

Effectiveness of the Implementation of School Sports Policy in the Ngaka Modiri Molema District Municipality



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ABSTRACT

This paper assesses the effectiveness of the school sports policy in the Ngaka Modiri Molema District Municipality, in the North-West Province of South Africa. With data from extant literature, public documents and reports, the paper argues that sports policy in schools goes beyond the health benefits for physical fitness and mental growth. In addition, such a policy should take cognisance of the significance of sports in a learner's education as well as the development of blogs. The purpose of a blog is to provide a platform for individuals or organisations to share information, ideas, and thoughts with a wider audience. This idea is to promote more holistic development in the learner's career. The paper seeks to broaden the implementation horizon of school sports policy. This paper, therefore, provides a holistic approach to addressing the factors that would ensure the effective implementation of school sports policy to achieve the desired objectives. The paper discovered the lag in the implementation of the school sports policy. To this end, it is recommended that stakeholders incorporate the principles of inclusion in the policy and ensure a comprehensive consideration of societal peculiarities in the implementation of the policy.

Keywords: *School Sports Policy Development, Effective Implementation, Holistic Development*

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Publication History

Received:

28th April, 2025

Accepted:

11th August, 2025

Published:

26th September, 2025

To Cite this Article:

Sambo, Vuyolwethu, and Lusanda Beauty Juta. "Effectiveness of the Implementation of School Sports Policy in the Ngaka Modiri Molema District Municipality," *E-Journal of Humanities, Arts and Social Sciences* 6, no. 10 (2025): 2518 - 2528, <https://doi.org/10.38159/ehass.202561020>

INTRODUCTION

Organisations from different parts of the world have formulated and implemented educational policies linked to school sports that allow and inspire learners who are talented in sports, in general, to merge their sports careers with education. The goal of education in schools is to encourage and support the national producers and successors' combined experience in moral, intellectual, physical, aesthetic, and labour aspects. However, for years, students have emphasised and prioritised, academic learning and neglected the combination of the two. This paper focuses on factors derived from the values and principles. Schoolchildren are part of their communities, thereby impacting the community in the areas of discipline, communication, and creativity. Thus, School Sports Policy is designed to empower learners to play significant roles in the development of their communities. Boyes has noted the principles that should be conserved in implementing sports policy in schools.¹ These include the need for gender equality and equity, interdisciplinary, inclusivity, age adaptation, physical and emotional security, and fair play and participation.

¹ Simon Boyes, "Ken Foster and the Genesis of Sports Law: A Personal Perspective," *Entertainment and Sports Law Journal* 17, no. 1 (February 28, 2019), <https://doi.org/10.16997/eslj.225>.

The maxim of participation and not winning in educational and sports programmes is the focal point of the policy. For the factors of implementation of school sports policy to be effective, school sports policy development, being the root or the beginning, should be directed towards implementation. This study, therefore, examines a crucial element of educational and social progress—the enactment of school sports regulations in South Africa. It is crucial to acknowledge the significant impact that sports have on the comprehensive growth of our pupils. Sports not only enhance physical fitness but also foster emotional resilience, collaboration, and leadership abilities, which are essential for personal development and future achievements.

South Africa, known for its abundant cultural variety and diverse socio-economic terrain, offers both prospects and obstacles in the domain of school sports. Its policies aim to foster diversity, fairness, and outstanding performance, but the process of implementing them effectively is intricate and diverse. Ensuring equitable access to high-quality sports programs for all students, regardless of their socioeconomic status or geographical location, requires unwavering commitment and collective effort.

Prior research has explored the complexities of implementing these regulations by examining the discrepancies in resources and facilities. Unfortunately, there has been a lack of focus on addressing the financial limitations that restrict our capacities and hinder the establishment of an inclusive environment that allows every kid to engage in and reap the benefits of athletics. Moreover, this piece demonstrates an awareness of the cultural and gender factors that impact involvement and strives to combine sports with wider educational objectives to cultivate persons with a comprehensive skill set.

