:30) states that social contact is closely related to feelings of well-being.

(b) Spending breaks with a group of friends (3.9)

All respondents (95,3%) besides five spend their break with a group of friends, which implies that adolescents attach a great deal of importance to peer group belongings. There were only two (1,9%) who do not spend their breaks with friends. It could be assumed that they spend the breaks with the educator or alone. This also applies to the drum majorettes who were uncertain (2,8%).

(c) Sharing responsibility for success in the sports teams (3.10)

A high percentage (94,3%) of the respondents agreed with item (3.10), besides 2 respondents (1,9%) who were uncertain. Knight and Dubero (Mathunyane,

1994:383) state that cooperation is common amongst females. Females tend to be oriented towards harmonious group relations (Chapter 3).

5.2.5 The effect of drum majoretting on the life of the adolescent

This was an open-ended question. The responses were very interesting because each response was unique and it concurred with the literature findings and the experience of the researcher. The responses summed up the person image of the drum majorette. The following are the responses which cover a wide range:

The drum majorette —

- ▶ made friends,
- ▶ gained self-confidence,
- ▶ fitness level improved,
- ▶ felt happy,
- ▶ learnt about teamwork and commitment,
- ▶ got rid of shyness,
- ▶ became more responsible,
- ▶ became more coordinated in movement,
- ▶ made new friends,
- ▶ travelled widely,
- ▶ became motivated,
- ▶ improved outlook on life,
- ▶ improved self-esteem,
- ▶ managed time well,
- ▶ gained self-respect,
- ▶ became well-known in society,
- ▶ became more social in nature, grace, elegance as a young lady,
- ▶ learnt skills to be used for a lifetime,
- ▶ felt proud and good about herself,

- ▶ improved academic results,
- ▶ achieved better grades,
- ▶ became more disciplined,
- ▶ improved zest for life and
- ▶ avoided mischief.

Sports may be used to fulfil a plethora of functions to define more sharply the already-established boundaries of moral communities to assist in creating new social identities, to give physical expression to social values and to act as a means of reflecting on those values (MacClancy, 1996:7).

5.3 SUMMARY

In this chapter, data obtained from questionnaires issued to the drum majorettes of the North and South-Durban Regions was presented and analyzed. The relationship formation of the drum majorette seems to be sound. In terms of the variables relationship with self, peer, trainer, parent and development, it can be agreed that the adolescent drum majorette may have a positive person image in comparison with adolescents who do not participate in the sport. The results of the analysis of the questionnaire concurs with the literature study and personal experience of the researcher. In the following chapter the study will be summarised and certain recommendations will be made in the light of the findings.

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

	PAGE
6.1 INTRODUCTION	117
6.2 SUMMARY	117
6.2.1 Statement of the problem	117
6.2.2 The life-world of the adolescent girl	117
6.2.3 The influence of drum majoretting on the person image of the adolescent girl	118
6.2.4 Planning of the research	119
6.2.5 Presentation and analysis of research data	120
6.3 FINDINGS OF THE RESEARCH	120
6.3.1 The drum majorette's relationship with self	121
6.3.2 The drum majorette's relationship with peers	121
6.3.3 The drum majorette's relationship with trainer/educator	121
6.3.4 The drum majorette's relationship with parents	121
6.3.5 The drum majorette's development	122
6.4 PURPOSE OF THE STUDY	122
6.5 RECOMMENDATIONS	123
6.5.1 Inclusion of drum majoretting as a compulsory extra curricular sporting code in school	123
(1) Motivation	123
(2) Recommendations	123

CHAPTER 6 (continued)	PAGE
6.5.2 Parental involvement	124
(1) Motivation	124
(2) Recommendations	124
6.5.3 Management of drum majoretting by the principal	125
(1) Motivation	125
(2) Recommendation	125
6.6 FURTHER RESEARCH	126
6.7 CRITICISM OF THE STUDY	127
6.8 CONCLUDING REMARKS	127
LIST OF SOURCES	128

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The fundamental aim of this study was to investigate the person image of the drum majorette. In this chapter of the dissertation, a summary of the previous chapters will be given and the main and educationally important findings derived from both the literature study survey and the empirical research undertaken will be discussed. This will be followed by recommendations, criticisms that emanate from this study and final remarks.

6.2 SUMMARY

6.2.1 Statement of the problem

The problem addressed in this study pertains to the person image of the drum majorette. The study was confined to the adolescent drum majorette. The point of concern for this study is the nature of the adolescent drum majorette's significant relationships. Another vital point of concern is whether the adolescent drum majorette attributes positive meaning to her significant relationships and if so, why this is the case. The person image cannot be well-defined if only relationships were studied, hence the researcher also investigated the physical, social, emotional and cognitive development of the drum majorette.

6.2.2 The life-world of the adolescent girl

Research and the experience of the researcher as a drum majorette trainer indicates that the adolescent drum majorette is involved in relationship with self, peers,

trainer and parents. This chapter was confined to relationships of self, peers, trainer/educator and parents. It is a set of relationships which few adolescents can escape and for this reason it forms an integral part of the adolescent's person image. This chapter also focused on self-actualization. It was also established that there is a positive link between relationships and the self-concept. Literature has shown that a positive self-concept is an important component of the image of a self-actualizing adolescent.

