A FRAMEWORK FOR LEARNER’S PARTICIPATION IN SPORT AT PUBLIC TOWNSHIP SCHOOLS IN THE CITY OF TSHWANE

By

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September 2014
I hereby declare that the thesis submitted for the degree D Tech: Marketing, at Tshwane University of Technology is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

R E J PULE
DEDICATION

To my late father, Silus Makgora Pule; his words of inspiration and encouragement in pursuit of excellence still linger on.
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ABSTRACT

This study explored and described those factors that influence the level of participation of children in sports at both primary and secondary township schools in the City of Tshwane. The aim of the study was to develop a framework for learners’ participation in sport at public township schools. The importance of motivating children to participate in sport, and the need to provide a platform and resources for children, teachers and parents to be involved in school sport were discussed. Difficulties in implementing and promoting school sport programmes using the sport policy guidelines in South Africa (White Paper) and interviews with employees at the Department of Basic Education in the Tshwaga region motivated the researcher to undertake this study. The study was conducted using a quantitative research design, as well as a literature review on sport participation and consumer behaviour.

Firstly, the following aspects were investigated: the factors that influence learners’ level of sport participation at primary and secondary schools; the reasons for participating or not participating in school sport and the influence of schools, parents, teachers, and peers on children towards school sport participation in primary and secondary schools.

Secondly, the perceptions of teachers on the importance of school sport and learner’s level of sport participation; the reasons for teachers not being involved in school sport; and aspects, such as the influence of schools on children towards sport participation were investigated.
Lastly, the perceptions of parents with children at public primary and secondary schools regarding school sport; parents' reasons for not supporting their children in school sport; their opinions regarding school sport and children’s level of participation, as well as their influence on children to participate in school sport were investigated.

Three separate questionnaires were used to collect the data. The sample consisted of 773 school children and 109 teachers at public primary and secondary schools, as well as 102 parents with children at public township schools in the City of Tshwane. The population were randomly selected from the four districts of the Tshwaga region (Tshwane Gauteng) of the Department of Basic Education.

The results demonstrated that learners, teachers and parents at public primary and secondary schools in townships were aware that sport activities and programmes are offered at schools, and that sport is important in their lives. However, there was a huge difference in terms of school children’s level of participation, reasons for participation, perceptions regarding school sport and influences in school sport between primary and secondary schools. Majority of the school children at primary schools participate in sport compared to secondary school children. Indications exist that both children at primary and secondary schools prefer to participate in team sport activities like soccer and netball.
Most school children emphasised that schools do not offer a variety of sporting activities and facilities through which learners can be attracted to participate in sport. The current sport facilities at the majority of the schools surveyed are inadequate for all learners to be involved in school sport. In addition, it was shown that inadequate number of qualified sport coaches and managers negatively affected the level of sport participation among school children. It was also found that there exist contradictions between primary and secondary school children regarding both teachers and parental support towards involvement in school sport. The majority of the children had little or no experience of their parents’ and teachers’ involvement in school sport activities. The parents also did not make time to attend sport events at schools. Thus, the current support and motivation received from the children’s schools, teachers, and parents were found to be limited.

The school teachers believe that parents should play a significant role in encouraging their children to participate in school sport. However, their experience is that parents are not supportive of their children’s school sporting participation. Most teachers are not trained or qualified to assist in managing school sport and government does not give them enough incentives as a motivation to be involved in school sport. Contradictions also exist between primary and secondary school teachers on the frequency and the level of communication they receive about school sport activities and programmes.

Parents with children at primary and secondary schools believe that sport is important to children, and that through sport, children can live a healthy and a
positive lifestyle. The majority of the parents are not involved in school sport because they are not given the opportunities by the schools to volunteer in school sport activities. The parents suggested that sport facilities of good quality and the appointment of qualified coaches and managers, as well as government’s financial support in school sport could increase the level of sport participation among children at public township schools.

The study recommends that school management; the Department of Basic Education, School Governing Bodies and the Department of Sport and Recreation South Africa should improve the quality of sport facilities and should provide a variety of sport activities and equipment at township schools. The Department of Education Basic Education and the Department of Sport and Recreation South Africa should appoint qualified coaches, and train teachers and parents to co-ordinate school sport.

This could be achieved by involving teachers and parents as volunteers in committees associated with organising sport events, coaching, management, sponsorship, marketing and security management at schools. Finally, the study recommends that the Department of Basic Education and the Department of Sport and Recreation South Africa should amend their policies or practices in such a way that duties could be delegated to parents and teachers in school sport as volunteers to manage school sport. Therefore, it would be necessary to provide further training, refresher courses, seminars and workshops – to both teachers and parents so as to enable them to acquire knowledge and skills to coordinate and manage school sport.
OPSOMMING

Hierdie studie ondersoek die faktore wat die vlak van deelname in sportaktiwiteite by sekondêre en primêre leerders van townshipskole in die Stad van Tshwane beïnvloed. Die doel van hierdie studie is om ’n raamwerk van die leerders se deelname aan sport by openbare townshipskole te ontwikkel. Die belangrikheid vir die motivering van leerders se sportdeelname, die behoefte om ’n platform en hulpbronne vir leerders, onderwysers en ouers daar te stel, en die betrokkenheid van ouers en onderwysers by skolesport, is ondersoek. Die motivering vir die onderneming van dié studie spruit uit ’n tweeledige waarneming: eerstens, as gevolg van die probleme wat ondervind word met die implementering van skolesportprogramme na aanleiding van die sportbeleid in Suid-Afrika (Witskrif); en tweedens, na aanleiding van inligting wat na vore gekom het uit onderhoude met werknemers van die Departement van Basiese Onderwys in die Tshwaga-streek.

Die inhoud van hierdie studie is saamgestel uit ’n deeglike literatuuroorsig van die algemene deelname aan sport, asook verbruikersgedrag. Die literatuuroorsig word gevolg deur ’n kwantitatiewe navorsingsontwerp. Hierdie studie het die volgende aspekte ondersoek: die faktore wat leerders se vlak van sportdeelname by primêre en sekondêre skole beïnvloed; die belangrikheid van sport by skole vir leerders; die redes vir leerders se deelname (of nie-deelname) aan sport op skool; die leerders se waarnemings van skolesport; en die invloed van skole, die betrokke ouers, onderwysers en maats op leerders se deelname aan naskoolse sportaktiwiteite.
Vervolgens is onderwysers se persepsies teenoor die belangrikheid van skolesport ondersoek. Daarbenewens is leerders se vlak van sportdeelname; die redes vir die onbetrokkenheid by skolesport; asook aspekte soos die invloed van skole op leerders se bereidwilligheid om deel te neem aan sport, ondersoek.

Laastens is die persepsies oor skolesport van die ouers van leerders by openbare primêre en sekondêre skole, ondersoek. Daarbenewens is die redes waarom ouers nie leerders ondersteun wat aan skoleport deelneem nie; die ouers se sienswyse teenoor skolesport; die ouers se opinie aangaande die leerders se vlak van deelname aan skolesport, asook die invloed wat die ouer op die leerder het aangaande deelname aan skolesport, ondersoek.

Drie onafhanklike vraelyste is gebruik om die data vir hierdie studie in te samel. Altesame 773 primêre en sekondêre leerders, 109 onderwysers by openbare primêre en sekondêre skole, sowel as 102 ouers met kinders by openbare townshipskole in die Stad van Tshwane het deel uitgemaak van die data-insameling vir hierdie studie. Die bevolking is willekeurig gekies uit die vier distrikte van die Tshwaga-streek (Tshwane, Gauteng) van die Departement van Basiese Onderwys.

Die resultate het getoon dat leerders, onderwysers, en ouers by openbare primêre en sekondêre skole in die townships bewus was daarvan dat sportprogramme by skole aangebied word, en dat sport van belang is vir hulle daaglikse bestaan. Daar is egter ’n groot verskil in terme van die leerders se betrokkenheid, vlak van deelname, redes vir deelname/onbetrokkenheid, asook die persepsies oor
skolesport en verskillende faktore wat deelname aan skolesport tussen primêre en sekondêre skole beïnvloed. Dit is bevind dat die meerderheid van skoolleerders by primêre skole aan sport deelneem in vergelyking met sekondêre skoolleerders. Aanduidings toon dat sokker en netbal voorkeur geniet by beide primêre sowel as sekondêre leerders. Die fasiliteite vir die aanbieding van hierdie spesifieke sportsoorte is meestal beskikbaar by die skole.

Meeste van die leerders het aangedui dat skole nie 'n groot verskeidenheid van gehalte sportprogramme aanbied nie. Die meerderheid skole het ook 'n tekort aan die nodige toerusting en fasiliteite om uitgebreide sportsoorte aan te bied en sodoende leerders aan te moedig om aan die verschillende sportsoorte deel te neem. Die huidige sportfasiliteite by die meeste skole is onvoldoende. 'n Gebrek aan gekwalifiseerde sportafrikters en -bestuurders het 'n negatiewe invloed op die vlak van deelname van leerders. Daar bestaan teenstrydighede tussen primêre en sekondêre skoolleerders se opinies sover dit onderwysers en ouers se ondersteuning en betrokkeheid by skolesport aangaan. Die meerderheid van die leerders het min of geen ervaring van hul ouers en onderwysers se betrokkenheid by skolesportaktiwiteite nie. Die ouers staan nie tyd af om sportgeleenthede by die skool by te woon nie. Dus is die huidige vlakke van ondersteuning en motivering wat leerders van skole, onderwysers en ouers ontvang, beperk.

Die onderwysers is dit eens dat ouers 'n belangrike rol speel in die motivering van leerders om aan skolesport deel te neem. Onderwysers ondervind egter dat ouers nie leerders se deelname aan skolesport ondersteun nie. Onderwysers by sekondêre skole is ook nie opgelei om te help met sportaktiwiteite nie, en die
regering is nie by magte om die onderwysers te motiveer om betrokke te raak op die gebied van skolesport nie. Die studie het gevind dat daar teenstrydighede bestaan tussen primêre en sekondêre skoolonderwysers aangaande die kommunikasie wat hulle van die Onderwysdepartement oor sportprogramme en -aktiwiteite ontvang.

Ouers met leerders in primêre en sekondêre skole glo dat sportdeelname belangrik vir die leerders is en dat deur sportbeoefening, kinders ’n gesonde en positiewe lewe kan lei. Die meerderheid van die ouers is egter nie betrokke by die skole se sportaktiwiteite nie, omdat hulle nie die geleentheid gegun word om tydens sportbyeenkomste as vrywilligers op te tree nie Die ouers het voorgestel dat sportfasiliteite van goeie gehalte sowel as die aanstelling van gekwalifiseerde afrigters en bestuurders, asook finansiële ondersteuning van die regering die vlak van deelname by kinders van townshipskole kan aanmoedig en verhoog.

Die studie beveel aan dat die verskillende beheerliggame van skole; die Departement van Basiese Onderwys, en die Departement van Sport en Rekreasie van Suid-Afrika gesamentlik moet poog om die gehalte van sportfasiliteite by townshipskole te verbeter, en dat die nodige sporttoerusting en ’n groter verskeidenheid van sportaktiwiteite by townshipskole aangebied moet word. Die Departement van Basiese Onderwys en die Departement van Sport en Rekreasie van Suid-Afrika moet gekwalifiseerde afrigters aanstel om die opleiding van betrokke onderwysers en ouers in skolesport te koördineer.
Die bogenoemde kan egter slegs bereik word deur die betrokkenheid van onderwysers en ouers as vrywilligers by komitees wat verband hou met die organisasie van sportgeleenthede, afrigting, bestuur, borgskappe, bemarking, sekuriteitsbestuur, en fondsinsameling by skole. Ten slotte, beveel die navorser aan dat die onderskeie beheerliggame van skole, die Departement van Basiese Onderwys, sowel as die Departement van Sport en Rekreasie van Suid-Afrika, hul beleid of praktyke moet wysig dat pligte aan ouers en onderwysers as vrywilligers by skolesport aangewys kan word. Dus is dit nodig om verdere opleiding, opknappingskursusse, seminare en werkswinkels aan te bied aan beide onderwysers en ouers om hulle in staat te stel om hulle kennis en vaardighede te verbreed om skolesport suksesvol te koördineer en te ontwikkel.
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ACRONYMS AND ABBREVIATIONS

The following abbreviations are defined as used in this study.

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<tr>
<td>BW</td>
<td>Botswana</td>
</tr>
<tr>
<td>DHE</td>
<td>Department of Higher Education</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Basic Education</td>
</tr>
<tr>
<td>NA</td>
<td>Namibia</td>
</tr>
<tr>
<td>NSRP</td>
<td>National Sport and Recreation Plan</td>
</tr>
<tr>
<td>SASCOC</td>
<td>South African Sports Confederation and Olympic Committee</td>
</tr>
<tr>
<td>SGB</td>
<td>School Governing Body</td>
</tr>
<tr>
<td>SRSA</td>
<td>Sport and Recreation South Africa</td>
</tr>
<tr>
<td>SA</td>
<td>South Africa</td>
</tr>
<tr>
<td>USA</td>
<td>United State of America</td>
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CHAPTER 1

INTRODUCTION, MOTIVATION AND LAYOUT OF THE STUDY

1.1 INTRODUCTION

Active participation in structured sport and recreation activities presented in school in sport programmes has multiple benefits. According to Mullan and Maguire (2012:129), it is important for children to engage in sport and physical education, as these activities support their physical, psychological and social wellbeing. Kim and Trail (2011:61) state that the consumers have many and various reasons to get involved in sport; however, children’s needs and desires dictate their level of participation in sport.

Many life challenges affect children’s decision to participate in sport. However, the access and availability of sport resources to engage in sport are not a given in all developing African countries. A popular view that participation in school sport develops children’s character has been widely criticised in recent years, due to negative issues, such as illegal drugs and engagement in antisocial behaviours by many sport participants (Holt, Tamminen, Tink & Black, 2009:160). However, sports participation has also been related to a number of positive indicators, including social skills, academic excellence, emotional control, and leadership development in school children (Zeng, Hipscher & Leung, 2011:534).
Sport is possibly one of the largest growing industries in the world, affecting the development of human health, economy, wealth, character, and physical development (Holt & Neely, 2011:299). Sport could have a significant social and physical impact on children in both developing and developed countries (Lubans, Foster & Biddle, 2008:464). The diversity and importance of the sport functionality means that systematic ways and policies of improving its quality are required, in order to involve and encourage more people to be associated with it (Funk, 2008:88).

To manage structural obstacles and benefits in sport, the South African government, like many other countries such as Germany and the USA, have developed strategic policies and directives specifically for sport. The Department of Sport and Recreation South Africa (SRSA) is the national government’s department that is responsible for all sport and recreational activities. SRSA is in line with the Constitution of the Republic of South Africa, Act 108 of 1996 (Department of Sport and Recreation, 2005:15).

SRSA has been assigned the powers and functions by the national government to develop and implement national policies and programmes on the development and promotion of sport and recreation in schools and communities of South Africa. Sport and Recreation South Africa has launched a White Paper on Sport and Recreation that clearly announces government policy on sport and recreation in the Republic of South Africa. As an official publication the White Paper on Sport and Recreation sets out government’s vision on the strategic objectives, the policy
directives, the outcomes, and the outputs for promoting and providing sport and recreation (SA, 2011:25).

Part of the White Paper on Sport and Recreation’s main focus in schools is to substantially increase the level participation in sport and recreation – especially amongst the learners – to ensure that sport and physical education are practised in all schools, resulting in school children as learners broadening the talent pool, as well as providing sufficient and accessible sport facilities that are well-maintained and fully utilised by schools and local communities.

This study originated as the result of the South African White Paper on Sport and Recreation’s vision, mission, and objectives on school sport. Although government has launched the strategic framework for schools in 2005, and has outlined good strategies and directives for developing school sport, the schools and the Department of Basic Education are not adequately executing the mandate. Many sport-related organisations, federations, and institutions, rely on innovation and promotional policy strategies by government to increase the involvement of children in sport (SA, 2011). Children should be preserved as customers or consumers of the Department of Basic Education and schools in South Africa. Hence it is important for schools to offer quality academic and sport services for school children. Improved service quality could attract more children in South Africa to attend schooling.

Consumer adoption and acceptance of sport as an important part of life requires that sport marketers should be informed sufficiently to educate consumers on the
factors that influence their involvement in school sport. As important consumers for school sport, children must be offered sport and physical educational activities that satisfy their needs. Consumer adoption strategy in sport is one of the positive strategies used to promote sport participation, and to ensure that consumers and sports specialists understand the factors influencing sport participation. In order for the sport industry to succeed in getting more people, especially the children to participate in sport, a strategy for understanding consumers’ needs, wants, and desires is required. Therefore, the roles of sport-marketing professionals, organisations and the government should include help to consumers to buy into and enjoy the benefits of sport (Funk, 2008:4). According to Casper and Menefee (2010:595), the choice to buy a sport product or service may eventually come down to personal choice by the sport consumer; and social influences may work alongside personal experiences to influence consumption.

The significant effects of consumer socialisation are grounded in environmental theories, which suggest that external, internal and significant others shape the attitudes, beliefs, and behaviours of people in sport. Therefore, the social environment that surrounds sport consumers can have an effect on their decision-making process (Casper & Menefee, 2010:595). In the sport industry, there are many factors that influence people’s attitude towards sport; and many research studies have indicated that the need for internal and external changes progress only from early childhood into adolescence, and then into adulthood (Funk, 2008:98).
Consumer influences vary, based on the type of consumption and the developmental age of the consumer (Yoh, 2005:6; Dotson & Hyatt, 2005:35; Moschis, 1987:12). The peak of participation in sport occurs during the adolescent years; and it then declines, as individuals grow older to become young adults. The influence on consumer behaviour in early life, therefore, significantly affects the decision-making of young people (Yoh, 2005:6). It is important for sports marketers and specialists to consider influential factors that affect young people’s decisions to participate in sport, so as to be able to avoid the decline, or lack of interest, in sport.

Consequently, this study was carried out to discover and describe the factors that influence the participation of children in sport at primary and secondary township schools in the City of Tshwane to develop a theoretical framework for school sport. Against this background, a clarification of the concepts used in the study, as well as the motivation, the research problem, aims, objectives, contribution, study method and presentation of the thesis in chapters will be discussed in the following paragraphs.

1.2 MOTIVATION FOR THE STUDY

Nowadays, schoolchildren are faced with several social and environmental factors affecting their lives both positively and negatively. Several positive benefits are associated with school sport participation, some of which include physical, social, and emotional benefits. Regardless of the well-known benefits of sport participation for children and adolescents, a large number of them do not
participate in school sport (Dixon, 2009:34). Consequently, it is important to discover and describe the factors that influence the lack of participation of children in sport at primary and secondary township schools in the City of Tshwane to develop a theoretical framework for school sport.

The Memorandum of Understanding (MoU) between the Department of Basic Education and Sport and Recreation South Africa in 2011, clearly indicated that the opportunities for school-based sport participation have declined in South Africa. Many schools have not properly complied with the directives aimed at achieving the objectives of the White Paper on sport and recreation, despite the fact that school is a suitable environment to promote sport among children, as they exist within communities.

Opportunities for children’s sport participation can be maximised at schools, especially when trained personnel, quality equipment and facilities, which could host successful sport programmes are available at schools (Kanters, Bocarro, Edwards, Caspers & Floyd. 2012:113).

Time availability, the funding for school sport, family or parental support, and increased competition between various schools can also be of importance to school sport. Pedersen, Parks, Quarterman and Thibault, (2011:200), state that school sport remains an important way to increase the level of sport participation in communities. Many schools provide comprehensive sport programmes to children with a wider selection of activities, regardless of ability; but if the children are not positively influenced and policy guidelines for implementing sport
programmes are not followed, the wider selection of sport programmes may well be ignored. Schools have the power to cater for children’s needs, to increase access, and to develop a comprehensive policy for school sport (Department of Basic Education, 2011:5).

Sutherland, Campbell, Lubans, Morgan, Okely, Nathan, Wolfenden, Jones, Davies, Gillham and Wiggers (2013:57) state that schools should be the main environment for the promotion of sport, as they already have an active academic core curriculum, infrastructure, directives, policies and resources, which would help to promote the level of sport participation. Additionally, schools are also in a position to easily reach out to children from different socio-economic, cultural and racial backgrounds.

School sport promotion and the rate at which children take advantage of those offerings vary, according to demographic factors, such as race, ethnicity, and socio-economic status. Others include cognitive and behavioural factors, such as attitude, beliefs, family influences, perceptions, social influences, sedentary behaviours, as well as the availability of facilities and resources.

Mandic, Bengoechea, Stevens, De La Barra, and Skidmore (2012:9) point out that although participation in sport and physical education has declined among children and adolescents globally, schools should continue to promote opportunities for sports participation in children. The following questions and issues were raised by various sport co-ordinators in the different districts of the Department of Basic Education at a meeting that took place between them and the researcher:
• What is the role of school management (Principals and Heads of Departments) in promoting school sport participation?
• What are the factors that influence sport participation at primary and secondary schools?
• What is the role of schools in the provision and promotion of children’s school sport participation?
• What are the strategies used by schools and the government to promote and market school sport, amongst teachers, parents and school children?
• What motivates learners to participate in sport at schools?
• Do environmental barriers affect children’s participation in school sport?
• What is the role of the government in promoting the interpretation of the White Paper and the national sport plan in developing school sport?
• Do parents and teachers play a role in encouraging children to participate in school sport?
• What is the role of peers in encouraging participation in school sport?

(SA,2011:28)

Additionally, the policy directives of the White Paper on school sport serve as a further motivation for this study.

Consequently, the main motivation for this study was to determine the factors influencing school children’s level of participation in sport at public township primary and secondary schools in the City of Tshwane to develop a theoretical framework for school sport participation.
1.3 RESEARCH PROBLEM

The research problem helps in the formulation of the hypotheses; and the latter help with the supposition or proposed explanation made on the basis of limited evidence, providing a starting point for further investigation (Zikmund & Babin 2010:118). For the purpose of this study, the following research problem was formulated. The South African government introduced a White Paper on Sport and Recreation as a guideline to manage sport and recreation in the new democratic South Africa, but many schools and organisations are still not following the White Paper as a guideline to promote and implement school sport, in order to improve accessibility and participation in schools sport.

The level of physical education and sports participation in schools has declined in past years; and many South African teachers complain about children who do not take the initiative to be involved in sport or extra-curricular activities at schools (Discovery Healthy Active Kids report, 2010:3).

It is important that the government, along with schools, should emphasise the need to promote sport to children (Mchunu, 2008:45). The Department of Basic Education, as well as Sport and Recreation South Africa, also acknowledge – in the Memorandum of Understanding signed in November 2011 – that there are still a number of factors that impede progress in the implementation of the 2005 school sport Framework (SA, 2011:3).
Some of the factors acknowledged by the Department of Basic Education, as well as Sport and Recreation South Africa, include the lack of resources (financial and infrastructure), as well as the lack of clarity on the role of a sport-code structure and policies in delivering school sport. School sport is still not adequate; and many schools are not using the White Paper on Sport and Recreation, as well as the National Sport and Recreation Plan as a guide to implement school sport programmes. Hence, the problem which consequently initiated this research revolves around understanding and describing the factors that influence the level of participation in sports at primary and secondary township schools in the City of Tshwane, South Africa. Furthermore, the study was undertaken to identify the roles teachers and parents play in influencing children to participate in school sport.

Although the South African government took the initiative to design the strategic framework for school sport in 2005, and introduced the White Paper on Sport and Recreation to manage sport and recreation in the new democratic South Africa, many schools are still not in a position to implement school sport programmes using the policy guidelines.

In an interview with Mr I. Segomotso, the district sport co-ordinator at the Department of Basic Education in the Tshwaga region, he indicated that many schools in the Tshwaga region of the Department of Basic Education provide school children with opportunities to participate in school sport; but the provision of resources, like sporting facilities, programmes, coaching, and management are limited or inadequate (Segomotso, 2013). He further noted that many schools do
not comply with the directives on the White Paper on Sport and Recreation as a policy guideline to implement school sport programmes. According to Segomotso (2013), many schools in the townships still use old, outdated, and dilapidated sport equipment and facilities that were built during the apartheid era prior to 1994. Due to the poor state of facilities and equipment, as stated by Segomotso (2013), inadequate facilities could also be a factor influencing children’s level of participation in school sport.

The level of sport participation at schools has declined in the past years (Department of Basic Education, 2012). Mchunu (2008:105) states that township schools have few qualified coaches and motivated teachers who could encourage children to participate in sport. Furthermore, many South African teachers complain that children do not take the initiative to participate in school sports activities. This is one of the logistical barriers compounding the lack of sport participation among children at township schools. Therefore, it is important that both the government and schools emphasise the need to promote and attract children to sport (Mchunu, 2008:45). In order to achieve this goal, it is important to develop a framework which will guide the formulation of relevant promotional and marketing strategies needed to enhance children’s participation in school sport.

The situations in the Township schools provide the background for the research questions of this study:

- What is the state of knowledge concerning children’s participation in school sport?
1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim of the study

The aim of this study was to determine the factors that influence learners’ participation in sport at public primary and secondary township schools in the City of Tshwane to develop a theoretical framework for school sport participation.

1.4.2 Objectives of the study

Theoretical objectives

- To review literature on concepts of sport policies and directives.
• To examine literature on the essence of children’s participation in school sport.
• To review relevant literature on the nature of consumer behaviour in school sport.
• To analyse literature regarding theoretical basis for children’s participation in school sport.

**Empirical objectives**

• To evaluate children’s disposition and decision making concerning participation in school sport as consumers.
• To determine the perceptions of children, parents and teachers on sport participation.
• To explore parents’ opinions on children’s level of participation in school sport.
• To examine the barriers to school sport participation among school children, teachers and parents.
• To understand the influence teachers, parents, and peers have on children’s decisions to participate in school sport.
• To develop structural frameworks that could be used to assist in enhancing higher levels of participation in sport among children in primary and secondary public schools located in the township areas in the City of Tshwane.

In order to achieve the objectives of this study, a number of hypotheses were formulated; and these will be discussed in Chapter 5.
1.5 RESEARCH METHODOLOGY

1.5.1 Literature study

In order to achieve the stated objectives and answer the research questions raised in this study, secondary data were obtained by the use of a literature study on sport policies and directives in South Africa, and other countries related to school sport, the nature and essence of school sport participation; and lastly, the literature study on understanding consumer behaviour in school sport. The most important school sport policies and directives were reviewed and taken into consideration.

1.5.2 Empirical research

1.5.2.1 Research design

A descriptive research design was used in this study. The researcher decided to use the descriptive research design, because it provided a clear statement of the decision-making process, the specific research objectives, and the detailed information required. This study gathered and presented information that illustrated the factors influencing children’s level of sport participation in sport to develop a framework. Quantitative research approach was used to collect data for the study. Quantitative method helped the researcher in collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods by the school children, teachers and parents.
Furthermore, the study described the characteristics of township schoolchildren, estimated the percentages of children with particular knowledge, examined the influential factors of children, teachers and parents in sport participation at schools, sought to determine the perceptions of children, teachers and parents towards sport participation; and finally, it determined the degree to which consumer behaviour affects sport participation.

1.5.2.2 Study population

The study population included learners, teachers and parents residing at townships in the City of Tshwane. The target population of interest in this study was divided into two groups, namely, the internal and the external population. The internal population consisted of school children and teachers from primary and secondary township schools in the City of Tshwane who comprised the core group of the population. The external population consisted of the parents of the school children.

All of the four districts (Tshwane North, Tshwane South, Tshwane West and Gauteng North) of the Department of Basic Education, known as the Tshwaga region, had an equal chance of being selected for the study. The public township schools in the four districts comprised the study population. Name lists of all the public primary and secondary township schools per district of the Tshwaga region were obtained from the Department of Basic Education. The four lists were based on the population of interest in this study, and used as the sample frame to select the schools in each district. A multistage sampling method was used in this study to select the samples.
The sampling method used in this study is a probability sampling technique as well as convenience sampling method. Consequently, a systematic sampling method was used to select the primary and secondary schools, which participated in the study. From each school selected, the learners were selected by using a systematic random-sampling technique. A convenience-sampling method was used to select the teachers and parents that participated in the study.