This study seeks to make substantial progress in the advancement of school sports policy. By using combined knowledge, dedication, and creativity, stakeholders can transform these policies into meaningful and effective outcomes. This article addresses the topic with a mutual understanding of inclusion, quality, and a strong conviction in the potential of young people. Its objective is to influence the trajectory of school sports in South Africa. Additionally, it establishes a lasting impact of beneficial transformation and enables our pupils to achieve their utmost capabilities via the influence of sports.

METHODOLOGY

This is a conceptual paper with data from secondary sources. Extant and relevant literature, along with public documents and reports, were used for data collection. These sources are rich, with relevant pieces of information that provide deeper insights into the school sports policies in South Africa.

DISCUSSION

School Sport Policy Development Linked to Education

The modern situation in school sports is to contribute to positive educational outcomes. The basic mechanisms of inclusive influence adapted policy development. Policy should meet the school sports policy needs and work within education processes; as a result, the curriculum should be included while developing the policy, to avoid separation of power. It addresses numerous models that emphasise enabling and assisting participation to happen.² The inclusiveness of the process expects all relevant stakeholders to be encouraged and urged to participate in the policy development process. All stakeholders should feel they have an investment in the policy, including representatives of disadvantaged populations and gender understanding.³ Policy development should also focus on gender to avoid bias towards a male or female perspective or experience.

Empowerment included in the policy should empower at-risk or marginalised populations. This encourages commitment to inclusive education.⁴ Dwindling socio-economic development requires the government's top-down reform approach. According to Draper, et al., there is a need to insulate participation from the socio-economic bias associated with sports participation at the national level as

² Cora Burnett, "From Policy to Practice for School Sport: Lessons from South Africa," *Journal of Physical Education and Sport* 20, no. 4 (2020): 1754–61.

³ Stephen Harvey, Alexander Gil-Arias, and Fernando Claver, "Effects of Teaching Games for Understanding on Tactical Knowledge Development in Middle School Physical Education," *Journal of Physical Education and Sport* 20, no. 3 (2020): 1369–79.

⁴ Nancy McLennan, *Making the Case for Inclusive Quality Physical Education Policy Development: A Policy Brief* (UNESCO Publishing, 2021).

an inclusive approach to accommodate learners with poor backgrounds.⁵ It is therefore important to include all types of individuals in the system.

Policymakers, with their stakeholders, should consider policy lag during policy development. The policy is a vital perception that refers to the delays between recognising a problem, implementing a policy response, and observing the effects of that policy. These delays can extensively affect the effectiveness of policy measures, leading to delay issues and possibly worsening current problems. Being aware of policy lag is critical for policymakers to observe timely and effective interventions. The whole idea of avoiding this lag is to assist policymakers in ensuring and indicating the time for implementation. The course of lag is caused by various factors during the stages of the policy-making process, such as data collection and analysis, political processes, bureaucratic procedures, systemic response time, and climate change policies. In this important stage of school sports policy, the danger would be Education Reform, where the curriculum has to change.⁶

Policymakers should further use online platforms to rationalise the process of collecting information for feedback and input from stakeholders. Digitalised sports education has the potential to benefit learners and teachers.⁷ Digitalisation will motivate theoretical knowledge teaching and the acquisition of psychomotor skills. The deployment of information and communication technologies (ICT) is a tool necessary for bridging the gap in the implementation of school sports policy. Digitalised physical exercise training, for example, will improve individual and team performance. Bădescu, et.al., have noted the importance of increasing the deployment of ICT in sports, physical exercises and training.⁸ Policymakers should also consider contingency plans, which include hands-on measures and other strategies to reduce the impact of possible incidents.⁹ It is therefore important for policymakers to allow flexibility when making decisions for policy development.¹⁰

Burnett has identified the necessary measures to avoid ineffective implementation of school sports policy.¹¹ First, there should be sufficient information and strategic sports infrastructural planning to justify the inclusion of sports in the education curriculum. Second, proactive leadership in resource-dependent schools is paramount. Thirdly, authorities should engage in sharing and separating responsibilities in the provision and management of resources. The fourth measure is the clarity of the funding model for the provision of standardised infrastructural requirements. Fifthly, minimised government interference with effective monitoring and evaluation is required. Lastly, adequate legislative frameworks to safeguard against neglect and harm.