Analysis of chapter 2 indicates that the adolescent whose relationships with significant others was favourable, positive and rewarding would have developed a positive self-identity, a positive self-concept, increased competencies and an enhanced feeling of self. Unfavourable experiences in the relationship formation are likely to limit the adolescent's development and lead to an impaired self-concept with the result that a negative self-identity would have been formed.

The following exact abilities are said to be enhanced when the drum majorette self-actualizes: neatness, positive physical self, positive self-concept, good coordination, popularity, acceptance, conformity, assertiveness, security, calmness, cheerfulness, mental health, a high level of interest, good perception and good decision-making. A negative person image is characterised by: rejection, physical unattractiveness, weak identity, negative self-concept, insecurity, unpopularity, loneliness.

6.2.3 The influence of drum-majoretting on the person image of the adolescent girl

Relationships in the life-world of the adolescent drum majorette may have a significant effect on the person image. Drum majoretting as a sport provides a range of experiences through which adolescents may be socialised. Kleiber and Kirshnit (Diamant (ed.), 1991a:198) claim that girls are socialised to define themselves and their success in sport through their relationship with others.

The unique contribution of drum majoretting is in the field of physical and social development. Drum majoretting also enhances the character of the adolescent. Drum majoretting as a sport makes a valuable contribution to the adolescent girl. A positive person image is characterised by: consideration for others, responsibility, cooperativeness, self-confidence, determination, respect, leadership, extroversion, social competence, self-discipline, tidiness, fitness, coordination, precision, comradeship, eye motor coordination, perception, mental preparedness and reduction of anxiety.

The success of the drum majoretting team depends on cooperation of all the relationship participants, that is the self, peers, trainer/educator and parents.

6.2.4 Planning of the research

This chapter dealt with the research design which was used in the empirical survey of the study. A structured questionnaire was used as research instrument. The composition, distribution and the completion of the questionnaire was discussed. Attention was also given to the pilot study and the limitations of the investigation.

With the aim of administering the questionnaire to adolescent drum majorettes, it was first necessary to request permission from the SEM of the KwaZulu-Natal Education Department (North and South Durban region). Once permission had been granted the researcher made the necessary arrangements to administer the questionnaires to adolescent drum majorettes. The population was drawn from all teams in the regions mentioned above.

The aim of the questionnaire was to obtain information pertaining to the person image of the drum majorette. Questionnaires were administered only to adolescent drum majorettes.

The questions were formulated to gain insight into on the following aspects relating to the person image of the drum majorette:

- ▶ Relationship formation : self
peers
trainer/educator
parents
- ▶ developmental framework : physical
social
emotional
cognitive.

6.2.5 Presentation and analysis of research data

The purpose of this chapter was to discuss the data collected from the questionnaires completed by 106 adolescent drum majorettes and to offer comments and interpretation on the findings. Initially an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaires.

6.3 FINDINGS OF THE RESEARCH

During the empirical investigation the responses to the structured questionnaire were studied. The data which was gathered from the responses was interpreted by means of descriptive statistics. The findings of the research indicate that all four categories of relationship i.e. self, peers, trainer/educator and parents are important to the adolescent drum majorette in order for her to self-actualize. The study revealed that the person image of the adolescent girl is enhanced through drum majoretting.

6.3.1 The drum majorette's relationship with self

The high frequencies of positive responses to relationship with self reveal that the adolescent drum majorette tends to show a positive self-concept and physical self. Most of the drum majorettes' academic achievement was high. As a result they will have a positive academic self-concept that will assist in the general self-concept.

6.3.2 The drum majorette's relationship with peers

One of the most influential relationships on the adolescent drum majorette is her peer group. The members of the squad showed conformity and popularity amongst peers.

6.3.3 The drum majorette's relationship with trainer/educator

The frequency of positive responses by the drum majorettes showed that the relationship with the trainer is good. The trainer encourages a relationship of learning with the adolescents.

6.3.4 The drum majorette's relationship with parents

The findings on relationship with parents was an interesting one. There is a marked and definite positive influence of parents on the adolescent drum majorette.

The adolescent's relationship with her parents seems to be sound. This observation concurs with the research, literature study and personal experience of the researcher.

6.3.5 The drum majorette's development

Findings also show that the physical, social, emotional and cognitive development of the adolescent drum majorette is enhanced.

The adolescent drum majorette with a positive physical self possesses greater satisfaction with and confidence in her overall appearance. The drum majorette displayed a healthier physical self which was displayed by her positive responses to posture, good coordination and tidiness. The attention span of the drum majorette was good. The positive responses to mental preparedness and understanding showed that the drum majorette's cognitive development is enhanced.

The adolescent drum majorette experiences an increase in anxiety during a crisis situation. This reflects the need for the drum majorette to be composed and collected during competitions. The adolescent drum majorette has an improved social self. She displays conformity and is committed to the group. She shows responsibility towards her team which indicates that she creates harmonious group relations.

6.4 PURPOSE OF THE STUDY

The researcher formulated a specific aim (cf. 1) to determine the course of the study. The aim was realised through the literature study, together with an empirical survey consisting of structured questionnaires. On the basis of the aims and findings of this study, certain recommendations are now offered.