1.5.2.3 Research instrument and data collection procedure

The data-collection process was accomplished by means of a structured questionnaire consisting of close-ended, multiple choices and scaled questions. Each sample received a separate self-administered, pre-coded questionnaire with only closed-ended questions (Craig & Douglas, 2005:239).

The questionnaire development procedure, as prescribed by Malhotra (2012:87), was followed in this study to construct the questionnaires for the school children, teachers, and parents. The first questionnaire was designed for n = 773 school children at public primary and secondary schools in the Tshwaga regional district of the Department of Basic Education. To ensure accurate collection of data and facilitate data processing, the researcher validated the questionnaires (vide paragraph 5.11.1). The other two questionnaires were for n = 109 teachers and n=102 parents. These were self-administered questionnaires with a covering letter that the respondents were required to sign, in order to give their consent to participate in the study (See Annexures A, B & C).
After a formal request was made to the Department of Basic Education for permission to conduct the research at public schools, this was granted by both the Head Office and the district offices of the Department of Basic Education (See Annexure G). Before the researcher could deliver consent forms to the children’s parents and the questionnaires to schools, a meeting was held with the principals of the selected schools to explain the purpose of the study. Thereafter, the children’s consent forms were signed by their parents – before they were permitted to participate in the study. The school children who participated in the study were between 11 and 18 years old; and both genders had the opportunity to participate. School children younger than 11 years were not included in the study because of their low level of understanding of the questionnaire. This was determined in the pilot test.

Teachers and parents were also provided with the consent form, which had to be signed before they completed the questionnaire. Trained fieldworkers were deployed to administer the questionnaires at the various at schools; and most of these were assisted by the teachers. The questionnaires were administered to the school children and their teachers in classrooms; while the parents largely completed their questionnaires at home.

Completed questionnaires were checked, tabulated, processed, bundled; and the data were captured on Excel spreadsheets and saved on flash drives. The data were statistically analysed with the IBM SPSS 21 software (Tavakol & Dennick, 2011:53). The research methodology for this study will be discussed in more detail in Chapter 5.
1.6 CONTRIBUTIONS OF THIS STUDY

This research is expected to contribute the pool of knowledge on consumer behaviour in school sport and decision-making, as well as other factors that influence sport participation in township schools (from previously disadvantaged communities). Schools, government, teachers and parents should be aware of the factors that might influence the level of sport participation among children at township schools. Awareness of these factors would enable them to equip themselves with the knowledge and understanding on how to influence and motivate children to participate in school sport.

This study could also assist township schools, teachers, government departments, organisations and the parents in the City of Tshwane. The findings could:

- Help to establish whether the state of available sport resources and support for school sport at township level have contributed to the low level of sport participation, or not;
- Provide guidelines, or a framework, to influence and encourage more children to participate in school sport in the townships;
- Help to establish whether schools and other government structures use the White Paper on Sport and Recreation as a guideline to implement and promote school sport programmes;
- Assist in establishing the needs and perceptions of children at primary and secondary schools on school sport;
- Provide information on promotional and marketing strategies of school sport in the townships; and finally,
• Establish the role of both teachers and parents in promoting school sport.

1.7 LAYOUT OF THE STUDY

Chapter 1 covers the introduction to the study. It elaborates on the declining number of children in school sport participation. Moreover, this chapter addresses the social, physical, economic and health benefits offered by sport to children. The role that South African government plays in developing policies and directives to improve school sport are also discussed. Thereafter, the chapter continues with a discussion on the terminology and concepts used in the study, its motivation, and formulation of the research problem, objectives, research questions, contributions, study method, and the structure of the study.

Chapter 2 presents a background on sport policies and directives. It discusses policies and directives on sport participation for different countries, such as the United States of America (USA), Australia, Germany, Jamaica, Namibia, Botswana and South Africa. South African sport policies and directives are discussed in some detail. This was done to draw a comparison in terms of sport policies and directives between the above-mentioned countries and South Africa.

South African sport policies and directives are also discussed in considerable detail. The structure of the Sport and Recreation South Africa, based on the White Paper on Sport and Recreation on the development of school sport and the National Sport and Recreation Plan are also discussed in detail. Particular
attention is given to the South African literature on topics concerning children, sports participation, and school sport.

**Chapter 3** covers the literature on the nature and essence of school sport participation. It addresses the importance of sport and the benefits offered by sport. It also includes discussions on the stages of participation and the detailed factors affecting sport participation. As this study is focused on South African schools, the school environment, its school systems and school sport, the various policies were outlined and discussed. This chapter is concluded by looking at the relationship between physical education and sport participation, the relationship between school sport and community sport, and the role of organised sport.

**Chapter 4** explores the nature of consumer behaviour in sport. The role of the group and individual factors in consumers’ decision-making processes are explored. The focus is on the research conducted by other researchers in the consumer-buying decision processes and marketing strategies. The chapter also focuses on studies that have investigated factors influencing consumer behaviour and consumer decision-making processes. Internal and external factors, which might influence consumers’ buying decisions, are also examined.

Also explored in Chapter 4 is the nature of consumer behaviour in sport and other research, as conducted in the field of sport, and children's sport participation. The chapter specifically focuses on studies that have investigated the factors influencing consumer behaviour in sport, consumers’ needs, wants and demands in sport, as well as the marketing strategies for sport products and services. It
looks at the internal and external factors, which might also influence children’s decisions on whether or not to participate in school sport. Finally, the results of previous research work conducted in the area are compared with those of the present study.

Chapter 5 elaborates on the research problem, the research questions, the hypotheses formulated, the design, and the sources of information, as well as the research methodology. The latter addresses the data-collection method, the sample frame, the sampling technique and the sample size, questionnaires, coding and the validation, editing and data capture, as well as the statistical procedures and techniques used.

Chapter 6 analyses the results of the research, focusing on the secondary objectives, in order to establish the status quo with regard to the factors influencing children’s level of participation in school sport. The survey data were tabulated and statistically analysed, using the IBM SPSS 21 software.

Chapter 7 presents the conclusions, implications of the findings, and the recommendations of the study. This chapter provides clarity on specific factors influencing the participation of children in sport at public primary and secondary township schools.
1.8 DESCRIPTION OF THE TERMINOLOGY AND CONCEPTS

To clarify the meaning of certain concepts used in this study, and the context in which they are used, it is necessary to explain the following terms:

1.8.1 Learners

According to Jonicnada (2012:4), learners are children requiring structure, framework, timelines and organisation to achieve basic learning through the education system. In South Africa, a learner means any person receiving education or one who is obliged to receive education in terms of the South African Schools Act No 84 of 1996. The terms learners, pupils and school children are used interchangeably in this thesis. For the purpose of this study, the term school children will be generally used.

1.8.2 Children

For the purpose of this study, the term “children” refers to young people attending primary and secondary schools. The age group of the children at primary and secondary schools varies between ages 11 to 18 years. Children in this study are also regarded as sport consumers.
1.8.3 Sport consumer behaviour

Sport consumer behaviour is about the desire to seek out a consumption experience; and it reflects a desire to satisfy internal needs and to receive benefits through participation. It represents consumer behaviour relative to the products and services offered in sport environments (Funk, 2012:4; Kim, James & Kim, 2012:174; Kim & Trail, 2011:62). In this study, the term ‘sport consumers’ refers to school children at township schools. Service refers to school sport programmes, activities and events offered at these schools.

1.8.4 South African Schools

South African schools are classified as public and private schools, which give children and their parents a variety of choices. The South African basic education system comprises primary and secondary schools. Primary schooling starts from Grade R to 7; while secondary schooling education commences from Grade 8 to Grade 12. Children are expected to enrol in Grade 1 at six years old, and to complete Grade 7 at 13 years of age. The pre-grade R phase is known as the Early Childhood Development (ECD); Grades R to 3 are referred to as the foundation phase; Grades 4 to 6 as the intermediate phase; Grade 7 to 9 as the Senior Phase; and Grade 10 to 12 as the FET (Further Education and Training).

South African children are required to attend school up to Grade 9; and under the National Qualifications Framework (NQF) children may opt, at the successful completion of Grade 9, to obtain their General Education and Training Certificate.
In order to progress to senior secondary school i.e. Grades 10-12, children must pass nationally moderated matriculation examinations, the passing of which qualifies them to study at tertiary institutions.

South Africa has 11 official languages; but schools and universities use English as the official medium of instruction. The academic year for all South African schools runs from January to December (South African Schools Act, 84/1996). In this study, only public township schools were investigated. In Chapter 3, different classifications of South African schools are discussed in more detail.

1.8.5. Public Township schools in South Africa

Public township schools in South Africa are referred to as primary and secondary educational levels; but there also exist post-secondary educational institutions, such as public colleges (e.g. Further Education and Training Colleges) and public universities. These are largely managed and funded by the national government. The government and the Minister of Basic Education accredit public schools, the names of which are published in the Government Gazette; currently all schools that are ranked in quintiles one, two and three are non-fee paying schools (Roos, 2009:2). Stakeholders in public school partnerships include the government, learners, teachers, parents and community members, all of whom are jointly responsible for the management and the development, governance and funding of the schools.
According to Roos (2009:2), public township primary and secondary education incorporates the following elements:

- Compulsory school attendance and assessment;
- Qualified and certified teachers and curricula (either by the government or by a teachers’ organisation or colleges);
- Assessment and monitoring of the standards of public education are provided by the government.

Public education in many countries is considered a priority. The public education sector is the largest in the world. Surely in South Africa Constitution for public education is an indispensable priority.

1.8.6 Sport

Sport is described as an activity that involves one, two, or more people engaging as participants – for the purpose of fun or competition (Amara & Henry, 2010:419). Sport activities are categorised formally, according to specific norms, rules and standards: formal sport requires tactics and strategies by those trained in neuromuscular skills with a high degree of difficulty and effort; or it can be informal, where the participants create their own rules, time and duration of participation (Wicker, Hallmann & Breuer, 2012:54). Sport comprises physical activities, where physical and mental skills influence the outcome of competitions, such as rugby, golf, netball, soccer, hockey and tennis. It is a common form of physical activity in children, and can make a significant contribution to their overall energy expenditure.
1.8.7 White Paper on Sport and Recreation

The White Paper on Sport and Recreation is the South African first official policy on sport and recreation, since the establishment of the Ministry in 1994. The pervasive theme of the White Paper is “getting the nation to play”. Its main goal is to make sure that there is a development of community sport, school sport, disabled sport and professional sport in the country. However, this study mainly focuses on school sport participation and development (SA, 2011).

1.8.8 School sport

The process in which schools offer sport programmes, activities and events is called school sport. School sport takes place in settings, which provide safe and convenient programmes and facilities that promote physical activity in children (Birnbaum, Evenson, Motl, Dishman, Voorhees, Sallis, Elder & Dowda, 2005:250; Johnston, Delva & O’malley 2007:195).

Schools are supposed to offer well-planned extracurricular activities, such as school sports, social clubs, and other structured and non-structured leisure activities – thereby making schools a viable medium for promoting physical activity amongst the children and adolescents (McKenzie & Kahan, 2008:171; Bocarro, Kanters, Cerin, Floyd, Casper, Jsuau, & Mckenzie, 2012:31).

School sport therefore remains an efficient approach to increase physical activity for children at school. In 2011, the Department of Basic Education (DoE) and
Sport and Recreation South Africa (SRSA) signed a Memorandum of Understanding aligned to the White Paper on Sport and Recreation. This addressed the integration of physical education and sports participation into the school day. This study will also address some of the obstacles that hinder the integrated school sport framework, as endorsed by the DoE and the SRSA (Department of Sport and Recreation, 2011).

1.8.9 Townships in South Africa

A township in South Africa refers to (a) location, which is underdeveloped in terms of infrastructure and resources. During the apartheid era in the 20th century, all ‘black’ people (which the government considered to be all races not specifically White, and thus comprising Africans, Coloureds and Indians) were forced to live in townships; and this practice only stopped when a democratic government was voted into power in 1994, signalling the end of apartheid. Townships are usually built on the periphery of towns and cities (Libraries, 2012); and indeed this is where the majority of townships are located today, a full 20 years after independence. In this study, only the Tshwane township schools in the City of Tshwane were investigated.

1.8.10 Tshwaga Region of the Department of Basic Education

The Tshwaga region is the division of the Gauteng Department of Basic Education that comprises the four districts in the City of Tshwane. Tshwaga region stands for “Tshwane Gauteng region”, comprising Tshwane North, Tshwane South, Tshwane...
West and Gauteng North districts of the Department of Basic Education in the City of Tshwane. These areas are all clustered under the Tshwaga region.

1.8.11 The City of Tshwane

The City of Tshwane Metropolitan Municipality (also known as the City of Tshwane) is a metropolitan municipality that forms the local government in South Africa (Libraries, 2012). The city of Tshwane is the capital city of South Africa. The next chapter will be looking at the theoretical aspects of sport policies and directives in different countries, like the USA, Australia, Germany, Jamaica, Namibia, and Botswana. More importantly, it will be focusing on the theoretical aspects of school sport in South Africa, the history of sport, and how the White Paper of sport and recreation impacts on sport in township schools.
CHAPTER 2

SPORT POLICIES AND DIRECTIVES

2.1 INTRODUCTION

Having sport policies and directives is important, not just for monitoring and evaluation purposes – but also for demonstrating and promoting the value of sport to all stakeholders and interested partners. International and national policies in sport set standards to which communities and service providers aspire; and they also help to clarify priorities. Many countries in the world invest in sport policies and directives, in order to promote health, improve education, reduce crime, and promote greater social inclusion (Taylor, 2011:301).

This chapter provides a brief background on international and national sport policies and directives. These international sport policies and directives are briefly discussed as a background for this study. The international policies that are discussed are based on the following countries: The United States of America (USA), Australia, Germany, Jamaica, Namibia and Botswana. The emphasis in this chapter is on South African sport and our recreation policies and directives. The discussion is done in order to draw a comparison between South Africa and other countries. Despite the positive values of sport policies, peoples’ lack of responsibility and risk-taking swells to the point where they avoid any kind of competitive activity – because of the perceived risk of failure (Stephan, Boiche, Trouilloud, Deroche & Sarrazin, 2011:888).
Sport policies should incorporate social, emotional, physical, and cognitive activities – for the purpose of fun or competition during leisure time (Mchunu, 2008:40). The most important foundational model in sport-policy making stages is intended to strengthen the idea of normative standards or behaviours. Making use of a country’s existing and applicable policies of elitism, institutionalism, and pluralism is important when evaluating the progress of sport development (Hong, 2012:23). Policy development in the sport industry implies that it is very important to maintain and safeguard quality standards.

2.2 SPORT POLICY DEVELOPMENT GUIDELINES

Sport policies are procedural processes put in place to manage structures of sport in the government, federations, schools, clubs and organisations – for operational purposes. Generic policies, including sport policies, can be described as plans, a group of strategies, structural procedures, focus points, and statements, which intend to guide structures of sport as to how sport and recreation should be administered, promoted and developed (Department of Sport and Recreation, 1995:3).

International sport policies also play a vital role in influencing the implementation and the delivery of sport, fitness, and recreational programmes across the world (Caribbean Community Secretariat, 2011:1). According to the International Platform on Sport and Development (2011:2), one of the first international tools merging sport, physical activity and education for school children emerged from ‘the rights of the child’ declared in 1959. This declaration stated that children must
be given the opportunity to participate and engage in sport and recreation, which has the same purpose as the basic educational mandate in South Africa.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO), the UN’s lead agency for sport, fitness, and physical education, was the first agency to introduce an international sport policy aligned to physical activities and basic education; and they did this in 1978. The policy stated that “every human being has (the) fundamental right of access to sport and physical education” (International Platform on Sport and Development, 2011:2).

Many of the countries in the world have developed and introduced national sport policies through their governmental structures or ministries, some of which relate to the provision of school sport. According to the International Platform on Sport and Development (2011:2), even though national policies on sport are in place in different countries, there is still a large gap between these policies and the actual reality of sport practices in sport organisations, federations and schools, globally (Sawyer, Bodey & Judge, 2008:14). Under the following subheadings, international sport governance’s ministries in the United States of America (USA), Australia, Germany, Jamaica, Namibia, Botswana and South Africa are discussed.

2.3 SPORT POLICIES AND DIRECTIVES IN THE UNITED STATES OF AMERICA

The USA is considered by many to be the world’s best country in sport (Lynn, 2010:6). According to Li, Maclntosh and Bravo (2011:75), sport is part of the
national culture in the USA. The American government believes that sport is unique and extraordinary in terms of its positive influence on peoples' lives. Some of the most popular sports developed in the USA are basketball, baseball, American football, and ice hockey. And Americans are still considered to be the best at these sports, globally.

The majority of sport activities in the USA are developed and offered to children at a very young age. In accordance with American sport policies, sport is associated with education; and thus, most of the schools, colleges, and universities offer organised sport and physical education to the children enrolled in them. The vast sport events and activities in USA are offered through diverse delivery systems. These delivery systems are resources and infrastructures that can accommodate people's interest in sport at all levels. Public structures of delivery systems in sport are managed by the State government – through taxes and private entities. The role of the governance and sport policies in USA is to co-ordinate, monitor, and evaluate systems, programming, resources, and organisational structures in the country, and to offer all Americans the opportunity to participate in sport.

It is the American government's mandate to offer the entire population the opportunity to participate in sport (Centre for Disease Control and Prevention, 2012:6). Shackelford (2009:4) states that sport in the United States of America is exceptional among the nations of the world, because it is offered to all the citizens without impinging on people's abilities, or their ethnic and religious affiliations. Participation in physical education and sport in the USA is the most important and accepted form of leisure and recreation in that country.
Due to the high standards of physical education and sport, participation interest continues to increase (National Sporting Goods Association, 2010:5). According to Story, Nanney and Schwart (2009:71), the USA government may put together general directives and objectives for sport participation; but in most instances, the local schools’ governing bodies and districts take the full responsibility of managing the operational side of sport.

In 2007, various states in America sponsored policies encouraging and promoting activities at schools on the physical education/activity core curriculum, and to provide opportunities to improve children’s skills and fitness levels (Lee, Burgeson, Fulton & Spain, 2007:435).

This initiative was designed to encourage children to participate in sport. Various American states in 2004 addressed questions about the quality of time spent in physical educational classes. The state of Arizona decided to call for 50% of physical education time to be devoted to moderate exercise at schools (Gordon, Nelson & Popkin, 2004:277).

In the USA, a specific number of physical educational credits are required before a child can graduate from one grade to the next; for example, schoolchildren in New Jersey require 3.75 credits in physical education before they are permitted to graduate. This, therefore, helps to increase the participation of children in physical education and school sport.
2.3.1 Physical education and school sport in USA

The establishment of physical education and school sport was launched in 1987 by the National Association for Sport and Physical Education (NASPE) in the United States. Americans believe that physical education and school sport programmes not only improve people’s overall wellbeing; but, they also help children with managing weight, high blood pressure, cholesterol levels, and other chronic diseases, such as obesity and diabetes.

The American government believes that every school child deserve quality physical education and school sport. School sport and physical education are based on a sequence of learning in most schools (National Association for Sport and Physical Education, 2004:2). The key guideline for physical education and school sport in USA is that children and adolescents should engage in 60 minutes (1 hour) or more of physical activity daily; and this should include vigorous physical activity for at least three days a week (Department of Health and Human Services, 2011:3).

The States require all teachers to be trained and to have some sort of license or certification in physical education and sport when involved in school sport. Because physical education and school sport are part of the daily activities at schools, teachers should be qualified (National Association for Sport and Physical Education, 2001:2). School sport in the USA forms a large part of the sport industry – due to the thousands of public and private schools that are involved. School sport in the USA is managed by the National Federation of State School
Association. This Body is also responsible for liaising with the national government on all issues facing school sport.

Robinson (2005:96) states that over 17,000 schools in the USA are affiliated and recognised as formal structures of sport. Participation includes equal access to programmes for both boys and girls, include encouraging children, providing funding for equipment and staff training. These are the priorities of school sport in the USA (Story, Nanney & Schwartz, 2009:71).

Sport policies in the USA are committed to maintaining co-operative work, training, and a sport environment in which mutual respect for all its citizens exists, especially for children. Communities also play a significant role in assisting the government to implement sport policies at schools in USA. The country has used sport to establish its own identity.

The section that follows provides a brief background on Australian sport policies and directives. Sport and recreation have become an integral way of life in Australia; and they are considered to be the best social cohesion mechanism. They are intended to unite communities, families, and the country itself.

2.4 SPORT POLICIES AND DIRECTIVES IN AUSTRALIA

Australia is one of the developed countries that use sport to develop and build a flexible nation. Sport in Australia is also considered to be one of the major components in developing the economy, and a strong tool for international
relations (Fitness Australia, 2009:3). The country uses sport to assist in developing communities through the provision of services, resources, and facilities to achieve the benefits of physical fitness, health, and social cohesion.

Australian sport policies are prepared to connect people, break down barriers and unite those who may otherwise have nothing in common (Commonwealth of Australia, 2011:20). Within its own jurisdiction, the government aims to inspire increased participation in sport, and to build a powerful nation of competitive sportsmen and women. The country focuses on improving its success in international events, competitions, and also enhancing sport in schools and higher educational institutions (Commonwealth of Australia, 2011:20). It is their mandate to deliver high-quality performance on the international stage, in comparison with other nations.

The roles and responsibilities of the National Sport Policy Framework in Australia are to guide the government on the programmes and resources needed by the country’s communities. Australian government success in sport is guided by good co-ordination, execution, governance and leadership of sport and recreational systems within its jurisdiction (Commonwealth of Australia, 2011:20). Priority areas of sport in Australia focus on the rising number of citizens participating in sport and recreation, and on international performances that focus on increasing the number of professional athletes participating in international events (Australian Bureau of Statistics, 2012:1).
The Australian government ensures that children are given every opportunity to participate in sport and physical education at schools. Australia in 2009 has put much effort into promoting school sport participation amongst children. For example, in 2009, 1 million school children aged 5-14 did not participate in sport. That raised huge concern for the Australian government. Currently, the National Sport and Education Strategy is a philosophical tool used by the Australian government to deliver sport and physical education at all schools (Commonwealth of Australia, 2010:27).

2.4.1 Physical education and school sport in Australia

The Australian government believes that the best possible start in life for school children is through sport. The policy on school sport indicates that children should be given the best possible physical education and sport activities at schools, so that they can be developed to the level of professionals. They believe that the best possible physical education and sport programmes at schools could help children with health development and learning foundations.

School sport and physical education in Australia comprise a key aspect of the broad curriculum that offers school children the opportunity to foster their learning and sporting development (School Sport Australia, 2014:1). Physical education and school sport give all the primary and secondary school children the opportunity to continue their physical, social and personal skills education through sporting competitions at the school level. School sport policies create opportunities for school children to participate locally, nationally and internationally in sporting
events. The Department of Education and Early Childhood Development (2009) state that Australia places a very high priority on getting children physically active via a variety of school sport programmes and events.

The government ensures that there is an increase in participation that raises children’s level of physical competency (Department of Education and Early Childhood Development, 2011:18). The Australian government has mandated schools to provide a compulsory two hours of sport and physical education weekly to children. Teachers are also required to become better sport coaches and administrators in ensuring that there is quality in the provision of sport and physical education at schools (School Sport Australia, 2014:1). Many schools in Australia use physical education teachers to establish close links with the community sport clubs, in order to develop sport and education.

Through the relationship between schools and community sport clubs, community-sport groups are given the permission to use school sport facilities for free during and after school hours (School Sport Australia, 2014). The Australian strategic direction on schools sport focuses on the following objectives:

- To encourage increased participation in sport at all Australian schools.
- To provide a variety of sport programmes and opportunities (playing, officiating and event management) to teachers and children.
- To monitor ongoing evaluation of sports programmes at schools in Australia.
- To establish working relationships with all stakeholders working together to provide a quality sporting environment at all schools.
• To promote school sport in Australian communities.
• To develop sponsorship and funding options to enhance school sport.

The Australian government puts considerable emphasis on the development of school sport. Its policies are focused on providing all school children at primary and secondary schools with the opportunity to participate competitively against other schools (Commonwealth of Australia, 2010:27).

Inconsistency in the provision of junior sport by schools and community groups in Australia has led to confusion for the participants. So, the government has set up a sport structure, which is responsible for the mediation of the relationship between school sport and sport federations in Australia (School Sport Australia, 2014:5). It is evident that the Australian government depends on the relationship between school sport and community sport to improve children’s level of participation in sport.

Australia uses the National Sport and Education Strategy structure as a tool to manage and monitor the progress of school sport, with the help from teachers and coaches. This has helped the country to maintain the current high level of sport participation among children at schools. The following section provides a background and understanding on German policies in sport. Germany contributes to the development of the values of sport: both in the European countries and at international levels.
2.5 SPORT POLICIES AND DIRECTIVES IN GERMANY

Sport in Germany is constitutionally an important element of socialist culture. Sport also plays an important role in Germany’s foreign policy. German sport policies focus on high performance in sport and the improvement of quality in all the sport activities and events that are of national interest. Sport policies are managed by federal and state government, the former being responsible for promoting world-class sport, while the latter is responsible for the promotion of sport and recreation events and programmes for the entire country (German Association of Sport Science, 2009:16). Sport policies in Germany ensure that all the sport activities and events are managed professionally, by making sure that all the sport clubs are deep-rooted in their local environment and are largely non-profit institutions.

2.5.1 Physical education and school sport in Germany

As soon as children enter primary schools at the age of six in Germany, they are introduced to a school sport culture. To ensure that school children’s talent is monitored and developed, all the children showing potential and talent in physical education and sport are tracked and selected into a programme called Gymnasium – to be developed and mentored at a higher professional level (Pfeifer & Cornelissen, 2010:96).

Schools provide children with physical action and experience related to exercise, games, and sport. According to German sport policy, the mission of school sport is to promote personality development among children. The schools work together
with community sport clubs to develop sport. The majority of the children in Germany prefer community sport clubs to school sport; because they believe that sport clubs are able to provide excellent and more professional sport programmes (German Association of sport science, 2009:16).

This issue makes many local schools in Germany unable to prioritize school sport. Local sport clubs give school children the opportunity to participate in a variety of sport activities, in both individual and team sport (Drenowatz, Steiner, Brandstetter, Klenk, Wabitsch & Steinacker, 2013:2). Through local sport club initiatives, many schools give children the opportunity to be exposed to grassroots development and professional coaching. Sport and physical education training and development are important for all schoolchildren in Germany. The main objective of school and club sport for children is to integrate health-enhancing activities with sport and education (German Association of Sport Science, 2009:18).

It is evident that local sport clubs and schools in Germany work very closely together to improve the level of sport participation for children. The involvement of community and local sport clubs in Germany contributes significantly to the development of school sport. The following section provides a background and understanding on Jamaican policies in sport.

2.6 SPORT POLICIES AND DIRECTIVES IN JAMAICA

Jamaica is one of the fastest growing developing countries in sport, globally. The country has established itself as a success: both nationally and internationally
through sport – predominantly in athletics. It has represented African people very well at prestigious events, like the Olympic Games and the World Athletic Championships. Jamaica is considered to be the home of sprinting.

The sport policy in Jamaica attempts to take advantage of its achievements, and to exploit every opportunity to assist in diversifying and developing its economy, while strengthening Jamaican citizens through sport (Ministry of Youth, Sport and Culture, 2010:2). Jamaica’s national sport policy provides the institutional framework for sport development, the promotion of healthier communities, and the regulations to promote sport participation.

The government of Jamaica is responsible for ensuring that sport and recreation are included in the development of their co-operative policies and laws. They are very serious in building partnerships at all levels – to ensure that sport functions are conducted both efficiently and transparently. The government believes in shared leadership; and it collaborates with the stakeholders (community members, sport federations, local businesses and non-profit organisations) to achieve the country’s goals and objectives in sport and recreation (Ministry of Youth, Sport and Culture, 2010:2). The Ministry of Youth, Sport and Culture in Jamaica is focusing on achieving specific mandatory goals, which could assist the country’s future successes in sport. The national sport goals are listed below:

- Collaboration of the governance and management of sport – focusing on collaboration of the management of sport with other stakeholders in the sport industry.
• Improving participation and accessibility – to give many people the opportunity to participate in sport, especially Jamaican citizens.
• Improvement of sport facilities and infrastructure – to revamp and build sport infrastructure in communities (Ministry of Youth, Sport and Culture, 2010:20).