The View: Implementation of School Sports Policy

The interpretation of implementation improves the acceptance of suggestions and confirmation based on complex policy formulation. Implementation strategies differ, with multiple factors varying. Multiple strategies pose the challenge of determining the best choice because of the involvement of a variety of stakeholders.¹² It is challenging, therefore, to identify the best strategies for the implementation of evidence-based policies and practices because of their different contexts. Thus, the process of selecting the appropriate implementation strategies will require a form of comprehensive assessment. Hence, the implementation strategies deployed for school sports policy should

⁵ Catherine E Draper et al., "Results from the Healthy Active Kids South Africa 2018 Report Card," *South African Journal of Child Health* 13, no. 3 (2019): 130–36.

⁶ C. Foster, "Understanding Policy Lag: Strategies for Timely and Effective Decision-Making," *Founder at FosterAI*, 2024.

⁷ Neslihan Arikan, "Reflections of the Use of Technology on Sports Education and Sports Products," in *Research Anthology on Business Strategies, Health Factors, and Ethical Implications in Sports and ESports* (IGI Global Scientific Publishing, 2021), 702–15.

⁸ Delia Bădescu et al., "A Narrative Review of the Link between Sport and Technology," *Sustainability* 14, no. 23 (December 6, 2022): 16265, <https://doi.org/10.3390/su142316265>.

⁹ M. Elnerh, "Contingency and Emergency Planning in Planning on Sports Events.," 2023.

¹⁰ Barbara A. Cosens et al., "The Role of Law in Adaptive Governance," *Ecology and Society* 22, no. 1 (2017): art30, <https://doi.org/10.5751/ES-08731-220130>.

¹¹ Burnett, "From Policy to Practice for School Sport: Lessons from South Africa."

¹² Sam McCrabb et al., "How to Optimise Public Health Interventions: A Scoping Review of Guidance from Optimisation Process Frameworks," *BMC Public Health* 20, no. 1 (2020): 1849.

accommodate the holistic development of learners. A better understanding of each implementation strategy could inform further positive processes, pace and good service.¹³

This demonstrates the interconnectivity of a variety of factors. This will result in effective and successful policy implementation and a consequential impact on learners' careers, as indicated in Figure 1. below:

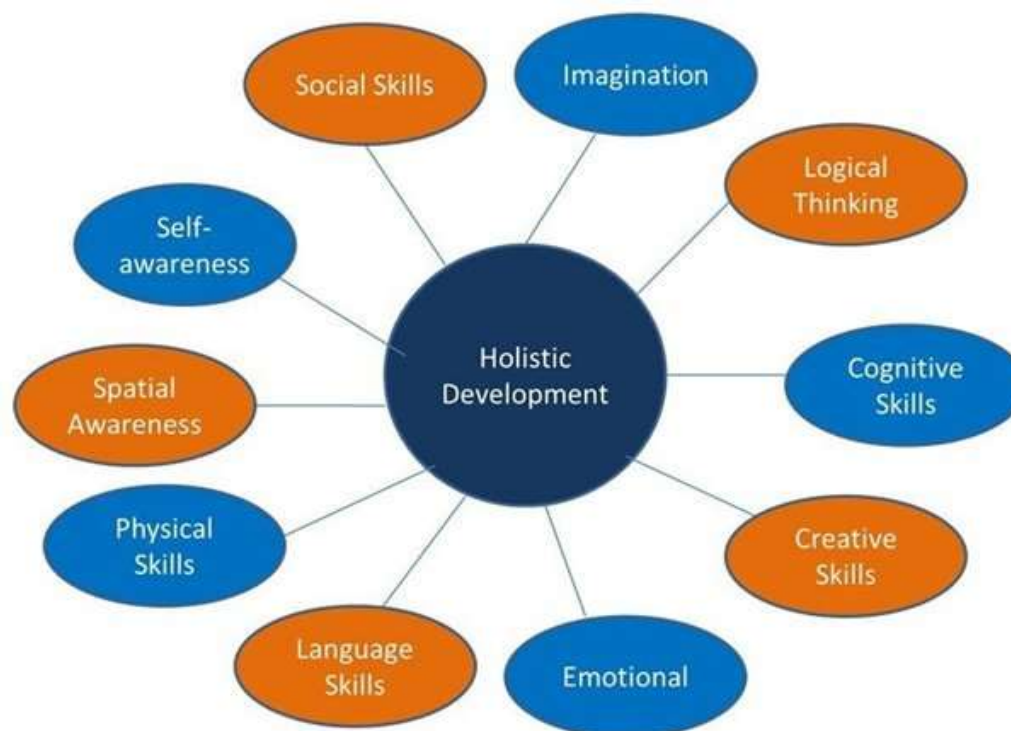


Figure 1. Future education focuses on the holistic development of students.
Source: Agarwal, N.¹⁴

Imagination

In intellectual sports science, imaginative and inspirational skills are paramount. Increased performance in sporting activities is facilitated by the articulation of motor imagery. The application of these skills, which is associated with mental practice, is significant.¹⁵ The development of an individual's physical characteristics requires sound mental health. Similarly, imaginative skills play significant roles in boosting psychological skills for the effective performance of tasks. According to Güngör and Çelik, imagination connotes an intensive visualisation of the movement executed without performing it.¹⁶ This will encourage the learner to perform with an attentive mind in both sports and other subjects. This paper recognises visual imagery as a better way to comprehend visual perception.

Logical thinking

Modern techniques, strategies used, and effective teaching develop the learner's ability to think logically. Buckthorpe et.al. opine that the contribution of the educational process needs an extremely well-thought-out strategy.¹⁷ For example, football is one of the sports that requires many exciting movements, and due to this, a fun, skilful performance is necessary. Teaching mathematics promotes this gesture. Playing skills necessitate a lot of work and development because inactivity will lead to

¹³ B. J Powell et al., "Enhancing the Impact of Implementation Strategies in Healthcare: A Research Agenda," *Front Public Health* 7, no. 3 (2019).

¹⁴ N. Agarwal, "Future Education Should Focus on the Holistic Development of Students," 2022,

<https://www.thehansindia.com/hans/young-hans/future-education-should-focus-on-holistic-development-of-students-740388>.

¹⁵ M. L. Cappuccio, *Handbook of Embodied Cognition and Sport Psychology* (Cambridge, Massachusetts: The MIT Press, 2019).

¹⁶ Nuri Berk Güngör and Okan Burçak Çelik, "The Effect of Attitude towards Sport of Sports Science Faculty Students on Mental Well-Being," *International Journal of Eurasian Education and Culture* 5, no. 8 (2020): 468–93.

¹⁷ Matthew Buckthorpe et al., "Recommendations for Hamstring Injury Prevention in Elite Football: Translating Research into Practice," *British Journal of Sports Medicine* 53, no. 7 (April 2019): 449–56, <https://doi.org/10.1136/bjsports-2018-099616>.

slowness and traditionalism. According to de la Cruz, this situation contributes to a loss of enjoyment and a lack of clear skill development due to the lack of use of modern methods in education.¹⁸

