

**THE RELATIONSHIP BETWEEN SOCIO - CULTURAL FACTORS AND SPORT  
PARTICIPATION IN SCHOOLS: A CASE STUDY OF GERMISTON HIGH SCHOOL  
IN THE GAUTENG PROVINCE**

By

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## DEDICATION

This work is dedicated to my parents, Joseph and Meriam Rakgole, my kids namely: Rethabile, Relebogile and Reratilwe. I love you all. I also dedicate it to my brothers Tshepo, Lebogang and Thabiso not forgetting my only sister, Kgaogelo and their families. All of you have been a pillar of my strength in so many special ways. Without anyone of you, I am absolutely nothing. To my lifelong friend, Lazarus Kholofelo Teffo (Lazzy Nkholo), you always put a smile on my face, I thank you *chomi*.

To all my Aunts: I wouldn't have become what I am without you, thank you so much, you are highly appreciated. To all my brothers and sisters (cousins), we are a big loving family that our late grandparents were proud of. To my late Rakgolo Mapunye and late Koko Ramaesela, thank you very much for raising me up.

I also dedicate this work to Venus and Serena Williams. Both of you have defied the odds and achieved so much in so many ways in the world of sport. You inspire me a lot.

All the Honour, the Glory and the praises be to the Almighty God!

## **DECLARATION**

I, Rakgole, Molatelo. Walter, declare that this mini-dissertation titled 'The relationship between socio-cultural factors and sport participation in schools: A case study of Germiston High School in the Gauteng province', hereby submitted to the University of Limpopo for the degree Masters in Development Studies, is my own work and has not been previously been submitted to any institution or university. I also declare that all the sources contained have been duly acknowledged.

.....

**RAKGOLE, MW (Mr)**

.....

**Date**

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I want to thank the following people for their enormous contribution to my dissertation:

- The Principal at Germiston High School for his contribution and granting me the permission to collect data from the students;
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## **ABSTRACT**

The post-apartheid socio-cultural, economic and political dispensation in South Africa have prompted a high-level perceived potential inclusion in sport-participating in different aspect of self-development regardless of culture, economic and social difference across the nation. However, little is understood, from an empirical viewpoint, about the potential challenges and limits towards the successful participation in sport in South Africa. The purpose of this study was to investigate the relationship between socio-cultural factors and sport participation at Germiston High School in the Gauteng Province. A quantitative research was conducted using case study research design method. A Non-probability sampling method was done through purposive sampling method to select Grade 8 to Grade 12 students from. Data collection was done using self-administered questionnaires. There were one hundred and forty-seven students that participated in a survey of self-administered questionnaires at Germiston High School. The findings of the study reveal that sport-participation is highly linked to socio-cultural and economic aspects among students. For students, teachers are expected to be involved in sport-participation and be of the forefront of inclusiveness. It also was found that sport preference among students is linked to their important others. Thus, a full experience of sport-participation through resources available at school is compromised for many students. Schools, the Ministry of Education, Sports and Culture together with sponsors and parents are encouraged to intervene in promoting sport participation.

## **ACRONYMS AND ABBREVIATION**

DSR – Department of Sport and Recreation

GDP – Gross Domestic Product

SGB – School Governing Body

SPSS – Statistical Package for Social Sciences

## TABLE OF CONTENTS

DEDICATION .....	i
DECLARATION.....	ii
ACKNOWLEDGEMENT .....	iii
ABSTRACT .....	iv
ACRONYMS AND ABBREVIATION.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
CHAPTER ONE .....	1
INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
1.1 Introductory Statement.....	1
1.2 Background of the study .....	1
1.3 Statement of the problem.....	4
1.4 Literature review .....	4
1.5 Purpose of the Study .....	5
1.5.1 Research aim.....	5
1.5.2 Research objectives .....	5
1.6 Research Questions .....	6
1.7 Research Methodology .....	6
1.7.1 Population and Sampling .....	7
1.7.2 Data collection instruments.....	8
1.7.3 Data analysis .....	9
1.7.4 Quality criteria.....	9
1.7.5 Bias.....	10
1.8 Ethical considerations .....	10
1.9 Significance of the Study.....	10
1.10 Definition of Terms.....	11
1.11 Sequencing of Chapters.....	12
1.12 Summary and Conclusion .....	12
CHAPTER 2 .....	13
LITERATURE REVIEW .....	13
2.1 Introduction .....	14

2.2 The benefits of sport participation .....	14
2.2.1 Sport and nation building .....	15
2.2.2 Sport and nation's economy .....	16
2.3 Factors that promote sport success .....	16
2.3.1 Competition and Sports Participation .....	17
2.3.2 The role and impact of coaching on sport participation .....	18
2.3.3 The role of parents in sports participation.....	20
2.4 Achievements and sports participation.....	22
2.5 The role of policies in sport participation .....	22
2.6 Community involvement and sport participation.....	22
2.7 Importance of sport to children.....	23
2.8 Facilities and sports participation .....	24
2.9 Managing school sports facilities .....	25
2.9.1 Direct Management .....	26
2.9.2 Contract Management .....	26
2.9.3 Lease Management .....	26
2.9.4 Joint Management .....	26
2.10 Ethnicity and sport participation .....	27
2.11 Human development and sport participation .....	27
2.12 Transformation and sports participation .....	28
2.13 Academic qualification and sports participation .....	28
2.13.1 Recognizing the basic relationship between sport and academic performance.....	29
2.14 Conclusion .....	30
CHAPTER 3 .....	31
RESEARCH METHODOLOGY .....	31
3.1 Introduction .....	31
3.2 Research paradigm.....	31
3.3 Research design .....	32
3.4 Study area.....	33
3.5 Study population .....	33
3.6 Sampling.....	34
3.6.1 Sampling method.....	34
3.6.2 Sample size .....	35



3.7 Data collection instruments .....	36
3.8 Data analysis .....	38
3.9 Quality criteria .....	40
3.9.1 Internal and external validity .....	40
3.9.2. Reliability .....	41
3.10 Ethical consideration .....	42
3.10.1 Permission to Conduct the Study.....	42
3.10.2 Consent .....	43
3.10.3 Confidentiality .....	43
3.10.4 Access to Research Results .....	44
3.11 Conclusion .....	44
CHAPTER 4 .....	45
DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS.....	45
4.1 Introduction .....	45
4.2 Socio-demographics impact on sport participation among students .....	45
4.2.1 Patterns on students' sport participation in relation to age .....	45
4.2.2 Patterns on students' sport participation in relation to gender .....	46
4.2.3 The impact of sport participation among students based on race.....	47
4.2.4 Religion and sport participation.....	49
4.2.5 Ethnicity and sport participation .....	50
4.2.6 Statistical frequency distribution of student sponsors .....	51
4.2.7 Socio-economic status and sport participation .....	51
4.2.8 Summary of some demographic variables among students' respondents	52
4.3 The pattern of student sport participation in relation to socio-cultural factors.....	53
4.3.1 Sporting discipline and sport participation .....	54
4.3.2 Sporting discipline preference.....	55
4.3.3 Relationship between preferred sporting discipline participation and sporting disciplines in which the sponsor(s) participated .....	56
4.4 Barriers to participating in sport by students .....	58
4.4.1 Social constraints to sport participation by students .....	58
4.4.2 Patterns on understanding the benefits of sport participation .....	60
4.4.3 Lack of reflection of local culture in sporting activities .....	62
4.4.4 Lack of physical and emotional support for disabled and mobility impaired people.....	63

4.5 Social groups mostly underrepresented in participating in sporting activities.....	65
4.6 Perceived benefits of sport participation among students .....	67
4.7 Approaches to equal participation in sporting activities amongst learners .....	68
4.8 Discussions and implications of research findings .....	69
4.9 Conclusion .....	73
CHAPTER FIVE .....	73
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	74
5.1 Introduction .....	74
5.2 Summary.....	74
5.3 Conclusions .....	79
5.4 Recommendations .....	78
5.4.1 Challenges of socio-cultural factors towards sport participation .....	79
5.4.1.1 Challenges in prejudices that prevail along ethnicity .....	79
5.4.1. 2 Parent involvement in sport participation .....	79
5.4.2 Teacher involvement in sport participation.....	79
5.4.3 School involvement in sport participation.....	80
5.4.4 Sport infrastructure and facilities.....	81
5.5 Recommendations for future studies .....	81
5.6 Limitations of the study .....	82
5.7 Conclusion .....	82
REFERENCES.....	84
APPENDIX A: Application form to Gauteng Department of Education .....	102
APPENDIX B: Application letter to conduct research at Germiston High School .....	114
APPENDIX C:Approval letter from Gauteng Department of Education .....	114
APPENDIX D:Approval letter from Germiston High School.....	114
APPENDIX E:Written consent for students' questionnaires .....	115
APPENDIX F:Questionnaire questions for students.....	117

## LIST OF TABLES

Table 4.1 Race N = 141.....	48
Table 4.2: Variance on selected demographic variables among students .....	52
Table 4.3: Anova test of selected demographic variables .....	53
Table 4.4: Correlation between preferred sporting disciplines by respondents and sporting disciplines in which the sponsor(s) participated.....	57
Table 4.5: Correlation between preferred sporting disciplines by respondents and sporting disciplines in which the sponsor(s) participated.....	57
Table 4.6: Spearman's correlation of outcomes of participation.....	67
Table 4.7: Pearson correlation of outcomes of sport participation.....	68

## LIST OF FIGURES

Figure 4.1: Patterns of student respondent in relation to age.....	46
Figure 4.2: Patterns on students' sport participation in relation to gender.....	47
Figure 4.3: Patterns of student sport participation in relation to race.....	48
Figure 4.4: Patterns on students' sport participation in relation to religion.....	49
Figure 4.5: Patterns of sport participation in relation to ethnicity.....	50
Figure 4.6: Sponsor(s) of respondents .....	51
Figure 4.7: Sporting discipline on offer and participation by gender .....	55
Figure 4.8: Sporting disciplines preference by race .....	56
Figure 4.9: Barriers to participating in sport among students.....	60
Figure 4.10: Understanding benefits of participating in sport among students.....	61
Figure 4.11: Reflection of culture in sport participation among students.....	63
Figure 4.12: Perceived barriers to participating in sport among student with disability.	64
Figure 4.13: Patterns on student's perception on underrepresentation of some social groups .....	66
Figure 4.14: Students' perception on how equal sport participation can be attained ...	69

## **CHAPTER 1**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introductory Statement**

This chapter provides an introduction and background to the study. The chapter introduces the rationale and the nature of the problem that prompted this inquiry. This chapter also introduces the background of the sport-participation in South Africa and other developing countries and the rest of the world. The aim and objectives of the study are given. Research questions are identified and key concepts are explained. A brief of the literature review and research methodology employed and data analysis are discussed. The chapter also explains how reliability and validity were achieved quantitatively, and it closes with a summary of the study.

#### **1.2 Background of the study**

Recent trending news in sport circles by the South African Minister of Sport's insistence on a 60/40 percentile racial mix in all sporting disciplines is receiving different views from people's different walks of life. According to Transformation Charter For South African Sport (2011) a quota system was introduced as a to a measure to redress the past historical imbalances. By and large, the request by the Minister is not unexpected given the racial and socio-economic configurations of the participants /professionals in the various sport disciplines. The socio-cultural tilt in sport participation across the different sporting disciplines is part of the fallout of the racial policies of the Apartheid era still visible in South Africa and remains a painful reminder of that time. Should this be allowed to continue, a section of the population will miss out on the benefits associated with sport participation such as physical and mental wellbeing (Potgieter 2003:182), on enhanced livelihood assets through professional sport participation and the sporting industry value-chain of sponsorships, sport tourism, and advertising amongst others, on peace and nation building through social cohesion (Department of Sport and Recreation (DSR) 2012) and on reduction of anti-social behaviours especially crime and juvenile delinquencies. Therefore, sport participation is a developmental need that interest development practitioners. Irrespective of the aspect of sport participation under consideration

the consensus is that the school is a good place to facilitate its development (Singh & Surujlal 2010).

There are significant benefits associated with sport-participation. Mhuircheartaigh (1999:6) presents sport as an activity which offers an individual the opportunity of self-knowledge, self-expression, fulfillment, personal achievement, skill acquisition, demonstration of ability, social integration, enjoyment, good health and well-being. Yet, certain prejudices founded on ethnicity or race persists in the society such as “White men cannot jump” and “Black men cannot swim”. Their persistence, notwithstanding a professed effort at transformation and integration in sport participation, indicates that the desired change needs to be reinforced. To this end, a cue from Rainford’s (2002) suggestion that a holistic approach to sport participation that includes considering people’s background, identity and value systems should be embraced. Hence, transformation should entail the centrality of cultural convergence and divergence as it relates to different players’ experience of the process of change in the arena of sport (DSR, 2005).

Cunningham (2007:6) observes that diversity is the presence of differences among members of a social unit that leads to its perceptions and to it impacting on social outcomes including sport participation. This is congruent with today’s school settings. As a result, most of the factors that affect school sport participation in South Africa can be cross-referenced with socio-cultural factors. These factors are availability of sport facilities and facilitators (Goldsmith 2003:152), gender role (Antshel & Anderman 2000:86; Videon 2002:435), motivation (Hill 2001:89; Potgieter 2003:8; Moran 2004:37), role modeling (Carr & Weigand 2002:16) and social stratification (Antshel & Anderman 2000:87; Goldsmith 2003:153).

The DSR White Paper (1995:16) seeks to integrate the whole spectrum of the country’s population through sport in the “Getting the nation to play” policy. One of the objectives is to motivate all children to move to higher levels of the sports development continuum and lay the foundation for mass participation in sport. The problem is that role players in the sport development value chain may not have enough scientifically generated information to initiate and sustain

necessary interventions geared toward realizing the objectives. The proposed study is an attempt to fill the gap by adding to the growing body of knowledge in sport development from the perspective of the relationship between socio-cultural factors and participation in school sport.

According to Smith & Green (2005:241), there is broad consensus that declining participation in sport and physical activity are the main causes of a health crisis said to be emerging among all age groups especially the youth and children. The United Nations have extended the range of benefits of sport when they have claimed that many development and peace challenges can be met by sport. This is because all forms of physical activity are critical to a child's development by improving health and teaching core values. Sport is also a significant economic force and brings individuals and communities together, bridging cultural or ethnic differences (UN, 2003).

Despite a culture based attitude that hinder individual interest in sport-participation, McComb (2004:9) argue that every person is born with athletic capacity and every person is predestined to develop that physical potential. However, it is expected as Cunningham (2007:83) pointed out that different groups of people attach different meanings to social undertakings such as sport. These meanings are deeply rooted in culture which, Coakley (1986) argues, "consists of the ways of life that people create as they participate in a group or society including ethnicity, which is the cultural heritage of a group of people." Therefore, there is a relationship between ethnicity and sport participation.

School sport has a history of imbalance in South Africa. However, this imbalance was shaped and influenced by the by the Apartheid regime (Hinch, Higham & Doering, 2017). For Mohlala (2004:19) the first South African formalized apartheid sports policy emerged when in 1956 Dr. T E Donges, South Africa's Minister of Interior at that time, called for a framework stipulating separate development in sport.

Transformation in South African sport becomes imperative for socio-cultural and political change from the apartheid past. Socio-political changes highlight the dynamics between individuals and the contextual factors surrounding them (Dawson & Andriopoulos, 2014). For McAndrew (2016) transformation argues

that sport can be an excellent equalizer on a formal and informal level to promote good relations regardless of the politics, language and religion of competitors. Therefore, it becomes compulsory for the state to promote healthy activities and political relationship in a climate of equal opportunities through individual involvement in sport participation.

### **1.3 Statement of the problem**

From Le Clos (swimming) through Schartzel (golf), Anderson (tennis), Pistorius (para-athletics), Kallis (cricket), to the Springbok team - to mention but a few - sportsmen and women and sporting teams that have put South Africa on the global sport map have been ethnically or racially one sided. Africans dominated sports such as boxing, soccer and athletics appear to falter. This abnormality is recognised by the sporting federations, government and stakeholders which have undertaken to redress it. This study is motivated by reality of experiences in sport participation and it was conducted to find out the relationship between socio- cultural factors and sport participation in schools. Therefore, the purpose of this study is to examine the nature and the relationships that exist between the socio-cultural and economic factors and sport-participation which can provide insights on how they can be used to inform and facilitates social integration, economic development, and enhanced sport transformation in South Africa.

### **1.4 Literature review**

The concept of participation has been imperative to theorizing citizenship. The concept has been conceptualized in democratic spheres on arguments of development, inclusion and social change (Hutchinson, 2017). The role of participation is critical to understand the role of individual connection society and the world at large (Carpentier, 2016). It is essential to study the concept of participation in democratic frameworks to understand the patterns of inclusion and exclusion to opportunities otherwise available to all in society and worldwide. The literature in this study focuses on sport participation by students in the democratic South Africa.

Sport participation and activities – physical athleticism – is commonly linked to physical fitness and the attainment of health. Ruseski, Humphreys, Hallman,



Wicker & Breuer (2014) observe that major policy goal of Ministries of Sport and Culture (MSC) is to enhance participation in sport to promote health. Literature on the benefits of sport participation is becoming extensive (Darcy & Dowse, 2013; Neely & Holt, 2014; Burnett, 2015; Soundy, Roskell, Stubbs, Probst & Vancampfort, 2015). However, little attention has been paid on the potential socio-cultural challenges and limits towards sport participation. According to O'Sullivan & Rassel (1999) research should begin with careful planning and spending time to clearly define the purpose of a study and carefully critique the research plan. This study will therefore focus on sport participation by students at schools.

### **1.5 Purpose of the Study**

The purpose of the study is explained under the following:

#### **1.5.1 Research aim**

The study examined the relationship that exists between socio-cultural factors and participation in sport by students at school to provide insights on how they can be used to facilitate social integration and by extension sport transformation in South Africa.

#### **1.5.2 Research objectives**

The specific objectives of this study are:

- To identify the socio-cultural factors that relate to sport participation at schools by students at Germiston High School.
- To identify the pattern of the relationship between the socio-cultural factors and sport participation at Germiston High School.
- To describe the nature of the relationship between the socio-cultural factors and participation in school sport at Germiston High School.
- To describe the nexus between school sport participation and sport transformation.

## **1.6 Research Questions**

This study was based on the following research questions in examining the relationship between the pattern of participation in sports and the socio-cultural factors among Germiston High School learners at Gauteng Province:

- What cultural features arising from our membership of an ethnic community can inform our preferences in participation in sports at school?
- What is the order of school sport participation preference amongst the study population?
- Why do people gravitate toward more participation in certain sports but not in others?
- How can school sports participation contribute to the desired sports transformation in South Africa?

## **1.7 Research Methodology**

The research methodology defined how the study was conducted. In this study, the quantitative research method was used to collect data. For Babbie & Mouton (2008) the research methodology choices and justification are made amongst the available options of processes, tools and procedures that can be implemented in the conduct of this study (Babbie & Mouton 2004:75). Hence this study employed the use of descriptive quantitative research method to answer the research questions set for the study. The study described the responses of the Germiston High School learners and quantifying their perceptions on the relationship between socio-cultural factors and sport participation.

This research is a case study. Researchers like Suessoy (2013) portray a case study as an in-depth study of a specific unit that can be an individual, an organisation or a programme and it is designed to study a specific area (Matthew and Carole, 2011). Furthermore, Gary (2011) depicts a case study method as a systematic inquiry into an event or a set of related events which aim to describe and explain the phenomenon of interest. Yin (1984) highlights that when using a case study, the examination of the data is most often

conducted within the context of its use, that is, within the situation in which the activity takes place. The researcher used a case study to investigate the relationship between the socio – cultural factors and sport participation in schools. Baxter and Jack (2008) are of the opinion that a case study may be non-representative and lack statistical generalisation. Yin (1984) also cites another disadvantage of a case study as often been accused of lacking rigour. According to Yin (1984) in too many instances, the case study researcher has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions. This suggests that the results of the case study cannot be generalised as the case is small and Germiston High school is not the only school in the Gauteng province therefore it cannot represent all the schools in the province.

Morgan (2014) delineates a research design as a plan or strategy that moves from underlying philosophical assumption to specifying the selection of participants in data gathering techniques to be used and data analysis to be done. The researcher made a verdict to carry out a case study about the relationship between the socio – cultural factors and sport participation in schools using Germiston High School as a case study. The research design of this study follows an interpretivism paradigm. This paradigm rest on the view that reality is subjective, concept such as sport participation are subjective enactments of reality rather than observable and measurable reality, and to unpack the meaning and patterns of reality is to engage subjects through communication (Hatch, 1997). Hence, a quantitative research was used.

Quantitative research approach was used since it emphasises quantification in the collection and analysis of data. Quantitative method attempts to further precision, recording facts in terms of quantities, and numbers that was processed using statistical techniques using the Statistical Package for Social Sciences (SPSS) to analyse the data.

### **1.7.1 Population and Sampling**

The population in this study is the entire students from Grade 8-12 of Germiston High School. The students are differentiated in terms of their age, grade, gender, and ethnicity. Therefore, the unit of analysis in this study is the

individual student, studentship being a circumscribed group whose members become individually the unit of analysis. In this study, there is a concurrence of the unit of analysis or unit of reference and respondent unit or reporting unit. The former is the unit about which information is provided, while the latter is the unit that provides the information needed in the study (Welman, Kruger, & Mitchell 2005). Given that the survey method observes a section of the population, the reporting unit was sampled because not every element of the whole population should be observed (Leedy & Ormrod 2005).

The sampling method is a probability sampling method, the implicit stratification in a systematic sampling. It is applied because of the arrangement of the sampling frame – the enrolment register of the school that implicitly stratify the stratification variables used - age, grade levels, gender and ethnicity (Babbie & Mouton 2004:193).

Welman et al (2005) describe a sample as a subset of measurements drawn from the population in which a researcher is interested, and should be representative of the population of the study. In this case, ten percent of the population of study is considered adequate as it is a big enough number for statistical manipulation and representative enough to allow for the generalisation of the results of the study to the entire body of students. Other factors that informed the decision on the sample size are the large number of students at the school and the possibility that the response rate may not be 100% (Welman et al. 2005). This study's sample population is the Germiston High School grade eight and twelve learners.

### **1.7.2 Data collection instruments**

The study design is descriptive and quantitative. The questionnaire was used as the method of data collection. The questionnaire that was distributed to students at Germiston High School was the main instrument of data collection used. It was used to elicit subjective responses from the respondents on their knowledge and perceptions of the relationship between socio-cultural factors and sport participation from which objective conclusions were derived about what intervention(s) can support integration and human development in sport. The questionnaire was written in English to mitigate language barriers. To

ensure effectiveness, the questionnaire was self-administered during the data collection process. The instrument was chosen because it provided the required data while avoiding time and cost constraints which otherwise would have made this research a difficult entanglement (Leedy & Ormrod, 2005).

### **1.7.3 Data analysis**

Data analysis is a process of making meaning to the data collected (Du Plooy-Cilliers, Davis and Bezuidenhout 2014). For Du Plooy-Cilliers, Davis and Bezuidenhout (2014) data analysis entails applying procedures that help to abstract the patterns of data and describe the information and provide meaning on the emerging themes.

The data that was collected through the use questionnaires was loaded on to SPSS for analysis. The data was analysed using descriptive statistics and the results were recorded. Selected variables were cross-tabulated to find varying patterns on the perspectives of Germiston High School learner perceptions on the relationship between socio-cultural factors and sport participation. The data analysed was presented using frequency tables, charts and bar diagrams to show variations and conclusions.