Through the Ministry of Education, the Ministry of Youth, Sport and Culture has ensured that schools include sport and recreation as part of their curriculum. The school sport policy ensures that there is sufficient time provided for schoolchildren to participate in sport. The policy emphasises that each school needs to employ a full-time physical education (PE) teacher, who is responsible for physical education and sport.

The government should allocate budgets to colleges to train physical education teachers, so that a high standard of physical education is maintained; furthermore, they believe that a sport curriculum and physical facilities should be maintained at an international standard (Ministry of Youth, Sport and Culture, 2010:10). Sports are given a high priority in many Jamaican schools; and the country is extremely proud of its sporting achievements, especially in athletics. Jamaican sport policy is focused on the development and maintenance of healthy lifestyles.

2.6.1 Physical education and school sport in Jamaica

The Jamaican government highly prioritizes physical education and school sport. Physical education in primary schools is an essential part of the National Sport
Policy, because the Jamaican government believes that starting sport at an early age would help to influence children’s future behavioural patterns (Project Abroad Jamaica, 2013). Schools teachers and volunteers from non-profit organisations are responsible to co-ordinate physical education and school sport. The Jamaican government believes that sport brings young persons in contact with each other, and serves as a release from tension and stress. It is also an important avenue for academic advancement, and an opportunity for social mobility (Taylor, 2013:56). In the following section, Namibia’s policies on sport are discussed.

### 2.7 SPORT POLICIES AND DIRECTIVES IN NAMIBIA

The Republic of Namibia is in the Southern region of the African continent. The country is bordered by South Africa, Botswana, Angola, Zambia, and the South Atlantic Ocean (Libraries, 2013:2). Popular sports in Namibia include football, basketball, rugby, and cricket. In 1999, the Namibian government opened its doors to promote sport and excellence in sport. The Namibian Ministry of Youth, National Service, Sport and Culture was formed in 2005 – to promote sport and physical education in Namibia (NA, 2008). The ministry of sport in Namibia is guided by the National Youth Service Act, No.6 of 2006 – to manage youth sport.

The sport policy in Namibia aims at developing sport programmes and recreational facilities in communities, to assist people live a healthy lifestyle (Ministry of Youth, National Service, Sport and Culture, 2008:20). The national government of Namibia is responsible for funding sport programmes in the country that are aligned with the strategic goals of school sport.
2.7.1 Physical education and school sport in Namibia

The strategic plan for school sport in Namibia is aligned with the country’s goals and objectives for communities and sport organisations. Sport policies are focused on eliminating any obstacles facing school sport and amateur sport in communities (Ministry of Youth, National Services, Sport and Culture, 2008:7). The main strategic plans for school sport are to:

- Co-ordinate, develop, and foster sport for all schoolchildren.
- Ensure proper management of national sporting and recreational bodies to accommodate school sport.
- Ensure that opportunities are made available to all schoolchildren throughout Namibia.
- Assist national sport bodies in the recruitment and training of coaches.
- Establish, and supervise sport facilities in communities and schools.
- Assist sport bodies of the uniformed services to oversee their activities and events (NA, 2008:3).

Accountability, professionalism, innovation, and honesty are the core values in developing school and youth sport (Hango, 2012). These specific values are intended – not only to attract investors in sport – but also to unite all Namibians (Ministry of Youth, National Service, Sport and Culture, 2008:3). Namibia believes that sport can build communities and assist children to live a healthy lifestyle (NA, 2008). In the following section, Botswana’s policies on sport are discussed.
2.8 SPORT POLICIES AND DIRECTIVES IN BOTSWANA

Botswana is one of the smallest countries on the African continent. Botswana shares borders with Namibia, Zambia, South Africa and Zimbabwe. As a developing and small country, it has experienced an outstanding socio-economic and infrastructural transformation. These developments have influenced education and sport opportunities positively. The Botswana government’s sport policies are aimed at improving the quality of the Batswana people. The policy is aiming at awakening sport consciousness, and at ensuring that communities participate in sport, in order to improve their physical, social and mental skills (BW, 2010:10).

Sport policies in Botswana call for strong partnerships between the private sector, non-government organisations, and civil society – to improve the quality of sport. Botswana’s sport policy systems are guided by principles of democracy, development, unity, self-reliance and “Batho Pele”. An inadequate National Sport Policy framework in Botswana is one of the limitations of development in sport. The national Government of Botswana funds sport development through an annual grant. Funding, as well as national sport and recreation policies, are needed to address the following critical factors, which have been identified as limitations to sport in Botswana: To

- Increase the numbers of trained sport administrators;
- Popularise the culture of sport;
- Improve sporting facilities;
- Improve the numbers of women in sport (Botswana Ministry of Youth, Sport and Culture, 2001:15).
The sport policies provide guidelines on funding, priority sporting codes, goals, visions, directives and development strategies in sport (BW, 2010:10).

### 2.8.1 Physical education and school sport in Botswana

The Botswana National Sport Council (BNSC) is a national association with the goal of overseeing and managing school sport in Botswana. Despite the BNSC, there is still a lack of structured school sport programmes, which are important, since children spend most of their time in a school environment.

The Botswana Institutional Sport Association (BISA) is responsible for managing and organising competitions and tournaments for school; but it does not sufficiently emphasise the importance of sport programmes (BW, 2010:10). Botswana’s physical education and school sport policy aim to develop young sportspersons and schoolchildren in and out of schools to become international professional athletes (BW, 2009:8), but according to Mokgwathi (2001:128) there is a lack of sport resources (equipment, facilities, sport specialists, and transportation) for many schools in Botswana. Without proper resources and grassroots development in sport, the problems in school sport will persist (Mokgwathi, 2001:128).

There is a need to design a clear and concise policy on the development of physical education and sport at schools (Toriola, 2001:40; BW, 2010:21). The education system and school sport are largely the government’s responsibility (Mokgwathi, 2001:128). In the country, there are several Model C and private
schools managed by parents and school-governing bodies, and those schools seem to be doing reasonably well in sport (Toriola, Adetoro, Toriola & Igbokwe, 2000:6). It is evident that Botswana has developed a good policy framework that should assist sport in the country to become successful.

The country’s plan to involve and invite the private sector, civil society, communities and non-governmental organisations to help them to gain exposure both nationally and internationally. The governments’ policies are aimed at training school teachers in physical education and school sport, to provide sport facilities for schools interested in sport, and to offer training to coaches and the administrators of school sport (BW, 2009:8).

The following section provides a detailed background on South African sport policies and directives.

2.9 SPORT POLICIES AND DIRECTIVES IN SOUTH AFRICA

Sport policies are traditionally focused on guiding the sport structures to manage and establish high-quality sport and recreation programmes, events and competition. The Department of Sport and Recreation South Africa (SRSA) under the leadership of the national government, is assigned to develop and implement national sport and recreation policies, to acquire funding and to co-ordinate international events for the whole country.
Sport in South Africa is guided by the White Paper on Sport and Recreation and the National Sport and Recreation Plan for implementing and executing all sporting events (SA, 2011:22). The White Paper on Sport and Recreation is used as a basic document for any discussions on this section. Furthermore, a comparison of different sport ministries on sport policy development, as discussed in the previous sections, will be discussed. Particular emphasis is given to South African sport policies literature on topics concerning children, sport participation, physical education and school sport. A thorough understanding of the government’s directives on school sport is important for this study, and on the level of participation in school sport, in order to measure the level of participation at the township schools.

Since 1994, many South Africans have experienced transformation and been given the opportunity to participate in sport (Reid & Walker, 2005:15). South Africa, as a developing nation, has been trying to promote sport and improve the level of participation in all its communities, regardless of people’s gender, age, disability, race and socio-economic status.

2.10 THE HISTORY OF SPORT IN SOUTH AFRICA

The first sign of sport in South Africa was in the 1600s in the form of a skittle game (Lion-Catchet, 1997:21). Skittle games originated in the Netherlands; and it was later introduced in South Africa by the Dutch settlers in the Cape. According to Mchunu (2008:18), the Dutch settlers who came to settle at the Cape, used sport as an activity to deal with laziness and boredom in people. With the discovery of
diamonds and platinum, more people from different countries arrived in South Africa looking for gold. Whilst many different cultures and people settled in South Africa, a variety of sporting activities, like cricket, soccer and rugby, were introduced.

Sport in South Africa started to be taken seriously in the post-World War I period, as a tool of diplomacy. Politicians and the national government used sport as the tool to conduct international relations (Laverty, 2010:2). During the apartheid era in South Africa, sport policy was conducted in accordance with the principle of separate development, which meant that sport was divided among different groups, races and cultures.

South Africa was banned from the Olympic Games in the 1960s, due to its discrimination and apartheid policies. In 1977, the Commonwealth presidents and prime ministers agreed, as part of their support for the international campaign against apartheid, to discourage contact and competition between their sportsmen and any sporting organisations, teams or individuals from South Africa (SA, 2011:24).

According to Emmett (2009:4), the South African sport heritage was tarnished by the country’s dark history. For many years, the nation, officially believing in the natural supremacy of whites, forbade multiracial sport. For decades, the South African sport teams were the exclusive preserve of white people; any sportsman who was not white was forced to play in the ‘coloured leagues’. Each coloured
group (Blacks, Indians and Coloureds) was responsible for the formation of its own sport federations, clubs, competitions, events, structures and sport policies.

Because of the inconsistency of the South African government in sport, the Anti-apartheid protesters were very vocal, and put pressure on other international sport organisations that South Africa must be banned from participating at international events (Laverty, 2010:4). The meeting of anti-apartheid political policies and the sporting isolation of South Africa took a literal form in the agreement signed by the Commonwealth leaders in 1977. This ban effectively lasted until 1992. Some sport teams toured South Africa as "Rebel Tours", and played the Springbok rugby and Proteas cricket teams in South Africa during this isolation period (SA, 2011:19).

Since the National Party (NP) came to power in 1948, it was to attain a white supremacist nationalist state in South Africa, outlawing miscegenation and enforcing total racial segregation. After decades of ‘dark-cloud history’ in sport, the ruling party, the NP, in 1990 finally agreed to engage with other racial groups. They then put together a freedom charter, which consisted of a fair legislative framework to accommodate national unity in sport.

Javie (1992) maintained that from 1900 to 1960, all forms of sport were subjected to the pressures of apartheid policies in South Africa. Sport was introduced at all the ‘white’ schools, as part of the physical education programmes, which helped to further the mechanism of social differences amongst the ‘white’ South Africans. On the other hand, the first attempt to introduce school sport dates back to the Batavian Republic between 1803 and 1806. However, due to the support from the
national government, sport at ‘black’ schools was not successful or even recognised, only after 1994 when the first black president was elected thinks started to change (Mohlala, 2004:17).

2.10.1 The legacy of apartheid in sport

The legacy of apartheid in South Africa adversely affected the ability of certain groups to participate in sport. Until there were changes in the political, social and economic conditions, sport for all could not be implemented in South Africa, especially for the black population (Hargreaves, 1997:191). Before the 2004 Olympic bid, money was spent on improving sport facilities, some of which were situated in townships.

The transformation of sport in the post-apartheid era cannot be separated from the broader social, economic, and political framework. This framework still prioritises whites and their participation in sport. In this situation, black women have emerged as the most deprived social group (Hargreaves, 2000).

The ANC has, however planned to achieve greater gender equality, and to encourage women’s empowerment and racial equality. The charter displayed the anti-racist and anti-sexist philosophy of the new government; and it has been applied to all political, social, and cultural life, including sport. It is claimed by the government that the provision of sport for disadvantaged communities is a priority; and girls have been targeted as a group in need of special attention.
But the development of comprehensive equality between the sexes and races has been slow, mainly because the allocation of resources remains uneven (Bloemfield, 2010:1). Gender equality in South Africa is still considered a priority by the national government.

2.10.2 Gender inequalities in sport

Women’s involvement in sport has a long history. The background of women’s participation in sport is marked by discrimination and division. Women and girls were perceived as being too weak to participate in sport; and it was maintained that sport was harmful to women’s health (United Nations, Division of the Advancement of Women. 2007:1). Gender equality and women’s empowerment are constrained by gender-based discrimination in all levels of sport and physical activity. Men and women should be given equal opportunities and equal access (Pfister, 2011: 4).

Gender inequality frequently divides people involuntarily into different types of sport events, programmes and competitions. In most instances the value and the credentials placed on women and girls in sport is often low, as compared to men (Claringbould & Knoppers, 2012:404). Sport systems, elite sport structures and training practices do not differentiate between men and women; but to this day, women and girls are still a minority in sport.

According to Hargreaves (1997:110), there were still massive gender inequalities in sporting structures, and a strong association between “sport and masculinity”.

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This was because limited resources were available for sportswomen, due to the issue of gender being considered less important than race and ethnicity. Sport, in the white communities, was a symbol of white, male, Afrikaner superiority; and in Indian and Coloured areas, there were fewer resources for sport, most of which were used by men. For Africans, facilities in the townships were totally inadequate, and generally only catered for soccer, and in some cases, netball.

The new Constitution made provision for a Gender Commission, and the ANC committed itself to a “Women’s Charter of Rights and Effective Equality between the Sexes” (Hargreaves, 1997:193). During apartheid in South Africa, township schools had limited sport resources for both boys and girls. Poverty, transport problems, and patriarchal controls and limited female participation in sport comprised the major problem (Hargreaves, 1997:193). After 1995, the government set a mandate to accommodate and develop a new culture of sport that would accommodate all South Africans on an equal basis.

The White Paper on Sport and Recreation in South Africa emphasizes the importance of gender equity amongst all South Africans (SA, 2011). It is South African government’s mandate to ensure that sport is transformed and all genders get the opportunity to participate. In this study both genders (boys and girls) were considered to understand factors influencing their level of participation in school sport.
2.11 THE ROLE OF RUGBY WORLD CUP IN TRANSFORMING SOUTH AFRICAN SPORT

Sport, especially rugby, has played an important part in heralding the New South Africa into existence. The two major events, Rugby World Cup and the African Cup of Nations, hosted by the newly built South Africa, united the nation. The story of Nelson Rolihlahla Mandela walking briskly out in front of 50,000 white South African at Ellis Park wearing a Springbok jersey confirmed the return of international sport and democracy in the South African sporting arena.

Mandela and the South African Rugby Union (SARU) undertook to ensure that the Rugby World Cup was, in fact, a nation-building success. According to Laverty (2010:8), this was an unprecedented act by the South African president that drew great acclaim from the predominantly white crowd. The World Cup Final symbolised the emergence of a new era in South African sport; it was the symbol of a nation united through sport; a single community in which collective interest transcended all social differences. Rugby, in this post-apartheid era, was still dominated by white South Africans; but it nevertheless played a huge role in transforming the country (SA, 2011:36).

To this day, the Rugby World Cup is still remembered and recognised by many South Africans – both black and white – as the moment of nation-building (Mnchunu, 2008:15). The Rugby Union World Cup, along with other successes in international sport, such as the Cricket World Cup, gave the impression to the outside world that the transformation of sport in post-apartheid South Africa
affected many South Africans. However, since the apartheid policies had been entrenched for many years, its abolition did not just signify the replacement of one system with another (SA, 2011:23).

Morris and Hindson (1992:53) summarised the situation as one where, “old elements, ideologies and strategies remain, and social forces committed to the previous order still operate, consciously and unconsciously, alongside and clashing with new elements”. Most of South Africa’s wealth was controlled by the dichotomous structures that existed in sport. Shifting the economic balance in favour of the black population was, therefore, an essential part of nation-building in the post-apartheid era.

Access and transformation to sport in South Africa was determined in part by economic conditions; and it was difficult for the majority of black people, especially women, to gain access to good sport facilities, most of which were in the white areas. The legacy of apartheid had deprived townships of a sport infrastructure; and they remained under-resourced in terms of sport facilities (Hendricks, 1996:45). This lack of facilities was confirmed by a female teacher from a Coloured township in Cape Town, who described her school sport facilities as ‘almost minimal’. The apartheid era had left a negative legacy for many South Africans. People who had talent and passion in sport could not possibly achieve their dreams. But Rugby World Cup in South Africa played a huge role in bringing all South Africans together. Through the newly built South Africa new structures, policies, directives and objectives for sport were developed.
2.12 SOUTH AFRICAN SPORT POLICY

Many countries have policies for co-ordinating sport, health and education, in order to maintain normative standards. The most important foundational model in sport policy-making stages is to strengthen the idea of normative standards and behavioural development. Making use of a country’s existing and applicable sport policies of elitism, institutionalism and pluralism to implement policies is important in evaluating the progress of sport development (Hong, 2012:23). Policy development in the sport industry implies high maintenance standards and the safeguard of quality standards in sport. According to Hong (2012:23), the nature of the country’s, and its international policy processes, differs significantly from that of other countries. To successfully manage government’s structures in sport, good policy systems are essential.

In 1994, South Africa developed the first sport policy document, in order to accommodate all the South Africans, and give all the people the opportunity to participate in sport (SA, 2011:12). Previously disadvantaged communities also were given a full opportunity to participate or to become involved in sport. Thus far; it has been a challenging exercise to reach out to most communities in South Africa, and to encourage them to participate in sport. After 1994 the newly elected government developed a sport policy document that would be a guideline in transforming and encouraging South Africans to participate in sport (SA, 2011). The White Paper was the first sport policy document that accommodated all the South Africans needs in sport.
2.12.1 The White Paper on Sport and Recreation

Opportunities, and the right to participate in sport, are outlined in the policy document endorsed by the government. The purpose of the White Paper on Sport and Recreation in South Africa is to pronounce government’s policy, and to understand the governance regarding sport and recreation (SA, 2011:18). The White Paper outlines government policy; and it provides clear directives for promoting the delivery of sport and recreational services (SA, 2011:65).

Through this paper, parliament is well-informed on the vision of sport and recreation in the country, specifically to:

- Provide an outcome to the constitutional requirement that Cabinet members must provide Parliament with full and regular reports concerning matters under their managerial role; and
- Give the National Assembly constitutional powers to influence policies, in order to maintain national executive authority, as well as to assist in the implementation of any legislation.

The Ministry of Sport and Recreation is responsible for the co-ordination of the White Paper, in order for the national government to assess the progress of sport and recreation in the country. It is also an important link in ensuring transparency and transformation. The first White Paper on Sport and Recreation was released in 1996 by Mr S.V. Tshwete.
The White Paper was the first policy draft on sport and recreation since 1994. It was updated for the first time in 1999, under the guidance of then Minister of Sport and Recreation, Mr B.M.N. Balfour. Dr M.A. Stofile started a further update of the White Paper in 2004, which was then finalised by Mr Fikile Mbalula, who was appointed as Minister of Sport on 1 November 2010.

The White Paper is revised regularly by the ministry and other government stakeholders, to suit the trends and the challenges facing sport and recreation in the country. In this study, it was important to understand whether the schools, children, teachers, and parents understood the role of government and its policies in developing school sport.

2.12.2 Reasons for updating the White Paper

Any policy document needs to be reviewed regularly, in order to have a clear view of whether its set objectives are being achieved, or not. In 2000, Mr Ngconde Balfour appointed a Ministerial Task Team (MTT) to update and improve the White Paper on Sport and Recreation in South Africa. The MTT was responsible for identifying those factors, which impact negatively on South Africa’s sport performance and for making recommendations on how these could be satisfactorily addressed (SA, 2011:18).

The implementation of the MTT’s recommendations led to the repeal of the South African Sport Commission Act in 2004, and the establishment of Sport and Recreation South Africa (SRSA), as well as the South African Sport Confederation.
and Olympic Committee (SASCOC). This effectively resulted in the current White Paper being outdated, especially as far as the macro-role-players were concerned. The White Paper is no longer a true manifestation of the new dispensation; and there is currently no synergy between the current White Paper and the key strategic directions of the new sport constitution.

2.12.3 Pillars of the White Paper

In formulating the White Paper, cognisance was taken of the strategic environment in which sport and recreation are delivered in South Africa. The effective implementation of Government’s policy on sport and recreation in this regard would also require an appropriate legislative framework (SA, 2011:19). Based on this need, the following pillars of the White Paper were identified.

Sport as a fundamental human right – United Nations resolution on Sport and Recreation: The Convention on the Rights of the Child, the Convention on the Elimination of all forms of Discrimination against Women; and the Convention on the Rights of Persons with Disabilities, has personified the right for all to play and participate in sport. It is expected that all government structures globally should make this right available to all their people. Consequently, the South African Sport and Recreation (SRSA) should fulfil the mandate by the UN in this regard (SA, 2011:36). Government’s outcomes and approach in sport and recreation are the important elements to be implemented and updated on the sport policy document of each country, globally.
**Legislative framework on Sport and Recreation:**

A guideline for the development and modification of the White Paper needs to be properly aligned with national and international legislation. As mentioned earlier in the chapter, government’s policies are interrelated to guide and monitor the processes of implementation of sporting activities, resources, and facilities (SA, 2011:20).

The following legislative framework guides the Ministry of Sport in developing sport policies for all: both nationally and internationally: *International legislation*: on sport participation for all, *National legislation of the constitution*: for values of human dignity, equality and freedom; *Inter-governmental relations*: in accordance with Schedule 5 of the Constitution of the Republic of South Africa for transformation; *provincial legislation*: for provincial legislature exclusive jurisdiction with regard to provincial sport; *Local legislation*: according to Chapter 7, Section 151 of the Constitution of the Republic of South Africa, Act 108 of 1996, for the legislative authority of a municipality to manage sport is vested in its Municipal Council; and lastly, *Good governance (King III Report)*: for guidance and monitoring. South African sport policies are guided by the King III code and report.

The first report was launched in 2009, to assist government with the good governance of sport. The King III Report applies to all entities; and it is, therefore, important that sport and recreation role-players should embrace the King III guidelines. Sport and recreation can only prosper in an environment of good corporate governance (SA, 2011:25). The emerging governance trends incorporated in the King III Report include:
• Alternative dispute resolution;
• Risk-based internal auditing;
• Shareholders and remuneration (SA, 2011:23)

National or provincial government may not compromise or impede a municipality’s ability or right to exercise its powers, or to perform its functions (SA, 2011:56). In the context of this study, the City of Tshwane, therefore, has the right to govern its own initiatives in the affairs of school sport.

In the current structure, Sport and Recreation South Africa headed by the Minister of Sport and Recreation, Mr F. Mbalula; the Deputy Minister, Mr G. Oosthuizen and Director General, Mr A. Moemi. SRSA is aligned with the vision of creating an active and winning nation. Its primary foci are to provide opportunities for all South Africans to participate in sport (SA, 2011). The primary mandate of the department is to provide opportunities for all South Africans to participate in sport and recreation. SRSA carries out its functions in partnerships with the DoE, Department of Health and Department of Social Development as well as provincial and national federations that are affiliated with SASCOC.

2.13 THE ORGANISATION OF SPORT IN SOUTH AFRICA

During 1994 and 1995, a new sport culture was developed for South Africa. The Department of Sport and Recreation (DSR) was restructured; and it received official status as an independent government department. The Government of National Unity (GNU) appointed Mr. Steve Tshwete as the new Minister of Sport
and Recreation. This signified the importance attached to the role of sport in the reconstruction and transformation of the new democratic South Africa, and in uniting a nation.

The newly democratised Sport and Recreation South Africa prioritised race above gender. It adopted a radical approach to transforming racial inequalities, but a liberal approach in dealing with gender inequalities in sport. Currently, although the DSR focuses on junior sport, this does not yet involve them with school sport. However, there were numerous projects that had been instituted to supplement sport programmes, especially in the black townships (Naidoo, 2007:34).

During the apartheid era, sport was not considered a priority in the townships, unlike in the cities, which were dominated by the white minority. After independence in 1994, physical education and sport were introduced formally at many of the township schools. Many of the schools were introduced to different kinds of sport and physical activities. Some of the teachers were trained to assist in the offering of the sport programmes at schools.

2.14 GOVERNMENT’S ROLE IN SPORT AND RECREATION

Sport in South Africa plays an important role in uniting the entire nation. Governments worldwide are increasingly using sport for development purposes. This includes programmes, such as “Sport for Peace”; fighting poverty and crime; increasing awareness around issues of HIV and AIDS; substance abuse and social cohesion (Gitau, Kochomay & Chesire, 2013:14).
Policy directives on sport and recreation in South Africa include:

- Developing a comprehensive school-based policy to ensure a clear demarcation of the line-function responsibilities between the stakeholders involved in sport in schools.
- Engaging the Ministry of Higher Education and Training, and empowering teachers to deliver physical education and school sport.
- Establishing and supporting structures for the delivery of school sport in a co-operative manner at all levels.
- Establishing and upgrading facilities and infrastructure to support talented children.
- Advocating and lobbying for the re-introduction of structured physical education in all schools, and elevating sport in schools, as a matter of priority and urgency.
- Supporting inter-sport activities at district level (SA, 2011:33).

Government also encourages the development of international exchange programmes to enrich physical education and sport in school activities in South Africa (SA, 2011:34). It is the mission of the Government to maximise access, development and excellence at all levels of participation in sport and recreation, in order to improve social cohesion, nation-building, and the quality of life of all South Africans.

The meaning and implications of each of the constituent elements in sport are to:

*Maximise access*: Sport and Recreation South Africa, guided by King III aims to increase the number of people involved in sport and recreation, with much
emphasis on disadvantaged and marginalised groups, including women, children, the youth, the elderly, persons with a disability and people living in rural areas. Government should provide resources to enable people access (SA, 2011:34).

*Promote excellence:* Support for those performing well in sport is required to increase the level of professionalism and international representation.

*Improve social cohesion:* SRSA uses sport and recreation to enhance social interaction between the diverse cultural groups of South Africa. Sport and recreation also have the ability to contribute to social inclusion, and to combat anti-social behaviour (SA, 2011:34).

*Foster nation-building:* The White Paper on Sport and Recreation (S.A, 2011:36) states that sport and recreation can contribute positively towards national unity in South Africa, thereby fostering a South African identity and promoting a common sense of belonging. In co-operation with the relevant sector departments, sport and recreation have the ability to assist in eradicating poverty, skills development, promoting sport tourism, intensifying the campaign against HIV and AIDS, and intensifying the struggle against crime, as well as contributing to local and international peace and development initiatives.

*Improve quality of life:* People are convinced and committed to the fact that mental and physical development, through participation in sport and recreation, can improve the quality of life. Participants generally have a higher life quality than non-participants (SA, 2011:34).

*Entrench inclusivity for all South Africans:* Although no-one is excluded here, cognisance must be taken of the imbalances of the past and the greater needs of inclusion for historically disadvantaged groups and communities, particularly in
rural areas (SA, 2011:36). Planning and setting clear objectives could assist the government to manage sport and recreation more effectively.

2.15 HISTORY OF PHYSICAL EDUCATION AND SCHOOL SPORT IN SOUTH AFRICA

Before 1994, racial discrimination seemed to be the dominant issue that affected all facets of life in South Africa (Javie, 1985). Education and sport for black South Africans was affected by apartheid policies. All public schools in black communities were strictly segregated. Good quality schools with sport facilities were only built at ‘white schools’. Lack of sport facilities and equipment at ‘black schools’ made it difficult for school children to participate in physical education and sport (Lapchick, 1984).

Even before independence in 1994, Physical Education (PE) and school sport were still limited in many black schools, and did not involve all learners (Kloppers, 1998:383; Van Deventer, 1999:103; Lion-Cachet, 1997:4). Even after independence, the situation was not radically different in most schools attended predominantly by blacks. The situation with regard to PE and school sport was no different than in many other countries in Sub-Saharan Africa.

The reasons for the demise of PE and school sport in the regions, however, differ fundamentally from those of developed countries in the following respects:

- Decolonisation in the latter half of the 20th century has largely been responsible for the ongoing wars in the region. The resulting destabilisation
has crippled the countries, with the real victims being children (Kloppers, 2001:380).

- Debt servicing has resulted in abject poverty: Most of the heavily indebted countries are spending twice as much on debt as on primary education.
- The centrality of politics: The relative stability in the colonial character and content of the curriculum in post-colonial Africa has resulted in curriculum continuity. The curriculum is, therefore, not contextualised to the needs of the people; and black schools are still lacking in physical and human resources (Kloppers, 2001:383).