Cognitive skills

Contemporary developments in social lives, especially the new media, pose severe barriers to the development of cognitive skills. Wu, et.al., have noted the need for the present generation of learners to be properly guided in developing effective cognitive skills to avert the dangers of poor living habits.¹⁹ According to them, the development and implementation of physical activity programmes in school environments are necessary to inspire learners to cultivate positive active habits. Learners should be exposed to the development of appropriate motor skills, which will boost their experience and enhance the development of their cognitive skills. This will facilitate their propensity toward healthy lifestyles. Constant participation in sporting activities assists learners in acquiring mental health benefits. Regular physical activities contribute positively to effective brain functionality and cognition.²⁰

Creative skills

Talented learners can perform creatively and earn respect and appreciation in collective team sports. The need to develop creative players and athletes has attracted wider acceptance and is recognised as a goal fraught with a series of challenges. According to Cosens et al, the practical relevance of creative athletes has attracted wider interest in the science of sports.²¹

Emotional Skills

Incorporating emotional intelligence and mental health education into exercise can improve the benefits of exercise for personal resilience.²² Sustainable success in sports requires resilience. Athletes and their teams must exhibit this trait as a sign of dedication and determination. Sports in schools are designed to expose learners to new things and develop their potential. Nevertheless, they might not understand the feelings of others or seek to work harmoniously as a team. Some learners prefer to operate in isolation without a deep sense of social awareness and traits of self-awareness behaviours in the process of acquiring new skills. However, sporting activities that require effective and active interactions with their peers and teammates will force them to develop their social-emotional competencies. Engagement in sports will assist learners in promoting their empathy, problem-solving skills, perseverance and persistence, and effective management of emotional distress.²³ Ciotto and Gagnon's teaching activities will assist learners to apply these skills, thereby improving their ability for better performance.²⁴ The teacher, in this regard, can create a classroom environment that is emotionally secure with an expectation of positive feedback.

Language skills

Given the diversity in sports and stakeholders, athletes must seek to cope with the challenges of language communication. Athletes must seek to have mastery of different language skills for seamless communication during competitions. The stages of learning and acquisition of language skills are similar. Learners, therefore, acquire effective communication skills through learning different

¹⁸ Jessica A. de la Cruz and Samantha E. Goldman, "Impact of a Mathematics Early Teaching Experience for Undergraduates: A Teacher Preparation Recruitment Strategy," *International Electronic Journal of Mathematics Education* 18, no. 4 (November 5, 2023): em0759, <https://doi.org/10.29333/iejme/13860>.

¹⁹ Xiu Yun Wu et al., "The Influence of Physical Activity, Sedentary Behavior on Health-Related Quality of Life among the General Population of Children and Adolescents: A Systematic Review," *PLOS ONE* 12, no. 11 (November 9, 2017): e0187668, <https://doi.org/10.1371/journal.pone.0187668>.

²⁰ María Rodríguez-Ayllon et al., "Role of Physical Activity and Sedentary Behavior in the Mental Health of Preschoolers, Children and Adolescents: A Systematic Review and Meta-Analysis," *Sports Medicine* 49, no. 9 (September 16, 2019): 1383–1410, <https://doi.org/10.1007/s40279-019-01099-5>.

²¹ Cosens et al., "The Role of Law in Adaptive Governance."

²² Christopher R D Wagstaff et al., "Resilience in Sport: A Critical Review of Psychological Processes, Sociocultural Influences, and Organizational Dynamics," *The Organizational Psychology of Sport*, 2016, 138–68.

²³ Bijen Filiz and Mehmet Durnali, "Examining the Relationship between Academic Motivation and Social-Emotional Competency in Student-Athletes.," *Ie: Inquiry in Education* 12, no. 2 (2020): 10.