6.5 RECOMMENDATIONS

6.5.1 Inclusion of drum majoretting as a compulsory extra curricular sporting code in school

(1) Motivation

Most of the schools in the Metropolitan Durban area do not include drum majoretting as a code of sport. A good relationship between drum majorette and others will influence her behaviour in both her academic and social life. She will therefore identify with values and norms of people like the trainer/educator, her parents and the principal.

No other sport in the schooling system has catered for the total development of a girl. Drum majoretting is the only sport that is for girls only, and can therefore contribute to cultivating a positive person image.

(2) Recommendations

The recommendations are:

- ▶ The Department of Education should include drum majoretting as a compulsory extra-curricular code of sport.
- ▶ The school (Principal) should develop and enforce a policy which will provide a set of guidelines to organise the code of drum majoretting through which the person image of the adolescent female can be enhanced.
- ▶ The policy should include *inter alia* the following:

- Regular and punctual attendance of practice sessions by adolescent girls.
- Obedience to the dress code in order to instil a sense of pride in appearance.
- Avoidance of anti-social behaviour.
- Respect for trainer/educator, parents and fellow drum majorettes.
- Adherence to the rules and regulations of the South African Drum Majorette Association.

6.5.2 Parental involvement

(1) Motivation

Parental interest in the education of their children can be encouraged by involving them in activities of mutual interest to themselves and their child. This would enable parents to know what goes on with drum majoretting and establish communication patterns between parents and children.

(2) Recommendations

- Parents should be invited to school during the week, evenings and weekends to work with the drum majorettes and assist in preparation for competitions. Parent-child relationships are fundamental to the pupil's whole development of the person image. The parent-child contact will bring the educator into focus. A good parent-educator relationship is vital for the enhancement of the person image of the adolescent. All attempts to involve the parent in the goal of helping the adolescent develop attitudes

and relationships through drum majoretting will motivate her to take full advantage of educational opportunities.

- ▶ The cooperation between home and school is necessary to assist drum majorettes improve their person image. Parents provide the school with information concerning the educational and learning problems of their children. If educators are responsive and receptive to such information, a communication network between the home and school can be developed which will facilitate the formulation of a broad framework for drum majoretting. Parents are basically responsible for the education of the child. The relationship between parent, educator and drum majorette must be based on mutual trust, respect and loyalty in a spirit of cooperation.
- ▶ A proactive empowerment programme where parents can be addressed on their role in drum majoretting needs to be established. This programme should lead to the formation of a parent-educator-drum majorette association.

6.5.3 Management of drum majoretting by the principal

(1) Motivation

The principal plays a key role in drum majoretting in school. Drum majoretting can become successful if the principal's knowledge and skills in working with the parents, educator, trainer and association of drum majoretting, as well as his professional and management skills, are sufficiently developed.

(2) Recommendation

To include and manage drum majoretting in school the principal must:

- ▶ Create a strategic plan for drum majoretting at school level with the cooperation of parents, educators and the Drum Majorette Association of South Africa.
- ▶ Create an inviting school atmosphere. This atmosphere is based on the following characteristics:
 - respect for individual uniqueness
 - cooperation
 - sense of belonging
 - positive expectation
- ▶ Create the parent-educator-drum majorette association with working committees for transport, costumes and funding.
- ▶ Encourage drum majoretting workshops for trainers.

6.6 FURTHER RESEARCH

There is no research in the field of drum majoretting in South Africa. It is therefore imperative that research in this direction should continue. During the course of the investigation the researcher became aware of the many areas of concern regarding the person image of the drum majorette. Many of these areas of concerns were highlighted in the study, but require in-depth research as they are most certainly influential as far as determining the person image of the adolescent drum majorette is concerned. As a follow-up to the present study, for example, research could be undertaken at the pre-adolescent years. In order to determine the influence that drum majoretting can have on moral development and personality, which could be included to describe the person image of the pre-adolescent girl. This may be necessary because drum majoretting has a strict code of ethics and also in order to study the person, the personality is important.

6.7 CRITICISM OF THE STUDY

Criticism that emanates from this study includes the following:

- ▶ The research sample comprised mainly drum majorettes. In order to obtain a more accurate finding on the drum majorette's person image the research sample should have included parents, trainer/educators and principals. They could have provided a different perspective regarding the person image of the drum majorette.
- ▶ The person image of the drum majorette cannot be accurately determined by means of a questionnaire alone. An interview as a supplementary source of information and an idiographic study could possibly have provided more reliable information on the person image.

Notwithstanding these limitations, the researcher is convinced that the empirical research achieved its goals.

6.8 CONCLUDING REMARKS

In this research, findings show that the person image of the adolescent girl is enhanced through drum majoretting. It is hoped that the Department of Education will acknowledge the need to ensure that structures are put in place to include drum majoretting as a compulsory extra-curricular sporting code in the educational system. This will empower principals to include and manage drum majoretting at school so that every girl in the team will have an opportunity of enhancing her person image to the fullest.