The consequences of this state of affairs were devastating to the people of the region. There was a general breakdown of fellowship amongst the lower economic communities. Townships were lacking in fundamental necessities, such as water and electricity. Infrastructure and schools were needed. There was a perpetuation of poor health and unemployment. Given these constraints, crime was rife, and attractive to the youth (Kloppers, 1998:384).

The South African government has done well to introduce sport and physical education at township schools since 1994. Resources were allocated to schools to manage and monitor school sport. The state of affairs currently is that physical education at school and sports are not considered important any longer. Sport facilities and equipment are not properly maintained; and school children are not performing in physical education and school sport.
Physical education and school sport play a vital role in children’s development and growth. The physical wellbeing of children at schools is directly connected to their academic performance in class (Reynolds, 2013). Physical education at schools could help children to better their academic achievements, health-related outcomes, positive behaviour and discipline. According to Whitman (2013:2), schools offering physical education are guaranteeing children the opportunity to socialise and learn new skills, on a daily basis.

The benefits inherent to participating in school sport have not been fully capitalised since the introduction of democracy (Laverty, 2010:5). The promotion of sport and physical education at schools plays an important role in creating the motivation for, and a commitment to life-long participation (Kirk & Gorely, 2006:10). Evidence exists indicating that sport and physical activity can benefit education.

Sport performance presents the child at school with life skills in a way unsurpassed by any other activity. Sport at schools has the potential to maximise the sport potential of learners, and to become the hub for sport development. Various initiatives with the private sector could be supportive in the implementation of school sport projects. School sport has a valuable contribution to make in developing and transforming sport in South Africa (Kirk & Gorely, 2006:33). Thus it is important for township school to introduce compulsory physical education for all children.
2.17 PHYSICAL EDUCATION AND SPORT IN THE POST-APARTHEID ERA

South Africa was built under apartheid for many years. The foundation of apartheid was based on white racism and black resistance to racism and oppression. Divisions in black politics under the apartheid regime flowed from a division of opinion in black townships on how to oppose oppression.

During apartheid, the sport policy was divided into two camps, namely, sport policy for whites and sport policy for blacks. For example; each of the opposing forces in the country had their own popular physical education and school sport activities: Football was for black people; and rugby was for white people (Laverty, 2010:5).

All the different races were divided in the country – with the minority groups being given most of the opportunities to participate in sport. However, sport in schools was viewed by anti-apartheid activists as an instrument to further the ideological agenda of the apartheid government (Rajput & Van Deventer, 2010:130). The advent of democracy in 1994 was accompanied by high expectations in undoing the injustices of the past.

Although the undoing of these injustices is well underway, the expectations for transformation in sport and the provision of physical education (PE) at schools are still unsatisfactory (SA, 2011:5). Due to South Africa’s dark history of apartheid, among other things, the majority of people, especially schoolchildren, are still not given the full opportunity to participate in school sport. To eliminate discrimination
in sport, South African sport is guided by the White Paper, which is responsible for ‘Getting the nation to play’.

One of the objectives of the first official policy document (White Paper) on sport and recreation was “to increase the levels of participation in sport and recreation activities” (SA, 2011:10). But to this day, the numbers of South Africans participating in sport and physical activities have not increased, as expected by the government (Discovery Healthy Active Kids Report, 2010:2).

The birthplace of this transformation process in sport should be found in the school Physical Education curriculum. The attempt to normalise and transform teaching and learning in South Africa have resulted in Physical Education (PE) being a stand-alone subject, and becoming part of Life Orientation (LO) in the Outcomes-Based Education (OBE) (Department of Basic Education, 2007). To eliminate the controversies, Sport and Recreation programmes are needed to put together policy frameworks that could unite all South Africans through sport. Clear directives were a priority to manage sport in South Africa.

2.18 THE ROLE AND NATURE OF SCHOOL SPORT IN SOUTH AFRICA

Setting up objectives helps the government to assess and monitor the process of attaining success rather than failure. The good governance of objectives needs fair and realistic aims, in order to succeed. According to the White Paper on Sport and Recreation in South Africa (SA, 2011:10), the strategic objectives of school sport include:
- Maximising sport and recreation in every township school in South Africa.
- Organising annual national youth camps to keep young people active, to increase their self-esteem, and to enhance positive social interaction amongst children.
- Providing customised programmes to encourage participation in school sport and recreation.
- Improving the health and wellbeing of the nation, by offering active recreational opportunities at schools.
- Initiating and implementing campaigns to promote participation in school sport.
- Developing elite athletes by exposing them to international competitions.
- Having a human resource base empowered through the provision of accredited education and training.
- Supporting and empowering South African coaches.
- Ensuring that South African sport and recreation benefit from strategic International Relations.

In order to achieve the above strategic objectives, it is necessary to secure the funding required for the implementation of sport and recreational programmes. The White Paper on Sport and Recreation (2011:34) indicates that the benefits inherent in participating in school sport have not yet been fully capitalised – after nearly twenty years of democracy.

The promotion of sport and physical education at schools plays an important role in creating the motivation for, and commitment to life-long participation. Evidence
exists that sport and physical activity can benefit education. Sport presents the child at school with life skills in a way unsurpassed by any other activity. School sport has the capacity to maximise the sport potential of learners, and to become the hub for sport development to many children in South Africa (SA, 2011:34).

Various initiatives with the private sector could assist in the implementation of school-sport projects. School sport has a valuable contribution to make to the development and transformation of sport. The White Paper on Sport and Recreation prescribes the methods and future goals to be achieved through sport. The sport plan, which was revised in 2011, clearly states the goal to be achieved by the year 2020 (SA, 2011:34).

2.18.1 New plans for school sport

School sport in the Republic of South Africa is managed by the government under the South African Schools Act 84 of 1996. The scope and policy are mandated to control the delivery of sport for all learners at public, private, and former multiracial schools. All sport organisations and the Basic Department of Education offering sport at schools should adhere to the policy (SA, 2011:5). The South African vision in school sport is to promote healthy living and lifelong participation among children at primary and secondary schools, irrespective of ability or grade.

The South African Government uses school sport to establish the democratic values enshrined in the Constitution of the country. The Department of Sport and Recreation South Africa, and the Department of Basic Education, are jointly
responsible for marshalling resources to ensure the provision of a sport infrastructure and the proper equipment for schools at all levels (SA, 2011:5).

According to Edwards (2011:2), the Ministry of Sport and Recreation South Africa, along with the Ministry of Basic Education, intends to ensure that South African school sport would reach their transformation target, as soon as possible. The Minister of Sport and Recreation, Mr Mbalula's succession plan, is to transform all schools in South Africa, so that the majority of the children can start participating in sport.

In 2012, the minister launched a South African National Sport Plan (SANSP), which aimed at fostering and transforming sport in South Africa. The strategic aim of the sport plan by the minister was to rebuild and enhance the delivery of sport and recreation. Building a winning and active nation was his main priority. All South Africans, especially children, would be able to benefit from the plan. This National Sport and Recreation Plan (NSRP) is an implementation strategy for sport and recreation in South Africa, as stipulated in the revised White Paper.

The White Paper dictates the policy on “WHAT”; and the NSRP does so on “HOW” (Edwards, 2011:2). According to Edwards, (2011:2) the NSRP focuses its “how” on the following objectives to expand sport and recreation in South Africa:

- To improve the health and wellbeing of the nation by providing mass participation opportunities through active recreation.
- To maximise access to sport, recreation and physical education in every school in South Africa.
To promote participation in sport and recreation by initiating and implementing targeted campaigns.

In developing a winning nation, it is important to improve international sport successes by supporting sport people at all levels of participation.

The following strategic objectives aim to achieve this:

- To identify and develop talented athletes through the implementation of a structured system.
- To develop elite athletes by providing them with opportunities to excel at international competitions.
- To acknowledge the achievements of individuals and teams within the South African sport and recreation sector, through the establishment of a recognition system (Department of Sport and Recreation, 2011:26).

Achieving an active and winning nation is underpinned by an enabling environment with the following strategic objectives (Edwards, 2011:2):

- To ensure that South African sport and recreation are supported by adequate and well-maintained facilities.
- To support and empower South African coaches.
- To support the development of South African sport, through a co-ordinated academy system.
- To empower the sport and recreation sector with relevant information through the establishment of a Sport Information Centre.
- To empower volunteers to adequately support the South African sport system.
• To secure and efficiently manage financial resources for sport and recreation.

• To capitalise on the impact that broadcasting and sponsorship have on the development of sport and recreation.

Integrated plans, with the idea of supporting an active and winning nation, would contribute enormously to the transformation, promotion and the development of sport in South Africa (Edwards, 2011:2).

2.18.2 Transformation charter on South African school sport

The Transformation Charter indicates that the Ministry of Sport and Recreation in South Africa is working closely with the Department of Basic Education to introduce a massive school-sport framework to find young, talented sporting stars, not only in squatter camps and rural areas, but also in former Model C and private schools. The minister proposed to replace the quota system with a transformation charter, based on his belief that school sport should not just be an extramural activity (Edwards, 2011:12).

Minister Mbalula has put together a new school sport programme following a league format, to give children the opportunity to participate in a structured activity. The Sport Ministry in South Africa wants to see school sport being connected to sporting federations, and to involve talent searches, especially when it comes to choosing national sporting teams (Edwards, 2011:5).
The goal of the school sport framework is to search for young talent, and to offer school children opportunities to develop through in sport. Sport and recreation South Africa, with the help of the Basic Education Ministry, must work together to improve and develop school sport (SA, 2011:25).

2.18.3 Post-apartheid progress in school sport

South Africans have experienced the power of sport to break down racial barriers, and build a free and united nation. Some of the community clubs and township schools have been revived to motivate school children to participate. According to Desai (2010:11), progress in school sport is essential, because schools are the nursery for participants in the elite competitions. The Portfolio Committees on Sport and Recreation and Basic Education met jointly to discuss progress in respect of school-sport leagues. A School Sport programme was launched on 5 November 2011.

The South African Schools League programme to improve the quality of sport was kicked off on 28 March 2012 at Mamelodi, Pretoria; and both Ministers were present. The Minister of Sport suggested that every Wednesday be pronounced as “Magnificent Sport Wednesday” at schools (Department of Basic Education, 2011:14). Sport and Recreation South Africa (SRSA) had identified three pillars of school sport that would assist with the roll-out of the school sport programmes in South Africa. The three pillars identified by the government are:
• Physical education: Physical Education is the programme that is incorporated in a school curriculum as a learning area. Its role is to promote healthy lifestyles and sport skills among all the school children.

• Top-school leagues and youth Olympics: The programmes give schools the opportunity to register sport teams in a structured league; and it gives children the opportunity to represent their provinces in the National School Sport festivals (Department of Sport and Recreation, 2012:11).

These would be a priority for the Department (SA, 2011:10). A resources audit exercise was kick-started, which sought to gather information on the demographics of the schools, the available facilities, equipment, and the human resources for sport (Department of Basic Education, 2011:22). Fifty per cent of the SRSA Conditional Grant of R470 million was ring-fenced for school sport.

This allocation was to be spent on equipment and attire, transport, accommodation, all meals, support for the delivery of provincial teams to national school sport competitions, funding for a co-ordinator for school-sport programmes, support for school-sport code structures through Service-Level Agreements (SLAs) with provincial federations, and the training of educators, among other initiatives (Department of Basic Education, 2011:22).

At the beginning of 2011, the Director-General of the Department of Basic Education invited schools to register for the school league programme. The registration was driven by schools themselves and supported by the three parties
that constituted the Joint National Task Team. In May 2011, as many as 10 345 schools had been registered.

The Joint National Task Team was stratifying the registration data, in order to have a much clearer idea of the distribution of gender, learners with special educational needs, district and local municipalities, and age categories (Department of Basic Education, 2011:4). School sport in South Africa was facing many challenges, which needed to be addressed and rectified by the government.

It is evident that the South African government is trying its best to introduce programmes to get children to participate in school sport; but, are the children motivated to participate in sport? According to the Department of Basic Education (2011:8), the following are the challenges faced by schools:

- Lack of sport infrastructure.
- Limited physical education teachers and coaches.
- Difficulty in enforcing the registration of schools in sport leagues.
- Lack of sufficient funding to support school-sport programmes.

The government felt strongly that the focus should be on delivering the basics and ensuring that all children in South Africa were participating in sport, as opposed to focusing on leagues. The view was expressed that the report did not emphasise sufficiently the crucial role that teachers played.

The SRSA had identified three pillars; but to strengthen these three pillars, another should be added: The role of the teachers themselves (Department of Basic
Education, 2011:22). Both the Department of Basic Education and the Department of Sport and Recreation are committed to delivering a sustainable plan to provide schoolchildren with the opportunity to take part in physical education and organised sport through the creation of an accessible and implementable school-sport-support system. The planning of a framework action plan captured joint responsibilities, as well as the specific roles of each department (Department of Basic Education, 2011:22). A concept document for the establishment of “Sport-Focus Schools” was finalised through SRSA, after consultation with the Department of Basic Education (DBE).

The principle of the Sport Focus Schools was that it would not include the construction of a new infrastructure, but the designation of existing schools as Sport-Focus Schools, or lighthouses, in each district (Department of Basic Education, 2011:22). The SRSA would then put money aside to subsidise those schools and the programme, which was scheduled to start in the financial year 2013/14. It is evident that the management styles, sport policies and directives, and goals and objectives differ from country to country.

2.19 VISION 2020 FOR SPORT AND RECREATION IN SOUTH AFRICA

Most of the successful organisations, companies, and government structures are guided by organisational visions and missions. It is extremely important that the vision statement be clear, concise and understood, in order to meet international standards in sport (SA, 2011:23). International standards in sport include quality of
sport infrastructure, tools for measuring athletes’ performance, sport policies and qualified professionals.

The South African government has set 2020 as a year to achieve the following visions in sport:

- To introduce physical education at schools, and to broaden the talent pool.
- To improve accessibility in those sport facilities are well-maintained.
- To improve the quality of priority sporting programmes, and to maintain 80% of the top three positions in world rankings.
- To improve the transformation of the sport agenda in South Africa (SA, 2011:23).

The sport ministry continuously updates its policies and plans, in order to accommodate and socialise children to participate in school sport. The South African government is trying its best to reach out to the communities. The question is: Are people aware of, or informed, of these initiatives taken by the government?

Most countries in the world design their sport policies, based on political, economic, environmental, and sociological situations in their respective nations. Table 2.1 provides a brief summary of the differences in terms of sport policies and directives between the countries discussed in this chapter and South Africa.
With reference to Table 2.1, it is evident that many countries in the world set their own targets and policies to succeed in the provision of sport. The distinctive strategy of each country’s sport policy is to assist them to compete nationally and internationally in sport. Each country has specific priority sport activities and events that make them unique from others.

As reflected in Table 2.1, the majority of countries believe that school sport should be compulsory at schools to give children the opportunity to participate in sport. It is evident from the literature review that sport policies in many countries are seen as meaningful tools to develop programmes and strategies of sport.
The majority of governments’ structures in different countries play an important role in designing, developing and supporting the sporting life of their communities. The ministries responsible for sport and the State government usually collaborate to create sport policies, which are intended to guide the nation’s development of sport and its infrastructure. Some countries in the world make use of sport and recreation policies to advance local domestic issues; and many use sport to advance their own domestic issues (Right to Play Organisation: 2009:249).

According to Marinetto (2003:103), public involvement has become increasingly prominent in political discussions and policy practices in many countries. The *modus operandi* of modern liberal democracies has been a representative mode of government, in which the wider citizenry plays a passive role in policy development. Greater involvement is needed for the public to become involved in the development of school sport policies (Brownson, Chriqui & Stamakatis, 2009:1576).

### 2.20 PRINCIPLES NECESSARY FOR SPORT POLICY DEVELOPMENT

Since countries face different challenges with regard to development and peace in their communities, sport policies are drafted to achieve the goals and objectives of sport (Right to Play Organisation, 2009:251). According to Right to Play Organisation (2009:252), there are very few activity processes, which countries (national or international) could use to align their plan, when developing and integrating their sport policies. The activity processes include:

- Programme design and implementation of the sport policy;
• Mobilising government support and action;
• Policy development;
• Partnerships and collaboration (International Working Group, 2008:10).

The Right to Play Organisation report (2008:253) state that for the development of quality sport policies, the community at large should be invited to participate. Community members need to become involved in policy development. This should include; but not be limited to target beneficiary populations (sport participants and supporters); relevant government departments (Health, Education, women and children); Schools, Colleges and Universities and Sport federations and private organisations. Devoted community members and other stakeholders should prevail as the primary socialising agent.

2.20.1 Contribution of sport policies to school sport

South Africa, including all other countries globally, should strive to strengthen and revise school sport policies regularly. Many children globally are attending schools for the purposes of education, which means school is the environment that the government should use in its approach to promote school sport (International Working Group, 2008:10). Contribution of sport policies should dictate how sport programmes and activities must be implemented and monitored and how sport must improve children’s academic achievement.

It is also of great importance that public educational campaigns should be implemented in communities, in order to raise awareness of the importance of
school sport. Communities should be aware of the sport opportunities offered by the Ministry of Sport. The development of school sport policies requires a global partnership, and an increased networking among communities, governments, donors, NGOs, and sport organisations, on a worldwide basis.

2.21 SUMMARY

In this chapter the relevant international perspectives on sport policies and directives in different countries were discussed, including South Africa, as it is the main focus of this study. A brief historical and current overview on sport policies was presented, pointing out how each of the following countries: the USA, Australia, Germany, Jamaica, Namibia and Botswana, plan, organise and implement their sport policies and directives.

The literature revealed that many countries depend on policies to co-ordinate and manage their sport programmes, events and activities. Many countries develop sport policies to achieve the nation’s goals and objectives in sport. South Africa’s sport policy consists of a detailed guideline document (White Paper) that is closely comparable to that of other countries, as discussed in Table 2.1 Yet, the inadequacy of implementing and achieving those goals and objectives in sport policies still remains a challenge. It is evident from the literature that many nations also offer sport and physical education guided by policies and directives, since they believe that sport brings children together, and plays a huge role in improving healthy lifestyle. The above information indicated that the political background in South Africa had, and still has, some influence on schools’ sport participation.
Under the centralized school management systems the South African Schools Act 1996 had made provision for establishment for physical education and school sport for all public schools. Sport and Recreation South Africa in conjunction with the Department of Basic Education have national powers to govern school sport in South Africa. Therefore SRSA and DoE have important role to play in influencing children, teachers and parents to be involved in school sport. Physical education and school sport are compulsory in most of the countries discussed in this chapter, as compared to South Africa, which is not strict in ensuring that physical education and school sport are compulsory at schools.

The level of sport and physical education at township schools in South Africa should be raised. Sport participation and physical education should be nurtured and made compulsory at all township schools in South Africa. Schools, community clubs and federations should be able to develop school sport successfully, in accordance with the South African White Paper on Sport and Recreation.

The governments' initiatives in implementing the sport policies are good; but the failure could be strategies for promoting and marketing these policies to the people. Policies and procedures provide the sporting industry with proper procedures to effectively manage and develop sport and its infrastructures. As this chapter concludes with the differences and similarities on sport policies among different countries, the next chapter focuses on sport participation as a theoretical construct.
CHAPTER 3

THE NATURE AND ESSENCE OF SCHOOL SPORT PARTICIPATION

3.1 INTRODUCTION

The idea of being physically active should be instilled in children from a very young age (Ndlangamandla, Burnett & Roux, 2012:911). Participation in sport contributes also to school children’s success in the academic environment (Desai, 2010:11). Participation in school sport has been recognised by international organisations, federations, and governments – as one of the most important elements, which make a significant contribution to children’s quality of life. According to Mandic et al. (2012:9), the time spent by schools in physical education and school sport in the recent years has decreased; and the emphasis to start marketing and promoting school sport to children, in order to increase their physical activity levels or standards, is now sorely needed.

This chapter reviews the literature on the management of schools, as well as school children’s perceptions regarding school sport. It further discusses the factors, motives, environmental barriers and influential factors affecting children’s level of participation in school sport. In this study, children are sport consumers; and as consumers they require good service in terms of sport activities, facilities, coaching, equipment, and education.
Participation in sport involves both positive and negative behavioural factors; the latter are derived from social inequalities and societal standards. It is challenging for school children who come from low-income families to be highly involved in sport, as compared to those from higher social classes; furthermore, children’s participation can no longer be linked with the socio-economic status of the parents only; because there are more influential factors that also affect sport participation (Taylor, 2011:39; Feigelman, 2007).

Participation in school sport and physical activities comprise the positive part of school children’s lifestyles in developed communities; however, there is a marked tendency towards an increasingly sedentary lifestyle among school children. School sport could provide support for developmental and growth opportunities for school-going children (Taylor, 2011:38). Involving children in school sport is likely to have a positive and energetic influence on their levels of cognition, self-esteem and social capability.

According to Shank (2009:100), participation in sport is a key aspect of the culture of many people, because sport permeates social realities at many levels. Sport is a value that forms a part of human practice – with many parallels in other spheres of social life. The number of children participating in school sport is decreasing; this problem is caused by the insufficiency of sport resources, the lack of role models, and poor support from communities in general. There is concern across all levels of society at the lack of general fitness and the low level of participation among children at schools (Mchunu, 2008:23).
However, due to a lack of positive motivational factors, there is a tendency for children to go straight home after school; since there are no opportunities for them to participate in an organised sporting programme at school (Beech & Chadwick, 2007:86). The decline in the levels of participation in sport at schools is a global problem; and it appears that little is being done to address the problem (McQuaide, 2008:41).

The general decline in children’s participation in school sport has also become one of the major challenges in South African communities, because the culture of sport could quite easily be completely forgotten (Darling & Linda, 2005:45). It is this decline, and its factors in children’s level of participation in school sport, that is the driving force behind this research.

People fail to understand that school sport is one of the most important ways of keeping children healthy and active during their leisure time (Darling & Linda, 2005:48). The perception of school sport participation provides a context within which to clearly understand the important determinants, roles, and responsibilities affecting the sporting environment, especially among children. This study focuses mainly on the public township schools. The researcher needed to understand the factors influencing participation in school sport at township schools, because only a few studies have been conducted to understand these factors at township schools.
Given the novel and exploratory nature of this study, the researcher broadly approached the study from the perspective of several developmental theories such as the micro and macro level factors based on the theoretical multi-level framework of sport participation proposed by several authors (Wicker, Hallmann & Breuer, 2012:51; Cant & Van Heerden, 2010:53; Downward, 2007:25). It is important to analyse and reconcile micro and macro factors that affect children to participate in sport, as well as possible policy implications.

Figure 3.1 illustrates the micro-level and macro-level determinants of sport participation, using multi-level analyses to describe the perceptual factors in sport participation that affect the children: either positively or negatively to become involved in school sport. Micro and macro determinants are components of global environment analysis that can significantly affects level of sport participation.

Demographic and individual factors are strong micro level factors that can affect people to participate in sport, on the other hand access and availability of sport facilities and programmes are the macro level factors that also affects participation in sport. Previous studies have identified that micro and macro level factors are global environmental analysis that influence people’s decision to participate in sport (Kiioanne, 2013; Wicker, Hallmann & Breuer, 2012:51; Bennett, Mousley, Kitchin & Ali-Choudhury, 2007:155; Vail, 2007:571; Epstein, 2003).
In this chapter, children’s (sport consumers) perceptions of participation in school sport are discussed in terms of the importance of sport, participation stages in sport, the school systems in South Africa, factors influencing participation, and the benefits of school sport affecting level of participation. Moreover, the importance of organised school sport and physical education are also discussed as part of this chapter.

Promotion of healthy lifestyles through sport and the relationship between school sport and community sport are examined to understand their role in influencing children to participate in school sport. Some aspects of the theoretical multi-level model of sport participation by Wicker, Hallmann and Breuer, 2012:54 are discussed in more detail.
Children are young individual below the age of full physical development or below the legal age of majority; and they are also full members of civil society. They are easily influenced by several factors, such as age, time and income, peers and families to participate in sport. In South Africa, those below the age of 18 years are considered to be children; and still attend schools where sport and physical education are part of their daily activities.

A school-age child continuously develops physical, emotional, and mental abilities between the ages of 6-14; and during that age, children can be easily influenced by many other social activities. It is important to understand their needs in order to attract them to participate in sport. Children grow at a slow but steady rate before experiencing a large growth spurt during adolescence – to make constructive decisions about their life (Lam, Sit & Cerim, 2010:96). During their childhood stages, their interest in participating in sport differs; but it increases steadily when they start understanding the importance of sport (Sit et al., 2010:71). For children to experience the importance of sport, parents, teachers and coaches should first identify the micro and macro factors influencing their needs to participate in sport (Naicker, 2008:11).

3.2 THE IMPORTANCE OF SPORT

The importance of sport has long been considered the best setting for developing a wide range of social results (Holt, Kingsley, Tink & Scherer, 2011:491). Research evidence points out that sport positively contributes to the formation of
nation-building, national identity, globalisation, economic development and character development. Sport is important, because people experience significantly different levels of physical movement, social and fitness development (Pittman, Spengler & Young, 2009). The following elements identified by Taylor, (2011:257) demonstrate the importance of sport:

**National identity:** The uniqueness of sport improves national unity, and is an important tool to develop foreign policies. Diplomatic relations amongst different countries can be pursued through sport (Jaska, 2011:39). Sport has the power to change the world, and cause people from different backgrounds to unite.

According to Ward (2010:3), through sport, small and unrecognised nations can create for themselves an identity and a voice. Sport is the new way of generating and promoting the national identity (Ashton, 2010:3). The post-apartheid Rugby World Cup in South Africa played a major role in uniting all South Africans (Black and White) (Taylor, 2011:253).

**Globalisation:** Globalisation is a process of political, social, economic and cultural transformation that improves interaction, mingling and relations in the world among people (Smart, 2007:113). Sport globalisation attracts people from all corners of the globe. In the 21st century, sport not only focuses on entertainment and competition; but it frequently intermingles with business, politics and trade (Gabbott & Froetschel, 2009:1). It is a tool to bring peace, fun and unity among people from different backgrounds (Cortsen, 2013:2; Taylor, 2011: 256).
Economic and social importance: In the 20th century, it became clear that sport relates to economic and social benefits. Social and economic development can marginalise communities, where mutual trust and shared values are built. For example, in post-apartheid South Africa, the rugby world cup and also the 2010 soccer world cup contributed significantly towards the economic and social cohesion in the country (Burnett, 2007:285).

Private organisations, non-profit organisations, government structures, school and institutions offer sport-related products and services to improve the economic and social development in the world (Kidd, 2008:370). Nowadays, people spend their money on sport-related services and products; and the more they spend, the better it is for the economy.

Sport also plays a significant role in bringing people together in a social setting. Sport as a social factor, has the ability to improve children's social, cognitive, psychological and emotional behaviours. It is strongly linked to the improvement of people’s attitudes towards life, by satisfying their needs. Shank (2009:6), state that sport has undisputed long-term social benefits for those who are physically involved. Normally, parents, teachers, and community members are not aware of the social roles that they can play in school sport and for their children in developing their social status. According to Fullerton and Lynne (2002:25), the education system need to also offer a variety of social activities that improve schools, children, and other stakeholders’ social lives.
School sport should be recognised by all schools, in order for it to improve social cohesion between children, teachers and parents. The involvement of children in school sport should be an integral part of their education, which currently it is not (Mchunu, 2008:45). Factors, such as weight management, enjoyment, social interaction, and physical fitness are some of the more common factors of which children should be made aware, for them to be involved in school sport. According to Allender, Cowburn and Foster (2006:93), school children enjoy participating in sport when they are not forced to; and they are usually more willing to socialize when they are motivated and supported. Hence, it is important in this study to find ways to promote social settings and make school children understand the importance of sport participation.

**Character development through sport participation:** Many people assume that their involvement in sport would automatically lead to positive character developmental experiences (Camire & Trudel, 2010:193). People participating and being involved in sport learn values and behaviours that lead to development of character. For example, love-life educational games for school children in South Africa consist of educational activities designed for children; and these activities can enhance children’s moral development (Coakley, 2006:155).

Values in sport can assist school children and adults to develop their own individual characters that could build a nation. According Camire and Trudel (2010:19), from sport, people learn teamwork, moral development, decision-making, leadership skills, positive classroom behaviour and fundamental issues.
An individual with strong sporting tendencies has the potential to perform better, to develop good skills, and to increase his/her level of competence, both in sport and academically (Gould & Carson, 2008:59).