²⁴ Carol M. Ciotto and Amy G. Gagnon, "Promoting Social and Emotional Learning in Physical Education," *Journal of Physical Education, Recreation & Dance* 89, no. 4 (May 4, 2018): 27–33, <https://doi.org/10.1080/07303084.2018.1430625>.

languages. Sporting activities improve the learner's capability and communication confidence. Learning is a continuous process, and the variety of stages to acquire sporting and communication skills is no different. The roles of physical activities in advancing the capability and confidence of learners to undertake guided and unguided activities cannot be overemphasised. These activities shape their lives as they develop within and outside the school environments. Beyond the development and acquisition of sporting skills, a series of physical activities and engagements helps learners acquire a series of other associated skills. Sporting activities and games, therefore, are pivotal for learners in their quests for skill acquisition and development. With the growing knowledge and research in health and related benefits, several findings show the additional positive outcomes that physical activities can provide human beings.²⁵

Physical skills

An active lifestyle promotes physical health and boosts lifetime psychological wellness. Involvement in physical education activities, such as sports and regular physical exercises, plays a significant role in skills development and competence, as well as boosting socialisation. However, contemporary social activities and engagements have altered healthy lifestyles, decreasing the practice of physical exercises that help in the development of cognitive skills. Consequently, individuals are more susceptible to a series of psychological challenges and risky health conditions. This, according to Rojas-Padilla et.al., has the potential to expose individuals to eating disorders and adaptation of wrong dietary habits and unhealthy sleep patterns.²⁶

Spatial Awareness

Learners cultivate various characters by exploring different intelligence areas concurrently when engaged in a variety of sporting activities. According to Yazici, a soccer player could develop kinaesthetic intelligence in the process of running and, while hitting the ball, deploy visual-spatial intelligence.²⁷ There is a relationship between intelligence and education because the athlete deploys a series of cognitive skills that help in comparing and understanding spatial concepts.²⁸ This can even allow people whose perceptions of their outward appearance were less satisfactory to have a positive outlook on themselves.²⁹ There have been numerous effective efforts to advance spatial capabilities in learners with conventional learning approaches.³⁰

Self-Awareness

Fundamentally, all sports require skills that guide participants' performance. Baseball pitching or tennis groundstrokes, for instance, require a mastery of technical skills for maximum performance, and athletes will devote extensive periods to continuous practice to sharpen these skills.³¹ According to Arnautova and Petrovska, overcoming strategies are the hallmark of emotional resilience in sporting activities in stiff competitive situations.³² Thus, competing athletes must be psychologically stable, adapt to situations, and enhance their ability to be resourceful for the realisation of their potential. In this case, self-esteem is one of the factors in increasing the athlete's cognitive resources.³³

²⁵ Anbil Mahesh Poyyamozhi and Prasanna Balaji D, "Sports and Language Integration Skill Development," *Salud, Ciencia y Tecnología - Serie de Conferencias 2* (October 24, 2023): 598, <https://doi.org/10.56294/sctconf2023598>.

²⁶ Isabel Cristina Rojas-Padilla, Iago Portela-Pino, and María José Martínez-Patiño, "The Risk of Eating Disorders in Adolescent Athletes: How We Might Address This Phenomenon?," *Sports* 12, no. 3 (March 8, 2024): 77, <https://doi.org/10.3390/sports12030077>.

²⁷ Yakup Yazıcı, "Comparison of Spatial Visualizations of Individual Sports and Team Sports Branches," *Doğal Yaşam Tıbbi Dergisi* 5, no. 1 (2023): 22–30.

²⁸ Metin IŞIK and Abdülhakim Bahadır DARI, "Semiotic Analysis of Artificial Intelligence Movie Posters: The Case of Artificial Intelligence, Frank & Robot, Ex Machina," *Journal of Turkish Studies* 18, no. Volume 18 Issue 1 (2023): 63–82, <https://doi.org/10.7827/TurkishStudies.64322>.

²⁹ L. Arnautova and T. Petrovska, "Coping Strategies For Overcoming Stress By Athletes," *Theory and Methods of Physical Education and Sports* 0, no. 2 (September 30, 2019): 105–13, <https://doi.org/10.32652/tmfvs.2019.2.105-113>.