### **1.7.4 Quality criteria**

#### ***Internal validity***

Validity refers to the extent to which the instrument used reflects the reality of the constructs measured (Du Plooy-Cilliers, Davis and Bezuidenhout 2014). The findings of the research reflect the realities on the relationship between socio-cultural factors and sport participation among learner at Germiston High School in South Africa. Matthew and Carole (2011) assert validity as the closeness between data and reality. The sample used suits well to inform on the objectives set for this study since sport participation at Germiston High School is made available for all the learners. This researcher made sure that data collected was reliable since the sample population comprise of the participants the researcher knows.

### ***External validity***

According to Matthew and Carole (2011) external validity refers to the capability of the findings to be generalised to the wider population. External validity focuses on the ability to generalise findings from a specific sample to a large population (Du Plooy-Cilliers et al, 2014). This research made it possible for the findings to be generalised to the wider population since the sample population suits well to inform on the objectives of the study.

#### **1.7.5 Bias**

This research ensured that the study is bias and prejudice free. For Maree (2011) the researcher is obligated to ensure that bias and generalization of the data without findings is avoided. Hence, information provided during data collection was not distorted. Only what was observed and identified was analysed. This was done to enhance the research credibility and transferability.

#### **1.8 Ethical considerations**

The research abided by research moral standards that require respondents to be informed on the objectives of the study and their consent asked for before collecting data from them. The study has respected individuals who had refused to take part in the research and no one was forced or bribed to participate to this study. This research used the data collected for academic purposes only. The data that was collected was not exaggerated for personal opinions. To promote confidentiality, no names of participants were published in this study. The Ministry of Education Sports and Culture in Gauteng Province has approved this study to be conducted with Germiston High School learners.

#### **1.9 Significance of the Study**

The study focused on the socio-cultural factors that affect sport participation in school. To extend on the literature, the study also assesses the knowledge regarding the benefits of sport participation among learners at Germiston High School in Gauteng Province. It was found that benefits such as social cohesion, reduction in anti-social behaviours, health related benefits, and livelihood opportunities are well acknowledged by the students. This study indicates sport participation and development is a multi-disciplinary subject-matter and this

study also appeals to developmental practitioners in relation to sport participation. Socio-cultural factors constrain school learner from experiencing the benefits associated with sport participation. I hope the findings of the study may benefit approaches to sport participation at Germiston High School, the Ministry of Sports and Culture, and by extension benefit the sponsors and contributing stakeholders on attempts to transforming sports in South Africa.

### **1.10 Definition of Terms**

**Sport:** To Merchant, Griffin & Charnock (2007:22), any definition of sport is dependent on its context but should generally contain the following features: “an engagement in physical or psychomotor skills, competitive framework, codification of rules that bound movements and activities within clear and stringent parameters, enacted within a predetermined time frame, tradition and / or history of past practice.”

**Participation:** Participation is the act or process of participating; the state of being related to a larger whole; the process during which individuals, groups and organizations are consulted about or have the opportunity to become actively involved in a project or program of activity; an ownership interest or profit-sharing right, see <<http://en.wiktionary.org/wiki/participation>>.

**Ethnicity:** Longstreet in Bennett (2007) defines ethnicity as that portion of cultural development that occurs before the individual is in complete command of his or her abstract intellectual powers and which is formed primarily through the individual early contacts with family, neighbours, friends, teachers, and others, as well as with his or her immediate environment of the home and neighbourhood.

**Cultural identity:** Gollnick & Chinn (2002:18) explain that cultural identity is based on traits and values learned as part of our ethnic origins, religion, gender, age, socio-economic status, primary language, geographic region, and place of residence, abilities or other exceptional conditions.

### **1.11 Sequencing of Chapters**

Chapters in this study were outlined as follows:

#### CHAPTER 1: Introduction and background of the Study

The first chapter of the study provided the background to the study, problem statement, aim and objectives of the study, research questions, definitions of the key concepts and outline significance of the study.

#### CHAPTER 2: Literature Review

The chapter dealt with relevant literature review, focusing on benefits of participating in sport, physical requirements to effectively participate in sports, culture based attitude to sport participation, school sports, sports and human development and sport transformation.

#### CHAPTER 3: Research Methodology

The chapter entailed of the methodology and the design followed to collect data for the study. The study area, study population, sampling procedure, data collection method and analysis including data management used was outline.

#### CHAPTER 4: Data Presentation, Analysis and Discussions

The chapter presented the results of the study using tables, charts and graphs. This was the analysis of the data collected and discussions.

#### CHAPTER 5: Summary, Conclusions and Recommendations

The chapter indicated the relationship of the research results to the problem, the implication of the study for future research and closes with a conclusion

### **1.12 Summary and conclusion**

The aim of this chapter was to provide the introduction and the background to the study. The problem of the study was clarified, the rationale and significance of the study indicated. The aim and objectives of the study were explained. The research questions set for the study were given. The literature review - to be discussed in detail in chapter two - was introduced briefly. The chapter also described the population of the study, the sampling method used to select the



sample population. The chapter also explained the rationale behind using the quantitative data collection method used, how the data analysis was done and how the quality criteria were achieved. A summary of how ethical considerations were taken into account together with the sequence of the chapters in the study was given. This chapter presented the introduction and the background of the study. The research problem was clarified and the rationale of the study explained. The subsequent chapter dealt with the literature review relevant to this research

## **CHAPTER 2**

### **LITERAURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the literature relevant to this study specifically looking on the benefits of sport participation, the importance of sport participation, factors that promotes sport participation and the challenges that are experienced in sport participation in South Africa and the rest of the world. The chapter provides with the theoretical basis on how sport participation has been understood and conceptualised. For De Vos et al (2005) indicates that a literature review maps out main issues in the field being studied and should point out where the research fits in. This chapter covered the following topics: competition and sport participation, attitudes of coaches, teachers in sports participation, the role of parents in sports participation, the role of policies in sport participation, community involvement in sport participation, achievements and sports participation, facilities and sports participation, ethnicity and sport participation, human development and sport participation, transformation and sport participation and lastly, academic qualifications and sport participation as to be explained below.

#### **2.2 The benefits of sport participation**

Potgieter (2003:182) observed that among the non-traditional methods of preventing psychological problems, physical exercise is increasingly recommended for the maintenance and enhancement of mental health. Participation in sport leads to the holistic development of the learner. Involvement in sport and other sport related activities is significant as it leads to competence in the physical world of sport and can also extend to the real-life situation.

For decades, sport participation has been linked to social inclusiveness and integration. For instance, the study by Gasparini (2010) indicates that "Sport is a human activity resting on fundamental social, educational and cultural values' (p 39). It is a factor making for integration, involvement in social life, tolerance, acceptance of differences and playing by the rules. There can be a huge benefit for people participating in either informal or formal competitive sport. This benefit

can equally be experienced and enjoyed both by people as individuals and also as a nation. According to Smith and Green (2005), there is broad consensus that declining participation in sport and physical activity are the main causes of a health crisis said to be emerging among all age groups especially the youth and children. Through playing sport, individuals can reduce obesity, the risk of dying prematurely from diseases such as diabetes and other heart related diseases. It is also through sport participation that nations can enjoy the benefit of socializing and networking by coming together for a common purpose. Sport has the ability and the power to bring together people of different race, gender, colour, religion and class. While people are coming together through sport, they can acquire skills and values like cooperation, mutual support, positive criticism, discipline, reliability, confidence, and competition

### **2.2.1 Sport and nation building**

Besides the aesthetic and entertainment purpose, sport has demonstrated to be one of the essential activities of nation building (Obi and Akumjuri, 2012). According to Keim (2008) and Black and Nauright, (1998) popular culture attaches numerous positive values to sport participation. These values may include improving health, fitness and education; creating business opportunities and employment; fosters non-violence, fair competition, teamwork and respect. Sport participation bridges cultural and ethnic divisions; and can also contribute to cross cultural dialogue, understanding, unity, tolerance and peaceful-coexistence

In South Africa for instance, sporting activities such as Rugby, Cricket and Soccer have been used as instruments to overcome race and class barriers and to forge social transformation, a national identity and development (Keim, 2008). According to Korr, (2008) Mandela embraced Francois Pienaar who was the blond captain of a traditionally white rugby team in 1995 – a team that had been the personification of apartheid. No one predicted that South Africa (Springboks) will make it to the finals, let alone win the golden crown of rugby. Indeed, the Springboks defeated the archrival and exceedingly favoured New Zealand. Korr (2008) goes on highlighting that the Springboks' slogan was "One team, one nation". Truly this was vivid during the World Cup tournament as Blacks, Whites,

Indians and Coloureds were seen cheering wildly and harmoniously together at the game in Ellis Park in Johannesburg South Africa.

That spirit of togetherness did not end there. In 1996 South Africa hosted one of the biggest soccer tournaments on earth, the African Cup of Nations. Again, the Blacks, Whites, Coloureds and Indians continued to show their pride in their national soccer team (Bafana Bafana). Bafana Bafana managed to win the tournament and brought pride to their country. While in that spirit, in 2003, Cricket World Cup was also hosted in South Africa.

The 2010 soccer World Cup is another example of using sport to bring together a nation together for a common cause. Although South Africa did not win the golden world cup trophy, it won by showing the world that it has the capacity to host such an international that lasted for a month. According to Mandela in Korr (2008), “sport can create hope where there was once only despair. It is more powerful than governments in breaking down racial barriers. Sport has power to change the world”

### **2.2.2 Sport and nation’s economy**

According to Nauright (2013) big-international-sporting events such as the World Cup and Olympics attract vast amount of wealth and lead to economic benefits for the host countries. The 2010 FIFA World Cup Soccer tournament that was held in South Africa benefited the country economically in the sense that hard infrastructure such as roads, airports and tourism places were upgraded. Hosting the 2010 FIFA World Cup Soccer tournament in South Africa boosted construction industry that benefited most people through construction employment by upgrading of stadia, roads, hotels and lodges that spread over a number of years between 2005 and 2010 approaching an estimated amount of R100 billion (US\$13.2 billion) and resulting in the higher Gross Domestic Product (GDP) (Nauright, 2013; Obi et al., 2012; Bruggemans, 2010).

### **2.3 Factors that promote sport success**

Humpel, Owen & Leslie (2002) indicate that accessibility, opportunities and aesthetic attributes had significant associations with physical activities. However, promoting physical activity is related to context. It changes with

environmental contexts and what is perceived important on personal level (Humpel, Owen & Leslie, 2002).

### **2.3.1 Competition and Sports Participation**

There is a misconception that competition is bad; where self-esteem will be affected if a child loses in sports activity, according to Hanson, Arrosa, Hasler, Suski, Philipp, Niezgoda & Cooke (2008) to lose, is not to be a loser. If a child can experience the thrill of winning and the disappointment of losing early in life through competitive sports, they will be well equipped for the reality of life. However, MacAloon (2006) argues that even though it may be the case generally many societies value competition as part of their culture. Competition is used to encourage people to constantly improve their skills so they can achieve what they want out of life.

For Christian (2007), competition provides motivation to achieve a goal; to demonstrate determination, creativity and perseverance to overcome challenges; and to understand that hard work and commitment leads to a greater chance of success. In agreement with the above statement Christian (2007), MacAloon (2006) indicate that competition at high school level is crucial hence it teaches learners to dig deep and stimulate their mental resourcefulness (creativity and imitativeness) they never knew they have, that they have the ability to think outside the box and explore other ways to succeed. The pressure to win or succeed can often inspire more imaginative thinking and inspires learners to develop additional skills.

Life is full of challenges where there are winners and losers. Some of those challenges may include a sports game; going for a job interview with the aim of getting that long-awaited job; bidding on a tender contract and getting admission into the desired college (KPMG, 2016). Children need to learn how to cope with disappointment and to be able to genuinely appreciate the good fortune, talents and abilities of the “winner” and then look forward to the next opportunity to try again. They also need to learn that if they did not win presently, they can work harder to improve their performance in the next opportunity.

In addition, Christian (2007) indicates that participating in sport competition brings huge benefits to learners as it ensures that they do not become

complacent, it motivates them to become more creative. Competition encourages or provides learners with opportunity to step out of their comfort zone and work harder to stay visible in a fun and effective way in their life. This is in line with what Hanson et al (2008) adds by pointing another lesson of life through sports participation is not to become bad losers but rather admire the success of our competitors and let that be an inspiration to improve your own.

Weinberg & Gould (2014) observe that during childhood, the good players are often identified quickly and can make the team consistently. Eventually, competition will come to play as they grow up and drive participants to continue improving their skills, particularly if they wish to join the elite few that make up professional sports teams (Lerner, 2009; Weinberg & Gould, 2014). This also explains the rationale of the study sample population of this study, grade eight and twelve. This is where talent is identified and it is during childhood that anxiety to experiment and explore self-potential in sport is at high levels (Côté & Vierimaa, 2014).

### **2.3.2 The role and impact of coaching on sport participation**

According to Horn (2008); LaForge, Sullivan & Bloom (2012) research in sport shows that coaches play an important role in youth sport participation. Horn (2008) continue to indicate that there are three main roles that coaches play in youth sport, these includes: giving positive reinforcement, providing effective feedback and foster a caring climate that provide the best developmental outcomes for children. Coaches can help participants to develop the love for the sport, respect for other team mates and opponents also.

Coaching has been found to play a significant role in youth participation in sport. Researchers have studied the role of coaches in youth sports for many years. Research has shown that coaches who give positive reinforcement, provide effective feedback, and foster a caring climate provide the best developmental outcomes for children (Hanson, Arrosa, Hasler, Suski, Philipp, Niezgod, and Cooke, 2008). Horn (2008) argues that coaches assist children to develop resilience, cope with disappointment, learn from mistakes, and make adjustments to strategies. These are some of the important aspects of developing initiative, an ability that children use in all aspects of life. Coaches

also not only make sports experiences meaningful but also assist children in having fun and play a central role in positive youth development. Sport also assist children to get experiences in reaching and installing positive attitudes and behaviours (Fry and Gano-Overway, 2010; Fraser-Thomas and Côté, 2009).

Coaches are responsible in providing and instil a positive attitude on individuals in sport participation. For instance, positive reinforcement is used by coaches to bring about desirable changes in behaviour and to teach them to take responsibility for their actions (Theeboom, Van Vianen, Beersma, Zwitser & Kobayashi, 2017). Coaches do this in a variety of subtle and overt ways. Sometimes it is a gesture, like a nod of a head, a smile, or a pat on the back that lets players know they performed well (Hahn-Bleibtreu, 2000).

At times, it may be verbal praise for trying hard, executing a good strategy, or treating another player with respect. Praise is most effective when it makes players feel good about who they are on the inside. According to Lerner (2009) for example, even when children lose, they can still feel good about how hard they worked or how their abilities have grown.

Apart from that, data has indicated that effective coaching entails effective feedback. A study by Wrisberg (2007), for instance argues that good coaches are always looking for teachable moments. They facilitate a growth mind-set in their players, showing them that everyone can change and grow through learning. One technique used by coaches is to serve up a feedback sandwich. Hanson et al (2008) substantiates that view by citing some typical examples. They begin by identifying something positive, "Rob, I really liked the way you pushed yourself during the game". They coach for improvement, being direct and firm but never demeaning. For example, "I'm going to work with you on how to kick the ball more successfully".

In addition, in support of Hanson et al 's (2008) view on effective feedback, MacAloon (2006) states that children end with encouragement, stating a bright outlook for the future. This technique works well with children, particularly when coaches regularly monitor change and continue giving helpful feedback as improvement occurs.

In addition, the data has shown that one of the most positive aspects of learners participating in sports is through having regular contact with a caring adult (Eime, Young, Harvey, Charity & Payne, 2013). When coaches truly care for their athletes, they form a bond between themselves and their team that gives members a sense of belonging (Eime, Young, Harvey, Charity & Payne, 2013). This relationship formed between coaches and practitioners has positive implications on sport participation among participants.

A research by Hahn-Bleibtreu (2000) shows that when children feel like they belong, their attendance, motivation, and retention increase. Elements of caring include listening, empathizing, respect, and acceptance, this is irrespective of winning or not. In a similar note, Fry and Gano-Overway (2010) points out that these elements of caring are very crucial as modelling these behaviours to children has been shown to foster their ability to care for themselves and others, and also ignites a passion for learning.

According to Hahn-Bleibtreu (2000) when young people rate their participation in sports compared to other after-school activities, like arts, academic interests, community service, and faith-based activities, sports gets mixed grades. Why? Sport is often over-focused on winning and competition and under-focused on developing internal strengths like empathy, respect, good health and caring.

Coaches may have winning on their minds, but it is those who nurture positive youth development that end up with children who succeed in life. In sports, a coach is a person involved in the direction, instruction and training of the operations of a sports team or of individual sportspeople. A coach may also be a teacher Hanson et al (2008).

### **2.3.3 The role of parents in sports participation**

Research has shown that parents play a key role in youth sports (Cogan, K. D. & Vidmar, P. 2000). According to Singer, R. Hausenblas, H. & Janelle, C.M (2001), it is argued that while the coach of a team oversees practices and games, it is the parents who fill in the blanks for their young players. Parents are role models for children when it comes to attitude, fair play, sportsmanship and practice (Fraser-Thomas, Côté, & Deakin, 2008).



Parents who display displeasure when their child's team loses or argue with the coach about the role their child has on the team set a poor precedent for their children. MacAloon (2006) identifies some of the following elements which parents holds and are crucial in learners' participations in sports at schools:

According to Christian (2007) parents provide crucial signal to their children that they approve of the activity and want them to get something out of it. Children have questions that they may be more comfortable asking their parents instead of their coach, and the parents must be there to answer those questions or direct them to the correct adult for an answer.

Parents should encourage their children to participate and practice whenever they can. It is one thing to go to an organized practice, but it's quite another to help your child in your time away from work. This will help them improve in their sport and also send the message that, if you want to get good at something, you have to work at it (Duncan, 2007).

Parents should try to help the coaches of the team whenever they can. Maybe you can't make every game or practice, but when you are there, volunteer to pitch batting practice, coach a base or warm up a pitcher. This sends a message to your child that teamwork is important and that you care about his or her involvement with the team.

According to MacAloon (2006) parents who struggle to control their emotions and attempt to argue with coaches, officials and other parents make the experience miserable for their youngster. Parents must maintain self-control. If they don't like the way a coach used their child, they have to wait until the end of the game to ask questions and register their complaint. They must do this in a respectable manner or otherwise they will lose their effectiveness.

According to Duncan (2007) coaches appreciate the involvement of parents with their team. It shows that the experience is important to the whole family and that sends a message to the young player that the sport is important. Parents who contribute to the team by bringing snacks, keeping score and providing extra support on the field make the experience much better for the coaches, the players and the league as a whole (MacAloon, 2006).

## **2.4 Achievements and sports participation**

There are conflicting perceptions about learners' participation in sports, according to Danish (2002) sports activities and interests provide many positive opportunities for children. However, they can also cause some problems. Many parents believe that participation in sports will enhance children's school accomplishments, while on the other side Coleman (1961) argues that some parents believe that sports get in the way of their children's achievement.

While concurring with Duncan (2007) and Danish (2002), Van Rossum (2004). states that whether they help or distract the children, achievement depends on the extent of children's involvement and the type of experiences they have.

## **2.5 The role of policies in sport participation**

The purpose of the policies and procedures developed by the Department of Recreational Sports Intramural Sports Program is to assure as equitable participation as possible for currently enrolled students. In order to preserve the spirit of fair play, it is essential that participants adhere to the rules as well as to the spirit of the game. The ensuing result will be that of a better Intramural Sports Program for everyone. According to Danish (2002) it is the responsibility of the team captain to be sure that each member of the organization or team is eligible to participate in the Intramural Sports Program. Some eligibility restrictions apply to various competitive leagues.

## **2.6 Community involvement and sport participation**

The influence of individuals within a society plays a role in the importance of sports. When young children are exposed to sports by their parents, either by playing or through fan behaviour, they are more likely to enjoy sports as well. The journal "Perspectives in Public Health" reports that peers also have a powerful influence on the acceptance and value of sports during childhood. When a society values physical activity, more sports opportunities are available, which might also influence how likely individuals are to value sports. In communities with professional sports teams, sports might become even more valuable and influential. According to McComb (2004) athletic events for both spectators and participants prompt conversations that cut through all divisions of society

According to Smith and Green (2005:241), there is broad consensus that declining participation in sport and physical activity are the main causes of a health crisis said to be emerging among all age groups especially the youth and children. The United Nations have extended the range of benefits of sport when they have claimed that many development and peace challenges can be met by sport. This is because all forms of physical activity are critical to a child's development by improving health and teaching core values. Sport is also a significant economic force and brings individuals and communities together, bridging cultural or ethnic differences (Coleman, 1961).

## **2.7 Importance of sport to children**

Good sportsmanship provides guidelines that can be generalised to classroom and lifelong achievement. Participation in challenging sports contests teaches children to love classroom challenge. It also teaches children to function in a competitive society. According to Duncan (2007) Sports at an early age in life mirrors how one can play the game of school and life. Good learners stay in the game and play their best even when they are losing. They know they will win some and lose some. They discipline themselves. They practice with grueling regularity the necessary skills for their sport. Education, life accomplishments, creative contributions in the arts, sciences, business, and government involve similar perseverance and self-discipline.

Duncan (2007) goes on to indicate that our societies are competitive, and we should teach our children to function in competition and how to be both good winners and good losers in sports. Children must learn that winning and losing is both temporary, and that they can't give up or quit. Learning to become a team player is also important for children who may prefer to be the centre of attention:

*“If kids who come to my clinic are involved in sports, I often ask them to interpret their underachievement using the rules they would use in the sport in which they participate as guidelines. They can always come up with some good advice for themselves based on their understanding of good sportsmanship. Encouraging follow-through and self-discipline for their achievement may, however, be more difficult than their acknowledging what they should do” (Duncan (2007)).*

According to Danish (2002), some children are natural athletes while others have lesser physical coordination. Sports and athletic activity are good for building confidence for both groups. For the well-coordinated, the discipline of honing skills gives a sense of improvement and accomplishment. Winning games and moving to higher levels of competition permit these children to sense their personal progress.

For Marriot (1986) children or learners with lesser coordination need to begin involvement in less competitive sports at first or in activities in which they can achieve improvement compared to past accomplishments (personal best) to measure their own growth. According to Danish (2002), high school sports participation is important as many young people have actually found themselves much more skilled than they or their parents dreamed because they took the risk of practicing what appeared to be their lesser skills.

Sport has often resulted in fun for even those who never kicked a ball or hit a home run. The Special Olympics, which takes place nationally for children with special needs, is an extraordinary example of children who often have extreme handicaps enjoying the benefits of athletics (Marriot, 1986).

## **2.8 Facilities and sports participation**

Facilities are very central to meaningful sports participation whether in School sports, amateur, recreational or competitive status. They are as important to the athletes as the laboratories are to the scientists. Without facilities sports cannot take place (Establishing and Managing Sport and Recreation Facilities, 1995). Olajide (2004) argues that this does not however imply that sports facility is the only variable that is necessary for sports participation; others such as equipment, supplies, finance to mention a few are indispensable complements to sports facilities.