The following elements are important strategies to consider when helping children to develop positive values in sport:

- **Regular participation scheduling**: It is highly important that activities that build characters for children should be properly planned, monitored and evaluated, so that children can learn from these settings (Pule, 2007:35; Ewing, 2007:255). Regular scheduling and planning of school sport activities are useful in helping children adopt positive character-building skills (Trudeau & Shephard, 2008:10).

- **Rule-guided engagement**: Sport consists of rules, which guide the participants on the playing field. Sport participants need to obey the rules, as this is the process of upholding the standards in any specific sport. The rule-guided engagement helps children to develop discipline, and build a positive attitude towards others (Gould & Carson, 2008:59).

To emphasise the importance of sport, and to promote sport among children in all avenues, factors influencing school sport need to be addressed. Given the above, it is important that professionals in sport, teachers, parents and coaches should use sport as a vehicle for developing leadership skills in school children at township schools. The literature review indicates that there are few research findings on the role of sport in character development among school children at
township schools (Camire & Trudel, 2010:194; Pittman, Spengler & Young, 2009).

According to Dobbins, Husson, Decorby and Larocca (2013:5), school sport and the management of school sport should give children reasons to develop a strong character and a culture of dignity.

School management should try to ensure that their schools offer sporting activities, which could assist children maximise the time spent in the schooling environment. High-achieving schools use sport to motivate children in their academic work. Those involved in sport usually turn out to have good characters, and are happier, healthier, and more energetic during their schooling years (Dobbins et al., 2013:6). Hence, it is critical in this study to identify the micro and macro factors that affect children’s influence regarding participation in school sport. People start understanding the importance of sport only when they start participating or getting involved in social activities.

3.3 PARTICIPATION

Participation means engaging in particular life situations and activities that satisfy the needs and wants of individuals. Participation includes the activities of mobility, socialisation, education, culture and community life (Murphy, Carbone & Council on Children with Disabilities, 2008:1057). Many people participate in social units, which include, but are not limited to, families, peers, communities, and friends (Holt et al., 2011:490).
The role of the social unit is to take an active part in activities that keep relationships functioning and developing (Taylor, 2011:35). People learn about participation through a wide variety of ways and settings. They may learn to participate at a school or home settings, with friends, families, and communities members in general (Hardy, Kelly, Chapman, King & Farrell, 2010:197).

The important elements to consider when planning participation experience for people are the six participation category levels. The following are the six differentiated categories of participation:

- **Participation needs**: Identify the participation activities that satisfy people’s basic needs, want and desires.

- **Participation ways and people’s involvement**: Qualify structures and processes should be put in place for people to engage in particular activities to keep the relationships going among individuals.

- **Effects of participation in the community**: Identifying participation techniques to unite communities at large.

- **Participation standards**: People believe that their role-participation could create strong positive beliefs about their image (Taylor, 2011:32).

People participate individually, or in groups, during their leisure time (Woods, Tannehill, Quinlan, Moyna & Walsh, 2010:85). There is a growing link between the level of participation among people and sport globally. Sport participation in school sport is the focal point in this study. It is a formal strategy of participation in structured environment of physical education and sport.
3.3.1 Participation in sport

Participating in school sport is associated with many social, physical and psychological benefits (Slater & Tiggemann, 2011:455). Sport participation could be defined as, "the environment and extent of people's involvement in life situations", which would then include the activities of personal benefits, mobility, social, cultural relationships, education, leisure, spirituality, and community life (Slater & Tiggemann, 2011:455).

Generally, the research findings on participation in sport reveal that participation in sport is for everyone. Literature studies have found that boys are more active than girls; and that the amount of physical activity declines with age (De Martelaer, Van Hoecke, De Knop & Hedengem, 2007:113). According to De Martelaer et al., (2007:113), participation in sport could mean many positive things to people that are actively involved in it, as participants, or as spectators. Although researchers generally agree that boys are more active than girls, Colley, Garriguet, Janssen, Craig, Clarke and Tremblay (2011) maintain that there is a need for more research literature, especially for school children at township schools. Hence, this study is mainly focussing on participation in sport at public township schools.

Participation in sport is a good platform, where school children, both boys and girls, can get the opportunity to play and develop friendships, social skills and physical benefits (Godbey, 2009:16). Participation in sport can successfully help children to overcome their different and confusing childhood stages. School
children, at a very young age, become involved in unstructured stages of participation called free play.

Play is a form of participation in sport that incorporates fun, learning, and socialisation; and it can include, but is not limited to schools’ seasonal sporting events and tournaments (Godbey, 2009:16). Play is automatically converted to formal sport participation as children grow older.

From a young age through play and sport participation, school children start developing the sense of supporting one another, respect, and leadership skills. School children of different ages have the opportunity to control their behaviour, and explore their abilities through sport participation. If school children are left to remain quiescent during their free time, they start thinking about other activities, which could keep them busy, which might be antisocial, and thus less desirable. But through sport participation, a child’s mind is occupied with sport related ideologies (like sportsmanship, discipline, leadership and many more), and the need to interact and co-operate with other children. It is only natural that all children should spend most of their time participating in school sport, in order to keep active and to develop interest.

Sport scientists still believe that school children should be given enough time to explore their physical abilities through free play – before being introduced to formal and competitive sport activities. Giving children the opportunity to first explore informal or unstructured activities can improve children’s interest to participate in
school sport. According to Anderson (2012:44), participation in sport or play can be categorised into the following delivery areas of participation, to afford everyone the opportunity to participate equally:

- **Instructional sport:** These comprise sport activities, programmes, and events that offer children the opportunity to learn rules, skills, and strategies in a non-academic environment.

- **Intramural sport:** This comprises structured sport participation within a particular setting, such as tournaments, leagues, and matches. It usually consists of structured activities between individuals and teams within a specific environment, such as school environment limits, school sport, winter primary school games, secondary school sport championships, and suchlike. Intramural sport consists of the following modifications of sport participation (Anderson, 2012:44). **Individual sport:** events or activities, which provide the opportunity to participate alone, such as swimming, golf and boxing. **Team sport:** this requires a specific number of players who participate in a team, and share the same goals and objectives. Activities in team sport include baseball, soccer and rugby. (Anderson, 2012:85).

- **Extramural sport:** this gives people or children the opportunity to participate against other players from different organisations or schools, such as a school from one region playing against another from a different region. **Club sport:** This involves a group of people that organise, in order to further their interest or skills in a specific sporting activity.
The different kinds of sport give children the opportunity to choose appropriate programmes that can accommodate their skills and abilities. Through different categories of participation, children can easily the sport activity that would satisfy their needs.

Anderson (2012:44) states that the available options of sport activities for children to chose from motivates them to continue participating in sport. For the purpose of this study, it is important to understand whether a variety and availability of sport activities at schools can improve the level of sport participation at township schools.

Unfortunately, evidence shows that sport participation has declined among children at schools. For example, data from Canada showed that sport participation declined from 77% to 59% among Canadian children. Participation in sport among children from disadvantaged communities has dropped to less than 50% (Clark, 2008). Discovery Healthy Active Kids Report (2007:2) revealed that participation in sport among children in South Africa has significantly declined.

The analysis by the Discovery Healthy Active Kids Report Card revealed that 40% of the school children are not participating in sport, or are getting little or no moderate to vigorous activity per week. The recent study by Discovery Healthy Active Kids report (2010:4) also reveals that participation in physical education and sport demonstrates a distinct downward trend in most South African children.
It is evident that less than half of South African school children from urban areas, rural areas and townships participate in physical activities and sport. To date, many studies have focused on the impact and the motivational factors in sport participation (Eime, Youth, Harvey, Charity & Payne, 2013:3; Hassandra, Goudas & Chroni, 2003:211). Hence, it is important for this study to investigate and understand those factors that are influencing the decline in sport participation at township schools. Understanding the factors affecting level of sport participation in schools children could assist the schools and coaches identify sport activities that display the benefits.

3.3.2 The benefits of sport participation

Most people see sport participation as more than just fun – because of its enormous benefits. Sport participation helps people adapt in a new unfamiliar environment; and it assists by providing a foundation on which to build strong confidence levels (Taliaferro, 2010:399).

Sport participation teaches school children to persevere when things get tough or difficult in life. One learns how to compete with friends, to reconcile with others, and even to consider new playing strategies in sport (Boyer, 2007:16). Sport participation offers diverse physical and psychological health benefits that enhance physical ability, character development, self-esteem and interpersonal skills (Lau, Fox & Cheung, 2006:3).
The benefits of participation in school sport are not limited to school-based activities. School children can carry over those skills learned at school to the wider community-based sport clubs (Light, Harvey & Memmert, 2013:550; Anderson, 2012:50; Vail, 2007:571). Voluntary participation in school sport provides skills development that can last for a lifetime. Suki (2010:2) state that sport provides children with opportunities to develop skills and explore their abilities, as well as social differentiation and integration.

Sport participation keep school children away from antisocial behaviours and offer children the opportunity to access social networks, activities and resources that would otherwise be unavailable to them (Boyer, 2007:15; Eime et al., 2013:93). In addition, sport participation improves the general fitness levels, leading to a reduction in the risk of some health problems, like coronary heart disease, diabetes, and cancer in school children. Sport participation provides children with socio-cultural learning environments that develop school children to become better citizens (Engle, 2011:212). In this study it is imperative to investigate micro and macro factors that deprive children the opportunity to benefits through participation in school sport. Several studies by Anderson 2012; Casper and Menefee 2010:595; Dixon, 2009:34; Chalip 2006:3 have identified the following benefits as important in encouraging children to participate in sport:

**Social benefits:** Through school sport, children learn to interact with other people and how to communicate and collaborate with them (Murphy & Carbone, 2008:122). Teamwork and collective thinking are developed through sport. Sport
builds and boosts school children’s level of self-confidence. While children are participating in school sport activities, they form friendships, develop skills, and they can learn how more easily to get along with their peers.

**Health benefits:** School sport has always been associated with health benefits. Sport offers health benefits like maintaining blood sugar, lowering blood pressure, maintaining cholesterol levels and reducing other health risks (Holt & Neely, 2011:300; Engle, 2011:212). Obesity can be a serious health issue that children need to avoid; but through sport, obesity can be avoided. Children participating in sport are also likely to become more aware of healthy food choices (Khan, Thompson, Blair, Sallis, Powell, Bull & Bauman, 2012:61; Engle, 2011:216).

**Physical benefits:** Children participating in school sport develop stamina; and their muscles are strengthened. Many children develop and maintain better body shape, and body calories are burned – to minimise any chances of obesity (Murphy & Carbone, 2008:123). A sport-participation environment encourages healthy behaviour in children.

**Leadership skills benefits:** Involvement in school sport can help children to become good leaders. Sport assists school children to develop leadership skills. The future role-models of tomorrow are built through sport (Holt & Neely, 2011:301).
**Life-satisfaction benefits:** In addition to leadership benefits, health benefits and social benefits, school sport can improve children’s general quality of life. School children participating in sport tend to feel better about themselves; and they may become more satisfied with their lives generally (Huang & Humphreys, 2012:777).

According to the 2010 Discovery Healthy Active Kids report, many children in South Africa are not benefiting from sport participation; and that affects children’s health and physical abilities. The report indicated that obesity, unhealthy eating, and the lack of exercise are the major challenges faced by school children in South Africa, because they are not participating in physical education and school sport. The question is, are school children aware of the benefits of sport participation? And are schools in South Africa creating awareness on the benefits of participating in sport? Children should be taught to understand those qualities, which ‘allow’ sport to offer such diverse benefits.

### 3.3.3 Promotion of healthy lifestyle through school sport

Regular sport participation in children and adolescents improves their strength and endurance; it helps to build muscle tissue and healthy bones; it helps with weight control; it minimises stress and anxiety; it improves self-esteem; and it might also improve blood pressure and sugar levels in the body (O’Connor, 2012:1; Discovery Healthy Active Kids report, 2010:4; Keating, Harrison, Chen, Xiang, Lambdin, Dauenhauer, Rotich & Castro, 2009:333). Nowadays, promotion of healthy lifestyle through sport is considered by many organisations and
government structures. Government structures and schools use the educational setting to promote healthy lifestyle through school sport.

It is recommended that children aged 6-17 years old participate in at least 300 minutes of physical activity and sport per week for them to burn calories and reduce weight as part of a healthy lifestyle (Gorely, Nevill, Morris, Stensel & Nevill 2009:10). School children are convinced only when they understand the reasons for and the benefits of participating in school sport (Dixon, 2009:34). Organisations and institutions can assist in promoting the importance of healthy lifestyle to children. Schools should work closely with community sport clubs, organisations, and associations to offer out-of-school-time physical activity programmes that could promote healthy lifestyle.

A healthy and active child that participates in sport can improve concentration span and attention in the classroom. Healthy lifestyle promotes psychological wellbeing, and reduces the risk of obesity in school children (Centre for Disease Control and Prevention, 2013:232). According to Gorely et al., (2009:12), children are expected to take full responsibility for their own lifestyle and health, even though they get support from their parents. Ultimately, children need to motivate themselves to participate in sport, in order for to live a healthy lifestyle.

Gorely et al., (2009:25), state that family members and community can promote healthy lifestyle through traditional values of sport participation. Between the school and home environment children can learn about health connection, good
co-operation, and comprehensive mutual understanding through sport participation. In this study it is important to understand the role that parents with children at township schools, teachers and community members play in improving healthy lifestyle through sport participation.

Healthy eating and exercise-promotion campaigns should be encouraged at schools to motivate children to live a healthy lifestyle. Sport can, therefore, be used to promote a healthy lifestyle, and to reduce any exposure to health risks in most of the communities in the world (Coalter, 2007; Donnelly, Darnell, Wells & Coakley, 2006:45). It is believed that healthy body lead to healthy mind, which means school children participating in sport, can achieve better results at schools.

3.3.4 School sport participation and academic achievement

School sport is an integral part of the school curriculum in many countries. According to Bradley, Keane and Crawford (2013:8), school sport can promote children’s cognitive functioning and academic achievement. It has been found that those children who play sport are more likely to get better grades at school, than those who do not (Pate, O’neill & Mciver, 2011:19; Ryska & Vestal, 2004:103). School children participating in sport have discovered that the forces that help to produce and explain the basic relationship between athletics and academics are far more complicated and multifaceted than sport idealists have often believed (Trudeau & Shephard, 2008:25).
According to Hartmann 2008:18; Cornelissen and Pfeifer, 2007:5, the level of participation in sport among children and the relationship between the sport programme and the academic curriculum is very important. There still exists a stigma for some that if a child is involved in school sport, s/he could be academically disadvantaged. However, there are three objectives that are important in managing the relationship between sport and educational attainment at schools. The following objectives could help to reduce the stigma:

- The first objective is to demonstrate the strength and positive correlation between sport and educational achievement. The objective describes how important sport and education are to the child.

- The second objective explores the causal links and social variations constituted by this relationship, ranging from sampling and selection issues of subgroup variations, and mediating and contextual influences in sport and education. This objective motivates the importance of sport as a tool to unite children at school.

- The last objective highlights difficulties in the relationship, and also how to apply a programme of development and policy formation (Hartmann, 2008:18).

Sport and academic performance have a strong interactive relationship, because children involved in sport tend to be more focused; and have a positive attitude towards their studies (Din, 2005:2; Ryska & Vestal, 2004:101; Cornelissen & Pfeifer, 2007:5). Research findings on sport versus academic achievement have identified that physical education and sport can improve academic achievement in

In this study the researcher examines children’s, teachers’ and parents’ perceptions of the relationship between sport and academic achievement. According to Association Ruvid (2013:3), children who go to schools that have organised sport activities tend to spend more time at school doing their academics work, interacting and socialising with their teachers and friends. The time spent in the school environment by children helps them to better understand the importance of education (Din, 2005:2).

According to Cornelissen and Pfeifer (2007:94), the use of their time and the educational productivity of school children are influenced by the high spirit of sport participation. The positive effects of sport activities at schools should encourage policies to strengthen sport activities in and out of school. Moreover, parents should be aware of these positive effects at schools. It is pertinent to emphasise the importance of sport and academic achievement; but if resources or infrastructures are not available, all of the above can so easily become a failure (Heckman, Stixrud & Urzua, 2006:411).

Schools can offer physical education and sport activities to assist school children achieve better academically; but it is also important to consider the different stages of sport participation in children, when setting targets to achieve the goals of the relationship between sport and academic achievement.
3.3.5 Stages of sport participation in children

At any given age, a child can be given the opportunity to participate in physical activity. Participation in sport can contribute to school children’s overall physical activity level (Caldwell & Timmons, 2013:1). South Africa is home to nearly 16 million children between the ages 5 and 20 years, which are given the opportunity by the government to participate in sport at different state groups. According to Bailey, Collins, Ford, MacNamara, Toms and Pearce (2010:6), through stages of participation in sport children can grow and develop physically and mentally.

Children should be given opportunities and options to explore and experiment at different stages with their capabilities early in life. According to the American Academy of Paediatrics (2012:2), from as early as infancy, a child can participate in a rudimentary form of activity associated with sport. The following is an overview on the different stages of participation in sport:

**Infancy: from baby to toddler** is the time from birth until approximately two and a half years of age. Infants want to explore and interact with the world around them (Payne & Barnett, 2006:229). Swimming is one of the limited sport activities that infants are really able to do in a limited period of time; because quite naturally, they hold their breath when put into water (American Academy of Paediatrics, 2012:2).

**Early childhood: the preschool years** are between the ages of 3-7 years old. They increase in energy, grow taller, stronger, and their level of focus expands. As they grow older, friends take up much of their leisure time, energy, and attention
(Payne & Barnett, 2006:229). At this point, a child should be provided with the opportunity to play and explore different sporting activities during their leisure time. Participation in sporting activities at this age should be free and spontaneous, with adult interference or direction held to a minimum (American Academy of Paediatrics, 2012:2). Peers are the most important influence of play at that age, both for its socialising effect and for the creative expression it offers (Breuer & Wicker, 2009:5).

**Late childhood and adolescents: schooling age,** According to Payne and Barnett (2006:230), children between 8-12 years old are in a stage of middle and late childhood. Adolescence is between the ages of 13-19 years. Children between the ages of five to six begin swiftly to develop motor skills, as well as straight posture and balance; and furthermore, most importantly, their reaction and co-ordination times become faster. However, understanding sport rules and etiquette are often quite difficult, and trying to teach a child a sport requiring a great deal of instruction, such as golf, netball, or hockey, may only cause frustration and a subsequent lack of interest (Telama, Yang, Viikari, Valimak, Wanne & Raitakari, 2005:268).

According to the American Academy of Paediatrics (2012:2), schools should postpone sport activities and events that require coaching or memorisation until children reach the age of nine or ten years. Between the ages of six to nine years, it is appropriate to begin school children in baseball and soccer, knowing that parents and teacher are available to enhance their skills (American Academy of Paediatrics, 2012:2). By the time a child reaches the adolescent stage, their
interest in sport is probably at its peak. Feelings of loneliness may be related to emotional and psychosocial problems during the adolescent stage, so team sport may alleviate these negative feelings and promote companionship.

According to Haugen, Safvenborn and Ommundsen (2013:205), sport participation in general is related to a different set of positive psychosocial outcomes; and these are also linked to higher levels of psychological wellbeing during adolescence. Perceived social proficiency is important for maintaining good peer relations, thereby protecting adolescents from loneliness (Haugen et al., 2013:206). At ages of 10-12, school children can improve their traditional sport and physical activities and master complex motor skills; and they are highly influenced by their peers (Telama et al., 2005:3). According to the American Academy of Paediatrics (2012:12), children between the ages 10-12 can participate in team sport and are able to take instructions from the coach or the teacher.

A 2002 survey of students’ participation in extracurricular sport activities at secondary schools showed that a typical sport programme was offered on average 3.6 hours per week. It also revealed that more boys participate in sport than girls (American Academy of Paediatrics, 2012:2). The level of self-esteem for girls between 10 to 15 years is lower than it is for boys; and many girls suffer from the false belief that their bodies are useful only to the extent that they are attractive to boys (Booth & Nolen, 2012:543).
Statistics compiled by the Women’s Sport Foundation also show that young participants receive substantial physical, social, and psychological benefits from participation in sport at youth age while attending school (American Academy of Paediatrics, 2012:2).

There is a growing body of research focused on the stages of physical education and sport participation in children. To extend the understanding of these stages, this study offers a broad examination of the literature on a range of participation stages in sport among children. For the purpose of this study, children from primary and secondary schools will be considered.

### 3.3.6 Factors affecting sport participation

Sport participation can increase the level of physical ability among school children. The majority of children in the world are physically inactive (Holt, Kingsley, Tink & Scherer, 2011:490; Colley, Garriguet, Janssen, Craig, Clarke & Tremblay, 2011:82). It is well documented that people living in the rural areas have poorer health outcomes than those living in urban areas (Eime, Payne, Casey and Harvey, 2008:282). Furthermore, physical education and sport participation are lower in rural areas compared with urban areas.

Participation in sport is commonly influenced by several factors. School children may get the opportunity to be introduced to sport, but due to the lack of resources and professional guidance their future of being exposed to sport at an early age
whilst attending school can be negatively affected. The following topics are described as some of the factors impacting at the level of sport participation in school sport.

**Lack of access:** Sport participation is important for lifelong health; however, if there are challenges for children to be involved in sport, this lack could diminish their opportunities. Some of the factors influencing the level of sport participation at schools could be poorer access to sport services and facilities (Eime *et al.*, 2008:282). Schools make an effort to offer children opportunities to play sport; but they are frequently unsuccessful. This could be due to a number of factors – there is frequently a lack of sporting activities, programmes, and events in which to participate (Martin, Kirkner, Mayo, Matthews, Durstine & Hebert, 2005:240).

Some of the barriers that can limit participation in school sport are: the lack of accessible transportation after school for children to their homes; the lack of accessible information about school sporting opportunities; the lack of knowledge and understanding about school sport activities; the lack of training for those involved in the organisation of sporting activities; the lack of knowledge and experience about how to include school children with disabilities in sport, and how to develop adaptive physical education in schools. All of the aforementioned factors could limit school children’s access to school sport programmes (Lubans, Sylva & Morgan, 2007:23).
Gender as a common influence: Generally, in sport, girls have fewer opportunities than boys to play sport at school. Gender can influence children negatively, depending on the sport in which a child would like to participate (Eime & Payne, 2009:294). In most schools, children are required to take part in school sport, but as adolescence progresses, increasingly few become involved by choice, with the participation of girls becoming particularly low (Lau, Fox & Cheung, 2006:18).

The positive outcomes for sport gender equality and girl’s empowerment are constrained by gender-based discrimination in all areas, and at all levels of sport and physical activity (Naicker, 2008:9). School girls are frequently segregated involuntarily into different types of sport – specifically targeted at women. This segregation could negatively impact on girls’ level of participation in school sport (United Nations, Division for advancement of women, 2007:2; Evans & Penny, 2002:12).

The role of equity in school sport: Sporting opportunities should be open to all and to a culture that facilitates sport participation; and values that encourage everyone’s full involvement should also be created. Schools should create an environment in which everyone has opportunities to play and compete in school sport. Government and sport organisations should work together to try and break down the barriers that women and children face in sport. According to the Western Cape Department of Sport and Recreation (2005:2), there is a notable difference in sport participation between girls from rich families, and those from poor families.
Those from poorer backgrounds find it difficult to receive proper resources to use for sport; whilst those in better financial standing have the opportunity to explore a comfortable participating environment. It is not easy, with the minimal available resources, for sport to totally change the inequities in our society, especially as these relate to school sport (SA, 2011:2). Equity, as described in the White Paper on Sport and Recreation in South Africa (SA, 2012:36) means equal opportunities and admission to all the benefits related to school sport for all children: at both private and public schools. Therefore, according to the Western Cape Department of Sport and Recreation (2005:3), equity should be compliant with the following guidelines:

- Sport participation should be offered at schools as a compulsory requirement; and schools from all areas of the economic and racial spectrum should participate in competitions with one another.
- Teachers and community members should assist in coaching and administering sport at schools.
- Children from different backgrounds should be given all the support needed to give them the opportunity to participate and to achieve the best possible performance in their chosen sport.
- Finally, the financing of school sport should be sufficient and visible. It is very clear that sport and academic performance have a positive and a good relationship. School children who participate in sport have better chances of academic achievement.
Equity should support the development of a fair, equitable and ethical world-class sporting system in South Africa. Equality is about recognising and removing the barriers faced by those wanting to be involved in sport (Dowling, Fitzgerald & Flintoff, 2012:25).

**Sport facilities:** Schools are supposed to offer extracurricular activities, such as school sport, recreation and leisure programmes, thereby making schools a viable medium for promoting physical activity for children (McKenzie & Kahan, 2008:171). Powell, Slater, Chaloupka and Harper (2006:1676) state that increased access and quality of school sport facilities increases the opportunity for sport participation.

Kanters, Bocarro, Filardo, Edwards, McKenzie and Floyd, 2013:415; Spengler, Connaughton and Maddock 2011:415 suggest that government should collaborate with school districts, private companies, community clubs and non-profit organisations to establish the joint use of facilities allowing playgrounds and sport centres to be used by children living in disadvantaged communities. If facilities are inaccessible or they are poorly maintained, children may lose interest in participating in school sport; therefore, a variety of sport facilities should be provided, in order to stimulate children’s participation.

According to Goldsmith (2003:147), a developed and conducive environment for participation in sport should be made available to schools children. Quality and variety of sport facilities could improve the quality of the sport environment at
This could motivate and encourage children to participate in school sport, which in turn would improve the value of sport.

This study addresses the role that sport facilities can play in improving the level of participation in sport at township schools. Few studies have examined school sport facilities, and their relation to children’s level of participation in sport. Goldsmith, (2003:148) state that sport facilities should be available for participation, i.e. they need to be accessible, user-friendly, and cost-effective for all those interested in being involved.

A recent study conducted by Spengler et al., (2011:420) found that unsupervised facilities at schools negatively affect the level of participation. According to Mchunu (2008:56), many schools in townships still lack sport facilities. And such schools still lack the necessary sport facilities to improve the level of sport participation. Funding is also a priority for a successful sporting environment at schools.

**Costs:** financial support can negatively impact the level of sport participation at schools. Frequently, school children depend on their parents for financial support; and, in many instances, parents do not have the money to assist their children in sporting endeavours (Merkel, 2013:155). Basic costs for a child to be involved fully in sport include coaching, sport camps, joining fees, equipment and travel expenses. These are the general resources required for sport participation. The limited governmental funding for schools may negatively affect the accessibility and feasibility for sport participation (Women’s Sport Foundation, 2012:1).
The basic level for sport participation and fun for school children could be a financial constraint for the parents, schools and the government. Although school sport remains important and needed at schools, financial support is still a challenge. In light of such costs, it is not surprising that sport participation is lowest among children from lower income households (Clark, 2008:10). The lack of financial support limits the sport participation for children coming from previously disadvantaged communities; and limited government funding is primarily hindering school sport (Holt et al., 2011:492). Non-profit organisations and private companies should be approached by the government to request their financial support.

**Parents, peers, coaches and teachers’ influence:** School children’s involvement in sport is considered to be the key opportunity for the development of self-confidence, social skills, leadership skills and maintaining a healthy lifestyle (Howie & Pate, 2012:160). Parents, teachers, coaches and peers are considered important role-players to motivate children in sport (Kay & Spaaij, 2011:77; Saraspathy & Naidoo, 2007).

Being a role-player refers to one’s inclination to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role (Fry & Gano-Overway, 2010:294). Role-playing in influencing sport behaviour in children is widely recognised (Keegan, Harwood, Spray & Lavallee, 2010:87). Parents, teachers, coaches and peers can act as role-players to help school children to engage in sport at an early age – in order to reach their performance potential.
Sport coaches and parents have the capacity to emphasise the attainment of goals that are critical in conducting appropriate sport programmes for school children (Cote & Gilbert, 2009:307). Coaches and other role-models should play a significant part in bringing about positive sport developmental outcomes when supervising children in school sport (Vella, 2011:6; Benson, Scales, Hamilton & Sesma, 2006:895). Understanding the dynamic of influence and support in sport is arguably vital (Vella, 2011:6).