³⁰ Bade Yamak et al., "The Effects of Exercise on Body Posture," *Turkish Studies Social Sciences* 13, no.18(2018): 1377–88.

³¹ Tamara L. Bories et al., "The Effect of Self-Awareness on the Ability to Recognize Personal Motion," *Journal of Human Sport and Exercise* 17, no. 4 (2021), <https://doi.org/10.14198/jhse.2022.174.15>.

³² Arnautova and Petrovska, "Coping Strategies For Overcoming Stress By Athletes."

³³ Tetiana Petrovska et al., "Features of Self-Esteem and Level of Ambition in Athletes of Different Qualifications," *Journal of Physical Education and Sport* 22, no. 3 (2022): 593–99.

Social skills

Learners can use both intra-curricular and extracurricular activities in sports. That is physical education and sports training activities. This improves physical education and improves different kinds of skills, which happen at schools and outside of school hours. This also assists learners in improving their social skills, such as problem-solving and effective communication. The primary school period offers learners an age of cognitive assimilation for long-term memory. At this learning stage, students inculcate values taught by the teachers in lifelong memories. Thus, in such elementary school years, teachers must allow students to acquire and develop optimal, attitudinal and social skills. These skills are crucial for their development through effective interactions. Learners with high social skills had the propensity for positive interactions with peers within and outside school environments. Budiman et.al., in their study, have noted that social traits such as externalisation behaviours, juvenile delinquency, depression, social anxiety, and poor academic performance are prevalent in the lives of learners with deficient social skills.³⁴

Effectiveness of Implementation of the School Sports Policy at the Municipal Level

This article explores the presence of parallel universes inside policy frameworks, where policy actors at the global, regional, and national levels, representing different sectors and public schools, act as implementing agencies. The development concept places a great priority on addressing global and national disparities, particularly regarding schools in South Africa that are categorized into higher and lower quintiles. The notion of 'development' stems from the notion of using athletics as a vehicle to empower youth and foster societal transformation. The political dialogue and collaboration between governments are driven by a shared commitment and a strong feeling of urgency to accomplish the key performance areas, while simultaneously upholding a human rights agenda.

Highlighting an integrated physical education and school sport is a significant step in schools' sporting activities. However, current models applied in schools, particularly those with low resources, show a contrary scenario.³⁵ When faced with limited resources, institutions in charge of specific tasks (such as district offices and schools) must make judicious selections. To successfully promote both competitive sports and health projects on a global or national scale, it is necessary to consider the unique circumstances and resources that are accessible. The prevalence of systemic obstacles and heavy dependence on resources in most South African public schools casts doubt on the theoretical versus practical function of sports in schools, encompassing the selection of sports to be provided and their intended outcomes, as well as how schools can contribute to an equitable and efficient school sports system.³⁶

According to Yazici, the national sports systems enrol approximately 55% of public schools.³⁷ Additionally, the creation of schools that prioritize sports and the introduction of sponsored leagues are not sufficient measures to achieve social change or inclusion. Two challenges that need investigation in light of the current scenario are the significant attrition rate of around 50% from primary to secondary school in schools belonging to the bottom quintile, and the limited involvement rate of just 10.5% of children in three or more sporting activities at school.³⁸ The existence of neo-colonial aspects within a hierarchical structure, characterized by a dearth of substantial communication across different entities and tiers, intensifies the gap between policy and implementation.

Burnett emphasises the challenges associated with enacting legislative and institutional changes in the context of the United Kingdom.³⁹ Freire's perspective on radical transformation and the elimination of structural and subjective inequalities emphasises the importance of collaborating with various stakeholders. This included the recognition of schools as decision-makers and participants in

³⁴ B. Budiman et al., "Students' Social Skills: Participating in Sports Activities," in *Proceedings of the 2nd International Conference on Physical Education, Sport, and Health (ICoPESH 2022)* (Paris: Atlantis Press SARL, 2022), 30–37, https://doi.org/10.2991/978-2-494069-79-4_5.