In addition, Leisure Centre Management (1993) indicates that the availability, adequacy, standard, funding, maintenance, supervision, safety, location and accessibility of sports facilities deserve adequate attention for sports facilities to contribute to excellence in sports participation. By growing and establishing new community sport hubs on education sites a sport participation legacy for all can be created. A study conducted by Humbert, Chad, Spink, Muhajarine, Anderson,

Bruner, Girolam, Odnokon & Gryba (2006) found that environmental factors (i.e., proximity, cost, facilities, and safety) are very important for youth living in low-socioeconomic status to ensure participation in physical activity. These new and established facilities provide a sustainable environment and a base to grow: national governing body (NGB) club and community sports participation, club membership levels, leading, if well managed, to improved satisfaction with sporting experiences (Marriot, 1986).

## **2.9 Managing school sports facilities**

In today's economic climate, few facility providers can afford to continually inject large amounts of money into sport and recreation facilities that are not seen to be successful. As facilities become more sophisticated and elaborate, it's expected that they should be more efficient and effective and less draining on the school or the public budget (Establishing and Managing Sport and Recreation Facilities, 1995). According to Leisure Centre Management (1993) to determine the meaning of success, facility providers need to identify what they want to achieve through their facility. These financial and social objectives should focus on meeting local needs. There are a variety of management structures you can use for a sport and recreation facility depending on the social and financial outcomes you are seeking. Marriot (1986), identifies the following management structure options.

Developing effective community use of school facilities involves much more than simply opening the doors. The challenge is to promote and manage community use in ways which will achieve worthwhile results in terms of sport and generate school and community benefits, without being in any way detrimental to the financial running of the facility or socially exclusive (Gauteng Department of Sport, Arts, Culture and Recreation, 2007).

It may be necessary to generate income to help meet the additional costs which follow from community use. Striking an appropriate balance between potentially conflicting requirements, such as attracting low participant groups and income generation or the provision of a high-quality service at affordable charges can be an issue but one which can be overcome by working with the key partners such as the school and the local authority (Marriot, 1986).

### **2.9.1 Direct Management**

The owner, usually a local government authority, employs a facility manager. The owner is responsible for all aspects of the facility's operation including operating policies, financial performance and asset maintenance. In some cases, a management committee may be established to help with policy development and to ensure community involvement in management decisions (Planning for Sport and Active Recreation Facilities Strategy 2008 – 2021).

### **2.9.2 Contract Management**

The owner contracts the management of the center to an individual manager, a community-based organisation or a facility management company. Responsibilities of the owner and contractor are set out in a formal contract for a fixed period of time. The owner is usually responsible for major building maintenance and any loan repayments. The contractor negotiates an operating budget and is responsible for financial performance in return for greater freedom in operating policies (Planning for Sport and Active Recreation Facilities Strategy 2008 – 2021).

### **2.9.3 Lease Management**

A formal lease detailing the rights and responsibilities of the owner (lessor) and the operator (lessee) is adopted. The lessee has full property rights and is responsible for financial performance, asset maintenance and operational policies. The lessor receives an agreed rental income (or a percentage of the net surplus) but has no direct control over day-to-day management. The lease is usually set for a medium to long term (Planning for Sport and Active Recreation Facilities Strategy 2008 – 2021).

### **2.9.4 Joint Management**

According to Mariot (1986), in the case of jointly developed facilities a workable management agreement should be prepared before the facility is built. Joint management agreements should detail funding, cost-sharing, legal and access arrangements, so that responsibilities and usage rights are clear to all the stakeholders.

## **2.10 Ethnicity and sport participation**

Culture based attitude may hinder or enhance people's interest in sport (Women, gender equality and sport 2007). It is expected as Cunningham (2007:83) pointed out that different groups of people attach different meanings to social undertakings such as sport. These meanings are deeply rooted in culture which Coakley (1986) argues consists of the ways of life that people create as they participate in a group or society including ethnicity, which is the cultural heritage of a particular group of people. Therefore, there is a relationship between ethnicity and sport participation.

## **2.11 Human development and sport participation**

Human development is one essential aspect of sport participation. For example, according to Dunning (2013:477) to a considerable extent, much of modern sport involves learning to control emotions, of disciplining the self and managing emotional lives. Therefore, participation in sport supports human development. Sport is not just physical activity; it promotes health and helps prevent, or even cure, the diseases of modern civilization. It also is an educational tool which fosters cognitive development; teaches social behaviour; and helps to integrate communities" Thomas Bach, IOC President (Coakley, 1986).

According to Dunning (2013:477) there is no doubt that the Olympic Games have an increasingly positive legacy in terms of sustainable social and economic development for the host city and the country at large. But beyond this, the Olympic Games, which generate major resources and gather together the best athletes in the world every two years, are supported daily by initiatives of all kinds to develop sport at grass-roots level throughout the world and to promote the values of solidarity, peace and human dignity which sport can channel. The study conducted by Perkins, Jacobs, Barber, & Eccles (2004) found out that childhood and adolescent sports participation was found to be a significant predictor of young adults' participation in sports and physical fitness activities. This is in concurrence with the study conducted by Scheerder, Thomis, Vanreusel, Lefevre, Renson & Van den Eynde (2006) that show that non-participation in leisure-time sports during adolescence can be considered as a relatively strong determinant of (non-)participation in sports during adulthood.

## **2.12 Transformation and sports participation**

Transformation in South African sport is a socio-political change for the obvious reason of the apartheid past. Socio-political changes highlight the dynamics between individuals and the contextual factors surrounding them. Paterson (1991) on transformation argues that sport can be an excellent equalizer on a formal and informal level to promote good relations regardless of the politics, language and religion of competitors. Therefore, the state should promote healthy group and political relationship in a climate of equal opportunities for unconditional and free sport participation.

## **2.13 Academic qualification and sports participation**

Numerous studies have demonstrated the positive effects of playing sport on academic achievement, in large part because of the positive influence of identity formation and emotional development. Data show that high school students who play sport are less likely to drop out. Participation in sport also has been associated with completing more years of education and consistently higher grades in school (Videon, 2002).

Furthermore, according to Marriot (1986) the scientific literature on the association between school-based physical activity and academic performance found that the majority of the studies found positive associations. According to Videon (2002:415) there is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth” suggesting that such activity “may have an impact on academic performance through a variety of direct and indirect physiological, cognitive, emotional, and learning mechanisms”

Research has shown that physical movement can affect the brain’s physiology by increasing cerebral capillary growth, blood flow, oxygenation, production of neurotrophies, growth of nerve cells in the hippocampus, neurotransmitter levels, development of nerve connections, density of neural network, and brain tissue volume.

These changes may be associated with improved attention; improved information processing, storage, and retrieval; enhanced coping; enhanced



positive affect; and reduced sensations of cravings and pain. Research suggests that increased energy levels and time outside of the classroom—both by-products of playing sport—may give relief from boredom, resulting in higher attention levels during classroom time (McNeal, 1995).

Research by the Canadian Fitness and Lifestyle Research Institute (2012) has shown that physical exercise causes short-term relaxation, accompanied by improved concentration, enhanced creativity and memory, improved mood, and enhanced problem-solving abilities (Larson, 1994).

### **2.13.1 Recognizing the basic relationship between sport and academic performance**

Current scholarly knowledge about the relationship between sports and academic performance derives from and is based upon a long-term, multifaceted body of research and writing (Canadian Fitness and Lifestyle Research Institute, 2012). Much of the inspiration for this work came from James Coleman's classic, *The Adolescent Society* (1961) which posited the powerful impact of interscholastic athletics in general and athletes in particular on American high school culture (Larson, 1994).

Though focused on peer group dynamics and institutional effects and somewhat critical of the status of sport as related to the academic mission of schools, Coleman (1961)'s work gave rise to numerous academic studies of the relationship between athletic participation and education for individual students and student-athletes (McNeal, 1995). In the debate about athletic participation and academic performance, it is often assumed that sport activities of adolescents are harmful to their educational outcomes. The underlying line of reasoning is oversimplified: Since the time spent on sport activities crowds out time devoted to schooling, the impact of sport is negative (Larson, 1994).

Also, according to Videon (2002) empirical investigations find a rather positive correlation between sport and educational attainment. These findings are supported by two main arguments. The first extends the simple allocation of time model by introducing additional activities. The second acknowledges that leisure activities can have direct positive as well as negative effects on educational productivity.

Equally important, it is necessary to reiterate the need for continued research and writing on this topic. For all that scholars know about the basic, statistical correlation between interscholastic high school sports participation and educational achievement, a clear, definitive understanding of the causal mechanisms and factors that produce this relationship is still waiting to be developed. We also need to better understand how these processes work differently for diverse groups of student-athletes and the institutional conditions and practice that can facilitate or inhibit achievement.

#### **2.14 Conclusion**

Chapter 2 reviewed various relevant commentaries on the different scholar's perspectives on the relationship between socio-cultural factors and participation in sports at schools. This Chapter covered the following topics: competition and sport participation, attitudes of coaches, teachers in sports participation, the role of parents in sports participation, the role of policies in sport participation, community involvement in sport participation, achievements and sports participation, facilities and sports participation, ethnicity and sport participation, human development and sport participation, transformation and sport participation and lastly, academic qualifications and sport participation. Chapter 3 outlines the methodology that was followed in carrying out this research study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the methodology used to collect and gather data in this study. The chapter presented the sampling technique used, the instruments used, procedure of data gathering, data analysis and the systematic presentation of data. A research methodology is defined as a systematic and purposeful plan to collect data in answering the research problem (Du Plooy-Cilliers, Davisand, Bezuidenhout, 2014). As Babbie & Mouton (2008:75) argue that the data collection method used is supposed to answer the research question set for the study. The study focused on the effects of socio-cultural on sport participation among students at Germiston High School in Gauteng Province.

#### **3.2 Research Paradigm**

This research falls under the interpretivism paradigm. The main idea of the interpretivism paradigm is that human beings cannot be studied the same way as objects. Interpretivists argue that human beings are influenced by the environment they found themselves in and that researchers should study and describe meaningful social actions (Du Plooy-Cilliers, Davisand & Bezuidenhout, 2014). This approach allows the researcher to critically review the effects of socio-cultural effects on sport participation from the perspective of those experiencing the challenges.

Matthew and Carole (2011) assert that quantitative research emphasized quantification in the collection and analysis of data. The data collected evolve of the lived experiences of students at Germiston High School in relation to socio-cultural factors and sport participation.

Furthermore, since quantitative research is deductive, it is based upon formulating the research hypotheses and verifying them empirically on a specific set of data (Creswell & Poth, 2017). With quantitative research approach, scientific hypotheses are value-free; the researcher's own values, biases and subjective preferences are overcome through quantitative approach (Creswell &

Poth, 2017). Researchers can view the communication process as concrete and tangible and can analyze it without contacting actual people involved in communication (Punch, 2013).

Using quantitative research method, stating the research problem is specific, clearly specifying both independent and dependent variables under investigation (Brannen, 2017). Quantitative research approach allows the intense following of the original set of research goals and objectives and arrive at precise conclusions, testing hypothesis and determining the issues of causality. High levels of reliability can be established due to controlled observations and mass surveys. This minimise subjectivity of judgement.

However, Matthew and Carole (2011) caution that the researcher needs to have an extensive understanding of the nature of the errors which may occur during the process of collecting and interpreting data to conduct successful surveys. Du Plooy-Cilliers, Davis & Bezuidenhout (2014:160) observe that another disadvantage of questionnaires is that they tend to be superficial and potentially, artificial. However, the researcher has pilot-test the questionnaire to minimise error that may distort the research objectives set for the study in terms of complex questions, ambiguous language and lengthy questions.

In addition to the disadvantages on the use of quantitative research method, the researcher should be equipped with the information on the context to which the study is carried (Matthew and Carole, 2011). In this case the researcher was fully aware of the context to which the study is carried and the respondents were also familiar with the context of the study.

### **3.3 Research Design**

This study implemented a cross-sectional survey design through a questionnaire. This is because the research created an overall picture on the patterns of sport participation among students at Germiston High School at one point in time (Maree, 2011). This study adopted the quantitative research design as the plan used to collect and analyses data with which it described the relationship between cultural diversity and sport participation (Gall, Borg & Gall 2003). The survey method was used to collect data in the study. The Germiston High School students' perceptions on the relationship between cultural diversity

and sport participation through their responses were quantified to create the picture of the impact of cultural diversity on sport participation (De Vos et al 2005). All the other subsequent procedures adopted for the conduct of the study were deliberately decided on as the most appropriate procedures for a survey (Moule & Goodman's 2009:169). Therefore, the method of observation, the instrument of data collection, the sampling of the population and the creation of measurement for the variables used in the study reflected the content and requirements of a descriptive, quantitative survey design (Strydom and Delport 2005).

The survey design was used because the circumstances of the study required that a section of the total population was observed rather than the total population. The survey design was less expensive, less time consuming and less burdensome, notwithstanding the risk of the flaw of non-zero sampling variance. However, the non-zero sampling variance flaw was addressed at the data management stage of this study. According to Welman, Kruger, and Mitchell (2005), survey data are not as precise as it would have been preferred to be because it comes from a sample of a population instead of the entire population. This was not the case in this study because it was conducted in a way that there were sufficient respondents sampled. It also enabled the researcher to realize the objectives of the study (Leedy & Ormrod 2010).

### **3.4 Study Area**

Germiston High School is located at Germiston, in the East Rand area of the Ekurhuleni Metropolitan Municipality of Gauteng. Germiston is South Africa's sixth largest city and a gold refinery hub. Its population is heterogeneous as it comprises migrants and natives with a mixture of personal histories; internalized culture; religious beliefs; and diverse concepts and customs regarding their social existence.

### **3.5 Study Population**

The population in this study is the entire students from Grade 8-12 of Germiston High School. The students are differentiated by age, grade, gender, and ethnicity (Burns & Grove 2009:42). Therefore, the unit of analysis in this study is the individual student, studentship being a circumscribed group whose members

become individually the unit of analysis. In this study, the unit of analysis or reference unit and respondent unit or reporting unit coincided. The former is the unit about which information is provided, while the latter is the unit that provided the information needed in the study (Welman, *et al* 2005).

### **3.6 Sampling**

Given that not all of the facets of the population of study are available and accessible at the same time, the population was sampled. The status of the availability and accessibility of the population informed the sampling method (Babbie and Mouton, 2008). In doing the sampling, a portion of the population or universe was taken as representative of that students of Germiston High School (De Vos, Strydom, Fouché & Delport 2005: 193; Brink, Van der Walt & Van Rensburg 2006:123). Sampling was necessary because the entire population could not be studied due to time and resource constraints (Leedy & Ormrod 2010).

#### **3.6.1 Sampling Method**

Given that the survey design observes a section of the population, the reporting unit was sampled because not every element of it was observed. As a result, a probability sampling was used because it is better suited for such a population. The subjects were selected using the stratified random sampling in terms of age and gender. The sampling frame, which is the list of registered students at Germiston High as contained in its enrolment register implicitly stratified the stratification variables used - age, grade levels, gender and ethnicity (Babbie & Mouton 2008:193). This sampling technique was implemented because it ensured that a higher degree of representativeness and smaller sampling error through the selection of appropriate number of elements from a homogenous subset of the stratification variables was attained (Joubert & Ehrlich 2007:142). Having identified the stratification variables, they were sorted by the population elements into different groups. Thereafter, the sample was selected in relative proportion of the population represented by a given group randomly (Brink, Van der Walt & Van Rensburg 2006:130; Leedy and Ormrod, 2010).

### **3.6.2 Sample Size**

According to Gerring (2012:75), the “sample” is smaller than the population; hence the notion of sampling from a population is derived from this reality. This notion is supported by Moule & Goodman (2009:226) argument that a sample is a subset of the population, selected through sampling techniques. The general rule of a sample size is that the larger the population the smaller the percentage of it sampled and vice versa. Further on the sufficiency and representativeness of a sample size, Seaberg (1988: 254), Grinnell & William (1990: 127) and Strydom (2005) argue that the adequacy of a sample size depends on the size of a study population that is considered as an adequate sample size for controlling the potential sampling that may arise. Conversely, in considering the minimum number of respondents, Grinnell & William (1990: 127) argue on the sufficient respondents to perform basic statistical procedures. The foregoing is supported by the argument of Huysamen (1993) cited in Strydom (2005). A sample size affects statistical testing by making it either insensitive or overly sensitive but relative homogeneity and heterogeneity of the population were also used to determine the sample size in this study. The other factors considered in choosing the sample size are the purpose of the investigation, the type of sample, the anticipated response rate, the number of variables in which the data are grouped, the extent of generalisation needed, and the resources available for the study (Welman Kruger and Mitchell, 2005).

Based on the above arguments a study sample of 141 respondents was drawn. It comprised approximately 14% of the study population of 1079 of students at Germiston High School. Researchers are encouraged to obtain the largest possible sample but in this case, the sample size was determined to be sufficient because the number of respondents included in the sample reflected the range of participants and allowed for the performance of relevant statistical manipulations. The inclusion of more respondents would have constituted unnecessary resource strain because of the students at Germiston High are relatively homogenous in the key elements of the population.

### **3.7 Data Collection Instruments**

Data gathering is the precise and systematic collecting of information pertinent to the research problem using appropriate methods such as survey and participant observation (Burns & Grove 2009: 373). However, this study design is descriptive and quantitative; therefore, the questionnaire was used as the method of data collection. According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014) the major advantage of using a questionnaire to collect data is that one can collect a lot of data from an individual respondent at any time. The authors also indicate that a self-administered questionnaire has some additional advantages including being relatively inexpensive, less time consuming than most other data collection methods. The questionnaire can be filled in anonymously, which tends to encourage candid responses to sensitive issues and a large amount of data can be collected and the data can be standardised. In addition to that, questionnaires are also flexible and can be conducted in almost any setting (Du Plooy-Cilliers, Davis & Bezuidenhout, and 2014:160). The researcher self-administered the questionnaire to minimise costs and time in collecting data. The questionnaires were distributed to students in a classroom setting to be completed and were collected immediately after completed by the researcher.

The disadvantage of using the questionnaire is that the questionnaire tends to limit the outcomes to only those outlined in the original research proposal due to closed type questions and the structured format (Brannen, 2017). This research employed a mixture of closed-ended questions and open-ended questions to broaden the perspective of the research findings. This research encouraged continuous investigation on the phenomenon since it is a cross-sectional survey design.

The researcher designed semi-structured questionnaire which comprised closed-ended questions, open-ended questions and the Likert Scale. The questionnaire was written in English language because the respondents have sufficient grasp of the language. The questionnaires were a self-administered and were distributed amongst the selected students for them to fill-out. The questions were of such nature that respondent had no difficulty in answering them (Leedy & Ormrod 2010). The use of the questionnaire as the instrument of



data collection was justified because it provided the required data and at the same time, made up for time and resources constraints.

The potential respondents to the questionnaire were the grade 8 and 12 students at Germiston High School students in Gauteng Province since they were easy to access. To avoid ambiguity; a well-designed questionnaire was employed, in simple English throughout. Consequently, credibility was prioritised through self-administering of the data collection process.

Prior to data collection for this research, the questionnaire was pilot tested. Five questionnaires were piloted randomly from various students of different grades at Germiston High School. The pilot test was carried to determine if indeed the pattern, structure, language and questions chosen are relevant in addressing the objectives set for this research. The errors noted were redress, together with the structure of the questionnaire to maximise relevance to the research objectives and clarity.

Survey questionnaires were administered by the researcher in a classroom setting of grades 8 and 12 learners at Germiston High School in Gauteng Province where participants responded independently. Importantly, the semi-open-ended questions allowed participants to respond in their own words and expressions and introduce new issues relating to this research without constrains or limited to a list of choices available to them through closed-ended-questions.

Privacy and anonymity that promote genuine answers through questionnaires was considered. No names or identifying information were requested from the participants. In addition, no participants were involuntary asked or bribed to participate in the study. This method helps to ensure interviewee biases are non-existent (Gratton & Jones, 2004; Leedy & Ormrod 2010). However, to a lesser extent, the limit regarding the research questionnaire could be that of the language used: English. Misunderstanding might result to a responded misinterpreting the message intended even though simple English was used. See Appendix for a copy of the questionnaire.

The questionnaire was subdivided into five sections labeled section one to five. The questions in each section were guided by the research objective, research questions, and variables and patterns derived from the literature review. Section one was designed to extract relevant demographic information such gender, class grade, age, ethnicity amongst others. Section two importuned responses relating to the respondents' knowledge of sport activities at the school. In section three, questions were asked to assess barriers to sport participation. Section four dealt with the respondents' opinions on social groups mostly underrepresented in participating in sporting activities. Finally, section five looked at the respondents' opinion about the outcomes of the participation in sporting activities. See the annexed copy of the questionnaire in the appendix.

The procedure for data collection was the self-administration of the questionnaire. As a result, the permission to conduct the study at the Germiston High School was requested from and granted by the management of the school led by the Principal. The permission was communicated to the class teachers of the respondents who were requested to distribute questionnaires to the students during lunch-time break. The purpose of the study was also explained to the participants, as well as the time to be spent completing the questionnaire was also explained to the participants. The participants were requested to seek clarity before the commencement of the interview. Notwithstanding the fact that the participant completed a consent which contain objective the questionnaire and the conditions of participation, the researcher reiterated that participation is voluntary and that participants have the right not to participate and or to withdraw at any given time if they do not feel comfortable to continue with the survey.

### **3.8 Data Analysis**

Data analysis is defined as a process which entails applying procedures and techniques that help to extract and describe information, detecting and describing the patterns (Du Plooy-Cilliers, Davisand, Bezuidenhout, 2014). For Fink (2009) observed that having collected data, it has to be presented in a manner that it is understandable and easy to interpret. Therefore, raw data does not offer much to a researcher until it transformed. To make sense of data collected in this study, some statistical measures were applied on them. Data in

its raw state are not useful; to make sense of them involves applying some statistical measures. Empirical data collected in this study were subjected to statistical analyses using the SPSS (Statistical Package for Social Sciences) computer software package. The computer application programme produced the required data analyses. Two levels of statistical analyses were implemented on the data in the study. These are descriptive statistics (univariate analysis), which summarises the important features of the data only and inferential statistics (bivariate analysis) which uses the comparison of the variables in the sample statistics to give indications about the population parameters where the description goes beyond the data and may be generalised. These statistics were used in order to realise the objectives of the study. Basically, the study was undertaken to examine the nature of the relationship that exists between socio-cultural factors and school sport participation in order to provide insights on how socio-cultural factors and sport participation can be used to facilitate social integration and by extension sports transformation.

The data that were collected through the use questionnaires were loaded on to SPSS for it to be analysed. Data were analysed using descriptive statistics and the results were recorded. Selected variables were cross tabulated to find demographical pattern on the findings relevant to inform on the research objectives. Some selected variables were cross tabulated to find preference of participation in sports based on gender pattern. The data were analysed and presented using frequency tables. Presentation and interpretation of findings was done through bar diagrams, charts and descriptive themes were applied. This was done to show variations and conclusions.

The univariate data analysis implemented in this study examined the distribution of cases on a single variable time basis. The distribution of cases was presented as the frequency of all individual cases; the distribution of grouped data was presented in raw numbers as marginal, or as a distribution of the percentage of grouped data. The study reported the distribution of the relative frequency and the percentage frequency of the grouped data. Another univariate data analysis implemented in this report was the presentation of a measurement of central tendencies that is a summary of averages. The mean is the average value of all the data in a set, while the standard deviation is the measure of the spread

variability around the mean. The bivariate data analyses implemented in the study was used to show the relationship which exist between variables and to determine the nature of the relationship. When related, variables are said to be dependent and where they are unrelated they are said to be independent. The study used the Pearson correlation analyses. The data were presented in the form of tables, diagrams, charts and figures. The reason for using these graphic forms is to take advantage of their ability to present large volumes of data in a way that the data can be read at a glance.