Although important aspects of individuals’ motivations are determined by their own beliefs, cognitions and values, significant influence can play a huge role in sport participation (Keegan et al., 2010:87). According to Lau, Fox and Cheung (2006:10), the influence of socialising agents by family, parents and teachers changes from being mostly parental under the age of thirteen to becoming mostly coach/teacher-oriented during junior and senior school years. When children reach adolescence, the influence of family or parents tends to decrease; and that of peers and of the teacher/coach become more influential.

The lack of support and encouragement from parents may well discourage the child from participating in sport; thus, parents, teachers and coaches need to put much effort and time into motivating and influencing their children to participate in school sport. For example, they should support and attend schools’ athletic events (Keegan et al., 2010:100). Peers also contribute to building or breaking each other’s future in sport and education. Children can sometimes have very negative influences on each other; peer pressure among children can be very dangerous.
and demeaning. Coaches also play an important role, as the mentors and leaders of the children. If a coach views a child negatively, his/her interest in sport might be lost (Keegan *et al.*, 2010:89).

### 3.3.7 Parents, coaches and teachers as stakeholders in school sport

Increasing the level of sport participation among children can sometimes be influenced by stakeholders such as peers, parents, teachers, coaches and sport personalities (Mutter & Pawlowski, 2013:4).

Stakeholders in school sport are individuals and groups belonging to sport organisations, whose role is to promote the success of sport programmes and events. Parents, teachers and coaches, as stakeholders, play a huge role in the development and the experiences offered through school sport (Forneris, Camire & Trudel, 2012:10). Their role extends beyond merely influencing children to participate; it is also to sustain and develop the level of sport participation.

They are all expected to serve give guidelines and help to create a safe environment for participation in school sport (Linton, 2013:1). Stakeholders are responsible to assist each other in promoting fairness and transparency in all the school sport programmes (Brustad, 2010:33). Many parents and teachers tend to forget their central role in motivating children’s lives; hence most of the children lose the interest in sport. Their involvement in school sport to support their children
can positively influence children’s behaviour towards school sport (Sport Singapore, 2014:2).

The stakeholders in school sport in South African sport are sport federations and clubs, higher educational institutions, schools, health professionals, provincial, local and national government, church-based organisations, youth groups, the private sector, health professionals, communities, sport personalities, peers, coaches, teachers, parents and the family unit in general.

They should all be responsible to assist and become involved in promoting school sport to children. The stakeholders should be in a position to provide children with opportunities to participate in sport and physical activities (Naicker, 2008:11). There remains a knowledge gap, when it comes to understanding children’s, teachers’ and parents’ concerns regarding the factors influencing their level of participation and involvement in sport from township schools. Clearly, there are numerous unresolved issues pertaining to sport participation among school children from townships.

3.4 REASONS FOR THE DECLINE IN SPORT PARTICIPATION AMONG CHILDREN

A school child should at least spend 60 minutes daily on sport or physical activity under the supervision of a teacher or a coach (Leek, Carlson, Cain, Henrichon, Rosenberg, Patrick & Sallis, 2011:294). According to Anderson (2012:85), over the
past decades, there has been a steady decline in the total number of children wanting to spend their free time participating in sport, because television viewing, the social media (playing video games, computers, the internet) and other technically advanced gadgets have taken charge of school children’s free time, their availability for sporting options, the availability of facilities and equipment, and gender-role expectations could also be some reasons for the decline in sport participation (Biddle, Gorely & Stensel, 2007:679).

Brophy, Cooksey, Lyons, Thomas, Rodgers and Gravenor (2011:12) state that the level of sport participation in school children is declining; while childhood obesity and health risks are receiving attention. Healthy Active Kids report (2010:4) states that participation in physical education and sport are showing a downward trend. Less than 60% of the school children report having regular scheduled sport or physical activities.

Sport and physical education at townships and rural areas at primary schools are becoming even less frequent. Various psychological and physical benefits can be realised for children participating in sport; they feel a sense of achievement and self-worth, as discussed by Anderson (2012:85), additionally, passing, throwing, kicking, jumping and teamwork skills are gained through sport participation.

Sport offers a variety of activities, events, programmes, equipment and facilities, products and services that seek to promote and improve the level of sport participation among people (Anderson, 2012:85; Hills, King & Armstrong,
Children go through different stages in their life, before they can realise their potential and ability to participate in sport. It is important to start exposing children to sport from an early age, but without emphasising competition and winning at all costs.

It is evident that for sport to be interesting and attracting it should be conducted in different forms, such as formal, informal, instructional, or recreational and if variety is not offered the interest of children in sport participation will decline. Additionally, different age groups among children can also affect the level of preference in sport activities (Brophy et al., 2011:12). In this study, factors influencing children’s level of participation like funding, equipment and transport that might negatively affect sport participation rates at schools are investigated. The type of school environment can also have the negative influence in children to participate in school sport.

3.5 SCHOOL ENVIRONMENT IN SOUTH AFRICA

Children spend most of their time in a school environment rather than in the home setting; therefore, the school needs to instil a positive change in children’s lives, as it is their “second home”. Schools are considered to be the ideal environment for children, whereby most educational and sport objectives can be achieved (Department of Basic Education, 2012:14). Schools can be used as an access tool to reach all sectors of society, regardless of their gender, social status, or physical fitness and skill levels (Ndlangamandla, Burnett & Roux, 2012:900).
According to Fairclough, Hilland and Stratton (2012:50), sport in the school environment is, therefore, the most effective way a child can achieve his/her goals in both sport and education. The school environment creates a platform to introduce children to sport. Participation in school sport can inculcate a desire in children to adopt a physically active lifestyle later in their lives. The school environment should assume the key role of educating children on the health benefits of an active lifestyle (Fairclough, Hilland & Stratton, 2012: 52).

The established school participation environment for sporting activities provides both balance and depth for various educational experiences for children, such as assessing their abilities, providing opportunities to participate, obtaining self-introspection, and establishing extended interpersonal relationships (Lau, Fox & Cheung, 2006:18). For children to be actively involved in sporting activities, the school system needs to play a role in encouraging and motivating them.

South Africa is a diverse country, believing in the democratic system for all; and the school system in South Africa consists of a diversified educational structure that is designed to accommodate all in sport (Ndlangamandla, Burnett & Roux, 2012:905). The question still remains on whether schooling systems in South Africa are taking the full responsibility for supporting and encouraging school children to participate in sport or not.

In South Africa, the school sport structure, under the Department of Sport and Recreation, in collaboration with the Department of Basic Education is to ensure
that sport programmes and events are offered at schools. Through this co-
operation, school children are granted the opportunity to become involved in sport.

SRSA and DoE ensures that facilitation, establishment of national school sport
governance and funding are managed effectively. Hosting national school sport
competitions and monitoring the delivery of school sport is coordinated by districts
of the Department of Education (SA, 2011). In this study the Tshwaga region of
the Department of Basic Education is under investigation.

The sub-programme of school sport under SRSA supports the inter-school, district
and provincial school sport league programme by providing equipment, training
teachers, technical officials and administrators. Both the ministry of Basic
Education and Sport and Recreation in South Africa are responsible for providing
school children with the opportunity to take part in physical education and
organised sport that can improve their lives (SA, 2011).

South African school sport is managed through a School Sport Framework that
applies to all public and private schools. The main purpose of the framework is to
address the challenges facing the school sport functional systems and to monitor
the delivery of school sport systems between the Department of Basic Education
and Sport and Recreation South Africa (SA, 2011).

The Department of Basic Education’s role is to ensure success in the
implementation of school sport programmes and to support stakeholders’ needs in
delivering sport programmes. The role of the ministry of Basic Education (DoE), as the custodian of schools in South Africa, and being legally responsible for activities involving schools children and teachers is to be responsible that all school children have access and the opportunity to participate in school sport programmes. Through the school environment, all children from diverse communities should be given the right to demonstrate and test their abilities to participate in school sport. School sport functions separately from community sport; and it manages its programmes, events or activities quite differently.

The difference is that school sport programmes are mandated by the national policies or government policies in managing school sport programmes (Trudel, 2009:45). According to Okayasu, Kawahara and Nogawa (2010:165), community sport is available to people of all ages – from children to senior citizens – and at all levels of skill from beginners to top-level athletes in competitive sport; whereas school sport is available for school-affiliated children only.

Through school sport, all learners are able to unite, either by participating as players, or by observing as spectators (Hall, 2012). School sport offers an enjoyable environment for children, which helps to diminish the disruptions from school stressors and teenagers’ negative perceptions of school. Most of the schools in South Africa are mandated to offer compulsory sport programmes to those interested.
It is clear that the South African government is doing its best to offer programmes and activities for school children, but the question remains whether they doing enough to promote school sport at township schools; or is the South African government focusing on sport development at private and model C schools?

3.5.1 School system as a factor in school sport

Diversity and freedom in sport is generally associated with South African norms and values. The South African mandate is to diversify educational structures, in accordance with the needs of all South Africans. The school system, or basic education in South Africa, is categorised as follows: public or government schools; Model C or quasi-government schools; and independent or private schools.

School system in South Africa is weakening the level of sport participation among learners, because enormous school time is devoted to academic activities. It becomes difficult for the children to participate in school sport because they are pressured to achieve academically (Heckman, Stixrud & Urzua, 2006). It has been assumed that in some instances where school sport is not organised participation in sport can be harmful to the education outcomes (Cornelissen & Pfeifer, 2007:3).

According to Barron, Ewing and Wadell (2000:410) time allocated for school like studying and class attendance should be extended and time for sport participation be incorporated in the curriculum. Schools system categories in South Africa and the family income status can also impact sport participation at school.
High-income earners sometimes prefer to send their children to private schools, because they can afford to pay high fees; while those who cannot pay exorbitant fees generally take their children to government or public schools (Department of Basic Education, 2012:14). Government schools depend on the government subsidy for infrastructural support. Model C schools are government schools that are managed and supported by the parents and the governing body.

South Africa has four school terms (first quarter, second quarter, third quarter, and lastly, the fourth quarter); and between the school quarters, children have the opportunity to participate in sport. As stated by Barron, Ewing and Wadell (2000:410) time can be extended for those four school terms in South Africa to incorporate sport participation.

School sport in South Africa consists of summer and winter sport seasons; and are all managed and administered by the DoE and SRSA (Department of Basic Education, 2012:16). The manner in which the school system is divided impacts sport participation in South Africa. The South African school sport structure will now be explained in more detail. Although information in the subsequent section has been briefly mentioned in paragraph 3.5.1, it is necessary to reiterate the points in detail order for the reader to understand how school sport is affected by the South African school systems.
3.5.1.1 Public or government schools in South Africa

Public schools receive support, infrastructure, and resources from the government for the purpose of academic and social activities. Funding must be made available by the Member of the Executive Council (MEC) in each of the nine provinces of South Africa, in terms of Section 12 of the South African Schools Act (84 of 1996), for the purpose of public education. Minimal financial support from government for schools leads to a lowering of standards in sport and education; and this adversely affects the children’s learning opportunities.

A lack of qualified teachers, and in some cases, an outright absence of sport and educational equipment in classrooms, affects the government and schools tremendously (Caribbean Community, 2011:8). Because of these shortcomings, parents that are financially stable prefer to send their children to private schools; as they would like their children to be exposed to quality coaching and mentoring in sport (Department of Basic Education, 2012:14).

3.5.1.2 Model C or quasi-government schools in South Africa

Parents play a huge role in controlling and managing the schools’ resources. In South Africa, good quality schools are those managed, sponsored, and administered by the parents. Model C schools have specialised facilities and staff; and they can generally offer quality education. They consist of well-controlled and
well-monitored governing bodies, which work closely with the government to run their academic and social activities.

3.5.1.3 Independent or private schools in South Africa

High-income earners tend to take their children to private schools. Private schools offer a variety of choices in terms of academic and sporting activities. Normally, parents are responsible for choosing a school, which would be suitable for their children. Private schools in South Africa have an excellent reputation; and they offer internationally recognised education and sporting activities (Department of Basic Education, 2012:14). Similar to the private school system in other countries, it may be assumed that these institutions generally have a better infrastructure, state-of-the-art facilities, and a larger selection of extracurricular activities.

Quite often in formerly black schools (Indian, Coloured and African), several soccer or makeshift cricket pitches might be available, but very few rugby fields, tennis courts, netball courts or swimming pools, as juxtaposed to the former white schools (Naidoo, 2007:25).

There is still an enormous infrastructural and resources gap between public and private schools in South Africa. On account of this gap, there cannot be a standard tool to measure the quality of school sport in South Africa. In this study, the researcher focused specifically on public township schools in the City of Tshwane,
especially the public or government-subsidised schools, many of which are based in the townships of South Africa.

### 3.5.2 The role of school sport policy in South Africa

The Department of Sport and Recreation in South Africa works in close collaboration with the Department of Basic Education, to ensure that sports programmes are offered to school children – in an effort to support the goal of lifelong participation in sport. The sub-programme facilitates the establishment and operation of national school sport governance and the co-ordinating structure. It contributes financially to the hosting of national school sport competitions, building the capacity of school sport volunteers, financially supporting the participation in international school sport competitions, and monitoring and evaluating the delivery of school sport in South Africa (SA, 2011:23).

The policy aims at regulating the delivery of school sport for all children, across all schools, in an age-appropriate or grade-appropriate way, based on the principle of equity and access. The Department of Basic Education – with their school sport policy – aim to promote healthy living and lifelong participation in the sporting culture via school sport (SA, 2011:16).

The mission of the school-sport policy in South Africa is to organise an inclusive school sport programme that emanates from physical education, which offers school sport programmes to all learners, irrespective of their ability. The purpose
of this programme is to promote sport through education, and education through sport. Additionally, it seeks to create access to mass participation, and competitive and high-performance sport through the provision of talent-identification opportunities at schools, ensuring the functionality of school-sport codes, establishing and fostering links between schools and community sport clubs, and infusing social awareness messages or strategies into all the relevant school sporting activities (SA, 2011:15). The following are the specific principles underlying the school sport policy in South Africa:

- In order for school sport programmes to succeed, they should focus on capacity building and continuous development programmes for educators; and these programmes are to be developed and implemented.
- School sport forms part of the enrichment and extramural programmes offered by a school, and as such, provides continuous learning opportunities that seek to engage learners in activities that support and transfer applied competence from the curriculum context to self-sustainable development, and also that of communities.
- School sport values should include: integrity, inclusivity, excellence, respect, fair play, quality delivery, professionalism, ethics, accessibility, capacity development and social cohesion, which include the norms and values enshrined in the Constitution of the Republic of South Africa (SA, 2011:18). Policy systems in sport are very clear and concise on the development and planning of sport; they are also important in emphasising the benefits to be derived from sport participation.
Children need to be influenced and encouraged to participate in sport, and one of the important elements is to inform them about the benefits of sport. This study is guided by the White Paper on Sport and Recreation and the National Sport and Recreation Plan, because they are mandatory policy document designed by the government to manage and co-ordinate sport, including school sport and physical education.

3.6 THE RELATIONSHIP BETWEEN PHYSICAL EDUCATION AND SCHOOL SPORT

Understanding the relationship between physical education and sport at schools is still being debated between the schools, community sport clubs, and the government (Bailey, 2005:71). Since the distinction between physical education and sport is not clear, it is important to define and describe the terms. In many countries, physical education is a formal school activity recognised by the government. It is concerned with learning new skills and gaining some understanding of that which is required for participation in physical activities (Bernstein, Phillips & Silverman, 2011:69).

On the other hand, sport and physical education is referred to as a range of activities, processes, strategies, social relationships and sociological outcomes. Sport activities include team, individual and social sport. This includes all forms of physical activity that are formally or casually organised. Sport aims at improving and maintaining physical fitness and the mental wellbeing of the children to
perform better academically. It is evident that there is a relationship between physical education and sport; but they are not identical.

In other words, physical education refers to the learning of a physically active skill within a school curriculum; while the process of learning and sport refers to a range of activities that are structured, so that the children can participate (Cryz & Toriola, 2012:39). All school children have the constitutional right to a balanced sport and physical education programmes and activities while attending school. Schools are the ideal environment in which to introduce physical education and sport to children.

According to Bailey (2005:82), the curriculum of physical education is at risk of increasing marginalisation within the school day. For example, in the United Kingdom, primary and secondary school children are granted fewer hours of physical education compared to their European peers. Physical education and sport have some similar benefits. They can both help children to develop respect for their body, and to enhance self-confidence, self-esteem and social development (Bakirtzoglou & Lonno, 2012:40).

Yet, many people both young and old, struggle to incorporate fitness into their lifestyles, especially if their experience as adolescents made them feel incompetent or negative (Buchanan, 2011:22). Schools need to instil a culture of physical education and sport participation amongst children. Being actively
involved in physical education at school can motivate and encourage children to start participating in competitive school sport.

As mentioned in the previous section, physical movement triggers the motive to participate and have fun (Zhang, Solomon, Kosma, Carson & Gu, 2011:52). Figure 3.2 illustrates how physical movement can elicit participating behaviour among school children. Physical movement is an important activity that also assists in building people’s life-skills. Through physical movement, an automatic motive to participate can be generated. People start developing a positive behaviour only when they understand the importance of sport and physical movement.

**SPORT + PHYSICAL ACTIVITY = PARTICIPATION ➔ POSITIVE PARTICIPATING BEHAVIOUR**

**FIGURE 3.2: Flow diagram depicting how physical movement can elicit participants’ behaviour**

Figure 3.2 reflects the fact that the uniqueness of sport and physical activity contains a strong force, which can automatically motivate people to participate in sport. As soon as people start participating and benefiting from sport participation, the level of interest increases, leading to positive participating behaviour and positive character development.

Participating behaviour means continuously connecting with others in learning the environmental concepts of responsibility, trust, competence, and respect within a sport environment. The focus of the study is to understand the relationship
between physical education and sport as important processes in making children aware of the benefits derived through sport. Although physical education and sport are an essential part of education in many schools, community sport could also be an important structure to improve and promote the quality school sport.

3.7 THE RELATIONSHIP BETWEEN SCHOOLS AND COMMUNITY SPORT

Community sport depends on the average membership of their members to be active and functional. In many instances, school sport is offered to benefit children physically and socially; and community sport is expected to act as a catalyst to solve social problems within communities (Howie & Pate, 2012:161). However, questions remains as to whether community sport has the ability to support school programmes or not.

Community sport clubs are the indirect members or stakeholders of school sport. It is the responsibility of the schools to prepare children physically and mentally through schools sport, so that they can participate competitively at the club sport level. According to Rasberry et al., (2011:11), schools face increasing challenges in allocating time for sport and other physically active opportunities during the school day.

The school-day opportunities, whereby the children may participate in physical activities, such as school or community sport should be available through well planned and supervised programmes (Okayasu, Kawahara & Nogawa, 2010:164).
Schools present an opportunity for children to participate in sport and this has been associated with increased educational aspirations, attainment, positive psychological outcomes, reduced behavioural problems and a higher contribution to the healthy development of young people (Carreres-Ponsoda, Escarti, Cortell-Tormo, Fuster-Lloret & Andreu Cabrera, 2012:671).

It has been suggested that sport programmes that include both school and community intervention strategies are important in sustaining and developing different sport-participation levels among children (Prew, 2009:824). The school setting is expected to deliver sport programmes, and to expose children to a variety of community sporting programmes. However, there are few strategies which link school-based sport programmes and local community sporting clubs, despite the intended objective to promote community-based sport participation (Eime & Payne, 2009:293). According to Coalter (2013:73), community sport development programmes in the social cohesion are usually aimed at developing sport in communities and communities through sport. Furthermore, sport is increasingly considered as a powerful tool in international development.

Many people and organisations are not aware of the vital role that community sport-development programmes can play in getting more school children to participate in sport (Okayasu, Kawahara & Nogawa, 2010:164). Its main function is to establish links between schools, sport clubs and the wider community, in order to remove barriers to sport participation in the community among its members, to provide opportunities for progress, to develop sporting skills and expertise – and
lastly, for the training and support of leaders, teachers, parents and coaches (Coalter, 2013:212). According to Skinner, Zakus and Cowell (2008:255), community sport development should identify community champions, who are described as people interested and passionate about assisting in promoting sport at schools. Most communities have some access to retired sport personalities, sport administrators, or coaches who could assist in the development of sport.

Normally, community champions have good relations with political leaders, such as youth group leaders, town or city managers, school-governing bodies, counsellors, health professionals, police, local business people, etc.; and they are strategically positioned to positively influence others to sponsor community sport financially (Prew, 2009:824). Community champions need to reside within the communities, which they would like to assist in sport development, and to understand the needs of communities (Coalter, 2013:5).

The involvement of community sport clubs can assist schools by reducing antisocial behaviour among children. Children involved in community sport clubs and school-based sporting activities are more likely to be healthy and physically active later in life (Prew, 2009:824).

Researchers have studied the relationship between sport participation and community sport. It is evident that this relationship can prosper the development of sport. The purpose of this study examines the current connection and the relationship between communities and schools in sport at townships.
3.8 ORGANISED SPORT AT SCHOOLS

The levels of sport participation in children are declining; while childhood obesity is receiving increasing attention. Lack of organised school sport programmes is affecting the children (Hardy et al., 2010:199). Hence, it is important in this study to examine and understand the current status and structures of sport at schools in townships. Participation in sport for children and youth is a priority, particularly in the school environment. It is also believed that increases in organised physical activity by school children and adolescents within the age bracket of 10-15 years could have a beneficial impact on the levels of participation among adults (Carreres-Ponsoda et al., 2012:671).

Zarrett, Fay, Li, Carrano, Phelps and Lerner (2009:368) stipulated the following factors, which might well affect the culture of well-organised sport at schools, such as dietary practice, financial stress and emotional stress, or selection bias for the sport. Many coaches at schools are not equipped to deal with the needs and wants of organised sport at schools. Organised sport is a structured way whereby children can get involved in a regular sport and physical activities (Australian Bureau of Statistics, 2012).

An organised sporting environment provides children with additional social and psychological benefits. Structured sport gives children the opportunities to make new friends; and it improves their self-esteem and self-confidence (Blume & Zembar, 2007:84). School children who are involved in organised sport are more
likely to be active, and to participate in physical activity as adults than those who are not involved (Hardy et al., 2009: 197).

The formulation of an organised sport programme in school sport comprises: budget, time availability of activities, accessibility, facilities, transport, staff (coaches and sport officers) and equipment. The Department of Sport and Recreation is responsible for ensuring that opportunities for all South Africans to participate in organised sport are granted; and the department is also responsible for providing the funding for organised school sport programmes (Department of Sport and Recreation, 2012:8).

The district office of the Department of Education has a pivotal role to play in ensuring that all learners have access to organised sport programmes of high quality. The district office should work closely with the schools to organise sport programmes, based on the different age groups and performance levels (Department of Sport and Recreation, 2012:8).

The organised school sport structure in South Africa is a culmination of the school sport activity – and of competition that starts from classroom level, to school level, to inter-school level, district level, provincial level – all the way up to national level. According to Mullan and Maguire (2012:129), organised sport need to offer modified versions of activities to school children, based on their age and skill levels. There is a growing body of research focused on the association between
organised sport and academic performance among school children (Rasberry et al., 2011:11).

This developing literature suggests that organised sport may well have an impact on children’s increased level of participation and academic performance. There remains a knowledge gap, when it comes to understanding the influence that organised sport can play on the level of sport participation.

3.9 THEORETICAL FRAMEWORK FOR CHILDREN’S PARTICIPATION IN SCHOOL SPORT

A theoretical framework is defined as a group of concepts and ideas that are logically and systematically organised to provide a focus, a rationale, and an analytical tool for the integration and interpretation of information in solving a research problem (Hult, Mena, Ferrell & Ferrell, 2011:44; Hunt, 2007:277). In this study, a theoretical framework based on the above definition was used to provide a basis to develop two multilevel frameworks for sport participation at schools (Figure 3.3), and children’s’ behaviour and decision making regarding school sport (Chapter 4, Figure 4.4).

The theoretical framework describes the influential micro and macro determinants that affect school children’s level of participation in school sport. The framework for this study was developed by using different literature sources on sport participation, and the information obtained about the factors that influence

Micro-level factors
(of children & parents)
- Demographic factors
  - Income / Costs
  - Time
  - Age
  - Gender
- Perception knowledge factors
  - Importance of sport
  - Benefits of sport
  - Awareness of Sport policy systems (SA White Paper on Sport & Recreation & National Sport and Recreation Plan)

Role-players to promote school sport
- School management
- Teachers
- Parents
- Coaches
- Department of Basic Education
- Sport & Recreation South Africa
- Community sport clubs

Sport participation at public schools (Townships)

Macro-level factors
(in schools & government)
- Participation demand factors
  - Variety of activities
  - Quality sport facilities
  - Sport equipment
  - Qualified staff
  - Parental support
- Key expected needs
  - Accessibility & Safety
  - Compulsory physical education and school sport
  - Community involvement

FIGURE 3.3: Theoretical multi-level framework of participation in school sport

Figure 3.3 illustrates the important micro- and macro-factors to be considered for managing and co-ordinating sport participation at schools. The framework should assist the schools and the government to identify the possible micro- and macro-factors influencing children’s level of participation in school sport.
The theoretical multi-level framework of participation in school sport (Figure 3.3) for this study consists of micro-level and macro-level factors, which are subdivided into demographic factors (income, time, age and gender) and perception-of-knowledge factors (importance of sport, sport benefits, sport policies). The macro-level factor of the framework entails the participation of various demand factors (delivery areas of participation, sport facilities and equipment, qualified staff and parental support), as well as the key expected needs (variety of sport activities, accessibility and safety, compulsory physical education, and school sport and community involvement).

Furthermore, the framework illustrates the role-players required to promote school sport. The role-players in school sport, as illustrated in the framework, are school management, teachers, coaches, Department of Education, Sport and Recreation South Africa, and community sport clubs. Micro-and macro-level factors, and the role of stakeholders, can also determine the level of sport participation at public township schools.

The following section discusses the theoretical multi-level framework of participation in school sport in more detail. The school and parents’ income, the availability of time, different age groups, as well as gender, should be taken into consideration when creating school sport programmes for the children. Income is a financial constraint that can have an influence on sport participation for children, because to prepare sport activities can be costly. Income or funding (through
fundraising, government, parents and donors) for schools should be available to assist in implementing school sport activities.

The literature review provided evidence that income affects sport participation (Ruseski, Humphreys, Hallmann & Breuer, 2011:57; Downward, 2007). The assumption that income determines school sport participation and can increase the level of sport participation is adopted for this study. In addition, the financial standing of the schools at Townships and of the parents can also determine the success of the sport programmes at schools, as well as the allocation of time for sport programmes.

Consequently, available funds and allocation of time enhance the opportunity for school children to participate in school sport (Downward, 2007). The necessary time for school children to participate in sport can be restricted by some of the academic and social issues in the school. Time availability is important for sport participation. Time availability should be allocated after academic sessions, or between the normal school hours, in order to accommodate children. Previous studies found that sport participation would increase with the simple allocation of time, by introducing additional sport activities during or in-between academic classes (Pfeifer & Cornelissen, 2010:94; Aksony & Kink, 2000:261).

In this study, it is assumed that the availability and allocation of time for school sport may have a positive impact on the level of sport participation in school children. In addition to income and time, the level of school sport participation is
determined and affected by a third factor: the suggested age of the children to participate in school sport.

A child’s age can determine and affect the level of participation in school sport, because of the different age groups; and the interest deteriorates with increasing age. Thus, it is assumed that age has a negative impact on sport participation; and it can affect the level of participation in school sport. Previous studies have shown that age can affect the level of sport participation among school children (Chad, Reeder, Harrison, Ashworth, Shephard, Schultz, Bruner, Fisher & Lawson, 2005; Downward, 2007; Hassandra, Goudas & Chroni, 2003:211).

Furthermore, gender can influence school sport participation, as the social valuation of sport programmes can differ between school boys and girls. Typically, boys are said to be more sporty and energetic than girls (Haug et al., 2008; Ruseski & Humphreys, Hallmann & Breuer, 2011:65; Booth & Nolen, 2012:542). In this study, the gender affect in favour of school boys is assumed. The household economic core of this framework is expanded by further perceptual and knowledge factors.