LIST OF SOURCES

- ADAMS, G.O. & GULOTTA, T.P. & MARKSTOM-ADAMS, C. 1994. *Adolescent life experiences*. California: Brook.
- ADELSON, J. 1980. *Handbook of adolescent psychology*. New York: John Wiley.
- ANDERSON, D. 1990. Teacher-pupil Relationship. *International Journal of Experimental Educational Psychology*, 10 (9):247-248.
- BABBIE, E. 1990. *Survey research methods*. Belmont: Wadsworth.
- BAUER, B.R. 1983. *The effects of guidance on the self-concept and interpersonal relationships of adolescents*. Port Elizabeth. University of Port Elizabeth. (M.Ed.-dissertation)
- BIRRELL, S. & COLE, C.L. (eds). 1994. *Women, sport and culture*. Illinois: Human Kinetics.
- BLYTH, D.A., SIMMONS, R.G. & ZAKIN, D.F. 1985. Satisfaction with body image for early adolescent females: the impact of pubertal timing within different school environments. *Journal of youth and adolescence*, 14 (3):207-225.
- BORG, W. & GALL, D. 1989. *Educational research: an introduction*. New York: Longman.
- BORNSTEIN, M.H. & LAMB, M.E. 1992. *Developmental psychology*. London: Lawrence Erlbaum.

- BOSMA, H.A. & JACKSON, A.E. 1990. *Coping and self-concept in adolescence*. Berlin: Springer Verlag.
- BROWN, B.B., EICHER, & S.A. PETRIE, S. 1986. The importance of peer group. *Journal of Adolescence*, 9:73-96.
- BURGER, J.M. 1993. *Personality*. Los Angeles: Brooks Core.
- BURNS, R.B. 1979. *The self-concept: the theory, measurement, development and behaviour*. Essex: Longman.
- BURNS, R.B. 1982. *Self-concept development and education*. London: Holt, Rinehart and Winston.
- CAHILL, B.R. & PEARL, A.J. (eds). 1993. *Intensive participation in children's sport*. America: Human Kinetics.
- CHETTY, L.S. 1998. *Governing Bodies' perspectives on a culture of teaching and learning*. Umlazi: University of Zululand. (D.Ed.-thesis)
- COHEN, L. & MANION, L. 1994. *Research methods in education*. New York: Routledge.
- COLEMAN, J.C. 1980. *The nature of adolescence*. London: Methuen.
- CONGER, J.J. 1991. *Adolescence and youth: psychological development in a changing world*. New York: Harper Collins.
- COOPER, H.M. 1989. *Integrating research*. London: Croom Helm.

COUTTS, A. 1977. *Empirical studies of certain aspects of the physical fitness of selected college students*. Pretoria: University of South Africa. (M.Ed.-dissertation)

DANE, F.C. 1990. *Research methods: determinants of education outcomes*. New York: Appleton Crafts.

DE KLERK, M.M. 1990. Die kommunikatiewe opgawe van die onderwyser ten opsigte van die milieu-gestremde leerling. *Pedagogiekjoernaal*, 11 (1):42-54.

DIAMANT, L. (ed.) 1991a. *Mind-body maturity: psychological approaches to sports exercise and fitness*. New York: Hemisphere.

DIAMANT, L. (ed.) 1991b. *Psychology of sports exercise and fitness: social and personal issues*. New York: Hemisphere.

DIVER, A.C., HUSEN, T. & POSTLETHWAITE, T.N. 1985. Peer groups - adolescence: *The international encyclopedia of education*. Oxford: Elsevier Science.

DUSEK, J.B. & FLAHERTY, J.F. 1981. The development of the self-concept during adolescent years. *Monographs of the society for research in child development*, 46 (4):8.

ERIKSON, E.H. 1980. *Identity and life cycle*. New York: W.W. Norton.

FEENY, S., CHRISTENSEN, D. & MORAVCIK, E. 1987. *Who am I in the lives of children*. London: Merrill.

- FERREIRA, G.V. & MONYEMORATHWE, S.M. 1993. The influence of parents and peers on the self-concept formation of the Urban Black adolescent. *Pedagogiek Joernaal*, 14 (1):8-14.
- FISHER, S. 1986. *Development and structure of body image*. Vol. 1. London: Lawrence Erlbaum.
- FOGEL, A. & MELSON, G.F. 1988. *Child development: individual, family and society*. Boulevard: West.
- FRANKEL, V.E. 1964. *Man's search for meaning*. London: Hodder and Stought.
- GANI, A.A. 1989. *An investigation into the reading performance of Indian children in primary schools*. Pretoria: University of South Africa. (M.Ed.-dissertation)
- GILL, D.L. 1986. *Psychological dynamics of sport*. Illinois: Human Kinetics.
- GOUWS, E. & KRUGER, N. 1994. *The adolescent: an educational perspective*. Pretoria: Butterworths.
- GROBLER, R.C., MYBURGH, C.P.H. & KOK, J.C. 1998. Selfkonsep en Skolastiese prestasie. *Suid-Afrikaanse Tydskrif vir Opvoedkunde*, 18 (1): 49-57.
- HAMACHEK, D.E. 1992. *Psychology in teaching, learning and growth*. Boston: Allyn and Bacon.
- HANNA, S.L. 1991. *Person to person: positive relationships just don't happen*. New Jersey: Prentice-Hall.