### **3.9 Quality Criteria**

The main aim of this study is to examine the nature of the relationship that exists between socio-cultural factors and school sport participation in order to provide insights on how socio-cultural factors and sport participation can be used to facilitate social integration and by extension sports transformation. Therefore, there was a need to control those factors that could interfere with these relationships and thus threaten the validity of the research conclusions. In the same vein, reliability as the degree to which a scale yields consistent results or scores was also ensured.

#### **3.9.1 Internal and External Validity**

Following Winters and Herman's (2012) approach, in this quantitative research, validity test was used to determine whether the research truly measured that which it set out to measure or how truthful were the instrument. Validity was determined by asking series of questions and then look for answers in the research of others, while lack of validity is the situation where the measurement of characteristics in the same individual return repeatedly higher or repeatedly lower than the real value (Joubert & Ehrlich, 2007: 117). The study ensured that all the requirements for the different types of validity were met such as content validity which is concerned with the representativeness or sampling adequacy of the content of an instrument (De Vos, Strydom, Fouche & Delport 2005: 161; Brink, 2006:160).

Face validity is the most obvious and weakest type of instrument validity, which required that the instrument measured what it was supposed to measure (Brink, 2006: 160). It is essentially based on the intuitive judgement made by experts in

the field. Face validity refers to the extent to which the measures in question makes sense to those that are knowledgeable about the subject or whether the questionnaire design took into account the language and culture of the participants (Joubert & Ehrlich, 2007: 120). In some research, the term face validity and content validity were often used interchangeably as much as some methodologies argue that face validity and content validity should not be thought of as synonymous

The study also ensured that the requirements of criterion related validity, which is the pragmatic approach to establish a relationship between the score on the instrument and the question and other external criteria (Brink, 2006: 160). The use of criterion validity moved away from the subjective assessment of face validity and provided more objective evidence of validity (De Vos *et al*, 2005: 161). This involved multiple measurements and it was determined by comparing scores on an instrument with external criteria known or believed to measure the concept (De Vos *et al*, 2005: 161). In the same vein, the requirements for construct validity, which is about the question - what construct is the question in the questionnaire or the questionnaire itself actually measuring – were complied with (Brink, 2006: 162). In other words, construct validity was used to measures the relationship between the instrument and the related theory, especially with regards to the measurement of traits and feelings. On predictive validity, its requirements were met when the study dealt with issues of future outcomes. Measurement here is used to confirm a known or theoretically hypothesized association. (Joubert & Ehrlich, 2007: 120). Lastly, concurrent validity, known to be different from predictive validity because with it, new data collection instruments are compared to those of a criterion measured at the same point in time (Brink, 2006: 162).

### **3.9.2. Reliability**

Reliability is the degree of similarity of result obtained when measurement is repeated on same object or same group. Morse, Barrett, Mayan, Olson & Spiers (2002) take the view that without rigor, research is worthless, becomes fiction, and loses its utility. Hence, a great deal of attention is applied to reliability and validity in all research methods. The test is whether the same value is arrived at every time the measurement is taken or does the value vary a lot on repeated

administration (Joubert, & Ehrlich, 2007:117). The main feature of reliability is the stability of the research instrument vis-à-vis the consistency over time. The measurement of stability is done by giving the same individual an instrument on two occasions within a relatively short period of time and examining their response to similarities (Brink, 2006: 164). The measurement of internal consistency or homogeneity as it is also known, addressed the extent to which all items in an instrument measuring the same variables. This type of reliability test is appropriate when the instrument is measuring one concept or construct at a time (Brink, 2006: 164). The measurement of equivalence reliability was used to determine whether similar test given at the same time yield the same result or whether the same result can be achieved by using different observers at the same time (Brink, 2006: 165; Radhakrishna, 2007).

Generally, to ensure reliability in this study, all concepts and constructs were conceptualised to develop an unambiguously clear theoretical definition for each. In the study, it was also ensured that each measure indicated only one specific concept (De Vos *et al*, 2005: 163). The increased level of measurement meant that indicators at higher or more precise levels of measurement are more likely to be reliable than less precise measures because the latter pick up less detailed information (De Vos, *et al*, 2005: 163). Multiple indicators of variables were used in the questionnaire to ensure each aspect of variables. Pre-test, pilot studies and replications were used to develop drafts or preliminary versions of the measurement and tested before applying the final version in a hypothesis-testing situation (De Vos *et al*. 2005: 163).

### **3.10 Ethical Consideration**

Bless *et al*. (2006) state that research ethics helps to prevent research abuses and assists investigators in understanding their responsibilities. To ensure that the research will be operating within the expected research ethics limits, the issues of privacy, anonymity and confidentiality of the participants were considered (Nkatini, 2005:53).

#### **3.10.1 Permission to Conduct the Study**

Matthew and Ross (2010: 473) observe that social science research often depends on gaining access to either people or data. It is noteworthy that one

needs the cooperation of the 'gatekeepers' to the data one wants to access, or to the people one wants to talk with – before one can get to the stage of asking permission from potential research participants themselves. In practice, that means one may need to secure permission or approval from different organisations or bodies before one can go ahead with the research. Permission to conduct the study was obtained from the learner's parents, Germiston High's School Governing Body (SGB) and Department of Education.

### **3.10.2 Consent**

Graneheim & Lundman (2004) explained informed consent as when participants have adequate information regarding the research and are capable of comprehending the information; and having the power of free choice enabled them to consent voluntarily to participate in the research or decline participation. The study was explained to the participants and informed consent was obtained before they took part in the study. Participants were further informed about their right to withdraw from the research at any time and that the information or the results from the study will be used for the study purposes and for helping in future improvements of the sports environment at the school. It will not in any way be used to harm the respondents.

### **3.10.3 Confidentiality**

In the contention of Matthew *et al.* (2010: 473) confidentiality is the state where the researcher can identify a given person's response but essentially promises not to do so publicly. In cases, such as a Radio interview, the researcher is in a position to make public answers given by a particular respondent, but the respondent is assured that this will not be done. To achieve confidentiality and anonymity of the study, during the self-administration of the questionnaire participants completed the questionnaire in private and were requested not to mention or supply their names during the interview and on the questionnaire or any other information that can make it possible to identify them. They were also assured of confidentiality. Lincoln & Guba (1985) believe that generally accepted principles dictate that respondents not be harmed or placed at risk.

#### **3.10.4 Access to Research Results**

A copy of the report is made available to the participants should they be interested in the results as well as other stakeholders who may be interested in reading it.

#### **3.11 Conclusion**

This Chapter presented a descriptive analysis of the research methods used in gathering and analysing the data necessary to reach the objective set for the research. The research explained the sampling method used, the study area, data collection and the analysis used relevant to inform on the objectives of the study. Based on the research questions, a case study as the research design was chosen. The research is an investigative study and a quantitative research; therefore, questionnaire was suitable for obtaining information which adds value to other researchers.



## **CHAPTER 4**

### **DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

The previous chapter discussed the research methodology which gave an overview of the questionnaires that were filled by 141 students at Germiston High School. It is Kruger, De Vos, Fouche and Venter (2005)'s contention that quantitative data in themselves do not answer research questions but by the interpretations of data and results by researchers. The author went further to explain that to interpret is to take the results of the data analysis, make inferences pertinent to the research inquiry. Therefore, this chapter presented, discussed and analysed empirical data that were collected using the questionnaire. In the next chapter, the research discusses and interprets the findings, the strength, implications and limitations of the study and makes recommendations.

#### **4.2 Socio-demographics impact on sport participation among students**

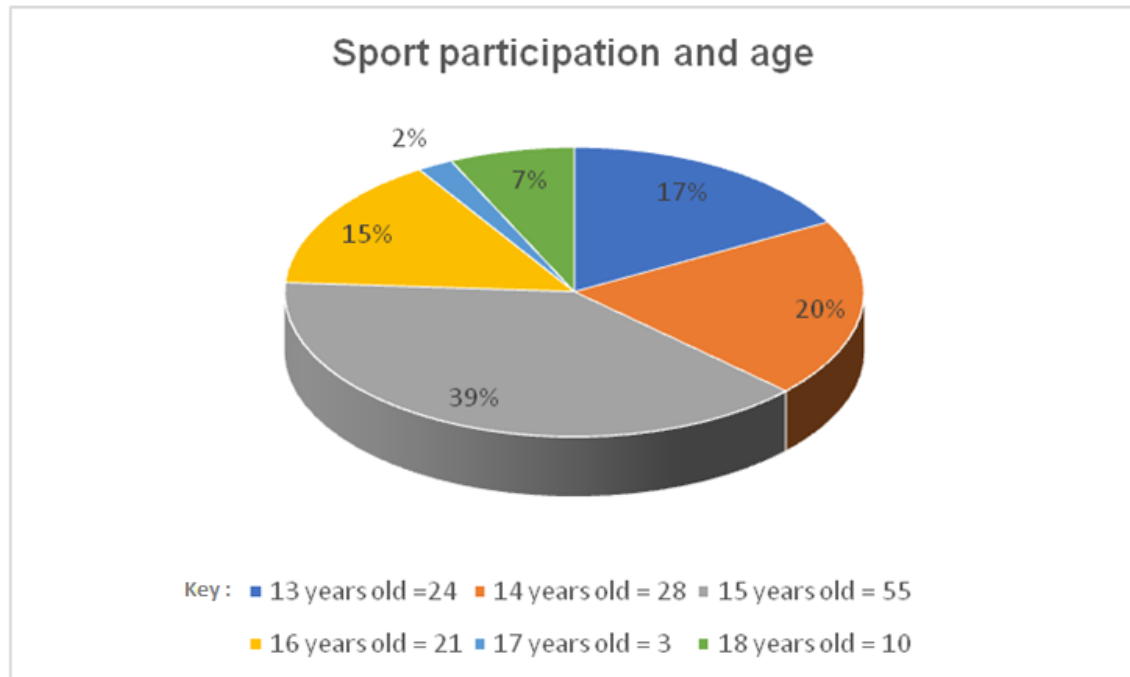
The socio-demographics dealt with in this study are basic demographic variables such as gender, age, race, religion, ethnicity, residence, sponsor, income of sponsor, and occupation of sponsor, highest educational level of sponsor and grade levels of respondents. The differences reflected by these variables have implications for students' participation in sport at Germiston High School as to be explained below.

##### **4.2.1 Patterns on students' sport participation in relation to age**

In this research, the participants' age varied from 13 to 18 years old. Significantly, the findings of this study showed that the largest group of respondents (39%) are 15 years old and 20% are 14 years old. It was interesting to note that the least number of student participants in sport are aged 17 at 2% and 18 at 7%. As Esteban-Cornejo, Tejero-Gonzalez, Sallis and Veiga (2015) assert, age is a critical factor in sport participation. According to Marshall, Biddle, Sallis, McKenzie and Conway (2002) students aged 18 years old and

above may be pre-occupied with other events in their life course such as getting a driver's licence or engaged in interpersonal relationships.

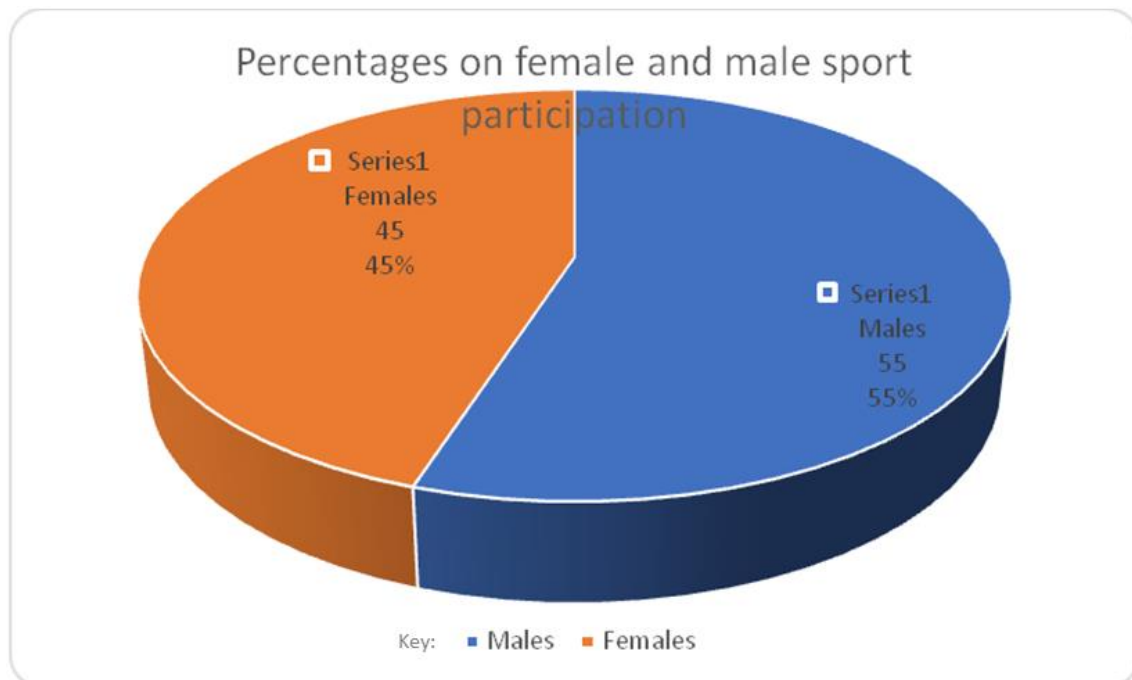
**Figure 4.1: Patterns of Student Respondent in Relation to Age**



#### **4.2.2 Patterns on students' sport participation in relation to gender**

When students were asked whether they participate in any sport activity or not, the findings of the study show that 45% of student respondent were female students against 55% of male students as shown in Figure 4.2 below. According to Butt, Weinberg, Breckon and Claytor (2011:1080) females, and older females in particular, participate in less physical activity than males and expend less energy. Meanwhile, males and females are attracted to physical activity for different reasons. Specifically, males are attracted to the exertional characteristics such as getting out of breath or sweaty, while females are attracted to physical activity for the popularity gained with their peers during participation, and for improved body image.

**Figure 4.2: Patterns on Students' Sport Participation in Relation to Gender**



#### **4.2.3 The impact of sport participation among students based on race**

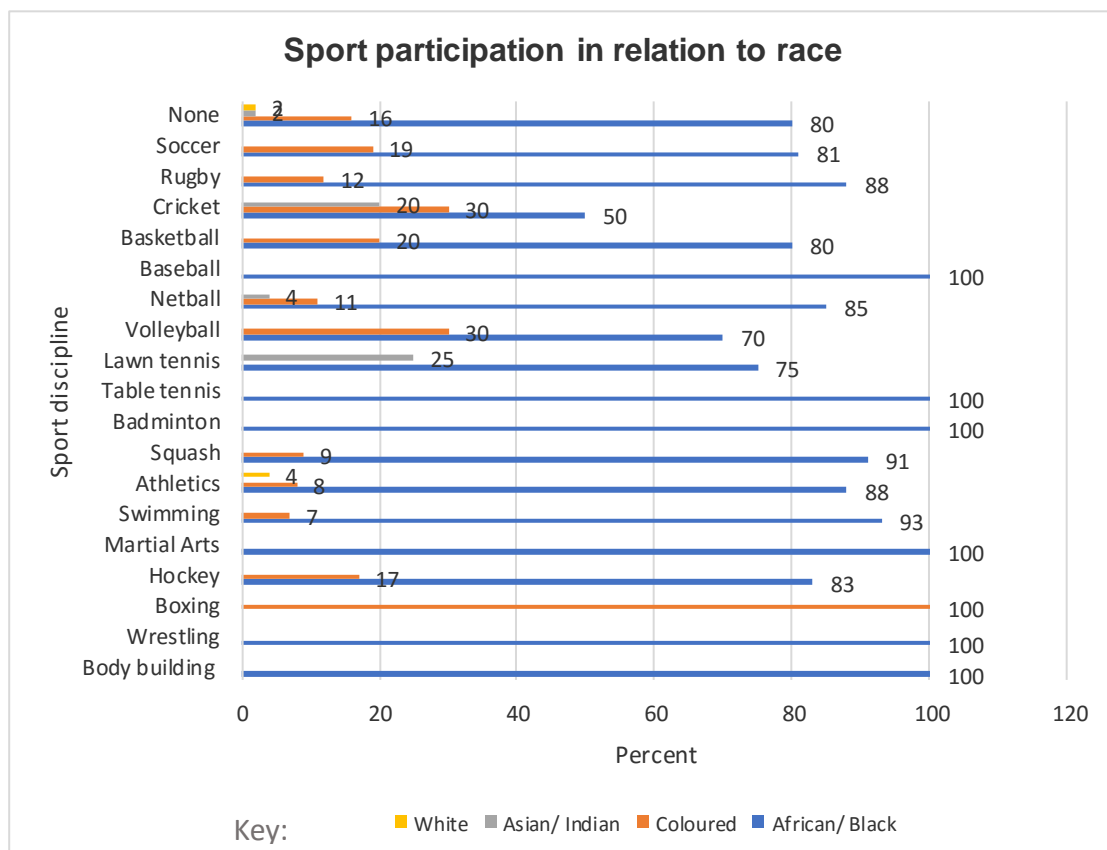
This study also indicates that most black students, at 78.7%, participate in certain sport activities, followed by Coloured students at 17%, and Indian/Asians at 3.5% and finally 1% of White people. The Black majority are overwhelmingly dominating at Germiston High School. The Table below shows the frequency distribution of students' participation on sport in relation to race. This is similar to the study by Goldsmith (2003) that indicates that racial differences in sports with White people participate more in sport is as a result of the positive social economic status and supporting neighbourhood facilities, and that racial differences are larger in schools indicating more Blacks participating in sport than White people is because of racial hierarchy, with Blacks majority dominating.

**Table 4.1: Race N = 141**

	Frequency	Percent	Valid Percent
African/Black	111	78.7	78.7
Coloured	24	17.0	17.0
White	1	0.7	0.7
Asian/Indian	5	3.5	3.5
Total	141	99.9	99.9

In addition, the bar chart below shows sport participation per race of the learners with Black students surpassing the 50% mark in most of the sporting disciplines. As mentioned in the paragraph above, it is because the population distribution at Germiston High School is skewed of race with the Blacks dominating.

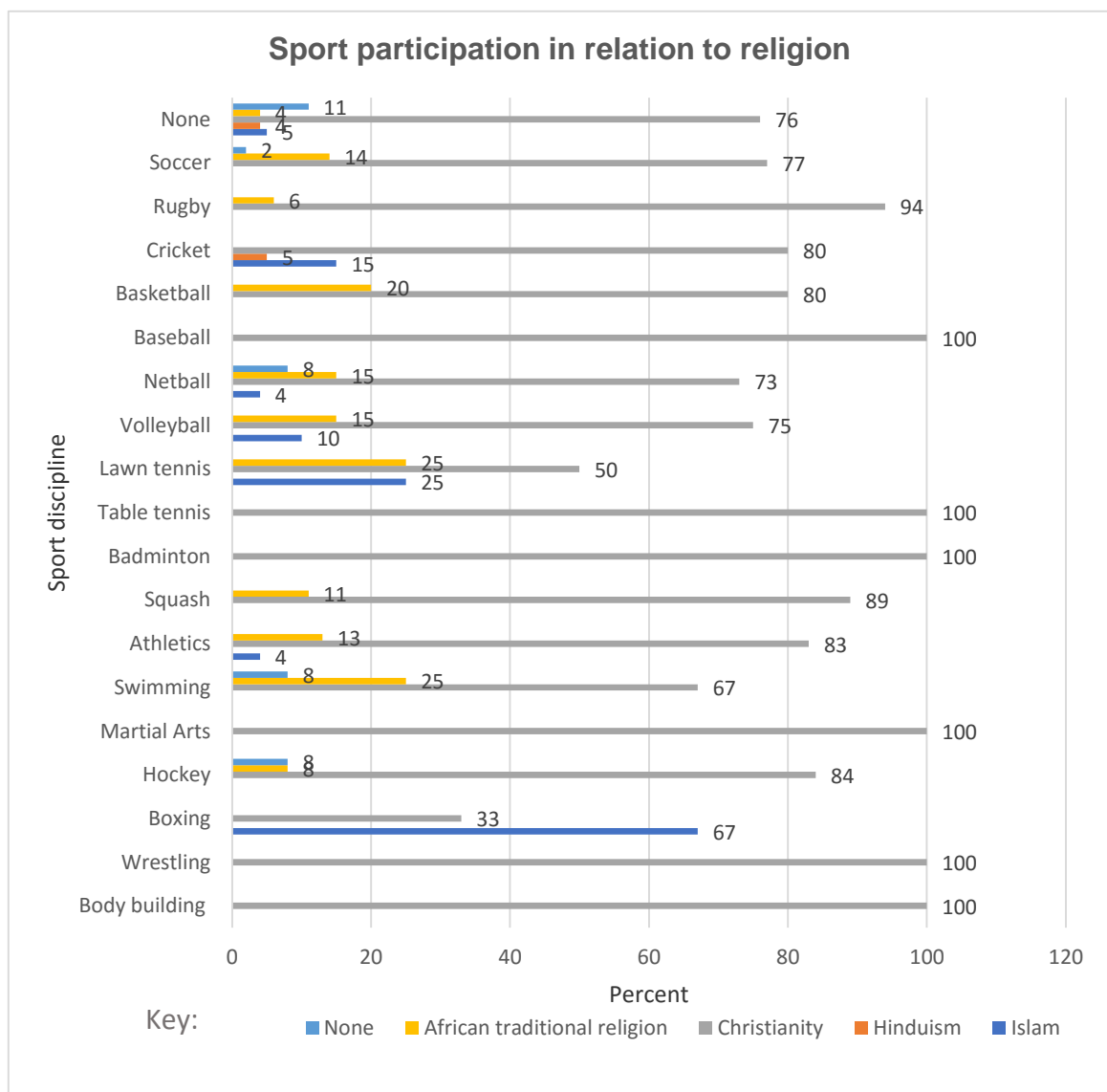
**Figure 4.3: Patterns of Student Sport Participation in Relation to Race**



#### 4.2.4 Religion and sport participation

The implications of religion on sport participation have been described as problematic towards sport involvement and therefore needs specific attention. The study finds that Muslim students have lower rates of sport participation with the highest rate at 25% in Lawn Tennis compared to 50% of those worshipping ancestors or African traditional religion. This is not new, the study by De Knop, Theeboom, Wittock & De Martelaer (1996) reported on similar findings that Islamic female students are less involved in sport participation caused by the fact that sport participation is highly restricted by Islamic living rules especially for females who live in Western Europe.