The importance of sport refers to the role of sport globally (nation-building, national identity, globalisation and economic development). Sport is no longer considered a luxury; but it is rather an important investment in the present and future, particularly in developing countries like South Africa. Sport plays a significant role in developing and sustaining the societal, the financial and the image of the nation.
It also contributes to physical fitness, mental wellbeing and social interaction – like play, recreation, organised sport or competitive activities. This implies that school children’s knowledge of the importance of sport can have an influence on their participation in school sport.

Consequently, it may be assumed that the importance of sport has a positive impact on sport participation. The literature review showed that the importance of sport effects sport participation (United Nations, 2012:1; Vella, 2011; Wong et al., 2010; Wechsler et al., 2000:121). In this study, it is assumed that the importance of sport has a positive impact on sport participation. Moreover, the benefits of sport can influence children’s level of sport participation, since sport practice offers a variety of benefits.

The literature review indicated that the benefits of sport influence sport participation (Eime et al., 2013:2; Allender, Cowbring & Foster, 2006:826). In addition to the importance of sport and the benefits of sport participation, the perceptual and the knowledge factor can be determined by a third factor: sport-policy systems. Usually, sport organisations, government structures, school and sport clubs with structured sport policies are more likely to have successful and well-guided sport programmes, as they know about the positive effects of policies on influencing sport participation.

Sport policy systems that promote participation in sport can positively influence children to participate in school sport. Policy systems should be introduced,
promoted and made available to all the interested stakeholders (schools, sport clubs, federations and community members). Therefore, it is assumed that sport policy systems have a positive impact on sport participation. And this has already been documented in previous studies (Henry & KO, 2014:81; Hong, 2012:23; Taylor, 2011:301 & Department of Sport and Recreation, 2012).

The literature review has shown that variety of sport activity programmes or areas that positively affect the level of sport participation (Eagleton, Mckelvie & DeMan, 2007:265; Anderson, 2012:125). The assumption that delivery areas of participation positively determine school sport participation is adopted for this study. In addition to the delivery areas of participation, sport resources in school sport are also determined by the availability of clean sport facilities for example, playgrounds, sport fields or recreation areas.

Consequently, delivery areas and sport facilities enhance the opportunities for school sport activities and programmes. The sport infrastructure is not only visible to promote school sport; but it can also promote the uptake of sport within the communities. Previous studies have found that sport participation would increase with increasing numbers and the quality of the sport facilities (Rutten, Abu-omar, Frahsa & Morgan, 2009:1669; Mchunu, 2008:56; Downward, 2007).

In this study, it is assumed that the lack of good quality sport facilities and equipment at schools has a negative impact on sport participation. In addition to quality sport facilities at schools, the participation levels are determined by a third
factor, namely sport equipment. Usually, people who are offered good and high quality equipment are more likely to practise sport. Therefore, it is assumed that availability of good sport equipment has a positive impact on improving the level of sport participation at schools; and this has already been documented in previous studies (Murphy, Carbone & Council on Children with disability, 2008:132; Verstraete, Cordon, Declercq & Bourdeaudhuij, 2006:416).

Coaches with relevant qualifications in coaching and managing school sport could improve the level of participation among children. Skilled coaches and administrators in sport have the ability to design various interesting sport activities and events that could attract the children, and motivate them to participate in school sport.

Research have found that qualified staff (coaches, physical-education teachers and sport managers) can have a positive influence on sport participation (McCrory, Meeuwisse, Johnson, Audrey, Molloy & Cantu, 2009:37; Beighle, Erwin, Castelli & Ernest, 2009:24). Parents can also play an important role in motivating and convincing their children to participate in school sport. By involving parents in school sport activities more children would be indirectly channelled to participate in school sport.

Previous studies have demonstrated that parental involvement in school sport can change children’s behaviour regarding school sport (Cheng, Chen & Chang, 2012:186; Joesaar, Hein & Hagger, 2011:257; Yuvarani, 2009:14; Shank,
Participation stages can also determine the level of participation in school sport; as children usually differ in terms of their age groups. Different sport programmes for children at primary schools and secondary schools have the potential to attract children to participate in school sport. Younger and older children differ in terms of their preferences in sport activities and events. This relationship has already been documented in previous studies (Weiss & Fretwell, 2005; Breuer, 2009; Gustafson & Rhodes, 2006:79). Moreover, the accessibility and safety at schools during sport activities and events can have a positive influence on children regarding their sport participation. Safety is a priority not only to children, but also to the parents and teachers, who may be also interested to participate in school sport. Literature studies have identified that a suitable and safe environment improves the level of participation among athletes (Shipway, 2007:122; Downward & Rasciute, 2010:189 Pate et al., 2006:1215).

It is assumed that the lack of access and poor safety records have a negative effect on school sport participation. Compulsory physical education and school sport can improve children’s academic achievement. Physical education and school sport also play an important role as regards academic issues in school children’s future. Schools and the government should make such programmes compulsory. Usually, physical education and school sport have the potential to improve cognitive function, learning and academic achievement in school children (Mandic et al., 2012:9; Sallis, Mckanzie, Beets, Beinghle, Erwin & Lee, 2012:125;
Many research studies on the relationship between sport participation and academic achievement suggested that school children can better their grades and achieve many aspects of academic life associated to task behaviour, cognitive functioning associated with attention and working memory (Du Toit, Pienaar & Truter, 2011:24; Shelton, 2009:5; Hartmann, 2008:21; Hillman, Castelli & Buck, 2005:1967). In this study, a positive relationship between sport and academic achievement was also identified. In addition to the link between sport and academic achievement, it is also important for schools and the government to link and involve communities in managing school sport.

In general, schools that have built relationships with their communities are more likely to be successful, as they get support from community experts. Therefore, it is assumed that the link between schools and communities has a positive impact on the level of sport participation at schools. And this has already been documented in previous studies (Allender, Cowburn & Foster, 2006:827; Feldman & Matjasko, 2007:313). Role-players can also influence the level of sport participation among children at schools. Role-players as custodians of schools, have a huge role to play in promoting and assisting the schools and the government to co-ordinate schools sport.
Their role is to ensure that children are motivated to participate in school sport activities (Torre, Arke & Suris, 2009:234). Role-players consist of school management (the Principal and the School Governing Body), the Department of Basic Education, Sport and Recreation South Africa, National Sport and Recreation Department, Teachers and Community sport clubs. These are all responsible for instilling the culture of sport among school children. In the United States, there is a range of people involved in school education and sport, as stakeholders in part-time physical education, and as teachers or coaches, officials, sport mentors, club managers and sport spectators (Dagkas, Benn & Jawad, 2011:223; Quick, Simon, Thornton, 2010; Maher, 2005:1). Many of the school sport programmes offered by stakeholders occur in schools – before, during, and after, the conventional school hours, as well as at weekends.

The roles of the Principal and the teachers are to create a culture of sport within the schools, to motivate and encourage children to participate in school sport, to inform children about the benefits of sport. Previous research indicates that a teacher, coach or principal is a first contact to the school children to encourage and motivate them to participate in sport; and their involvement has a positive influence (Dagkas, Been & Jawad, 2011:223; Maher, 2005:1).

Therefore, it is assumed that teachers, coaches and principals all have a positive impact in motivating children to participate in school sport. Government should also play a role in promoting (creating awareness) national sport policies and directives at schools. The literature review shows that government involvement in
school sport can positively influence the level of sport participation (Taylor, 2011:301; Shipway, 2007:119).

The assumption that government structures positively affect sport participation is adopted in this study. In addition to the government’s role, community clubs also have a role to play in school sport. Consequently, community sport clubs enhance the opportunity for school children to participate in sport. Their role is to volunteer at sport practices, organize and contribute to an innovation design of promoting sport and healthy lifestyles.

Previous studies found that community involvement in school sport activities can positively impact on the level of sport participation (SA, 2011:15, Charlton, 2010:348). Therefore, it is assumed that community’s involvement in school sport has a positive impact. The theoretical multi-level framework of participation in school sport can play a vital role in assisting schools; Schools Governing Bodies, Sport and Recreation South Africa and the Department of Basic Education identify and address micro and macro factors influencing children’s level of participation in school sport.

3.10 SUMMARY

This chapter provided a review of the literature on the nature and essence of participation in school sport participation. A broad perspective of the nature and essence of children sport participation is necessary to facilitate a better
understanding of the subject. Without such knowledge, the testing and interpretation of the study results would be impossible. Sport participation should be a fundamental part of school children’s lives, despite the challenges facing school sport.

Sport participation offers a variety of benefits and skills (social, physical, leadership and psychological benefits) that can improve children’s healthy lifestyles. Researchers have made considerable progress in examining the relationship between physical education and sport as regards the academic side of school; the results are still the same, because many research results confirm that children participating in sport perform better academically. Constraints and factors influencing children’s behaviour as regards school sport are some of the barriers of children’s participation in school sport. Such barriers, like sport resources, and the marketing of sport, are negatively impacting the level of sport participation among learners at township schools.

Although there are concerns about the factors influencing sport participation at townships, not much research has been conducted to specifically address these issues. The study reviewed and adopted the theoretical multi-level framework of sport participation, as the guideline for understanding the role of micro-level and macro-level factors in school sport participation. Although the structure of school sport, including national government, SRSA, DoE and the District offices, are available to assist in the management of school sport, indications suggest that
they should play a significant role in promoting and motivating children to be more deeply involved in school sport.

As consumer of school sport the children need to be educated so that their awareness concerning the benefits, values and constraints about school sport participation can be facilitated. Without adequate knowledge of the role of these components, teachers, parents and children will not appreciate the importance of school sport participation. Therefore, educating children, teachers and parents about these issues is vitally important as it will beneficial to promote their participation in school sport and enhance their decision making as consumers of sport.
CHAPTER 4

CONSUMER BEHAVIOUR IN SPORT

4.1 INTRODUCTION

This chapter examines consumer behaviour in sport and outlines participants’ consumption behaviour and decision making process regarding sport participation. Consumer behaviour is regarded as a dynamic and essential component of customers in the selection and purchase process of products or services (Kotler & Keller, 2011:85). Consumer behaviour decisions on services and product delivery are very important for productivity and mutual value creation for marketers and organisations. Many companies offering products and service are focused on meeting, or even exceeding, customers’ expected needs (Hibbert, Placentini & Hogg, 2012:329).

It is challenging for the marketers to predict consumer behaviour and their attitude towards a product or service; so marketers should make every effort to understand consumer behaviour. Similar to the consumers of the products on the shelf, children and parents are consumers of school sport. In this context, the knowledge of consumers’ behaviour becomes important, so that the delivery of sport meets the demands and expectations of children and parents in school sport. It is, therefore,
necessary to study the nature of consumer behaviour, in order to try and gain some understanding of children’s, teachers’ and parents’ behaviour regarding sport.

Understanding consumer behaviour is important for marketing any product or service successfully. When organisations understand why people purchase products and services and the reasons behind their decision as consumers, the organisation can generate marketing campaign that particularly deal with those elements of purchasing decision (Du Plessis & Rousseau, 2007:91). In this study it is important to understand children as consumers for promoting school sport successfully. If school and the government can understand why school children are not participating in sport and what influence their decision, the schools and government can generate sport marketing campaigns that can promote school sport.

Consumer behaviour is demonstrated through the buying decision-making process, which may be influenced by one’s social and cultural background. For children and parents to make decisions about participating or becoming involved in school sport, they should be well informed about the availability of sport programmes, equipment and the facilities for sport at schools. This involves the body of knowledge focused on various features of usage in service by individuals or groups in diverse societal and emotional contexts. Cant and Van Heerden (2010:49) point out that products and services in the market are not important without consumers. Furthermore, they emphasise the importance of adhering to the needs and desires of consumers in the market. The behavioural attitude displayed by consumers seeking to buy is also important for the marketing environment; thus marketers should create a consumer-
behaviour strategy, which assesses how closely aligned those specific services are with the consumers’ needs. Consumer behaviours and attitudes are determined by different influential factors in the market (Thrassou, Vrontis, Kartakoullis & Kriemandis, 2012:278). This study deals with the nature of consumer’s behaviour in sport, and their needs, wants and desires in relation to participation in school sport. Figure 4.3 illustrates how this study is applied to consumer behaviour.

4.2 DEFINITION OF CONSUMER BEHAVIOUR

The power of consumer behaviour is referred to as the emotional intelligence, physical ability, and psychological action that individuals demonstrate during the selection and purchase of products and services (Gabbott, Tsarenko & Mok, 2011:235). It involves the dynamic interaction of cognition, behavioural and environmental events, which people use to conduct the exchange aspects of their lives (East, Wright & Vanhuele, 2013:6). Consumer behaviour assists marketers and other stakeholders to understand individuals, groups or organisational processes for searching, choosing, protecting, and disposing of the products and services (Parumasur & Roberts-Lombard, 2012: 251).

Family, groups, peers, and organisations involved in the buying decision play a significant role in consumer-behaviour processes. According to Du Plessis and Rousseau (2007:91), consumer behaviour is dedicated to integrating existing knowledge from other social fields into a comprehensive bank of information on the attitudes and behaviours of consumers (University of South California, 2008:523).
Consumer behaviour involves primary activities that people use to obtain, consume and dispose of services and products (Blackwell, Miniard & Engel, 2006:5). From the foregoing, it is clearly important to take a more in-depth look at each of the following primary activities of consumer behaviour:

**Obtaining activity:** The consumer seeks information on the diverse service features and preferences, and then evaluates any alternative services, before buying or making a decision (Jeddi, Atefi, Jalali, Poureisa & Haghi, 2013: 20).

**Consuming activity:** The use of services by consumers is determined by a specific set of questions: When, How, and Why are the products or services important for them?

**Disposing activity:** This refers to how consumers could lengthen the life of the products and services by handling them accordingly (Blackwell *et al.*, 2006:5). The primary activities in consumer behaviour assist the consumers to make choices when buying product and services.

Consumers are responsible for stimulating a positive or negative behavioural response towards the product or service, based on the acquired knowledge and experience provided by the marketer (Belch, Belch & Guolla, 2006:56). Consumers, therefore, need to be knowledgeable about the product or service they intend to buy. This means that the marketer is responsible for encouraging both consumers and influencers (the buyer and the influencer) to go through the consumer-learning process. The process should assist the consumers in acquiring the necessary knowledge and skills in purchasing and decision-making (Belch, Belch & Guolla, 2006:56). It is also important to know the different types of consumers, and to reflect on why they behave in different ways. In this study, the consumers are children,
teachers and parents from primary and secondary schools in the City of Tshwane.
This research focuses on children’s behaviour, perception and influences regarding
sport participation, and those factors that influence school children’s decision to
participate in sport.

4.2.1 Key components of consumer behaviour

It is not easy to either predict or to assume consumers’ needs and desires; consequently, organisations and institutions should familiarise themselves with the
basic concepts of consumer behaviour, in order to understand their needs, wants and
desires (Hibbert, Placentini & Hogg, 2012:338). The following are the key concepts of
consumer behaviour with which marketers should be familiar, in order to assist their
understanding of consumer behaviour:

• The way in which people view consumer behaviour differs: Consumers all over
the world differ in terms of their needs, wants and desires; and their socio-
economic status would also affect their behaviour; thus, marketers find it
difficult to understand consumers; the solution to this problem is that the
marketers should segment their market (Gilaninia, 2010:10).

• Consumer behaviour is motivational: This is because only through the
purchasing process of products and services, can a consumer’s needs, wants
and desires be met; and thus the marketer should motivate the purchase by
offering to meet the consumer’s objectives, that is to ‘give the customer what
s/he wants’.
Many activities are inclusive in consumer behaviour patterns: People act, feel, think, and make decisions in different ways about the products or services presented to them by marketers. The latter thus need to have an understanding of these activities, in order to try to predict consumers’ needs, wants, and desires (Hibbert, Placentini & Hogg, 2012:329).

Understanding consumer behaviour is a process: Marketers should not only focus on convincing the consumer to buy the product or service; they should understand the consumer’s selection process of a product or a service, as well as their purchase and consumption processes.

External factors influence consumer behaviour: Social class, culture, values, norms, and lifestyle can all influence the consumer’s buying decision.

As consumers differ so widely in terms of their key needs and desires, it is important that marketers and other stakeholders should understand the different types of consumers, and to segment their market accordingly, in order to get the widest reach into the market; each segment consists of elements, which appeal specifically to that section of the population.

4.3 TYPES OF CONSUMERS

Consumers as buyers are normally the central point of the business, which means that their needs, wants, demands and behavioural styles are of importance to the marketers. In most instances, consumers are not rational decision-makers, but
sometimes you get impulse buying from that consumer who does not have conscious planning. Some consumers will spend their time and money in organisations, businesses, institutions, and government structures – in return for the reliable delivery of a good service (Parumasur & Roberts-Lombard, 2012:251).

As diverse and complicated as consumers are, the organisations need to understand the specific stages, which affect the decision/s of consumers. Figure 4.1 illustrates the factors and stimuli affecting consumers’ decision/s to purchase products or services. With such a variety of products and services from which to choose, it is obvious that there are many factors which would affect consumers’ decision to purchase. It is the responsibility of the organisations to understand the marketing stimuli, other stimuli, buying decisions, purchase decisions, individual factors, and group factors that affect consumers to make buying decisions (Chao-wen, 2012).

Source: Cant and Van Heerden, (2010:51)

**FIGURE 4.1: Model of consumer behaviour**
According to Cant and Van Heerden (2010:51), consumer behaviour and buying decision processes are not determined or influenced by a single factor; there are many factors and stimulus, which affect a consumer’s decision making process. As shown in Figure 4.1, various elements, namely: individual factors, group factors, marketing stimuli, other stimuli, the buying-decision process, and purchase decisions, all of which play an important role in the consumer’s decision to purchase products and services successfully. Individual factors have more to do with the intrinsic behaviours of consumers. Questions, like Why? and How? are all supplemented by individual factors.

A consumer’s decision is also affected by other stakeholders like peers, parents and coaches that are part of consumer’s social life. The formation of groups in a consumer’s social environment would comprise social-class groupings, reference groupings, cultural and family groupings, as well as significant others that would have a significant role in purchasing decision. This means that both individual and group factors influence the consumer’s decision to buy products and services successfully (Darley, Blankson & Luethge, 2010:94).

Organisations and marketers are responsible for understanding the type and role, which consumers need to play in making their purchasing decision (Cant & Van Heerden 2010: 49). In this study, the consumers are primary and secondary school children from township schools in the Tshwaga region (vide paragraph 1.8.1). Products and services affecting school children as consumers in sport are: Sport programmes, equipment and activities. It is important that schools and other
stakeholders involved in sport should understand children’s attitude, behaviour, and influential factors – in order to create promotional campaigns to attract them to school sport.

Marketers and other role players should also take family members, peers and role models into consideration, when marketing school sport to children. They are the prime influencers in children’s decisions to participate in school sport. The DoE, SRSA, schools, and community sport organisations, should be aware of the factors and other stimuli that influence children’s behaviour to participate in school sport.

4.3.1 The role of consumers

It is the responsibility of the marketer to understand consumers’ needs, or the factors influencing their decision-making process to purchase products and services. Consumers play an important role in the market – as selectors, payers, and users of products and services – in order to satisfy their basic needs (Parumasur & Roberts-Lombard, 2012:251). If marketers understand these roles, they are then able to devise strategies to address these various needs. For example, in a school context, consumers’ roles would consist of; users and buyers (e.g. school children play sport), initiators (e.g. schools, government and sport federations), influencers (e.g. parents, coaches, teachers and significant others) and decision-makers (Du Plessis & Rousseau, 2007:91).
Organisations and marketers should be in a position to identify the needs and behaviours of users during the buying process (Hibbert, Placentini & Hogg 2012:338). Understanding segmentation in marketing is also important to the market, because consumers use segmentation strategies to select the target market more meaningfully. Customer segmentation is developed on the basis of the following elements: the target-market's age, income, desired benefits, gender, geographic location, size, lifestyles, attitudes, and opinions (Shah, 2010).

Due to the aforementioned stipulated segmentations, consumers have a role to play in the decision making process in regard to their preferred products or services. Consumers’ buying behaviour is influenced by the different environmental variables, such as the political, legal, cultural, economic, physical, and technological aspects (Beech & Chadwick, 2007:35). The consumer’s final decision to buy a product or service would always be influenced by several environmental factors, besides the individual and group factors (Desbordes & Richelieu, 2012). In this study the other consumers investigated are teachers and parents, both of whom play a role as influencers and decision makers for children to participate in school sport.

4.4 INDIVIDUAL AND GROUP FACTORS IN CONSUMERS DECISION MAKING PROCESS

Consumer decision-making process is motivated by the process of selecting, purchasing, and consuming various services for the satisfaction of consumer’s wants, needs, and desires (Shah, 2010:56). Through this process of decision-making, the
consumer is assisted and supported by both individual and group factors – to make a final decision. There are also diverse influences determining consumers’ purchases of products and services, such as social, cultural, personal and psychological factors (Bhasin, 2010:299). Therefore, decision-making processes to purchase products and services are influenced by individual or group factors in the market.

There are many other factors that could affect consumers’ buying processes; therefore, it is important to specifically highlight some of the personal factors, which influence the buying process. Individual and group factors, as well as psychological processes, are all specific factors, of which the marketer needs to be aware regarding the consumer’s decision-making process to purchase. This factors are explained in the next section.

4.4.1 Individual factors influencing consumers’ decision making process

Individual factors are motivated by the needs, wants and demands that lead a consumer to make a purchasing decision (Parumasur & Roberts-Lombard, 2012: 251). They are mainly psychologically, physiologically and environmentally motivated. Individual factors in sport participation include:

*Life-cycle stages:* Marketers need to know and understand the characteristics of the consumer’s lifestyle. This is an individual’s method of living, as identified by his or her activities, interest and opinions. There is a method of measuring and evaluating a consumer’s lifestyle. This is called the psychographics method, which is the technique used to measure consumer lifestyles – peoples’ activities, interests and opinions.
Demographics, psychographics, characters, and values: The way in which people differ and their perceptions affecting the consumer-decision processes. Normally, the above individual differences are affected by traits, values, cultures, norms and behavioural patterns (Berns, 2013: 9).

Income and employment (level of income from both parents): One’s occupation and income again have an impact on the service or products which one consumes. The class of an individual is predicted through different symbols, like wealth, dress, accessories and possessions.

Attitude (e.g. image of sport at school): Behaviour, which is influenced by attitude towards a specific service or product. An attitude is simply a choice, which a consumer has re the product or service rendered, which may be positive, negative, or indifferent (Blackwell et al., 2006). The approach and the manner, in which a person conducts himself or herself among others, as well as the kind of behaviour demonstrated, assist in the process of decision-making.

Perception of the service or product (e.g. school sport): Insight on how an individual acts is influenced by his or her own situation in life (Berns, 2013:6; Parumasur & Roberts-Lombard, 2012:251). The individual becomes aware of his/her environment and interprets whether it would fit into the frame thereof. People gain knowledge through the flow of information to their five senses: Taste, sight, smell, touch, and hearing.

Education and learned skills: Knowledge stored in a consumer’s memory assists him/her in the decision-making process. This consists of matters, such as the availability of the service or product, where and when to get it, the benefits thereof, and knowledge of the objectives of the product or service. Learning occurs through
the process of influencing the consumer to make a decision on a specific service or product. Knowledge of learning theory is important, in order to understand consumer behaviour. Through learning experience, individuals’ behaviour changes for the better in the decision-making process (Mullin, Hardy & Sutton, 2007:100).

Motivation: There are forces pushing an individual to take an action (Berns, 2013:6). Why do consumers buy? The answer is that consumers are motivated and they have reasons for their purchase decisions. Consumers are motivated to purchase products/services, in order to satisfy their needs; so it is important for the marketer to understand what motivates the consumers. When the marketer understands the consumers’ needs, the marketing message would then be directed at the motivating factor.

Marketers need to ‘look’ behind the behaviour, in order to understand the motives of their consumers (Belch et al., 2006:85). Several people in various roles may influence consumers not to act in isolation in the purchasing process. The number of people involved in the buying-decision, therefore, increases with the level of involvement and the complexity of the decision.

4.4.2 Group factors influencing consumers’ decision making process

The buying behaviour of a consumer is also affected by numerous group factors, which are generally unmanageable but important. These factors are also known as the determinants of consumer buying behaviour and are define as group factors. Group factors in consumer decision-making can be divided into two categories,
namely: reference groups’ and opinion leaders’. Reference groups consist of family members like a mother, father and siblings, then extended family like grandparents, close friends and peers (Vijayalakshmi & Mahalakshmi, 2013:15267).

The second category which are opinion leaders, are individuals with specific expertise in certain areas of specialisation (Funk,2008:25). They are associated with, and spend most of their time with the consumer which means they understand their behaviour better. Opinion leader in consumer behaviour play an important role in influencing consumers’ attitudes and behaviour to purchase product and services. Both groups of categories in decision making process influence consumers’ buying behaviour, and the resulting purchase-decision is strongly influenced by the following characteristics:

*Culture:* The distinctive patterns of behaviour, which would include the norms, values, and beliefs, play a huge role in consumers’ decision-making process. Consumers’ culture and subculture are intrinsic to their values. These comprise a meaningful tool, which assists the consumer to communicate, evaluate, and assess the choice of the purchasing decision.

*Social class:* This factor consists of groups and significant others who share the same status and level of wealth in a society. This could assist the consumer in making the right purchasing decision, which could benefit him/her in the near future. Families are consumer units of critical importance. Family members occupy various roles, which include initiator, influencer, decider, buyer and user.
Personal influences: These are those factors, which include such variables as age and life-cycle stage, occupation, and economic circumstances. Consumers’ behaviours are affected by those close to them (peers, parents, coaches, teachers and significant others).

In this instance, consumers would compare themselves with others – before making any conclusive decisions. The influencer is expressed via reference groups and via word-of-mouth communication (Blackwell et al., 2006:8).

Having discussed the role of consumer behaviour in the market, it is essential to analyse the psychological processes involved in purchasing and decision-making. The psychological state of the consumers should always be considered by marketers, because their emotional and physical abilities could affect their behaviour and decision to purchase the products or services. In association with this study, it is important and advisable that the schools and the government structures should consider children’s personal beliefs, values and feelings when marketing and promoting school sport.

Parents, other family members, peers and role models should also be involved and informed about the need for children to participate in school sport. They form an integral part of group factors that influence children’s decision to participate in school sport.
4.5 THE IMPORTANCE OF CONSUMER BEHAVIOUR

Hoyer and MacInnis (2010:15) state that consumer behaviour identifies the decision taken by the consumer in searching, acquiring, consuming and disposing of the products, experiences and services in the market. Marketers, organisations, and institutions are starting to become more aware of the important role that consumer behaviour is playing in determining their success in the market (Funk, 2012:6). Many institutions and organisations in the market could gain an advantageous edge – if only they understood their target-market’s needs, wants, and desires – because they would then be in a position to provide them with what they need. The only strategy to achieve marketing and promotional organisational goals is to understand how important is the consumer and their buying decision process (Hibbert, Placentini & Hogg, 2012:333; Parumasur & Roberts-Lombard, 2012: 251).

4.6 THE CONSUMER BUYING DECISION PROCESS

It is evident that individual and group factors have a role to play in the consumers’ decision-making process to purchase products and services. The consumer buying decision process is the step-by-step procedure followed by the consumers to understand the type of products or services offered by the market that would to satisfy their needs. Organisations and marketers should ensure that consumers are well-informed about the choices they have to make during these processes (Mihart, 2012:121).
The consumer buying-decision process is an effective way to understand the different types of consumers and their preferred needs. The literal nature of the buying process depends on the buying situation. Basically, the more difficult it becomes to recognise the needs, the more likely it would be for the consumer to move to the next stage of the buying process. The following model by Hawkins and Mothersbaugh (2010:497) demonstrates the consumers’ decision-making process through the specific behavioural stages (Figure 4.2).

![Figure 4.2: Consumer decision making process](image)

Source: Hawkins and Mothersbaugh (2010:497)

**FIGURE 4.2: Consumer decision making process**

### 4.6.1 Needs/problem recognition

A consumer may recognise a need or problems regarding the product or service via either internal or external factors in the market; and it is the role of the marketer to introduce the relevant products and services into the market, in order to solve the consumers' problems or needs (Furaiji, Latuszynska & Wawrzyniak, 2012:52). Market problems/needs, such as new products and services in the market, lack of resources, dissatisfaction about the service or product, market-induced problems and newly developed trends can influence consumers’ decision to purchase.
Need recognition is normally associated with problem recognition, because they share the same marketing stimuli (Blackwell et al., 2006:4). The decision-making process allows marketers to accurately identify and assess the needs of the consumers in the market (Belch et al., 2006:85). The need arises because consumers are looking for the feeling of satisfaction, recognition, and achievement. In this study and to achieve the above objective, schools and the government should take the responsibility role to make school children aware of the sport programme and the opportunities of participating in school sport. Awareness and information transmission can influence children’s decision to participate in school sport.