HANSEN, J.C. & MAYNARD, P.E. 1973. *Youth: self-concept and behaviour*. London: Merrill.

HURLOCK, E.B. 1980. *Developmental psychology: a lifespan approach*. New York: McGraw-Hill.

HURLOCK, E.B. 1985. *Child development*. Singapore: McGraw-Hill.

HUYSAMEN, G.K. 1989: *Introductory statistics in research design*. Cape Town: Academica.

ISO-AHOLA & HATFIELD, B. 1986. *Psychology of sports: a social psychological approach*. Dubuque Iowa: W.C. Brown.

JENSEN, L.C. 1985. *Adolescence: theories, research applications*. Minnesota: West.

JERSILD, A.T., BROOK, J.S. & BROOK, D.W. 1978. *The psychology of adolescence*. New York: Macmillan.

KATZENELLENBOGEN, E.H. & POTGIETER, J.R. (eds) 1991. *Sociological perspectives of movement activity: South African institute for sport and movement studies*. Stellenbosch: University of Stellenbosch.

KIDDER, L.H. & JUDD, C.M. 1986. *Research methods in social relations*. New York: Houghton Mifflin.

KOKOT, S.J. 1987. *Relationship formation of the gifted primary school child*. Pretoria: University of South Africa. (M.Ed.-dissertation)

MAGILL, A., ASH, M.J. & SMALL, E.L. 1982. *Children in sport*. Illinois: Human Kinetics.

MAGWAZA, A. & BHANA, K. 1985. Perception of self, teacher and related variables among urban Zulu adolescents. *South African Journal of Education*, 5 (3):158-161.

MAHARAJ, R.D. 1986. *Relations between parents and teachers of Indian junior secondary school pupils*. Pretoria: University of South Africa. (M.Ed.-dissertation)

MAHLANGU, D.M.D. (1987) *Educational research methodology*. Pretoria: De Jager-Haum.

MARAIS, J.L. 1998. Guidance needs of Adolescents. *South African Journal of Education*, 18 (3): 144-148.

MASUTHA, M.R. & ACKERMAN, C.J. 1999. Secondary school students' perceptions of the teachers. *South African Journal of Education*, 19 (3): 243-247.

McADAMS, D.P. 1990. *The person: an introduction to personality psychology*. New York: Harcourt Bruce Jowanovich.

MONYEMORATHWE, S.M. 1992. *Self-concept formation of adolescent*. Pretoria: University of South Africa. (M.Ed.-dissertation)

MORRIS, T. & SUMMERS. 1995. *Sport psychology: theory applications and issues*. Brisbane: John Wiley.

MOSTERT, P.L. 1995. *Determining the relationship between the body image of adolescent girls and their academic achievement, social involvement and sport participation: a pilot study*. Rhodes: Rhodes University. (M.Ed.-dissertation)

MULDER, J.C. 1989. *Statistical techniques in education*. Pretoria: Haum.

MUSSEN, P.H. CONGER, J.J., KAGAN, J. & HUSTON, A.C. 1990. *Child development and personality*. New York: Harper Collins.

MWAMWENDA, T.S. 1995. *Educational psychology: an African perspective*. Durban: Butterworths.

MYBURGH, C.P.H., & GROBLER, R.C. & NIEHAUS, L. 1999. Predictors of scholastic achievement, I.Q. self-concept, time concept and background characteristics. *South African Journal of Education*, 19(3):165-178.

MYERS, D.G. 1998. *Psychology*. New York: Worth.

NAUDE, G.N. & BODIBE, R.C. 1990. *Manual for guidance teachers: a theoretical and practical approach*. Pretoria: Acacia.

NEWMAN, B.M. & NEWMAN, P.R. 1987. *Development through life: a psychological approach*. Chicago: Dorsey.

NTULI, S.M. 1998. *The life-world of the black child in ex-model 'C' schools*. Umlazi: University of Zululand. (M.Ed.-dissertation)

OFFER, D., OSTROV, E. & HOWARD, K.I. 1989. Adolescence. What is normal. *American Journal of diseases of children*. 143 (3):731-736.

PAPALIA, D.E. & OLDS, S.W. 1993. *A child's world: infancy through adolescence*. New York: McGraw-Hill.

PLUG, C., MEYER, W.F., LOUW, D.A. & GOUWS, L.A. 1991. Psychology dictionary. Johannesburg: Lexicon.

PRINSLOO, E. (ed.) 1994. *Self-actualization and self-actualization opportunities in adequate educational situations. Psychology of Education (B.Ed.) only study guide for OSI 431-5*. Pretoria: University of South Africa.

RAATH, M.C. & JACOBS, L.J. 1993. *Dynamics of the self-concept*. Pretoria: Academica.

RAY, J. 1990. Let's cheer. *Penry Jones promotionettes and majorettes*. March / April: 33-39.

RICE, F.P. 1992. *The adolescent development relationships and culture*. London: Allyn & Bacon.

RODGERS, D. 1985. *Adolescents and youth*. New Jersey: Prentice-Hall.

ROTELLA, B., BOYCE, B.A., ALLYSON, B. & SAVIS, J.C. 1998. *Case studies in sport psychology*. Illinois: Jones & Barlett.