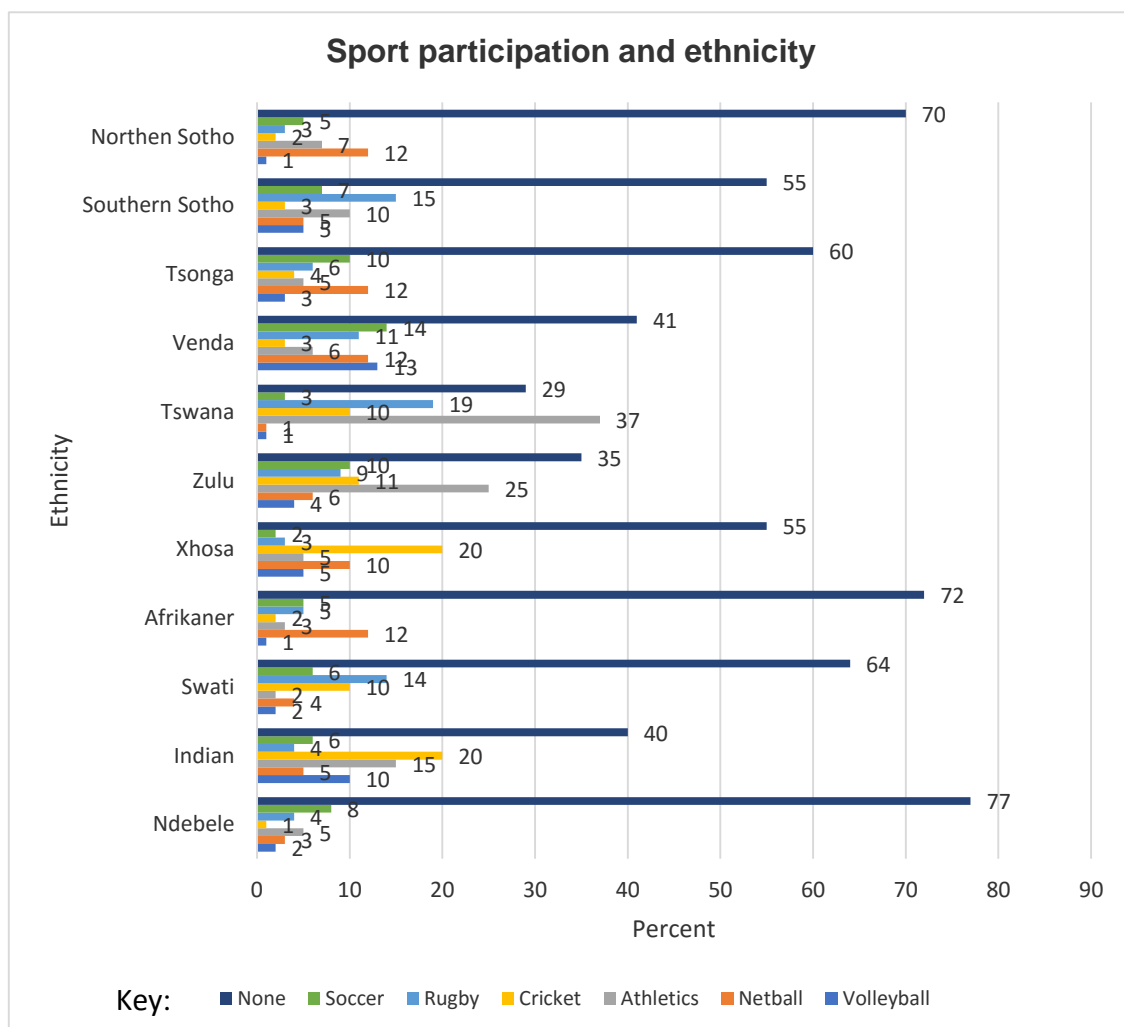
**Figure 4.4: Patterns on students' sport participation in relation to religion**



### 4.2.5 Ethnicity and sport participation

At Germiston High School, amaNdebele students appeared to show the slightest inclination to participation in soccer at 8%, while 20% of the Indian students appeared to play cricket essentially as their sport of interest. AmaSwati are more into rugby at 14%, while the Afrikaners participate more in netball at 12%. The data also show that Xhosa play more cricket than any other sport, at 20%, while the Zulus are at 25% in participating in athletics. Most of baTswana in the sample population participate in athletics at 37%. The baTsonga are more involved in playing netball at 12% than any other sport, the Southern Sotho participate more in rugby at 15%, and lastly the Northern Sotho are more interested in playing netball at 12%. This is indicative that ethnicity has an influence on students' preference to certain sport activities and not the others.

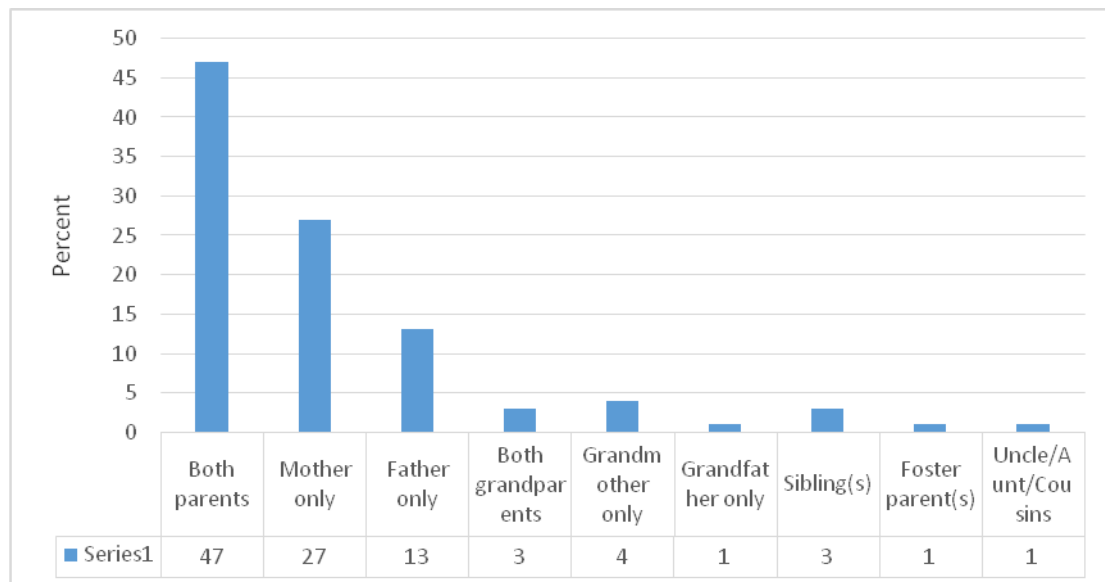
**Figure 4.5: Patterns of Sport Participation in Relation to Ethnicity**



#### 4.2.6 Statistical frequency distribution of student sponsors

The result showed that 47% of the respondents are sponsored by both parents. It is distantly followed by those sponsored by their mother only at 27% and those sponsored by their fathers only at 13%. Hence, perhaps the decreasing in sport participation under students with single parenting is responding to the decreased influence they are getting from a single parent compared to those from the family with both parents. Similarly, the study by Babkes and Weiss (1999) also observe that parents and/ or sponsors to students have influence on students' sport participation, and eventually on their sport code selection.

**Figure 4.6: Sponsor(s) of Respondents**



#### 4.2.7 Socio-economic status and sport participation

For the past decades, the most commonly used socio-economic indicators have been based on occupation, family income and education. However, this research found that participation in sport is equally important to assess the curved distribution of resources across the population. This research found that 44% of students' participant living in the city, reported to be involved in certain sport activities, while 30% who reported to also participate in sport came from Townships 25% came from informal settlements. A study by Kamphuis, Van Lenthe, Giskes, Huisman, Brug & Mackenback (2008) found that living in low socio-economic areas is indicative of low levels of participation in sport and physical activity.

#### 4.2.8 Summary of some demographic variables among students' respondents

The Table below is a summary of the set of data on the gender, age, race, religion, ethnicity, and residence into the most representative values and its spread variability. The fractions in the mean only make statistical sense and are usually interpreted to the nearest decimal point. The term 'valid' in table 4.2 was used to refer to the statistical significance identified.

**Table 4.2: Variance on Selected Demographic Variables Among Students**

		Gender	Age	Race	Religion	Ethnicity	Residence
N	Valid	141	141	141	138	130	139
	Missing	0	0	0	3	11	2
Mean		1.5177	2.5816	1.2908	2.9130	6.5231	2.3741
Median		2.0000	3.0000	1.0000	3.0000	7.0000	2.0000
Mode		2.00	3.00	1.00	3.00	5.00	2.00
Std. Deviation		.50147	1.05665	.66051	.84126	3.14067	1.03050

#### **Anova test**

The Table below is also a summary of data set on some demographic variables by one-way ANOVA analysis. Its main purpose is to show whether there is a difference between a group means or not. Therefore, going by the significance value there is a statistically significant difference in the mean for race at 0.522, religion at 0.638, ethnicity at 0.878, and socio-economic status at 0.902 respectively.



**Table 4.3: Anova Test of Selected Demographic Variables**

<b>ANOVA</b>						
		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Race</b>	Between Groups	.991	3	.330	.753	.522
	Within Groups	60.087	137	.439		
	Total	61.078	140			
<b>Religion</b>	Between Groups	1.214	3	.405	.567	.638
	Within Groups	95.742	134	.714		
	Total	96.957	137			
<b>Ethnicity</b>	Between Groups	6.838	3	2.279	.227	.878
	Within Groups	1265.593	126	10.044		
	Total	1272.431	129			
<b>Socio-economic status</b>	Between Groups	4.867	3	1.622	.192	.902
	Within Groups	1090.336	129	8.452		
	Total	1095.203	132			

### **4.3 The pattern of student sport participation in relation to socio-cultural factors**

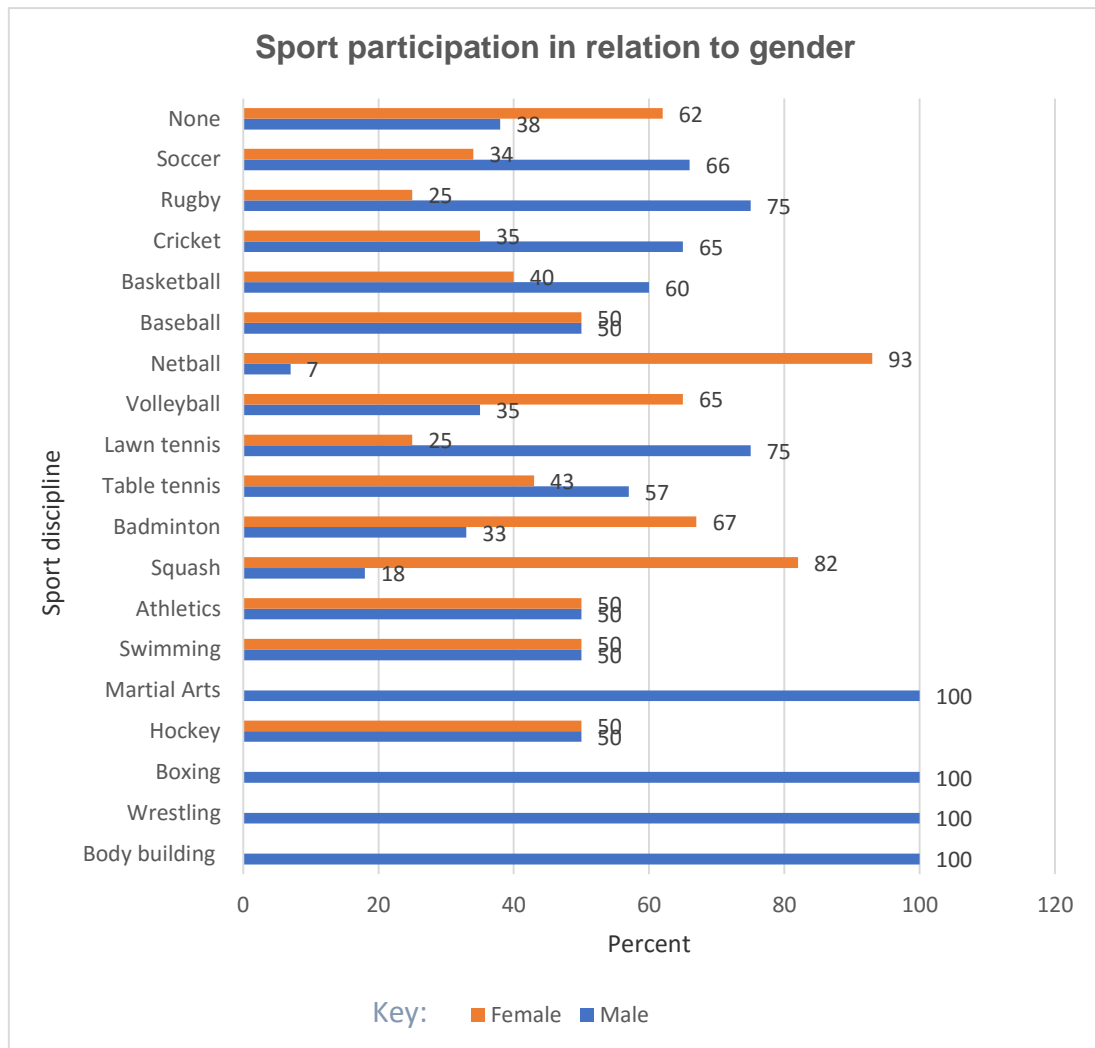
This section tests the respondents' knowledge of the sporting disciplines offered or that are available at Germiston High School. It also sought and reported on the sporting discipline in which the study participants participate. The section

went further to report on sporting disciplines in which the respondents would have preferred to participate irrespective of whether it is available or not at Germiston High School. The foregoing was tested against the sporting disciplines in which the sponsor(s) of the respondents participated for relationship of influence.

#### **4.3.1 Sporting disciplines and sport participation**

The bar chart below shows the sporting disciplines that are provided at Germiston High School and the nature of participation in the sports by gender. Interesting to note is that female and male students feature differently in sport activities. For instance, female participants in sporting disciplines such as body building, wrestling, boxing and martial arts did not feature, while female dominated sports such as squash, badminton, volleyball, and netball as shown in figure 4.9 below. The differences between the foregoing categories of sport appear to be the level of physicality involved. However, there were sports which showed that equal number of male and female participated in them and these are hockey, swimming, athletics and baseball. Apart from these, males tend to dominate most other sports such as table tennis, lawn tennis, basketball, cricket, rugby, and soccer. Given the strong influence of peers, developing successful interventions for girls should include verbal persuasion, modelling and social support from both girls and boys (Vu, Murrie, Gonzalez, & Jobe, 2006).

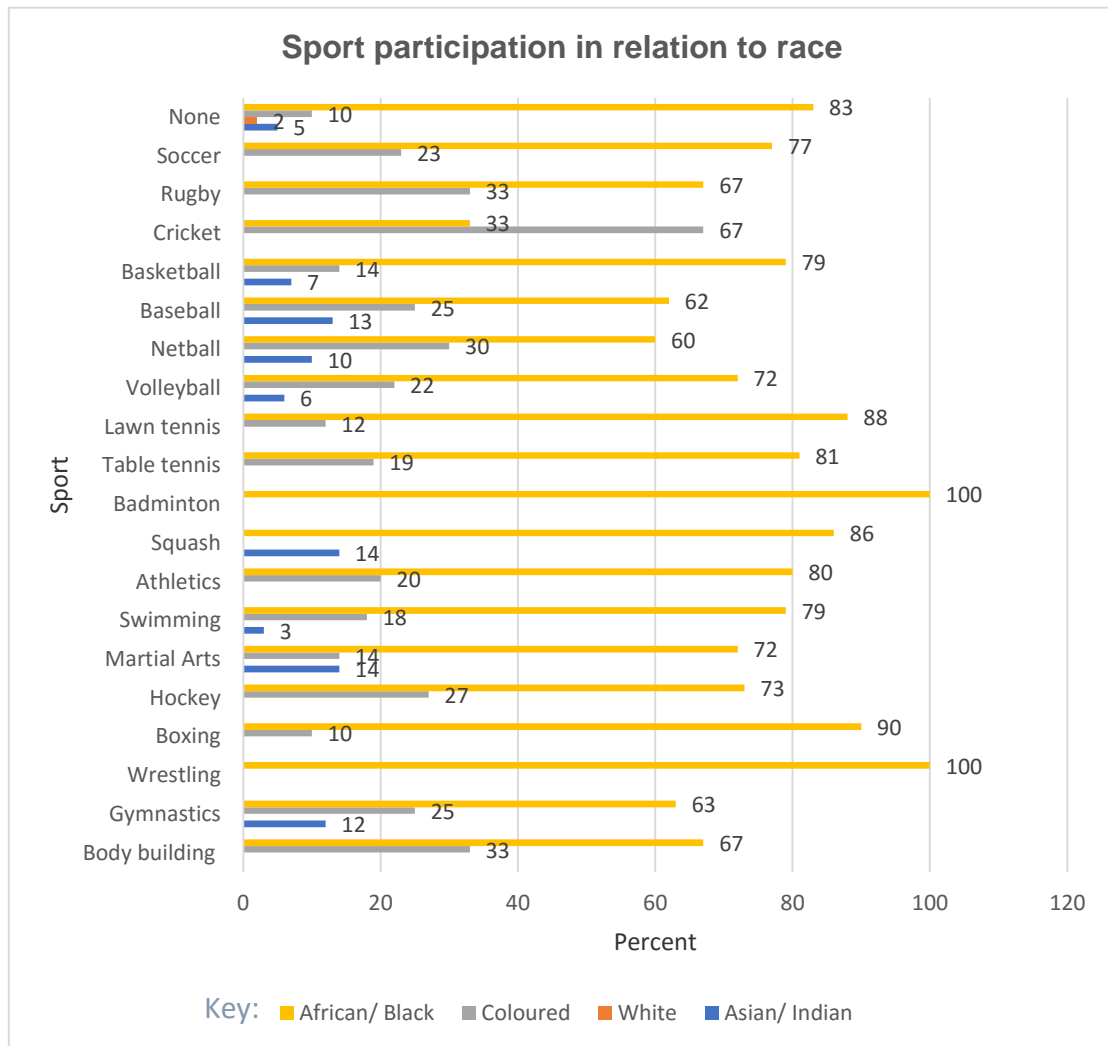
**Figure 4.7: Sporting Discipline on Offer and Participation by Gender**



### 4.3.2 Sporting discipline preference

The bar chart below shows the result of the racial preference for sporting disciplines at Germiston High School. In it, Blacks dominated preference in all the sports. As already mentioned, this is indicative of the fact that Blacks are the overwhelming majority of learners at the school. The White people feature less in the sporting disciplines preferred, this might be to the fact that only one white person participated in the study. Asian/ Indian are indicated with the highest sport preference in squash and martial art both at 14%, followed by Coloureds at 67% in cricket and finally black students dominating at 100% in both wrestling and badminton.

**Figure 4.8: Sporting Disciplines Preference by Race**



### 4.3.3 Relationship between preferred sporting discipline participation and sporting disciplines in which the sponsor(s) participated

This study finds that when the relationship between the sports in which sponsors of the learners participated and the sports in which the learner preferred to participate was tested using the Pearson correlation, in tables 4.5 and 4.6 below, show a significant positive correlation. This implies that sponsor(s)/parents have significant influence on their children over the sporting discipline that they choose. This is in line with what Greendorfer and Lewko (1978) have observed that there is a relationship between parents and children sport preference

**Table 4.4: Correlation Between Preferred Sporting Disciplines by Respondents and Sporting Disciplines**

<b>Correlations</b>			
		Preferred sporting disciplines by respondents	Sporting disciplines in which the sponsor(s) participated
Preferred sporting disciplines by respondents	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.000
	N	141	141
Sporting disciplines in which the sponsor(s) participated	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.000	
	N	141	141
**. Correlation is significant at the 0.01 level (2-tailed).			

Meanwhile the Spearman rho correlation analysis presented in Table 5 below showed similar result for sponsors sport participation and learners preferred sport showed significant positive relationship as evidence of the former influence over the latter.

**Table 4.5: Correlation Between Preferred Sporting Disciplines by Respondents and Sporting Disciplines**

<b>Correlations</b>				
			Preferred sporting disciplines by respondents	Sporting disciplines in which the sponsor(s) participated
Spearman's rho	Preferred sporting disciplines by respondents	Correlation Coefficient	1.000	.166*
		Sig. (2-tailed)	.	.049
		N	141	141
	Sporting disciplines in which the sponsor(s) participated q15	Correlation Coefficient	.166*	1.000
		Sig. (2-tailed)	.049	.
		N	141	141
*. Correlation is significant at the 0.05 level (2-tailed).				

#### **4.4 Barriers to participating in sport by students**

This section assesses the respondents' responses on the barriers to them participating in sport. The responses were clustered into four diagrammatic representations to three graphs and a bar chart as to be presented below. The data is presented and discussed based on the findings from Germiston High School students' respondents.

##### **4.4.1 Social constraints to sport participation by students**

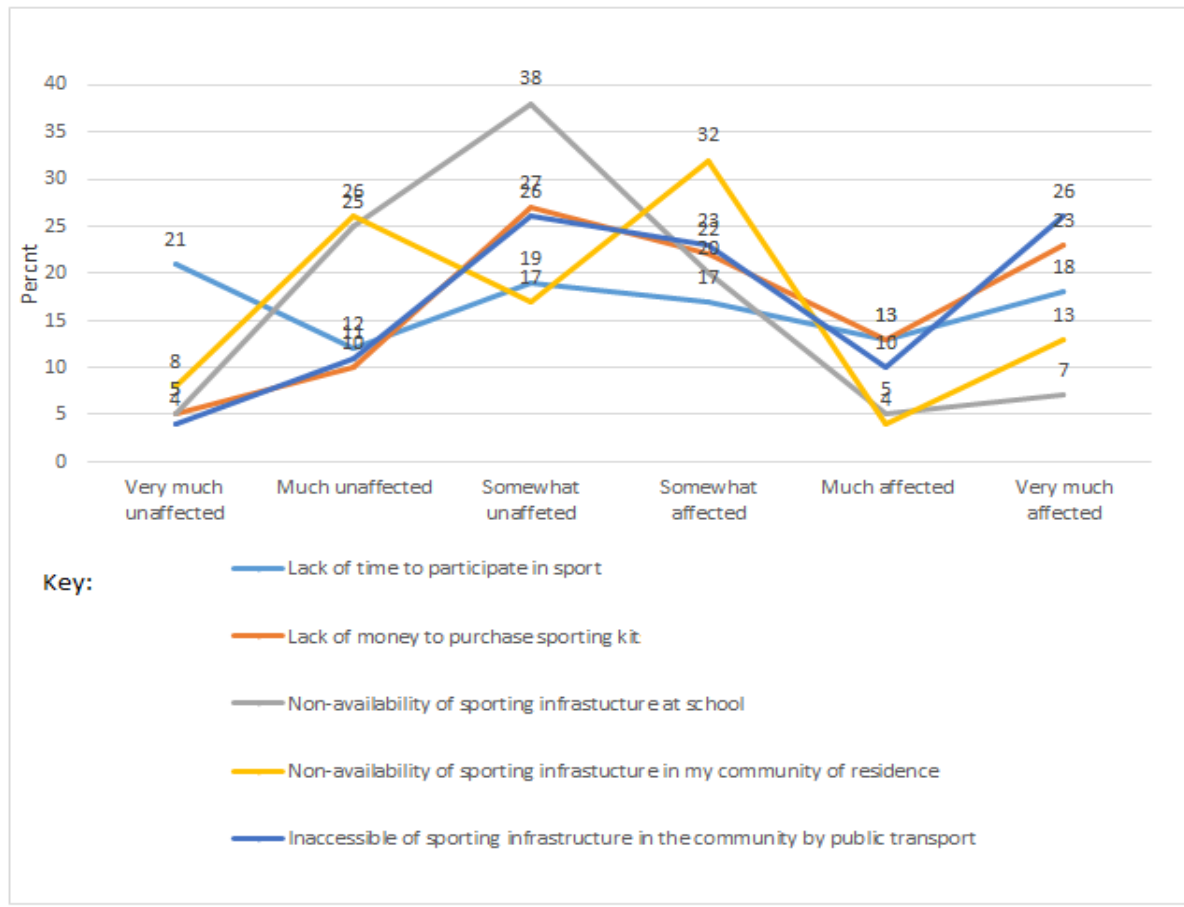
The findings of this study indicate that 21% of students responded reported to be unaffected with the lack of time. This is similar to the study by Godbey (2005)

which observes that lack of time does not affect much towards sport participation, however, contrary to the study by Godbey (2005), the results of this study show that 18% of the students' respondent reported to be very much affected on the lack of time to participate in sport as shown in figure 4.9 below.