³⁵ Arnautova and Petrovska, "Coping Strategies for Overcoming Stress by Athletes."

³⁶ Işık and Dari, "Semiotic Analysis of Artificial Intelligence Movie Posters: The Case of Artificial Intelligence, Frank & Robot, Ex_Machina."

³⁷ Yazıcı, "Comparison of Spatial Visualizations of Individual Sports and Team Sports Branches."

³⁸ Yazıcı, "Comparison of Spatial Visualizations of Individual Sports and Team Sports Branches."

³⁹ Burnett, "From Policy to Practice for School Sport: Lessons from South Africa."

policymaking. This approach ensures that practical and well-informed decisions are made.⁴⁰ Teachers can effect change and act as role models for others. Nevertheless, it is essential for them to meticulously evaluate and choose efficient strategies for executing this transformation. Furthermore, they must acquire the requisite professional qualifications and relevant experiences to carry out their duties with utmost effectiveness.

Developing a thorough comprehension of the contextual circumstances, existing methods, and possible prospects may enhance the complexity of how school sports can successfully fulfil a common objective for all persons, groups, and partnerships involved. According to Işık and Darı, principal stakeholders in school sports have endorsed inclusivity, redress and change, as well as lifelong engagement in sporting activities.⁴¹ Nevertheless, they have difficulties in being seen just as tools for executing governmental directions, rather than being acknowledged for their contribution to providing significant and influential school-based sports programs. A productive initial step could involve pragmatically interpreting political jargon, while also embracing and acquiring knowledge from various educational institutions and implementing comprehensive monitoring and evaluation procedures.

RECOMMENDATIONS

This paper presents proof that if policymakers observe the principle of inclusion as well as being aware of policy lag, it will result in effective implementation. The inclusiveness of the process expects all relevant stakeholders to be encouraged and urged to participate in the policy development process. It is also critical for policymakers to observe timely, technological, flexible and effective interventions in the implementation of school sports policy when linked to education, which can result in effective implementation. The curricular approach for effective learning of school sports produces good results in a holistic approach. The paper emphasises the primacy of inclusive participation in the different sports categories to enhance holistic performance. For maximum benefits and knowledge transfers through instructional mode, there should be carefully planned practice times and rosters designed to foster unity of purpose. Where modifications are required, teachers and instructors should be conscious of the need for routine adjustments to the learners' preferred responses.

Policymakers should further use online platforms to rationalise the process of collecting information for feedback and input from stakeholders. The adaptation of digital technologies in sports education should be part of the holistic reforms in the curricula of sports education. Both the teachers and learners will benefit from this revolutionary approach that will promote scientific understanding and operations in sports education.

In addition, policymakers should also consider contingency plans, which include hands-on measures and other strategies to reduce the impact of possible incidents. Finally, for a successful implementation of sports policy, schools should prioritise a holistic approach to enable learners to acquire the requisite skills, such as imaginative, logical thinking, cognitive, creative, emotional, and language skills. Others are physical, spatial, self-awareness and social skills.

CONCLUSION

The paper explored the factors that could aid the effective implementation of school sports policy at the local government level in South Africa. Central to the findings is the need for a web of interactions with various factors that could spur more interest in sporting activities in schools. School sports policy cannot be implemented effectively in isolation from the various circumstances that are peculiar to different societies. Since schools are principal stakeholders, the interconnectivity of a variety of factors is important. Given this, policymakers need to engage in a comprehensive assessment and analysis of a series of factors identifiable within the societal context in the implementation of school sports policy. Integrating sports as part of school curricula is fundamental not only for physical fitness but mental health and development of learners.

⁴⁰ Mahesh Poyyamozhi and Balaji D, "Sports and Language Integration Skill Development."

⁴¹ IŞIK and DARI, "Semiotic Analysis of Artificial Intelligence Movie Posters: The Case of Artificial Intelligence, Frank & Robot, Ex_Machina."

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