SCHATZ, E.M. & BUCKMASTER, L.R. 1984. Development of an instrument to measure self-actualising growth in pre-adolescents. *Journal of Creative Behaviour*, 18 (4):263-273.

SCHAVE, D. & SCHAVE, B. 1989. *Early adolescence and the search for self: A developmental perspective*. New York: Praeger.

SCHNETLER, J. 1993. *Survey methods and practice*. Toronto: Wiley.

SEEFELDT, V. 1986. *Physical activity and wellbeing*. New York: American Alliance.

SINGER, R.N. 1972. *Coaching athletics and psychology*. Florida: McGraw-Hill.

SINGH, V. 1988. *A method of implementing play therapy from a perspective of relationship therapy*. Pretoria: University of South Africa. (M.Ed.-dissertation)

SLABBERT, L. 1981. *The differential effectiveness of trim gym in altering personality traits, body image characteristics and reducing mass*. Port Elizabeth: University of Port Elizabeth. (M.Ed.-dissertation)

SMART, M.S. & SMART, R.C. 1992. *Development and relationships*. New York: Macmillan.

SONNEKUS, I.P. 1988. *A structure for applying the relationship theory in educational psychology*. Pretoria: University of South Africa. (M.Ed.-dissertation)

SUTCLIFFE, F.M. 1996. *The role of teachers in the identity formation of adolescents restrained in their becoming*. Pretoria: University of South Africa (D.-Ed. Thesis)

TAYLOR, S.E., PEPLAU, A. & SEARS, D.O. 1994. *Social psychology*. New Jersey: Prentice-Hall.

URBANI, R.A. 1994. *Die beleving van gesitueerdheid deur Zoeloeleeringe in Natalse Onderwysdepartement (Model C)-skole: 'n pedagogiese ondersoek*. Bloemfontein: Universiteit van die Oranje Vrystaat. (M.Ed.-verhandeling)

VAN RENSBURG, C.J.J. & LANDMAN, W.A. & BODENSTEIN, H.C.A. 1994. *Basic concepts in education*. Halfway House: Orion.

VAN DER SPUY, C.M. 1992. *The actualization of the child restrained in his becoming*. Pretoria: University of South Africa. (M.Ed.-dissertation)

VAN DEN AARDWEG, E.M. & VAN DEN AARDWEG, E.D. 1988. *Dictionary of empirical education / psychology dictionary*. Pretoria: E. & E. Enterprises.

VAN DEN AARDWEG, E.M. & VAN DEN AARDWEG, E.D. 1993. *Psychology of education: a dictionary for students*. Pretoria: E. & E. Enterprises.

VORSTER, P.I. & SUTCLIFFE, C.M. 2000. The role of teachers in the identity formation of adolescents restrained in their becoming. *South African Journal of Education*. 20 (1):10-15.

VREY, J.D. 1990. *The self-actualising educand*. Pretoria: University of South Africa.

VREY, J.D. 1991. *The self-actualising educand*. Pretoria: University of South Africa.

VREY, J.D. 1993. *The self-actualising educand*. Pretoria: University of South Africa.

WARGA, R.G. 1983. *Personal awareness: A psychology of adjustment*. Boston: Houghton Mifflin.

WEXLER, D.B. 1991. *The adolescent self*. New York: W.W. Norton.

WIERSMA, W. 1991. *Research methods in education: an introduction*. 5th ed.) Boston: Allyn & Bacon.

WOOLFOLK, A. 1995. *Educational psychology*. Boston: P Allyn and Bacon.

ZULU, B.M. 1999. *The teacher's responsibility pertaining to a culture of learning*. Umlazi: University of Zululand. (M.Ed.-dissertation)

APPENDIX A

QUESTIONNAIRE

Strictly confidential



**THE PERSON IMAGE
OF THE DRUM MAJORETTE**

J.MOODLEY

Tel Nos. 902-1744 (Home)
 902-4050 (Work)

50 James Avenue
ISIPINGO HILLS 4110
16 May 2000

The Drum Majorette

QUESTIONNAIRE FOR DETERMINING THE PERSON IMAGE OF THE DRUM MAJORETTE

I am currently conducting research regarding the person image of the drum majorette.

Your responses to the attached questionnaire are vital in assisting me to determine whether the person image is enhanced through drum majoretting. The questionnaire is divided into two sections.

Section 1 requires information about you, the respondent (biographical information).

Section 2 deals with the person image.

CONFIDENTIALITY

All information will be regarded as CONFIDENTIAL, and no personal details of any respondent will be mentioned in the findings, nor will any of the results be related to any particular school.

I am most grateful to you for your time and effort.

Yours sincerely



J MOODLEY (Mrs)

SECTION ONE - BIOGRAPHICAL DATA

INSTRUCTIONS TO RESPONDENTS

The researcher would like to know just a little about you so that she may establish how different adolescents develop their person image. Unless otherwise stated, please complete by making an "X" in the appropriate block.