According to Coakley & Dunning (2000) although human beings are actively involved in creating their social environment, they also enter already forms of production and interdependency which determine their social life. The lack of money to purchase sports equipment is problematic to students. For instance, 23% of students' respondents claimed that they were very much affected against 27% of those who reported that they were very much unaffected by the lack of money to purchase sporting equipment. Perhaps this explains why most of the students do not participate in sport.

Apart from that, 38% of students reported that they are somewhat unaffected by the non-availability of sporting infrastructure at school compared to only 7% that reported to be very affected. Moreover, 32% of the students' respondents reported that they were somewhat unaffected by sporting infrastructure at their communities compared to 13% that reported to be very much affected. This is indicative that the school provides sporting infrastructure more than what the communities can. Finally, when students were asked on how the public transport affects their involvement in sport participation, 26% of them reported that they are very much affected by the lack of public transport to access sporting facilities. This was the highest number reported on all the barriers asked, as very much affecting the students' sport involvement as shown in figure 4.9 below.

**Figure 4.9: Barriers to Participating in Sport among Students**



**4.4.2 Patterns on understanding the benefits of sport participation**

Furthermore, when students were asked if they were aware of the benefits of participating in sport, 31% of student respondents reported that they were somewhat affected by the lack of information on the benefits of sport participation. 38% of the students’ respondents reported to lack understanding of the benefits associated with sport participation as shown in figure 4.10 below. This is indicative that despite the benefits associated with sport participation, students lack information on them and this is operating to their disadvantage.

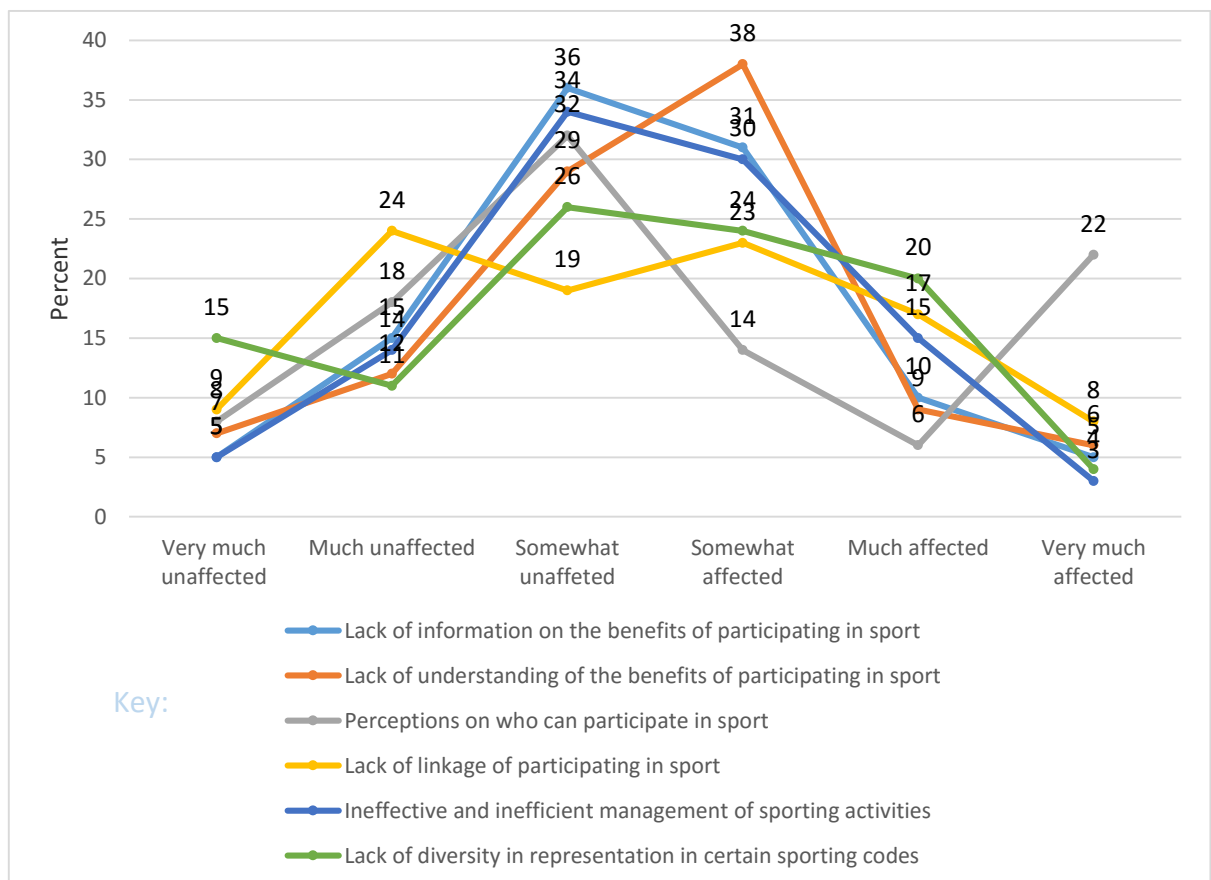
It was interesting to note is that students, at 22%, as shown in diagram, figure 4.10 below, reported to be very much affected on the perception about who can participate in sport and who cannot. This was the highest percentage reached that the students have reported to be very much challenging and it impedes students from participating in sport. Perhaps it is these perceptions that also



channel students to participate in other sport activities than the others based on race.

Interesting to note also is the results on perceptions about the sport management at school. For instance, when students were asked if ineffective and inefficient of sport management at school is affecting their involvement in sport participation, 30% of student respondents reported to be somewhat affected by the lack of sporting management by the school. However, when students were asked if the lack of diversity of representation in certain sport disciplines affect their involvement in those sport disciplines, 15% of students' respondents reported that they are very much unaffected. This was the highest percentage indicating the perceived barrier not affecting students sport participation as shown in figure 4.10 below.

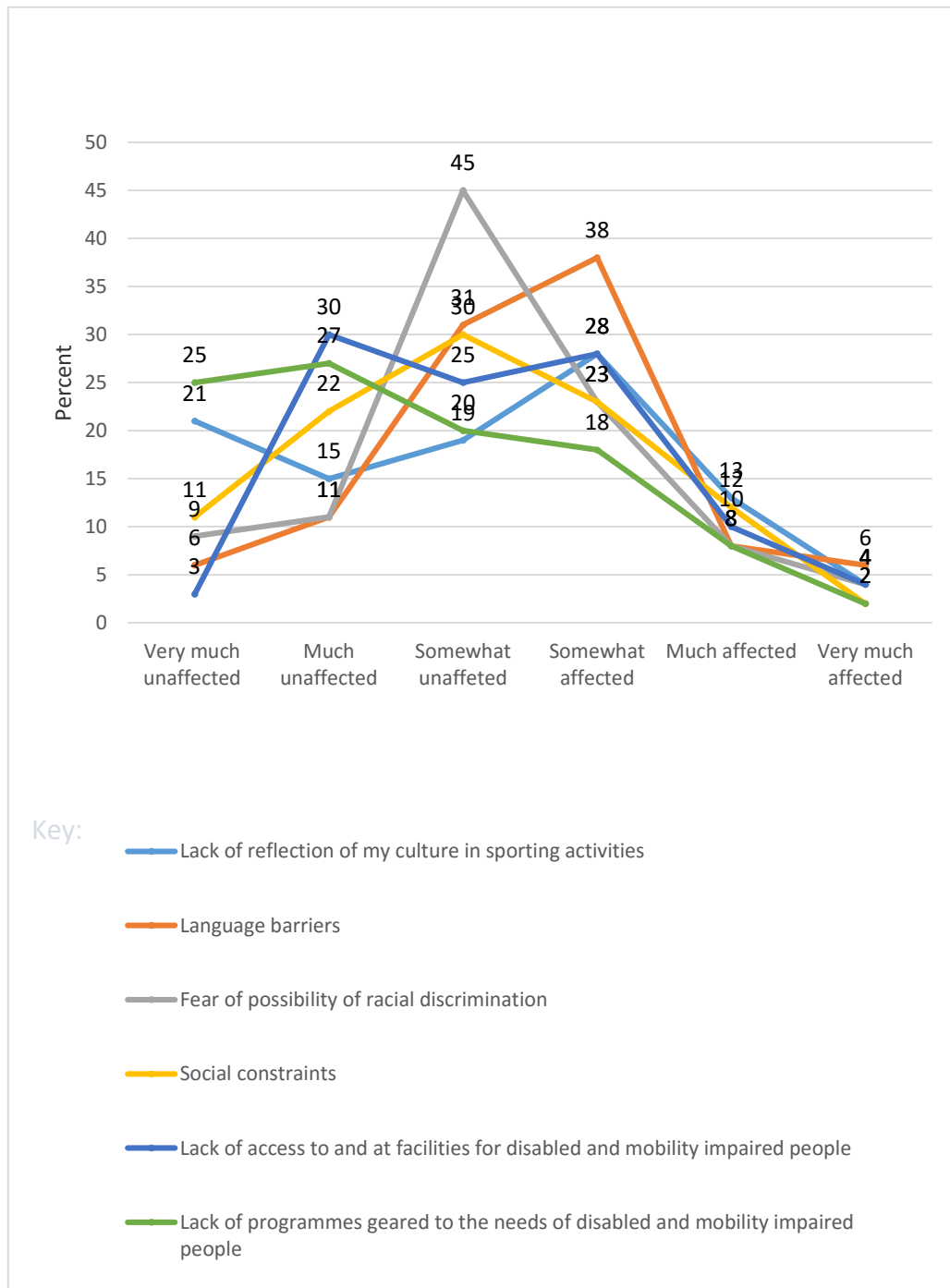
**Figure 4.10: Understanding Benefits of Participating in Sport Among Students**



#### **4.4.3 Lack of reflection of local culture in sporting activities**

The results on the questions asked in relation to lack of reflection of local culture in sporting activities are presented in Figure 4.11. According to Figure 4.11, 28% of student respondents reported that they are somewhat affected by the lack of reflection of their culture in the sport activities available in their school, while 38% reported to be somewhat affected by language barriers to be involved in sport activities. According to Shaw & Henderson (2005) the issue of gender and cultural appropriateness or expectations is another area apart from constraints related to most men and these constraints may be tied to specific activities. A 23% student respondents of reported to somewhat fear the possibility of racial discrimination. This is similar to what Abercrombie, Sallis, Conway, Frank, Saelens and Chapman (2008) observed that fear of racial discrimination is impeding interracial sport participation. However, the barrier of lack of access to sporting facilities for the disabled and mobility impaired people is reported to being much unaffected at 25% as shown in figure 4.11 below. This was the highest percentage recorded on the barriers that are not having a negative effect towards sport participation. Perhaps this is because most of the participants in this study were not people from the disabled and physically impaired category.

**Figure 4.11: Reflection of culture in sport participation among students**

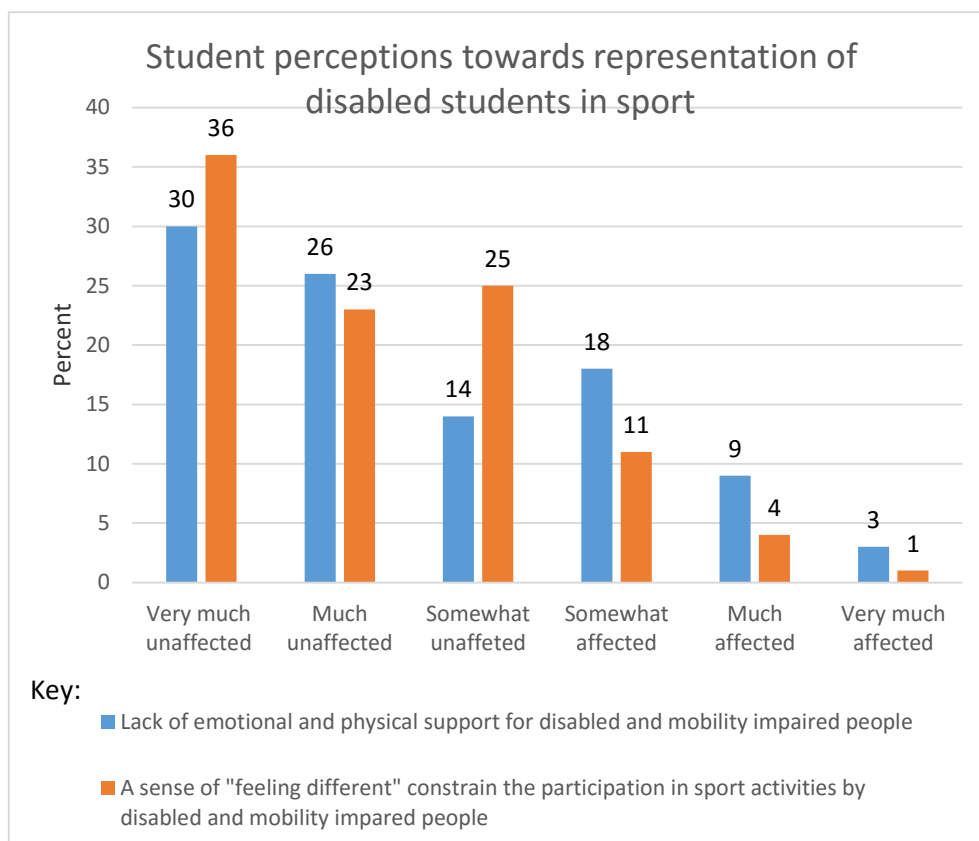


**4.4.4 Lack of physical and emotional support for disabled and mobility impaired people**

Data presented in figure 4.12 indicates results on the lack of physical and emotional support for disabled and mobility impaired people. The findings of this study indicate that 30% of student respondents reported that they are very much unaffected by the lack of emotional and physical support for disabled and

mobility impaired people. Also, 36% of student respondents reported that the sense of feeling different as a barrier to participating in sporting activities by disabled and mobility impaired people. According to Popham (2007) policies to increase physical activity participation for the most disadvantaged are needed. For instance, similarly, the study by Meekosha & Shuttleworth (2009) observe a general lack of emotional support towards the inclusion of disabled people into sporting activities by the general public. This however, reflects that most of the respondents were unaffected by lack of emotional and physical support for disabled and mobility impaired people (Thomas and Smith 2009). However, in this study, the 3% of student respondents that reported to be very much affected by the lack of emotional and physical support for the disabled people probably constitutes the number of the disabled people who might have participated in the study, and the same can be said with the 1% of those who reported to perceive a sense of feeling different as a barrier for the disabled students to participating in sport as shown in figure 4.12 below.

**Figure 4.12: Perceived barriers to participating in sport among student with disability**

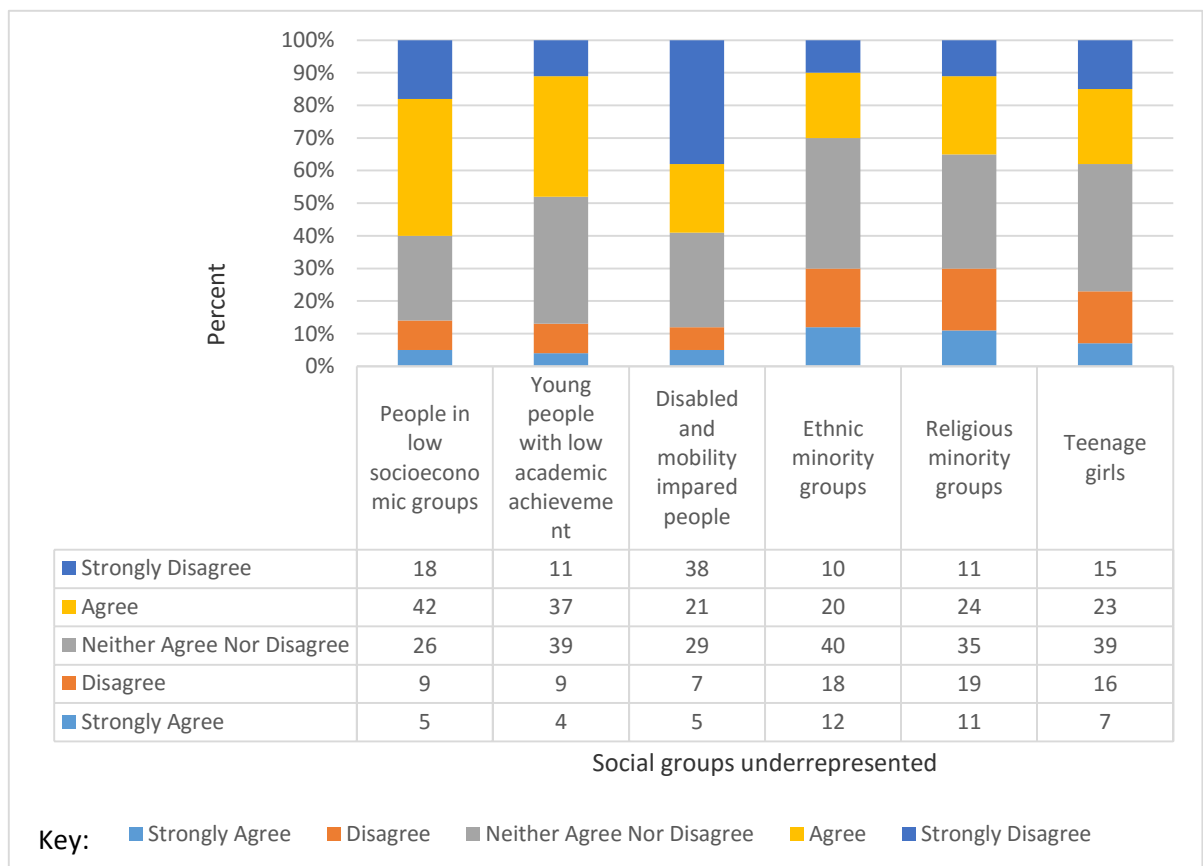


#### **4.5 Social groups mostly underrepresented in participating in sporting activities**

The representation of social groups in sporting activities was reported on in this section. Social groups were categorised in terms of limitations posed by socioeconomic status, academic achievements, disability, ethnicity, religion, age, and gender. The result is presented in the stacked column, Figure 4.13 below and it shows that at Germiston High School, in terms of the limitation posed to people in low socio-economic groups the respondents agree that make them under-represented in participating in sporting activities much in line with Wilson's (2002) analysis.

On the limitations that make young people with low academic achievements under-represented in sporting participation, most of the respondents at 39% neither agreed nor disagreed about their representation. However, a close look at the result showed that a significant number of respondents almost equivalent to the majority at 37% agree that this category of people is underrepresented in sport participation. Interesting to note is that 42% of the student respondents reported that people in low socio-economic groups are underrepresented in sport participation. It was noted that 37% of student respondents agree that young people with low academic achievements are also underrepresented in sport participation, while 20% agree that minority ethnic groups are underrepresented in sport. From the respondents, 24% agree that the religious minority groups are underrepresented and 23% constitutes the teenage girls as shown in Figure 4.13 below. These data are imperative to give a cue and comprehend why other social groups are not interested in sport.

**Figure 4.13: Patterns on student's perception on underrepresentation of some social groups N = 141**



Interestingly, at this school, many learners strongly disagreed that disabled and mobility impaired people were underrepresented in participating in sports. This view is different from the views of Allender, Cowburn & Foster (2006) and Nixon (2007) the data has shown that 42% of the student respondents agree that people from low socio-economic backgrounds are underrepresented in sport participation. The respondents held similar views of neither agreeing to a position that religious minority groups and teenage girls on their underrepresentation in sport participation a position of non-committal could appeal to respondents; however, that is not to suggest it is the case here because the position could be expressing no opinion on that aspect of the research.

#### 4.6 Perceived benefits of sport participation among students

Perceived benefits in sport participation have been extensively documented (Holt, Kingsley, Tink and Scherer, 2011), and the finding of this research add to this existing knowledge. Robbins, Talley, Wu and Wilbur, (2010) concur that interventions are needed to reduce the high overweight prevalence noted among boys in early high school. Allison, Dwyer, Goldenberg, & Fein, (2005) documented that people engage in physical activity for both intrinsic and extrinsic reasons. Hume, Salmon and Ball, (2005) concluded that decreasing levels of physical inactivity in childhood is an important public health strategy. Using Spearman and Pearson correlation, this study present the results of the perceived benefits of sport participation by students at Germiston High School. The outcomes were categorised as social, health, and economic outcomes as shown in Tables 4.6 and 4.7 below. These two Tables show the strong positive relationship on the perceived health and economic outcomes. This is indicative of the interrelationship of economic, social and health perceived benefits among students through sport participation.

**Table 4.6: Spearman's Correlation of Outcomes of Sport Participation**

Correlations					
			Economic outcomes	Health outcomes	Social outcomes
Spearman's rho	Economic outcomes	Correlation Coefficient	1.000	.526**	.602**
		Sig. (2-tailed)	.	.000	.000
		N	141	141	141
	Health outcomes	Correlation Coefficient	.526**	1.000	.600**
		Sig. (2-tailed)	.000	.	.000
		N	141	141	141
	Social outcomes	Correlation Coefficient	.602**	.600**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	141	141	141
**. Correlation is significant at the 0.01 level (2-tailed).					

An analysis was made to test the existence and nature of the relationship between the economic, health and social outcomes of participating in sports at Germiston High School, using the Spearman correlation analysis. The result reported in the table above shows a very strongly significant positive relationship at 2 tailed. The implication of the result is in line with Coakley's (2007) observation that school sport participation is tied to important ideas and beliefs in many societies. Invariably, school sport participation is connected with major spheres of life, like family, religion, the economy and politics, all of which play a role in the socialisation of learners. The nexus between sport participation and economic, health and social outcomes as reflected in the Table above shows the importance of sport participation at schools, as argued by Hoye and Doherty (2011) including Germiston High School.

**Table 4.7: Pearson correlation of outcomes of sport participation**

<b>Correlations</b>		<b>Economic outcomes</b>	<b>Health outcomes</b>	<b>Social outcomes</b>
<b>Economic outcomes</b>	Pearson Correlation	1	.494**	.643**
	Sig. (2-tailed)		.000	.000
	N	141	141	141
<b>Health outcomes</b>	Pearson Correlation	.494**	1	.601**
	Sig. (2-tailed)	.000		.000
	N	141	141	141
<b>Social outcomes</b>	Pearson Correlation	.643**	.601**	1
	Sig. (2-tailed)	.000	.000	
	N	141	141	141

\*\* . Correlation is significant at the 0.01 level (2-tailed).

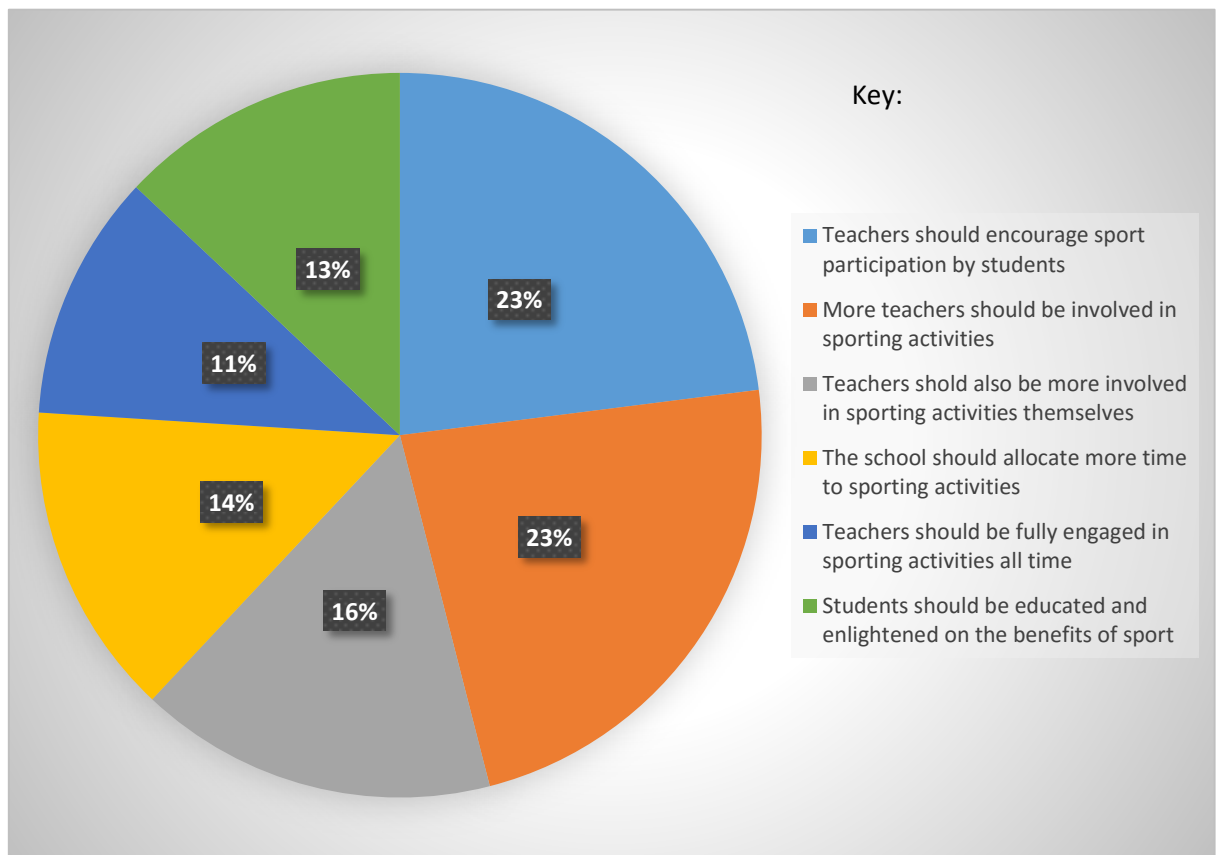
#### **4.7 Approaches to equal participation in sporting activities amongst learners**

Apart from the above-mentioned, this section tested the respondents' perception of what policies or programmes the school should implement to encourage the equal participation in sporting activities at Germiston High School as shown in Figure 4.14, a pie chart below. Interestingly, the highest percentages of student respondents at 23% supported that teachers should encourage students to



participate in sport, and 23% reported that teachers should be much involved in sporting activities themselves. Out of the of students' respondents, just 14% reported that the school should allocate more time for sporting activities, while 13% reported that students should be enlightened and educated about the benefits of sport participation. The results strongly indicate that teachers should be more involved in sporting activities at schools.

**Figure 4.14: Students' Perception on How Equal Sport Participation can be Attained**



#### 4.8 Discussions and implications of research findings

Racial difference is problematic towards sport participation. This study identified that there are social groupings in terms of race on approach to sport participation. Consequently, most black students tend to perceive certain sport activities such as tennis and hockey with negative attitude and label them as 'not for them'. Racial difference has been indicated by many as problematic towards sport participation. For instance, the study by McVeigh, Norris & Wet

(2004) observes that there are significant racial differences in patterns of body building activities in class between white and black children in that white children were found to be more active and likely to participate in physical education classes at school.

The findings of this study show that there are demographic constraints towards students' participation in sport. For instance, the study shows that sport participation was linked to age difference with 15-year-olds being more active in sport than the 18-year-olds, who according to Marshall, Biddle, Sallis, MacKenzie and Conway (2002) may be pre-occupied with other events in their life course such as getting a driver's license or engaging in interpersonal relationships. This is similar to the findings by Esteban-Cornejo, Tejero-Gonzalez, Sallis and Veiga (2015) study that observes that age is a critical factor in sport participation. This is indicative that age plays a significant role towards sport participation.

The results showed that some other schools provide sporting disciplines that other students do not prefer. For Germiston High School, sporting disciplines such as body building, wrestling, boxing and martial arts was shown to be more favourable to male students and less of female participation. However, female students were reported to dominate in sport such as squash, badminton, volleyball and netball. The difference in sport preference between male and female appears to be influenced by the perception that some sport disciplines are linked to either masculine or feminine. It appeared, sport involvement and participation itself is linked to social misconceptions (Broad, 2001) on what is socially accepted sport participation, given a gender category.

Further results showed that the participation rates of female students are at lower levels compared to that of male students. This is similar to what the study by Eime, Harvey, Charity, Casey, Westerbeek & Payne (2015) have found that sport participation tends to decline during adolescences and female tend to have low sport participation levels than male. Contrary to the study by Eime, Harvey, Charity, Casey, Westerbeek & Payne (2015), this study finds that there were sport disciplines which showed an equal number of participation in both male and female and these include swimming, athletics and baseball.

Furthermore, this study revealed that learners perceive potential benefits of participating in sport such as physical fitness, skills acquisition, platform to demonstrate ability, increased social skills, self-confidence and enjoyment. This is similar to the previous studies that indicates the benefits associated with sport participation such as physical and mental wellbeing (Potgieter 2003:182), enhanced livelihood assets through professional sport participation and the sporting industry value-chain of sponsorships, sport tourism, and advertising amongst others, on peace and nation building through social cohesion (Department of Sport and Recreation, DSR, 2012). Contrary to these previous studies, this study observes that despite the associated benefits to sport participation, still exists misconceptions and marginalisation of certain sports in favour of others in relation to gender, race, socio-cultural, economic and perceived low self-efficacy to participate still exists as stumbling blocks towards full participation in sport among many students.

The present study has indicated that there is a lack of availability of sporting infrastructure at schools. This affects negatively on student sport participation. This study implies that an improvement in the provision of sporting infrastructure is imperative to promote sport participation among people, especially among historically black schools and for those physically impaired. If sporting kits is made available for students on schools in South Africa, it will put sport participation to a test on its ability to unite and integrate individuals from different ethnic groups, and in extension, bring about a transformation of the sport history in South Africa.

Apart from that, lack of information to participate in sport is a challenge. This study has showed that some students do not participate in sport due to lack of information and uninformed perceptions about different sporting disciplines. This has the implication that teachers should be more active in sport, and provide guidance to students regarding sport involvement where necessary. Possibly, Schools should design programmes that will circumvent socio-cultural barriers and make it possible for learners to participate in sport. These programmes should aim to educate and enlighten students about the importance of participation in sport, and also encouraging equal participation in sport. There should be more emphasis, especially on gender and racial independence of any

sport code that is available for student uptake. This research paints a portrait of physical education as a necessity from primary and secondary schools in South Africa and comments on the potential for including sports education in the curriculum, specifically to historically black primary and secondary schools since it has been a practice in most of the White schools (Allen, Epps and Haniff 1991).

Other than sport categories in terms of gender and race, this study also showed that some other social groups such as disabled and mobile impaired individuals are being under-represented in sport participation. Attention to these people is missing due to their physical status, hence, infrastructure and sporting disciplines that can cater for them is relegated to individual capacity. Unless schools, government together with the Ministry of Sport and Culture intervene with a funding mechanism to extend sport infrastructure to school in both rural and urban areas, student perceptions that some activities are “not for them” will increasingly be reinforced, especially among the physically impaired people.

The study revealed that certain prejudices prevail along ethnicity and race about certain sport disciplines such as the “white man cannot jump” and “Black man cannot swim” phenomenon. This socio-cultural tilt in sport participation across the different sport disciplines is part of the fallout of the racial policies of the apartheid era which ascribe certain activities for black different from white people (Potgieter, 2003: 182). Should this be allowed to continue, different sections of the society as it stands will miss out on the benefits associated with sport participation. Indeed, these socio-cultural stratifications that persist will mean that individual aptitude in any sport activities is left undiscovered. Cerin & Leslie (2008) suggests that in order to increase physical activity, participation in the more disadvantaged segments of the population, comprehensive multilevel interventions targeting activity-related attitudes and skills as well as social and physical environments are needed. This therefore implies that an avowed effort towards transformation and integration in sport participation needs to be reinforced as early as in primary schools. A holistic approach to sport participation that takes cognisance of individual background, identity and value systems is imperative (Ranford, 2002).

## **4.9 Conclusion**

This chapter has presented, discussed and analysed the data that was collected from students. The patterns of the data, based on the findings, show that the socio-cultural and economic realms influence students' involvement in sport. The interpretations of the data were solely based on the findings of the research.

## **CHAPTER 5**

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

#### **5.1 Introduction**

Key findings of this study were presented, discussed and analysed in the previous chapter four. Social cultural patterns specifically on why students gravitate towards other sport activities rather than the others were provided. The current chapter five, concludes with the summary of the study, the implications of the findings to society, and show the relevance of these findings to previous studies. The implications of this study are described and discussed per Germiston High School students. The limitations of the study are identified and recommendations, based on the findings of this study, for future studies are provided.

#### **5.2 Summary**

Chapter one of this research introduced the aim and focus of this study. The study was set to identify the relationship between the socio-cultural factors and the patterns of sport participation and sport preference among students. Chapter two engaged the literature on the relationship between sport participation and the socio-cultural factors. The literature in this field tends to focus on misconceptions and marginalisation of certain sports in favour of the others along gender, race, and socio-economic lines (Harrison Jr, Lee & Belcher, 1999; Goldberg & Chandler, 1991; McVeigh, Norris & Wet, 2004; Pelak, 2005; Kanters, Bocarro, Edwards, Casper & Floyd, 2013). However, the persistence of the foregoing, notwithstanding a perceived effort of social transformation and integration in sport participation (Höglund & Sundberg, 2008), indicates that the desired change needs to be reinforced. Therefore, this research presents a holistic approach to the nature of sport participation considering participants' background, identity and value systems.

Chapter 3 looked at methodological considerations in terms of options available to conduct this study. Quantitative research design was used to gather the data. The collected data through survey questionnaire was analysed using the Statistical Package for Social Sciences. Accordingly, all the methodological procedures implemented were distinctly chosen to suit a descriptive, quantitative

survey design including the method of observation, and the sampling population and the creation of measurement for the variables.

Chapter 4 focused on the presentation, interpretation and discussion of the findings. Similar to other previous studies such as the study by Allender, Cowburn and Foster (2006), this study also finds out that personal preference in sport participation is determined by certain socio-cultural factors that operate across varied levels of influence. Factors such as demographics, parental motivation, social norms and lack of access to training facilities have an impact on how students engage in sport activities. In agreement to the study by Allender, Cowburn and Foster (2006), the findings of this study showed that students appreciate that sport participation results in improved physical and mental health such as reduced stress, blood pressure and anxiety. Students reported that participating in sport will lead to improved sense of well-being, social networking skills, generate new social skills such as communication skills and confidence. However, barriers militating against student sport involvement and participation were given, to which conclusions were made and recommendations suggested in this chapter, chapter five.

### **5.3 Conclusions**

Punch (2013) argues that sometimes social science research is concerned with interventions, and assessing their outcomes. Similarly, programs and interventions in education or management might be driven by the same logic – a problem requiring a solution, which takes a form of an intervention. This study was set to identify the socio-cultural factors that relate to school sport participation and its pattern among learners. This study observes that there are significant correlations between racial body building sporting disciplines and racial differences. White children were found to be less active and likely not to participate in sport than their Black counterparts. This study has also identified that students' social groupings in terms of race significantly affects their approach to sport participation. According to this study most Black students lack the understanding on the benefits of participating in sport and they tend to perceive certain sport activities with negative attitude and label the activity is 'not for them', regardless of their daily lives involvement in different activities related to sport and management philosophy.

Moreover, this study found that social aspects such as age, are constraints that impede students' participation in sport. This study shows that sport participation was linked to age difference with 15 year olds being more active in sport than the 18 year olds, who according to Marshall, Biddle, Sallis, MacKenzie and Conway (2002) may be pre-occupied with other events in their life course such as getting a driver's license or engaging in interpersonal relationships. Therefore, the study appeals to sponsors and parents to help mold the students' perception not to only focus on participating in sports that majority of their racial groups is involved in regardless of their abilities but to be flexible and approach sport participation independently.

Apart from that, this study was set to assess the order of school sporting disciplines preference to students. It is not surprising that student sport involvement showed categories of gender partiality. Simply, students ascribe certain sport disciplines as for either male or for female specifically. For Germiston High School, sporting disciplines such as body building, wrestling, boxing and martial arts was shown to be more favourable to male students and less of female participation. However, female students were reported to dominate in sport such as squash, badminton, volleyball and netball. Hence, the difference in sport preference between male and female appears to be influenced by the perception that some sport disciplines are linked to either masculine or feminine. Therefore, sport involvement and participation itself can be traced to the structure of society on what is regarded socially accepted sport involvement of a given gender category.

This study detected that sport participation among learners tends to decline during adolescences, however, female participation levels is lower than male participation. Consequently, participation rates of female students are at lower levels compared to that of male students, even on some instances there were sport disciplines which showed an equal number of participation in both male and female such as hockey, swimming, athletics and baseball. This is due to historical connotations of gender sport preference (Brown, Billings, Mastro & Brown-Devlin, 2015).



However, the study discovered that the benefits associated with sport participation such as physical and mental wellbeing, enhanced livelihood assets through professional sport participation and the sporting industry value-chain of sponsorships, sport tourism, and advertising amongst others, on peace and nation building through social cohesion, physical fitness, skills acquisition, platform to demonstrate ability, increased social skills, self-confidence and enjoyment are likely to promote sport participation among learners.

Yet, the study also found that despite the associated benefits to sport participation, still exists misconceptions and marginalisation of certain sports in favour of others in relation to gender, race, socio-cultural, economic. Perceived low self-efficacy still exists as stumbling blocks towards full participation in sport among many students.

Technical skills on sport participation are a problem. Students expressed concern that the absence of information about sport in general impedes sport participation. This is reinforcing the negative perceptions about different sporting disciplines framed alongside gender and race preferences. This situation undermines the new political dispensation that promotes equal opportunities to exercise abilities and life changing participation. The study has shown that students prefer teachers to be more involved in sport participation. Although this remark has been put forward by few scholars, it is very vital as sport participation remains a developmental need that interest development practitioners. (Allen, Epps and Haniff, 1991; Singh & Surujlal, 2010). Sport participation is not an activity relegated to certain groups in society but to all.

The findings indicate larger implications for South Africa. If some other social groups such as disabled and mobile impaired individuals are being under-represented in sport participation, it raises worries about what a study on a bigger representative sample population of South Africa in sport participation of physically impaired individuals can reveal. Attention to these people is missing due to their physical status, and infrastructure and sporting disciplines that can accommodate this group is relegated to individual financial capacity.

The impact of these findings in relation to sport participation is imperative in South Africa. Although a new political dispensation ushered in a new political

equality of opportunities, unequal experience of citizenship is still visible in social and economic spheres. This is because of unequal ability to participate in the post-apartheid South Africa as a result of unequal resources (Oyedemi, 2015). Therefore, teachers should be more active in sport, and provide guidance to students regarding sport involvement where necessary. Schools need to come up with programs such as cooperating physical fitness classes where knowledge is about sporting disciplines is enhanced. The knowledge gained will help bridge the socio-cultural barriers and make it possible for learners to participate in sport. These programmes should be to educate and enlighten students on equal participation in sport, especially emphasising of gender and racial independence of any sport code that is available for student uptake.

Currently, sport is a global phenomenon with the cultural, political and economic phases of societal development being experienced worldwide (Coakley 2009). The decision to participate in physical activity needs to be explicitly linked to economic outcomes like employment and earnings (Humphreys and Ruseski 2006). Lack of sport participation can be theorised as an economic struggle and can hinder individuals to participate in the economy. Individuals' ability to participate in all sporting disciplines available at their schools, or as a social stratification emphasising on ethnicity, culture, religion or influence comes from the parents (Höglund & Sundberg, 2008) – unless government together with the Ministry of Sport and Recreation and the Ministry of Education is involved on initiatives to provide sporting infrastructure to schools and promote sport participation, it will largely remain a difficult entanglement for students to be involved in diverse sport participation. Consequently, if sporting kits for students is made available on schools in South Africa, it has the potential to unite and integrate individuals from different ethnic groups (Höglund & Sundberg, 2008), and in extension, bring about a transformation of the sport history in South Africa.

#### **5.4 Recommendations**

Recommendations were made from the conclusion of this study based on the research questions.

#### **5.4.1 Challenges of socio-cultural factors towards sport participation**

The following recommendations were made

##### **5.4.1.1 Challenges in prejudices that prevail along ethnicity**

To encourage students to participate in all sporting disciplines available to them at Germiston High School, the principal may introduce programmes on sport where learners can engage and share their prejudices, and in the process the teachers will be educating them towards an all-encompassing sport participation.

Prejudices that prevail along ethnicity and race about certain sport disciplines such as the “white man cannot jump” and “Black man cannot swim” phenomenon can be overcome through an educator approach by teachers. However, the teaching platform should be created by the principal.

An avowed effort towards transformation and integration in sport participation needs to be reinforced at schools, and calls for government, Ministry of Education, Ministry of Sports and Recreation to initiate strategies that will promote sport participation from early age.

##### **5.4.1.2 Parent involvement in sport participation**

To minimise prejudices influencing the selection of sporting disciplines instead of others, parents may encourage their children to be involved in sport participation at school regardless of what they think are preferred sporting disciplines for their children.

Parents should motivate their children to participate in sport. This should be supplemented by explanations on the physical and mental benefits associated in sport by parent to their children in their early ages.

#### **5.4.2 Teacher involvement in sport participation**

To encourage teachers to be involved in sport participation, the principal may need to design an attendance roster for staff to take turns in monitoring students sport activities. The study conducted by Sallis, Conway, Prochaska, McKenzie, Marshall & Brown (2001) show that girls and boys were more likely to choose to be physically active when adults supervised activities. Teachers, sponsors and

government through The Department of Basic Education and The department of Sport and Recreation should serve as agencies of transformation. These agencies of transformation should challenge students' perceptions from regarding certain sport disciplines to be for a certain ethnic group. They should also ascertain gender privileges to promote gender equity, convergence of culture and race parity in all sport disciplines available for students at school.

From the findings, it can be concluded that students should be involved in sport participation. As a way out of the problem, schools should embark on strategies to ensure that teachers take part in sport activities at schools and sport involvement should be part of the curriculum.

Therefore, if sport has to become part of the education curriculum where it becomes obligatory for teachers to form part of mental, physical and emotional support for students to participate in various sport activities, the number of students participating in sport will be enhanced.

#### **5.4.3 School involvement in sport participation**

Germiston High School needs to raise awareness against gender affiliation to certain sport disciplines and promotes all sport disciplines that are available at the school across all genders. This can be achieved through including sport training sessions in School curriculum to engage students on the benefits of sport and to encourage them to participate in all sport available at the school regardless of gender preferences and historical sport connotations. The study done by Ivy (2001) recommended that schools should participate more in social responsibility projects by improving sports facilities.

The financial cost of sporting infrastructure at schools is a problem. It affects student negatively on sport participation. Therefore, an improvement in the provision of sporting infrastructure is imperative to promote sport participation among people. To do this, it requires schools with the help from the government to raise funds and develop sporting infrastructure in primary schools, especially to historically black institutions. This will help students from low-income households to participate in sporting activities available at their schools

#### **5.4.4 Sport infrastructure and facilities**

Schools, government together with the Ministry of Sport and Recreation and the Ministry of Education should intervene with a funding mechanism to extend sport infrastructure that cater for the students, especially those physically impaired so that all can benefit from sport participation.

The challenges of infrastructure and facilities portends bigger implications for South Africa especially among historically black schools in both rural and urban areas, the perceptions that the activities are “not for them” and negative attitude by these students may increasingly be reinforced if the government does not intervene in solving the problem.

#### **5.5 Recommendations for future studies**

For future research, one might consider increasing the size of participants. In this research, although the number of the participants is small (141 questionnaire respondents), the researcher believes such a size might be sufficient and appropriate for a small quantitative study in providing the data as intended. However, a large-scale research in future might be a great idea in achieving a broad generalisation of studies in the sport participation field.

Student sport participation is one complex aspect of educational spectrum that needs to be approached and addressed in contemporary society where the need for participating in sport is increasingly becoming a priority of different aspects of individual growth and sport appreciation. However, a proper understanding of the benefits associated with sport participation should be taught to students from their early stages of school enrolment by teachers. Therefore, future studies in sport participation need to explore the potential challenges impeding teachers to be more involved in sport in primary schools.

Future research in this field of inquiry should engage the government, Ministry of Education and the Ministry of Sports and Recreation in South Africa on programs and activities that they are doing to enhance sport participation uptake across gender, race and ethnic groups, especially on promoting sport participation among physically impaired individuals.

Since this study was conducted at an urban institution, it raises anxiety about what various studies conducted on different institutions across the globe in both rural and urban academic institutions will reveal. By doing this, it will broaden the perspectives in the relationship between socio-cultural and economic realisms and sport participation among school children and hopefully provide an inclusive report on this phenomenon.

## **5.6 Limitations of the study**

Limitations of this study refer to the weaknesses that were noted in the entire study. In this instance, the following limitations were noted:

5.6.1 The sample population selected for the study was very small because of the scope of the research, limited time and resource constraints. Hence, it might not be appropriate to generalise the findings of this study of a sample size of 135 Germiston High School students to the populace of approximately 1000 students.

5.6.2 Though the sample population of this study comprises of mixed races, there is an overwhelming majority of one race, (i.e black students). This is due mainly to the fact that Germiston High School is a predominantly a black institution. Therefore, studies that balance the racial diversity needs to be conducted.

5.6.3 Although the data collected through questionnaires, it was loaded and analysed on SPSS for accurate description, however, there was no gender and demographic parity during the collection of data to ensure an even and balanced population representation. This was due to the availability and willingness of the participants to be part of the research study.

## **5.7 Conclusion**

The study aimed to examine the nature of the relationship that exists between socio-cultural factors and student sport participation to provide insights on how they can be used to facilitate social integration and by extension sports transformation. Hence, from the discussion of the findings, it can be concluded that apart from gender, race and lack of sporting infrastructure, it can be said

that some students are socially conditioned to perceive some sporting disciplines as not for them. The research was successfully conducted to determine students' perceptions on sport participation, especially on the factors that promotes skewed sport participation to age, gender, race, ethnicity, religion and geographical location. It can also be concluded that socio-cultural influences and economic realms are imperative and need to be understood in the context of sport participation. The limitations were identified and recommendations for future studies were provided. The findings of this research call for institutions, government, the Ministry of Sport and Culture together with the Ministry of education to be involved in initiating training programs. The programs should enhance knowledge and understanding among students on the benefits of participating in sport. Sporting infrastructure should be provided, especially for the physically impaired students so that they can also feel motivated to participate in sport. Hopefully, this research's newly found knowledge will shed a light and serve as a unique boon for developmental and, in extension, transformational sport involvement and eventual participation.