1.1 Age group

13-15 ☐

16-17 ☐

1.2 Experience in drum majoretting

Less than 2 years ☐

More than 2 years ☐

1.3 At what age did you start menstruating?

Before 13 years ☐

13 years and later ☐

1.4 With whom do you live?

Mother ☐

Father ☐

Mother and father ☐

Other ☐

If "other", please specify _____

(2)

1.5 During the last examination I achieved an average mark of:

33-40	☐
41-50	☐
51-60	☐
61-70	☐
71-80	☐
80 and above	☐

SECTIONS TWO AND THREE

INSTRUCTIONS TO RESPONDENTS

1. There are subsections in this section to follow.
2. Please read carefully through each statement before giving your opinion.
3. Please make sure that you do not omit a question or skip a page.
4. Please be honest when answering.
5. Answer the questions by drawing an "X" in the appropriate block by selecting one of three responses which best represents you as a drum majorette.
6. Please return questionnaire to your drum majorette trainer.
7. Please be assured that all information will be dealt with in the strictest confidence.

Thank you for your cooperation

Before expressing your feeling regarding a specific statement, consider the following example.

Example 1 "My parents influence me positively."

If you are completely sure that this is true:

Agree	Disagree	Uncertain
X		

If you are unsure of the above statement:

Agree	Disagree	Uncertain
		X

(4)

If you are sure that the above statement is incorrect:

Agree	Disagree	Uncertain
		X

All statements which follow bear reference to the person image of the drum majorette.
Please express your feeling on the statement!

SECTION 2: RELATIONSHIPS				
		Agree	Disagree	Uncertain
2.1	I feel satisfied with myself			
2.2	I am an outgoing person (extrovert)			
2.3	I feel I am physically attractive			
2.4	I have great interest in leading others			
2.5	I am not shy during my drum majorette display			
2.6	I am well accepted by my peers			
2.7	I feel I am popular in the team			
2.8	I enjoy being a member of the team			
2.9	My peers help me solve my problems			
2.10	I find it easy to conform to my peers			
2.11	I experience my trainer as a role model			
2.12	I feel free to communicate with my trainer			
2.13	Trainers should make home visits to discuss problematic behaviour			
2.14	I carry out instructions from my trainer without questions			
2.15	I accept it if my trainer corrects my behaviour			
2.16	My parents should be informed about my progress			
2.17	Parents should accompany drum majorettes on tours			
2.18	Parents should be allowed to watch practice sessions			
2.19	I am encouraged by my parents at all times			
2.20	I feel secure at home			

SECTION 3: DEVELOPMENT				
		Agree	Disagree	Uncertain
3.1	I have a good posture			
3.2	My movements are well coordinated			
3.3	I am always neat			
3.4	I always grasp instructions from my trainer			
3.5	I may pursue a task while others might get bored			
3.6	I am mentally prepared when attending any task			
3.7	In a crisis situation, I am:			
3.7.1	easily upset			
3.7.2	calm			
3.7.3	anxious			
3.8	I make friends easily			
3.9	I normally spend my breaks with a group of friends			
3.10	I share the responsibility for success in the sports teams			

SECTION 4

4. Drum majoretting has affected my life in the following ways:

I am most grateful for your time and want to assure you that all the information will be dealt with in the strictest confidence. A summary of the main findings and recommendations will be sent to your school.

Thank you!

APPENDIX B

**LETTER TO
SUPERINTENDENT OF
EDUCATION MANAGEMENT
NORTH DURBAN REGION**

Telephone Nos. 902-1744 (Home)
 902-4050 (Work)

50 James Avenue
ISIPINGO HILLS
4110
August 14 2000

The Superintendent of Education Management
North Durban Region
KwaZulu-Natal Education Department
Private Bag X54323
DURBAN
4000

Sir / Madam

**PERMISSION TO CONDUCT RESEARCH ON THE PERSON IMAGE OF
THE DRUM MAJORETTE**

I am presently conducting research entitled *The Person Image of the Drum Majorette* as part of a Master's Degree in Education.

As part of my studies drum majorettes from the following schools in the North Durban Region are required to fill in questionnaires pertaining to the person image.

Durban Girls' High
Wentworth Secondary
Queensburgh High

As part of my study programme I intend:

1. Sending out questionnaires to pupils (drum majorettes).
2. Sending a letter to principals to determine the number of questionnaires that should be sent to schools.
3. Visiting schools to conduct the survey to hold discussions with drum majorettes and trainers.

Your permission to approach the principals of the above-mentioned schools to complete the questionnaires, will be greatly appreciated.

I enclose the following documents:

- (a) A copy of the letter which will be sent out to principals.
- (b) Copies of the questionnaires which will be handed to drum majorettes.

No individual or school will be mentioned in the results of this investigation. The results will be made available in the form of a dissertation.

It would be greatly appreciated if you could kindly grant approval at your earliest convenience.

Yours sincerely

A handwritten signature in cursive script, appearing to read "J. Moodley", followed by a small dot.