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## APPENDIX A: Application form to Gauteng Department of Education



**GAUTENG PROVINCE**

Department: Education  
REPUBLIC OF SOUTH AFRICA

For admin. use

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### GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

#### 1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher
<b>Surname and Initials:</b>	Rakgole M W
<b>First Name/s:</b>	Molatelo Walter
<b>Title (Prof / Dr / Mr / Mrs / Ms):</b>	Mr
<b>Student Number (if relevant):</b>	
<b>ID Number:</b>	730914 5482 087

<b>1.2</b>	<b>Private Contact Details</b>	
<b>Home Address</b>	<i>Postal Address (if different)</i>	
7679 Isikova Crescent	<b>P O Box 916</b>	
Windmill Park	<b>Germiston</b>	
Boksburg		
<i>Postal Code:</i>	<i>Postal Code: 1400</i>	
<i>Tel:</i>		
<i>Cell: 082 554 5120</i>		
<i>Fax:</i>		
<i>E-mail: <a href="mailto:rakgolemw@hotmail.co.za">rakgolemw@hotmail.co.za</a></i>		

## 2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

<b>2.1</b>	<b>Purpose of the Research (Place cross where appropriate)</b>
	<i>Undergraduate Study – Self</i>
	<i>Postgraduate Study – Self</i> X
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>
	<i>Private Research by Independent Researcher</i>
	<i>Non-Governmental Organisation</i>
	<i>National Department of Education</i>
	<i>Commissions and Committees</i>
	<i>Independent Research Agencies</i>
	<i>Statutory Research Agencies</i>
	<i>Higher Education Institutions</i>

<b>2.2</b>	<b>Full title of Thesis / Dissertation / Research Project</b>
	<b>. THE RELATIONSHIP BETWEEN SOCIO-CULTURAL FACTORS AND SPORT PARTICIPATION IN SCHOOLS: A CASE STUDY OF GERMISTON HIGH SCHOOL IN THE GAUTENG PROVINCE</b>

<b>2.3</b>	<b>Value of the Research to Education (Attach Research Proposal)</b>
	The overarching aim of this study is to attempt to examine the nature of the relationship that exists between socio-cultural factors and school sport participation in order to provide insights on how socio-cultural factors and sport participation can be used to facilitate social integration and promote sports transformation.

<b>2.4</b>	<b>Proposed date of completion of study / project and submission of research findings to GDE</b>
<i>Completion date:</i>	July 2015
<i>Submission to GDE date:</i>	September 2015

<b>2.5</b>	<b>Student and Postgraduate Enrolment Particulars (if applicable)</b>
<i>Name of institution where enrolled:</i>	University of Limpopo Turfloop Campus
<i>Degree / Qualification:</i>	Master Development Studies

<b>Faculty and Discipline / Area of Study:</b>	Social Development
<b>Name of Supervisor / Promoter:</b>	Prof Chabaya

<b>2.6</b>	<b>Employer (where applicable)</b>
<b>Name of Organisation:</b>	Everest Primary School
<b>Position in Organisation:</b>	Teacher
<b>Head of Organisation:</b>	Mr Berry
<b>Street Address:</b>	Corner Dowling & Hammilton Streets
	Newclare Johannesburg
<b>Postal Code:</b>	
<b>Telephone Number (Code + Ext):</b>	011 470 0023
<b>Fax Number:</b>	
<b>E-mail:</b>	

<b>2.7</b>	<b>PERSAL Number (where applicable)</b>
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1	8	4	0	1	0	0	7
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### 3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

#### 3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES	X	NO	
-----	---	----	--

#### 3.2 Interview/s (If Yes, provide copies of each schedule)

YES		NO	X
-----	--	----	---

#### 3.3 Use of official documents

YES	X	NO	
<i>If Yes, please specify the document/s:</i>			
Germiston High School Sport Policy			

**Gauteng Department of Education Sport Policy**

**3.4 Workshop/s / Group Discussions (If Yes, Supply details)**

YES		NO	X

**3.5 Standardised Tests (e.g. Psychometric Tests)**

YES		NO	X
<i>If Yes, please specify the test/s to be used and provide a copy/ies</i>			

**4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH**

**4.1 Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)**

<i>INSTITUTIONS</i>	<b>Mark with X here</b>
Primary Schools	
<b><i>Secondary Schools</i></b>	X
<b><i>ABET Centres</i></b>	
<b><i>ECD Sites</i></b>	
<b><i>LSEN Schools</i></b>	
<b><i>Further Education &amp; Training Institutions</i></b>	

<i>Other</i>	
--------------	--

**4.2 Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)**

<i>Type of Institution</i>	Total
Primary Schools	
<b>Secondary Schools</b>	<b>1</b>
<b>ABET Centres</b>	
<b>ECD Sites</b>	
<b>LSEN Schools</b>	
<b>Further Education &amp; Training Institutions</b>	
<b>Other</b>	
GRAND TOTAL	<b>1</b>

**4.3 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)**

<i>Name/s of Institution/s</i>
<i>Germiston High School</i>

**4.4 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)**

District	
Ekhuruleni North	
Ekhuruleni South	<b>X</b>
Gauteng East	
Gauteng North	
<b>Gauteng West</b>	
<b>Johannesburg Central</b>	
<b>Johannesburg East</b>	
<b>Johannesburg North</b>	
<b>Johannesburg South</b>	
<b>Johannesburg West</b>	
<b>Sedibeng East</b>	
<b>Sedibeng West</b>	
<b>Tshwane North</b>	
<b>Tshwane South</b>	
<b>Tshwane West</b>	

If Head Office/s (Please indicate Directorate/s)

**4.5 Number of learners to be involved per school (Please indicate the number by gender)**



Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number			15	15	15	15	15	15	15	15	15	15

**4.6** *Number of educators/officials involved in the study (Please indicate the number in the relevant column)*

Type of staff	Educators	HO Ds	Deputy Principals	Principal	Lecturers	Office Based Officials
Number						

**4.7** *Are the participants to be involved in groups or individually?*

Participation	
Groups	
Individually	<b>X</b>

**4.8** *Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)*

Participant/s	Activity	Time

**4.9** Time of day that you propose to conduct your research.

<i>Before school hours</i>	<i>During Break</i>	<i>After School Hours</i>
		X

**4.10** School term/s during which the research would be undertaken


<i>First Term</i>	<i>Second Term</i>	<i>Third Term</i>
	X	

**CONDITIONS FOR CONDUCTING RESEARCH IN GDE**

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

- 1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.***
- 2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.***
- 3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.***
- 4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.***
- 5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.***

6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

<b>DECLARATION BY THE RESEARCHER</b>	
<b>1. I declare that all statements made by myself in this application are true and accurate.</b>	
<b>2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.</b>	
<b>Signature:</b>	
<b>Date:</b>	26 April 2015

**NB. If a group of Students / Researchers will be conducting the same research in the same / different GDE Institutions, Annexure A (attached) must be completed and signed by each researcher.**

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: (Name of Researcher).....WALTER RAKGOLE.....	
1. <u>is enrolled at the institution</u> / employed by the organisation to which the undersigned is attached.	
2. The questionnaires / structured interviews / tests meet the criteria of: <ul style="list-style-type: none"> <li>• Educational Accountability</li> <li>• Proper Research Design</li> <li>• Sensitivity towards Participants</li> <li>• Correct Content and Terminology</li> <li>• Acceptable Grammar</li> <li>• Absence of Non-essential / Superfluous items</li> </ul>	
Surname:	CHABAYA
First Name/s:	OWENCE (PROF)
Institution / Organisation:	UNIVERSITY OF LIMPOPO
Faculty / Department (where relevant):	TURFLOOP GRADUATE SCHOOL OF LEADERSHIP (TGLSL).
Telephone:	015 268 2574 OR Cell: 0723040832
Fax:	015 268 3318
E-mail:	owence.chabaya@ul.ac.za
Signature:	<i>Chabaya.</i>
Date:	17/04/2015

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to [Diane.Buntting@gauteng.gov.za](mailto:Diane.Buntting@gauteng.gov.za) and please copy (cc) [ResearchInfo@gauteng.gov.za](mailto:ResearchInfo@gauteng.gov.za). The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. (For Group Research Annexure A, must also have original signatures.) These pages may be faxed to (086 594 1781) or hand delivered (in a sealed envelope) to Diane Buntting, Room 509, 111 Commissioner Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Diane Buntting on tel. no. 011 843 6503.

## ADDITIONAL INFORMATION FOR GROUP RESEARCH

**ANNEXURE A:**


**ADDITIONAL INFORMATION FOR GROUP RESEARCH**

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

**Supervisor/ Promoter / Lecturer's Surname and Name.....**

**DECLARATION BY RESEARCHERS / STUDENTS:**

Surname & Initials	Name	Tel	Cell	Email address	Signature
Pakgole mw	Walter		0825545120	pakgolemw@ wst.com.co.za	

**Supervisor/ Promoter / Lecturer's Surname and Name**  
Prof Chabaya Owence

## APPENDIX B: Application letter to Germiston High School

P O Box 916  
Germiston  
1400  
14 September 2015

The Principal  
Germiston High School  
Germiston

Dear Principal

I am currently registered with the University of Limpopo for a Master's Degree in Development. I hereby humbly request a permission to conduct my research studies at your institution. I have a passion to develop sport and encourage mass participation in sport more especially among young people. My topic is "THE RELATIONSHIP BETWEEN SOCIO-CULTURAL FACTORS AND SPORT PARTICIPATION IN SCHOOLS: A CASE STUDY OF GERMISTON HIGH SCHOOL IN THE GAUTENG PROVINCE".

I am available to answer any question as to clarify any question or uncertainty pertaining to this request. I am willing to abide by the rules and regulations that the institutions has in order not to interrupt any school activity during my research. I am also willing to share the findings that will be generated by this study. For more information, please contact me at 082 554 5120 or [rakgolemw@hotmail.co.za](mailto:rakgolemw@hotmail.co.za)

Kind Regards



---

Rakgole MW

## APPENDIX C: Approval letter from Gauteng Department of Education



### GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

**For administrative use:**  
**Reference no: D2016 / 062**  
enquiries: Diane Bunting 011 8436503

### GDE RESEARCH APPROVAL LETTER

Date:	8 May 2015
Validity of Research Approval:	8 May 2015 to 2 October 2015
Name of Researcher:	Rakgole M.W.
Address of Researcher:	P.O. Box 916; Germiston; 1400
Telephone / Fax Number/s:	082 554 5120
Email address:	rakgolemw@hotmail.co.za
Research Topic:	The relationship between socio-cultural factors and sport participation in schools: A case study of Germiston High Schools in the Gauteng Province
Number and type of schools:	ONE Secondary School
District/s/HO	Ekurhuleni South

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

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

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

#### **CONDITIONS FOR CONDUCTING RESEARCH IN GDE**

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;

*Welcedo*  
2015/05/11

1

*Making education a societal priority*

#### **Office of the Director: Knowledge Management and Research**

9<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gpg.gov.za

2. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB);
3. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned;
4. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, SGBs, teachers and learners involved. Participation is voluntary and additional remuneration will not be paid;
5. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage;
6. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year;
7. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
8. It is the researcher's responsibility to obtain written parental consent and learner;
9. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources;
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations;
11. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management with one Hard Cover, an electronic copy and a Research Summary of the completed Research Report;
12. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned; and
13. Should the researcher have been involved with research at a school and/or a district/head office level, the Director and school concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

  
.....

**Dr David Makhado**

**Director: Education Research and Knowledge Management**

DATE: 2015/05/11  
.....



## APPENDIX D: Approval letter from Germiston High School



# GERMISTON HIGH SCHOOL

Telephone: (011) 827-8860/1  
Accounts: (011) 827-2181  
Facsimile: (011) 827-8317  
email: ghs@megadial.com

P.O. Box 95  
GERMISTON  
1400

8 May 2015

### TO WHOM IT MAY CONCERN


**Re: Approval in Respect of Request to Conduct Research - "The relationship between socio-cultural factors and sport participation in schools: A case study of Germiston High School in the Gauteng Province"**

This letter serves to confirm that approval was given to Mr M.W. Rakgole to conduct the abovementioned case study at Germiston High School during the period 8 May 2015 to 2 October 2015.

Should you require any additional info please contact the undersigned.

Thank you.

Yours faithfully

  
MR A.J. BEUKES  
Principal

Germiston High School  
P.O. Box 95  
Germiston 1400

## **APPENDIX E: Written consent for students' questionnaires**

Dear Respondent,

### **RE: THE RELATIONSHIP BETWEEN SOCIO-CULTURAL FACTORS AND SPORT PARTICIPATION IN SCHOOLS: A CASE STUDY OF GERMISTON HIGH SCHOOL IN THE GAUTENG PROVINCE**

My name is Rakgole Molatelo Walter. I am a Master of Development student at the above-mentioned university. I am conducting research on the above topic.

The study is aimed at gaining information that will help in identifying the relationship between the socio-cultural factors and school sport participation among learners at Germiston High School, which will highlight ways in which schools could encourage equal sport participation among learners.

I kindly wish to appeal to you to provide honest and concise answers to the questions that follow. There is no right or wrong answers to the questions. The questionnaire is not designed to assess what you know and how you feel about the subject matter.

Your answers will be treated with confidentiality and your name will not be recorded. Therefore, your participation is voluntary and you may wish to discontinue from participating in this study at any stage of it.

Thank you for your cooperation.

## APPENDIX F: Questionnaire questions for students

### INSTRUCTIONS

- (i) Please answer all questions
- (ii) Choose the answer(s) that is applicable by ticking X in box provided.
- (iii) Write the correct number(s) of case(s) in the box marked NUM on top.
- (iv) Write down the information required in the space provided on the drawn line.

### SECTION ONE: DEMOGRAPHICS

#### 1. Gender

1	Male	
2	Female	

2. Age \_\_\_\_\_

#### 3. Race

1	African/Black	
2	Coloured	
3	White	
4	Asian/Indian	

#### 4. Religion

1	None	
2	Ancestral worship/African traditional religion	
3	Christianity	
4	Hinduism	
5	Islam	
6	Others specify	

#### 5. Ethnicity

1	Northern Sotho	
2	Southern Sotho	
3	Tsonga	
4	Venda	
5	Tswana	
6	Swati	
7	Zulu	
8	Xhosa	
9	Khoisan	
10	Ndebele	
11	Afrikaaner	
12	Other Europeans	
13	Chinese	
14	Indian	
15	Other Asians specify	

6. Residence

1	Squatter camp/informal settlement	
2	Township/Location	
3	Inner City/Town	
4	City/Suburban areas	
5	Others specify	

7. Sponsor(s) of your schooling

1	Both parents	
2	Mother only	
3	Father only	
4	Both grandparent	
5	Grandmother only	
6	Grandfather only	
7	Sibling(s)	
8	Forester parent	
9	Others relatives (Uncle/Aunt/Cousins etc.)	
10	Others specify	

8. Monthly income of sponsor(s) of your schooling

1	R1 - R1000	
2	R1001 - R2000	
3	R2001 – R3000	
4	R3001 – R5000	
5	R5001 – R7000	
6	R7001 – R10000	
7	R10001 – R15000	
8	R15001 – R20000	
9	R20001 - R25000	
10	R25001 – R30000	
11	R30001 and more	

9. Occupational status of sponsor(s) of your schooling

1	Agriculture	
2	Clothing and Garments	
3	Mining	
4	Metals and Metal Products	
5	Furniture	
6	Food and Beverages	
7	Tourism	
8	Construction	
9	Retail	
10	Information Technology	
11	Manufacturing	
12	Wholesale trade	
13	Catering and Accommodation	
14	Transport	

15	Finance and Business services	
16	Banking	
17	Community, Social and personal services	
Others specify		

10. Highest educational level of sponsor(s) of your schooling

1	No schooling	
2	Some primary	
3	Completed primary	
4	Some secondary	
5	Grade 12 / standard 10	
6	Tertiary - undergraduate	
7	Tertiary - postgraduate	

11. Grade level of learner

1	Grade 8	
2	Grade 9	
3	Grade 10	
4	Grade 11	
5	Grade 12	

**SECTION TWO: SPORTING ACTIVITIES**

12. Sporting disciplines on offer at your school (Tick all that are applicable)

1	Soccer	
2	Rugby	
3	Cricket	
4	Basketball	
5	Baseball	
6	Netball	
7	Volleyball	
8	Lawn Tennis	
9	Table Tennis	
10	Badminton	
11	Squash	
12	Athletics	
13	Swimming	
14	Marshal Art (karate, Judo, Taekwondo etc.)	
15	Hockey	
16	Boxing	
17	Wrestling	
18	Gymnastics	
19	Body building	
Others specify		

13. Sporting disciplines in which you participate (Tick all that are applicable)

1	None	
2	Soccer	
3	Rugby	
4	Cricket	
5	Basketball	
6	Baseball	
7	Netball	
8	Volleyball	
9	Lawn Tennis	
10	Table Tennis	
11	Badminton	
12	Squash	
13	Athletics	
14	Swimming	
15	Marshal Art (karate, Judo, Taekwondo etc.)	
16	Hockey	
17	Boxing	
18	Wrestling	
19	Gymnastics	
20	Body building	
Others specify		

14. Sporting disciplines in which you would have preferred to participate (Tick all that are applicable)

1	None	
2	Soccer	
3	Rugby	
4	Cricket	
5	Basketball	
6	Baseball	
7	Netball	
8	Volleyball	
9	Lawn Tennis	
10	Table Tennis	
11	Badminton	
12	Squash	
13	Athletics	
14	Swimming	
15	Marshal Art (karate, Judo, Taekwondo etc.)	
16	Hockey	
17	Boxing	
18	Wrestling	
19	Gymnastics	
20	Body building	
Others specify		

15. Sporting disciplines in which the sponsor(s) of your schooling participated

1	None	
2	Do not know	
3	Soccer	
4	Rugby	
5	Cricket	
6	Basketball	
7	Baseball	
8	Netball	
9	Volleyball	
10	Lawn Tennis	
11	Table Tennis	
12	Badminton	
13	Squash	
14	Athletics	
15	Swimming	
16	Marshal Art (karate, Judo, Taekwondo etc.)	
17	Hockey	
18	Boxing	
19	Wrestling	
20	Gymnastics	
21	Body building	
Others specify		

16. Sporting honours attained

1	National colours	
2	Provincial colours	
3	Municipal colours	
4	School colours	
5	Certificate of recognition	
Others specify		

**SECTION THREE: BARRIERS TO PARTICIPATING IN SPORT**

Rate the extent to which you are affected by the following barriers from participating in sporting activities.		Very much unaff	Much unaffe	Some what unaffe	Some what affect	Much affecte	Very much affected
		cted	cted	cted	ed	d	d
		1	2	3	4	5	6
<b>Q17</b>	Lack of time to participate in sport.						
<b>Q18</b>	Lack of money to purchase sporting kits and equipment						
<b>Q19</b>	Non-availability of sporting infrastructure at school						
<b>Q20</b>	Non-availability of sporting infrastructure in my community of residence						

<b>Q21</b>	Inaccessible of sporting infrastructure in the community by public transport						
<b>Q22</b>	Lack of information on the benefits of participating in sport						
<b>Q23</b>	Lack of understanding of the benefits of participating in sport						
<b>Q24</b>	Perceptions on who can participate in sport (the “sport is not for me” phenomenon)						
<b>Q25</b>	Lack of linkage of participating in sport and its relevance to one’s everyday lives						
<b>Q26</b>	Ineffective and inefficient management of sporting activities						
<b>Q27</b>	Lack of diversity in representation in certain sporting disciplines						
<b>Q28</b>	Lack of reflection of my culture in sporting activities.						
<b>Q29</b>	Language barriers						
<b>Q30</b>	Fear of possibility of racial discrimination						
<b>Q31</b>	Social constraints such as religious tenets that discourages participation in sporting activities						
<b>Q32</b>	Lack of appropriate access to and at facilities for disabled and mobility impaired people						
<b>Q33</b>	Lack of programmes geared to the needs of disabled and mobility impaired people						
<b>Q34</b>	Lack of emotional and physical support for disabled and mobility impaired people.						
<b>Q35</b>	A sense of “feeling different” constrain the participation in sport activities by disabled and mobility impaired people						



#### SECTION FOUR: SOCIAL GROUPS MOSTLY UNDERREPRESENTED IN PARTICIPATING IN SPORTING ACTIVITIES

Rate the extent to which you agree that the understated social groups are mostly underrepresented in sport participation.		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
<b>Q36</b>	People in low socioeconomic groups					
<b>Q37</b>	Young people with low academic achievement					
<b>Q38</b>	Disabled and mobility impaired people					
<b>Q39</b>	Ethnic minority groups					
<b>Q40</b>	Religious minority groups					
<b>Q41</b>	Teenage girls					

#### SECTION FIVE: OUTCOMES OF PARTICIPATION SPORTING ACTIVITIES

Rate the extent to which the understated social outcomes emanate from participating in sporting activities.		Very much ineffective	Much ineffective	Some what ineffective	Some what effective	Much effective	Very much effective
		1	2	3	4	5	6
<b>Q42</b>	Gives new skill						
<b>Q43</b>	Improves informal learning (non-classwork)						
<b>Q44</b>	Improves formal learning (classwork)						
<b>Q45</b>	Contributes to improved problem solving skill						
<b>Q46</b>	Contributes to improved cognitive and social development						
<b>Q47</b>	Improves communication skill						
<b>Q48</b>	Increases self-confidence						
<b>Q49</b>	Improves self-esteem						
<b>Q50</b>	Gives a feeling of self-worth						
<b>Q51</b>	Improves social network						
<b>Q52</b>	Creates new social network						
<b>Q53</b>	Improves interpersonal skill						
<b>Q54</b>	Enhances quality of life						
<b>Q55</b>	Promotes social cohesion						
<b>Q56</b>	Gives personal empowerment						
<b>Q57</b>	Gives community empowerment						

<b>Q58</b>	Improves personal image						
<b>Q59</b>	Improves local image						
<b>Q60</b>	Improves sense of identity						
<b>Q61</b>	Gives a sense of well-being						
<b>Q62</b>	Reduces offending behavior						

Rate the extent to which the understated health outcomes emanate from participating in sporting activities.		Very much ineffective	Much ineffective	Some what ineffective	Some what effective	Much effective	Very much effective
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Q63</b>	Reduce stress levels						
<b>Q64</b>	Reduces anxiety						
<b>Q65</b>	Reduces blood pressure						
<b>Q66</b>	Reduce visits to GP						
<b>Q67</b>	Reduces obesity						
<b>Q68</b>	Improve general physical health						

Rate the extent to which the understated economic outcomes emanate from participating in sporting activities.		Very much ineffective	Much ineffective	Some what ineffective	Some what effective	Much effective	Very much effective
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Q69</b>	Improve educational prospects (sport scholarship)						
<b>Q70</b>	Improve employment prospects (becoming a professional sport person)						
<b>Q71</b>	Improve local economic development (LED) by organising and hosting interschool sporting competitions						
<b>Q72</b>	Improve sport infrastructural development						
<b>Q73</b>	Improve sense of the benefits of competitiveness						
<b>Q74</b>	Improve publicity for the school						
<b>Q75</b>	Improve image of the school						
<b>Q76</b>	Improve potentials to build partnership through securing sponsorship proves self-esteem						

**77.** In your opinion, what do you think the school should do to encourage equal participation in sporting activities amongst learners?

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**THANK YOU FOR YOUR TIME**