J MOODLEY (Mrs)
(Ref No 11319950)

[142]

APPENDIX C

**PERMISSION FROM
SUPERINTENDENT OF
EDUCATION MANAGEMENT
NORTH DURBAN REGION**



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION

ISIFUNDAZWE SENYAKATHO NETHENI

NOORD DURBAN STREEK

Address: Truro House
Ikheli: 17 Victoria Embankment
Adres: Esplanade

Private Bag: Private Bag X54323
Isikhwama Seposi: Durban
Privaatsak: 4000

Telephone: (031) 360-6911

Ucingo: (031) 332-1126
Telefoon:
Fax:

Enquiries: Dr D W M Edley
Imibuzo: 360-6247
Navrae:

Reference: 2/12/2/3
Inkomba:
Verwysing:

Date: 11 September 2000
Usuku:
Datum:

Mrs J Moodley
50 James Avenue
Isipingo Hills
4110

Dear Mrs Moodley,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Your letter on the above matter dated 18 August 2000, received in this office today, refers.
2. You are hereby granted permission to conduct research along the lines of your proposal, subject to the following conditions:
 - a. No school/person may be forced to participate in your study;
 - b. Access to the schools you wish to utilise is to be negotiated with the principals concerned by yourself;
 - c. The District Manager must be informed of the details of these schools;
 - d. The normal teaching and learning programme of the school is not to be disrupted;
 - e. The confidentiality of the participants is respected; and
 - f. A copy of your findings should be lodged with the Regional Chief Director on completion of your studies.
3. This letter may be used to gain access to schools.
4. Kindly note that Queensburgh Girls' High School does not fall under the control of the North Durban Region, but under Durban South Educational Region. Permission to conduct research in that school must be obtained from the Regional Chief Director, Durban South Region.
5. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research

APPENDIX D

**LETTER TO SUPERINTENDENT OF
EDUCATION MANAGEMENT
DURBAN SOUTH REGION**

Telephone Nos. 902-1744 (Home)
 902-4050 (Work)

50 James Avenue
ISIPINGO HILLS
4110
August 14 2000

The Superintendent of Education Management
South Durban Region
KwaZulu-Natal Education Department
UMLAZI
4031

Sir / Madam

**PERMISSION TO CONDUCT RESEARCH ON THE PERSON IMAGE OF
THE DRUM MAJORETTE**

I am presently conducting research entitled *The Person Image of the Drum Majorette* as part of a Master's Degree in Education.

As part of my studies drum majorettes from the following schools in the North Durban Region are required to fill in questionnaires pertaining to the person image.

Queensburgh High

As part of my study programme I intend:

1. Sending out questionnaires to pupils (drum majorettes).
2. Sending a letter to principals to determine the number of questionnaires that should be sent to schools.
3. Visiting schools to conduct the survey to hold discussions with drum majorettes and trainers.

Your permission to approach the principals of the above-mentioned schools to complete the questionnaires, will be greatly appreciated.

I enclose the following documents:

- (a) A copy of the letter which will be sent out to principals.
- (b) Copies of the questionnaires which will be handed to drum majorettes.

No individual or school will be mentioned in the results of this investigation. The results will be made available in the form of a dissertation.

It would be greatly appreciated if you could kindly grant approval at your earliest convenience.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'J Moodley', with a horizontal line underneath the name.

J MOODLEY (Mrs)
(Ref No 11319950)

APPENDIX E

**PERMISSION FROM SUPERINTENDENT
OF EDUCATION MANAGEMENT
DURBAN SOUTH REGION**



DURBAN SOUTH REGION

ISIFUNDA SASENINGIZIMU: NETHSKU

DURBAN SUID STREEK

Address : Malgate Building
Ikheli: 72 Stanger Street
Adres: Durban
4001

Private Bag : Private Bag X54330
Isikhwama Seposi : Durban
Privaatsak : 4000

Telephone : (031) 3270911
Ucingo :
Telefoon :
Fax : (031) 3270244

Enquiries :
Imibuzo : **D M MOODLEY**
Navrae :

Reference :
Inkomba :
Verwysing :

Date :
Usuku : **18/09/2000**
Datum :

Ms J Moodley
50 James Avenue
ISIPINGO
4110

PERMISSION TO CONDUCT RESEARCH

Your letter dated 18 August 2000 in respect of the above matter has reference.

Kindly be informed that permission is granted for you to conduct the research subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.
2. Assess to the school you wish to utilize is negotiated with the principal concerned by yourself.
3. The normal teaching and learning programme is not to be disrupted.
4. The confidentiality of the participants is respected.
5. A copy of the thesis/research is lodged with the Regional Chief Director through me on completion of your studies.

I wish you all the success in the research you are undertaking.

Kind regards.


D M MOODLEY
CHIEF EDUCATION SPECIALIST

APPENDIX F

LETTER TO PRINCIPALS

Telephone Nos. 902-1744 (Home)
902-4050 (Work)

50 James Avenue
ISIPINGO HILLS
4110
August 14 2000

The Principal
_____ School
DURBAN
4001

Dear Sir / Madam

**QUESTIONNAIRES IN RESPECT OF THE PERSON IMAGE OF THE
DRUM MAJORETTE**

Thank you for granting me permission to make use of your drum majorettes to complete the above-mentioned questionnaires.

I hereby confirm the telephonic arrangements that were made in regard with the completion of the questionnaires.

I will personally administer the test on _____.

It should not take the drum majorettes more than 20 minutes to complete the questionnaires.

I thank you in anticipation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'J. Moodley', followed by a period.

J MOODLEY (Mrs)