4.6.2 The information search

According to Furaiji et al., (2012: 53) the information search is the second stage in the consumer’s decision-making process. It refers to the accessibility of information to assist the consumers to understand and get access to the products or services they are looking for. In this stage, consumers will gather as much as possible information about the product or service. The information gathered about the product or service will assist the consumer make a buying decision (Gordon, 2012:123).

In formation search through memory scanning from the past – buying experiences, or information recovery, or the internal search – is also vital to the consumers, when make a buying decisions. If consumers do not find sufficient information from the internal memory, they resort to an external search to gather the necessary
information about their specific product or services (Mihart, 2012:121). The external supply of information is derived from:

- Peer suppliers, such as friends, relatives, or co-workers.
- Market-control suppliers, such as advertising, salespeople and the Internet.
- Public suppliers, including articles in magazines or newspapers and TV.
- Personal experience, such as actually handling, examining, or testing the product.

According to San and Yazdanifard (2014:39), the perception of consumers’ potential to obtain and use information from external sources is important to marketers. Consumers should have immediate access to readily available information about products and services. If the consumers are well informed, it becomes easy for them to make a decision about the products or services.

In this study schools, the DoE, and other role players, should ensure that children, teachers, and parents are well informed about the role of the government in promoting school sport (White Paper on Sport and Recreation), and the benefits offered by school sport. Sport policies and promotion campaigns can assist children, teachers, and parents gather enough information about the importance of schools sport, which will lead to them being involved in sport.
4.6.3 Alternative evaluation

At this stage, consumers are satisfied with the information acquired from internal or external sources; therefore, they would then be in a position to start evaluating the options available between various products or services (Belch et al., 2006:85). The consumer would compare and differentiate the preferred brands and features, based on his/her needs in a process, which involves a comparison of the options available. According to Blackwell et al. (2006:55), normally consumers would use their existing memory search to evaluate their choices. Quality, size, structure, professionalism, and price are evaluated in this stage.

Schools, sport marketers and the government should give school children alternatives or options in terms of the sport and physical education activities offered at schools. The variety of sport facilities and activities available, from which to choose, could influence children, teachers and parents to make a purchase decision of being involved in school sport.

4.6.4 The purchase decision

Lastly, when consumers have gathered enough information about the products or services and are given options to chose and evaluate, they will be in a position to make a purchasing decision (Chao-wen, 2012). The relationship is built between a consumer and the preferred product or service; and the actual purchase decision is imminent at this stage.
Purchasing decision can only appear when the consumers are happy with the basic needs and requirement (Ataman, Van Heerde & Mela, 2010:866; Blackwell et al., 2006:56).

4.6.5 Post-purchase evaluation

The post-purchase evaluation is determined by the level of satisfaction or dissatisfaction experienced by the consumer. This process happens when services or products have met or exceeded the customer's expectations, or have failed to do so (Chao-wen, 2012). A repeat purchase decision becomes more likely if the customer is satisfied with the product or service. Satisfaction is the most significant psychological concept during the post-purchase evaluation process. Marketers have to ensure that the consumers are happy with the product or service, to promote repeat purchases (Gordon, 2012:123; Parumasur & Roberts-Lombard, 2012: 251).

Changing consumers’ behaviour depends on the types of products, services, prices and promotional strategies available in the market. In this study, it is important to understand and suggest children, teachers and parents’ behaviour and decision-making processes towards participation in school sport. To keep consumers as loyal customers, organisations and sport marketers should come up with marketing strategies of retaining their clients.
4.7 MARKETING STRATEGIES

Consumers change their minds and behaviours all the times, depending on their needs, wants and desires. This means that marketers should assess and identify the changes and adapt a marketing strategy to attract and retain the potential consumers (Shank, 2009:114). The five Ps: product, price, promotion, place and people – comprise the five marketing-mix tools to create a good marketing strategy (Ataman, van Heerde & Mela, 2010:866).

The marketing mix of tools helps consumers to gain a better knowledge about the products and the services they are intending to purchase. The following are various marketing-mix tools that can attract and build relationships with their consumers. These will be explained in some detail.

4.7.1 Products or services

The means whereby marketers satisfy the basic needs of their consumers are called products (Funk, 2012:112). Customers buy the products or services, in order to benefit and satisfy their needs (Ataman et al., 2010:867). In this study, school sport or sport participation is the service that needs to be put in place to influence children’s behaviour to participate in school sport. For consumers to be aware of the product and services, organisations and marketers should come up with an awareness strategy to promote their products and services in the market.
4.7.2 Promotion

This is an effective tool to promote and communicate the features, benefits and the importance of the products or services to the consumers (Gordon, 2012:123). Publicity, press conferences, promotion campaigns, direct marketing, personal selling, and advertising are all good instruments that can be used to promote and create awareness of the existing and new products or services in the market.

In this study, a communication mechanism for attracting children to school sport should be put in place. Through the use of promotion campaigns, children, teachers and parents should be made aware of the importance and the availability of the various opportunities to participate in school sport (Furaiji et al., 2012:52). Consumers could be aware of the products and services in the market, but the challenge can be affordability.

4.7.3 Price

This is the amount of money and resources needed to make a buying decision in regard to a products or service. It is assumed that lower prices for the product would result in more sales than would higher prices (Shank, 2009: 114). Price can determine a consumer’s behaviour in a decision to purchase the product or service offered; thus, marketers should determine the consumers’ needs before deciding on the price of the product or service (Gordon, 2012:123). Organisations are responsible to identify the price range that is suitable for the target market, in order to attract
them. In this study, the availability of funding and resources at schools for school sport could assist children to make a decision on whether to participate, or not. As most of the children from township schools are from low-income family groups, the schools and the government should make funding available for school sport.

### 4.7.4 Place

This comprises the locations where the target markets are positioned, or places where the customers can buy the products (Gordon, 2012:123). Choosing the right location to market and sell the products and services is significant to most of the organisations. Convenient and suitable environment for products and services are keys for success in many organisations. Affordability plays a significant role in locating products and services in the market. In this study, the condition and the sport environment at schools should be able to influence a child’s decision to participate, or not to participate, in school sport (Dann, 2014:147; Bezawada & Pauwels, 2013:40). In the following sections addresses consumer behaviour in relation to sport.

### 4.7.5 People

People are essential elements for marketing strategies to improve quality offering of products and services. In this context, people refer to the individuals or group of people, such as employees, community members and industry experts that interface customers on daily basis (Lin, Lee & Lin, 2013:39). It is important that marketers create attractive and positive experience for the customers and in doing so sport
products and services are effectively marketed (Alam, Almotairi & Gaadar, 2012:147; Fiore, 2010). Sport organisations and clubs gain competitive advantage when they train and recruit qualified staff (e.g. coaches, sport managers and officials) to render quality service.

The frontline people or stakeholders in this study are schools, teachers, coaches, parents, community members and the government structures at township schools. These people and management of schools could play significant roles in motivating and promoting sport among learners. All the people involved in school sport have to be equipped with extensive professional knowledge and skills so as to promote and administer school sport for children (Lin, Lee & Lin, 2013:39). In other words, schools, teachers, parents, government and communities play a pivotal role in attracting school children to participate in school sport.

4.8 SPORT CONSUMERS

Sport consumers are those passionate individuals or groups of people playing or enjoying the different levels of available sporting programmes, events and competitions. Sport participants, spectators, teachers, parents, managers and coaches are consumers, who commit themselves and their time to focus on sport. Sport consumers are involved in sport in some of the following areas: sport clubs, school sport, social clubs, and local, provincial or national sport structures as athletes or spectators (Light et al., 2013:550; Rajevic, 2011:131).
According to Funk, Beaton and Alexandris (2012:355), consumers’ preferences are constantly changing; and that influences the demand for sport services. The value and the demands of consumers are increasing on a daily basis; and that is affecting their behaviour towards sport services. Sport consumers like any other consumers have specific needs, want and desire that need to be satisfied. It is important for sport marketers and organisations to identify and understand sport consumers needs and desires. Their needs and desires in school sport need to be identified and addressed. School children, teachers and parents need to be motivated and influenced to participate in school sport. Due to the increasing trends in school sport, children’s behaviour is starting to play a role in influencing their decision to participate in sport.

This study focuses on consumer behaviour towards school sport (Funk et al., 2012:355). School children as sport consumers also spend time trying to identify sport activities that could satisfy their needs, wants and desires and attract them to participate in school sport. It the role of the school management, School Governing Body, sport marketers and the government to identify their needs and satisfy them in school sport (Shank, 2009:112).

It is important that sport marketers and other stakeholders should understand sport consumers buying decisions, behaviours, attitudes, knowledge and potential influencers to be involved in sport. These could be harnessed to use as a successful social-marketing tool (Beech & Chadwick, 2007:35). Mullin et al. (2007:30), state that government structures, sport federations, non-governmental organisations, schools and community clubs are ideal environments to assess the behaviours of sport
consumers. Sport consumers are influenced by both individual and group factors to participate or be involved in sport. The environmental factors affecting and influencing sport consumers include: parents, teachers, coaches and peers; cultural norms and values; race, gender and social class.

According to Beech and Chadwick (2007:35), the sporting industry seeks to satisfy the needs of the three types of sport consumers: participants, spectators and sponsors – in all avenues of sport. Sport consumers are also influenced by certain groups and individual factors to be involved in sport (Kim & Trail, 2011:61). Consumer behaviour towards school sport is classed as being either extrinsically motivated or intrinsically motivated for sport consumers. Sport consumers are involved in sport for different reasons.

They are involved in sport to have fun, health reasons, and emotional wellbeing, to socialise or to compete. In this study, the sport consumers are children from primary and secondary township schools in the Tshwaga region. Their needs and desires to participate in school sport should be identified and dealt with, in order to improve the quality and the standard of school sport at township schools. School children’s interest and influences to participate in school sport would necessarily differ, because their interest and preferences in school sport differs. Having discussed the theoretical basis of sport consumer behaviour, it is now pertinent to highlight consumer behaviour in school sport, as this is the main focus of this study.
4.9 CONSUMER BEHAVIOUR IN SCHOOL SPORT

In subsequent subheadings, the concept of consumer behaviour will be applied to school sport. In this regard children are regarded as sport consumers that require good service in terms of sport facilities, coaching and education. Figure 4.3 gives an overview of the study in relation to consumer behaviour in sport.

<table>
<thead>
<tr>
<th>Consumer behaviour in school sport</th>
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<tr>
<td>Consumer behaviour in school children’s behaviour towards sport participation at Townships</td>
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<tr>
<td>Consumers</td>
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<td>Service or product</td>
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<tr>
<td>Consumer behaviour in sport is the process involved when individuals select, purchase, use, and dispose of sport-related products or services to satisfy their needs and received benefits.</td>
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Source: Hawkins and Mothersbaugh, (2010:500)

FIGURE 4.3: Consumer behaviour in school sport

Consumer behaviour, as depicted in Figure 4.3 is the process of investigating and acquiring knowledge on consumers’ needs, wants and desires. In the following section, sport consumer behaviour, as it applies to school children, teachers and parents’ behaviour towards participation in school sport, will be discussed. In today’s world, core marketing theory is important, in order to understand the children’s behaviour and what influences their needs, wants and desires to participate in school sport (Athanasopoulou, Oikonomou, Douvis, Kriemadis & Alexopoulos, 2010:198).
Nevertheless, school children’s behaviour towards schools sport differs and it is considered to be multi-dimensional. In the sport and fitness industry, sport customers’ satisfaction levels have not been viewed as one of the crucial concepts for the success of organisations, institutions and government structures in developing school sport.

Previous research studies have investigated the effects, the importance and the significance of family, culture and parents in sport participation (Wheeler, 2011:14; Kim & Trail, 2010:190; Clark 2008; Allender et al., 2006:10); and some have investigated service quality and customer-satisfaction dimensions; and how these affect the current and potential behavioural intentions (Athanasopoulou et al., 2010:198). However, the bulk of such previous research has neglected the salient aspects of consumer behaviour in school sport, as well as the influential factors affecting children’s level of participation in sport at public township schools. These issues are part of the primary focus of this research.

Continuously changing sport consumers’ preferences and technological advances in contemporary society would inevitably influence the demand for sport entertainment, products, and services, which are important in the marketing of sport (Funk et al., 2012:367). Therefore, it is important for the schools, marketers and government structures to identify quality school sport services that would satisfy children’s needs.

A variety of studies have been conducted in an attempt to explain and develop models for physical activity and sport behaviour in children and adolescents, in order
to promote sport and identify children’s needs (Mcminn, Griffin, Jones & Van Sluijs, 2012:805; Lubans, Okely, Morgan, Cotton, Puglisi & Miller, 2011:115; Van Sluijs, McMinn & Griffin, 2007:703; Gallahue & Ozmun, 2006). However, factors influencing and attracting children to participate in school sport comprise also a very important facet, which needs to be investigated. Sport marketers, should be familiar with the factors influencing sport consumers decisions to participate in sport, in order to determine their choices of sport products and services, because these factors are the creation of a marketing concept in a sport industry (Funk, 2012:56).

The sport industry exists to satisfy the needs, wants and desires that its customers (sport participants, supporters and sponsors) have. Sport organisations, government departments, and clubs should understand and realise that there are different types of school children at schools and each of them have specific needs and desires towards school sport. Having more understanding and clarity on what influences school children to participate in school sport could be used to provide sport activities, facilities and equipment that would satisfy children’s needs in school sport (Shipway & Kirkup, 2010:175; Shank, 2009:105). A sport marketer, schools, clubs and sport federations, and other stakeholders should be aware of, and understand children’s behavioural styles and other influential factors in school sport (Shank, 2009:13). That would assist them create marketing strategies to attract more children in school sport.

As mentioned earlier in the chapter, consumers are not the only decision-makers who intend to purchase sport products or services. School children are also influenced by internal and external factors to participate in school sport. Internal or external
influences and factors encapsulate both sport consumer and consumers’ behaviour in
sport (Thrassou et al., 2012:278). Consumers and influencers in children’s decision to
participate in school sport could be:

- A child who wishes to be involved in sport;
- Parents, teachers, peers or coaches, who could influence a child to participate in
  sport;
- The school environment, which could dictate the kind of sport to be offered
  (Shipway & Kirkup, 2010:175).

It is important to understand the several influential factors that influence children’s
behaviours and attitudes to participation in school sport. Demanding a co-operative
decision from a child to participate in school sport is a challenging exercise. Influential
role players are mistaken if they think that by pressurising their children to participate
in sport – without, understanding the child’s behavioural and sport-involvement
motives – can actually be counter-productive. It is through specific behavioural and
influential factors that a child experiences the importance of participation in sport.
Children need to be encouraged to participate in sport (Lubans, Plotnikoff & Lubans,
2012:3). Knowledge and understanding of school children, teachers and parents’
behaviour and decision to participate in school can assist the sport marketers,
schools and the government identify and establish suitable school sport products,
services, events and activities. That would promote and motivate children, teachers
and parents to be involved in school sport.
4.10 SPORT PRODUCTS AND SERVICES

Sport products or services are offered by one person to another, in order to satisfy the needs, wants and desires of sport consumers (e.g. a rugby coach offering rugby coaching clinics to school children) (Beech & Chadwick, 2007:35). Regardless of whether a sport product is defined as a pure service or product, it is used by sport organisations, clubs, academies, schools, and communities to satisfy sport customers’ needs, whilst also fulfilling corporate objectives. Thrassou et al., (2012:278), state that sport services are designed to provide a variety of benefits to all the stakeholders involved in the sport industry (such as: participants, spectators, federations and sponsors).

Schools sport as a service rendered to children should attract and influence them to participate in activities offered by schools and the government. However, many sport organisations, institutions, schools and government structures face resistance from sport consumers, as a consequence of increasing prices and sensitive expectations regarding the quality of sport activities, equipment and facilities (Ko, Zhang & Cattani, 2011:304).

Offering high quality sport products and services has become a critical issue for many organisations. Thus it is also important for schools to offers quality sport activities and facilities to attract children to participate in school sport. For example, in the context of this study, schools may have designed good sport programmes and facilities for
school sport; but children may not be aware of the benefits or the importance of school sport (Ko et al., 2011:304). In this study, the product or service is school sport.

Satisfied consumers as regards the service or products can be easily converted to becoming regular and loyal school sport customers (Eagleman & Krohn, 2012:210). Gratton and Taylor (2006:16) state that the following tangible and intangible services could satisfy sport consumers’ needs in school sport participation. Sport facilities, for example soccer and rugby stadia, basketball courts and sport centres could include the following:

- Services, such as coaching sport clinics, outreach programmes, holiday programmes and the like.
- Goods, such as sport equipment, clothing, protective gear and footwear.
- Events, like school sport tournaments, sport competitions, and championships.
- Sport information, such as Internet games, television, newspapers, and radio.

Consumer behaviour towards school sport helps to create a final sport product or service through participatory experiences. When tangible or intangible sport products successfully match the demands of customers in school sport, this leads to the realisation of service outcomes, and in particular, the benefits to the school children (Taylor, 2011:36). Beech and Chadwick (2007:35), state that it is also crucial to measure the quality of service you are offering to the sport customers. Schools sport services should be measured to evaluate and determine the quality. By creating a service-delivery process, clubs, schools, government, and organisations would have
an understanding of the level of quality they wish to provide to the customers. Service quality depends on how a sport marketer manages consumers’ behavioural expectations in school sport. Good services delivery in school sport could be influence children’s decision to participate in school sport. The five key dimensions necessary for service quality in school sport are: *tangibility*, *reliability*, *responsiveness*, assurance and *empathy*. These together comprise the ability to demonstrate an understanding of school children’s needs wants and desires to satisfy their needs in school sport.

Schools children will normally evaluate the quality of the sport activities, events and facilities offered by schools on the basis of their experiences of other services. From the foregoing, it is evident that sport clubs, organisations, schools and government structures that fail to manage sport-related products and service will inevitably limit the range of school children’s’, teachers and parents’ involvement in school sport. In this study, schools, the Department of Basic Education, and the Department of Sport and Recreation South Africa (SRSA) should ensure that the sport at schools is well-structured; the variety of sporting activities and the core benefits of sport should be identified.

Schools children nowadays have variety of options to spend their social lives. Therefore it is important for schools and the government to created sport activities, events and facilities of quality that would attracts the children to participate in school sport.
4.11 UNDERSTANDING PARTICIPANTS AS CONSUMERS IN SCHOOL SPORT

Consumer behaviour towards sport makes up a large and growing market, both nationally and internationally. For schools and sport federations to compete in a challenging and expanding industry, they need to understand the importance of consumer behaviour and its effects on sport consumers (Eagleman & Krohn, 2012:220).

Questions like: Why do school children participate? Or, why are they not participating in school sport? What are the benefits of school sport participation? And what opportunities are offered in school sport? Government and schools should understand children behaviour regarding their level of participation in school sport? Since participation in sport is the lifeblood of the sport industry, the school and the government’s roles are even more vital when school sport participation rates drop or remain low; because this shows that the market does not understand the children’s behaviour and the factors influencing their decision to participate in school sport (Discovery Healthy Active Kids Report, 2010:4).

As the number of those involved in schools sport drops, the need for sport marketing specialists to understand children’s behaviour in school sport is important to identify the factors (Beech & Chadwick, 2007:35). Personal belief, personal relevance, familiarity, and experience of sport services should assist the sport-marketing industry; education industry and sport industry understand the sport consumers better.
According to Wills, Bonsmann, Kolka and Grunert (2012:229), an understanding of sport consumer behaviour to school sport depends on:

- **Personal beliefs**: Consumer characteristics can easily determine consumers’ responses to sport products and services. It is important that sport marketers should understand the participants’ beliefs in sport-related products and services.

- **Personal relevance**: Personal relevance has considerable consumer appeal in sport. It has been demonstrated that individuals tend to have a more positive attitude and increased acceptance of sport products and services when a relative or friend is also involved in the situation (Wills et al., 2012:229). The understanding of parents’, teachers’ and peers’ roles in school sport can influence the child’s decision to participate in sport.

- **Familiarity and experience**: Consumer acceptance of sport products depends on familiarity and previous experience in that environment. Those participants who had used the sport product or service before find the product more convincing, credible, and attractive. They also express a greater likelihood to use them in the future. Sport consumers’ behaviour can be understood, only if they divulge their perceptions of the past experiences in sport or participating in sport.

It is evident that sport federations, clubs, schools and institutions do not understand children’s behaviour with regard to their preferences and needs to participate in school sport. Shipway and Kirkup (2010:175) argue that the sport industry requires a
unique drive to market and attract sport consumers; and this can only be done by addressing their needs, wants and desires. Understanding schools children as consumers in sport is frequently the key to school sport success.

This understanding, nonetheless, stems from the identification of the macro-environmental factors shaping behaviour, as well as the very personal, internal, psychological underlying motivators that drive it (Thrassou et al., 2012: 278). With reference to this study, schools should continuously investigate and understand what comprises children’s beliefs, experiences and knowledge in school sport. That could assist the schools and the sport marketers to identify children’s needs, wants and desires to participate in school sport.

4.12 CONSUMER NEEDS, WANTS AND DEMANDS IN SPORT

Consumer behaviour towards school sport is one of the primary micro-marketing tools in identifying the specific needs, wants and desires of the children (Rajevic, 2011:131). There are many levels and types of needs, including the important needs for self-actualisation and personal development in school sport. Sport marketers and schools need to provide school sport consumers with social, personal and circumstantial factors that would attract them to participate in school sport (Taylor, 2011:28). The behaviour of consumers in school sport is influenced by their need to participate.
Meeting the needs of the children to participate in school sport can change their attitude and behaviour about school sport. Identifying and meeting the basic needs of the school children would improve their interest to participate in school sport. In this study, schools and the government should know the kinds of sport facilities, equipment and coaches they needs to attract and motivate children, teachers and parents to be involved in school sport (Shank, 2009:381).

*Needs* are insufficiencies related to fundamental human requirements in sport. *Wants* are too many and diverse, because they are the responses to the desire to satisfy the needs and preferences of sport consumers. They include the desire for new or existing sport experiences, netball games, suitable playing facilities and sufficient equipment to participate in sport (Eagleman & Krohn, 2012:210).

*Sport demands* are similar to consumers’ wants; but they are considered genuine demands for consumers, i.e. sport activities and expenditures that have been realised. Many wants may not be realised in school sport, simply because of the lack of finance, marketing and human capital support (Taylor, 2011:29). The continued existence of school sport depends on school children and their behaviour towards school sport. Because of the diverse and competitive leisure industry, it is already difficult to position, attract and gain the loyalty of the school children to participate in school sport (Rajevic, 2011:134).

Understanding children’s needs, wants and desires could change their behaviour towards school sport, and stimulate their interest to participate in school sport. Sport
marketers, schools and the government should endeavour to improve sport opportunities and to devise creative ways to market and promote school sport, in order to satisfy school children in South Africa (Gratton & Taylor, 2006:16).

In this study, the focus is on understanding children’s needs, wants and desires to participate in school sport. The children’s needs could be sport facilities, equipment, qualified coaches, time to participate, or even a programme to participate in school sport. Identifying those needs could change consumer behaviour towards school sport. Exploring the levels of consumer behaviour in school sport could assist the sport marketers, schools and the government improve the quality of school sport (Peter & Olson, 2005:4). This study will investigate children’s needs, wants and desires to participate in sport at township schools.

### 4.13 MARKETING OF SPORT

Nowadays, almost everyone is exposed to the sport products or services offered by the sport industry. Sometimes sport can be easily marketed, because it is watched on television, read about in the print media, and discussed among friends (Salayem, O’connor & Hassan, 2013:46). However, it is important to understand consumer behaviour towards school sport with regard to what motivates or influences the children to participate in school sport.

To understand how sport consumers behave, make decisions, as well as participate in school sport, it is critically important to understand the concept of marketing and
promoting schools sport. (Schwarz, Hunter & Lafleur, 2013:62). Beech and Chadwick (2007:103) state that the marketing of sport can assist organisations and institutions to align and position the sport products in the market; it also executes a number of decisions, namely: the marketing mix; it builds a positive relationship with the sport customers; it analyses the internal organisational and external market environment; and it evaluates the needs and wants of potential customers (Taylor, 2011:397).

The marketing and promotion of sport can be a positive strategy to influence people to participate in sport. Marketing campaigns and road shows regarding the benefits, the importance and the role of sport policies and government in developing sport are also a good marketing strategy for sport.

According to Van Heerden (2003:250), sport marketing is a multi-dimensional regulator, consisting of three scenarios prepared to assist sport marketers’ understanding of their market and behaviour. This study made use of the following scenarios, as a guide to understanding consumers in sport:

**Marketing of sport (Scenario 1)** – This scenario focuses on the marketing of sport services, such as offering swimming programmes at a school. Sport services normally are designed, marketed, and consumed; this type of service can be designed for any consumer interested enough to participate in sport.

**Marketing through sport (Scenario 2)** – This scenario focuses on the marketing of sport programmes (like school sport and club sport) by using internal and external stakeholders to market sport services or products.
Marketing by sport (Scenario 3) – This scenario puts much more emphasis on the techniques whereby sport associations and institutions market themselves and their sporting programmes, in order to attract investors and donors. This scenario positions itself as being more attractive that the rest – so that it can gain support (Van Heerden, 2003:250).

Based on the aforementioned scenarios, this study places its emphasis on the first two scenarios. The chosen scenarios focus on consumer and organisational practices and marketing concepts, both of which are aimed at reaching the goals and objectives of consumers’ sporting needs. Both Scenarios 1 and 2 assist the marketer to understand consumers’ preferences, demands, behaviours, decision processes and environmental influences (Cant & Van Heerden, 2010; Van Heerden, 2003:252). Which in this study the researcher is to understand school children's preferences, demands, behaviours and decision processes towards school sport.

Gratton and Taylor (2006:16) have noted that many governmental institutions and associations are drafting policies in sport, being mindful of the increasing levels of obesity among children, and considering that pupils engage in some sporting activities during the schooling year. Sport marketing could thus be one of the strongest tools to promote school sport and change consumer behaviour towards school sport. According to Taylor (2011: 396), the four important sport marketing elements necessary to influence children participate in school sport are the following:

- **The sport-marketing mix:** Product, price, place, promotion, and people.
- **The specific sport form:** Soccer, rugby, netball, golf, etc.
• **The generic sport form:** Facilities, programmes or games, and equipment.

• **The core-sport benefits:** Health, entertainment, sociability and achievement.

  (Schwarz, Hunter & Lafleur, 2013:62).

According to Thrassou *et al.*, (2012:278), sport marketing consists of the five specific elements that are necessary in the marketing mix: sport organisations, institutions and government structures can use these elements to accomplish their goals and objectives in getting more children to participate in school sport. The customary marketing mix consists of the four main elements, the “Ps” of marketing: price, product, promotion (or marketing communication), and place (distributions) that are designed to describe consumer behaviour towards school sport.

**4.13.1 Sport products or services**

Shank (2009:105), state that sport products are goods, services, or any combination of these that are designed to offer benefits to sport consumers (participants in school sport). Organisations, institutions and government structures offer products and services to sport consumers, in order to satisfy their needs, wants and demands – and to make a profit (Van Sluijs, Mcminn & Griffin, 2007:703). In this study school sport is the core service that needs to be marketed. Proper sport facilities, equipment and professional coaching could be good quality services for school sport that organisations should make it a priority.
4.13.2 Sport pricing

The pricing of sport products and services determines the consumer behaviour and decision to participate in school sport. (Thrassou, Vrontis & Kartakoullis, 2012:278). Sport marketers should be careful and stabilise the perceived value against the perceived quality (Masteralexis, Barr & Hums, 2008:340). For many sport-related products and services, the demand is quite price-sensitive, especially where there is competition between the suppliers of these products and services (Shank, 2009:105). In this study the availability of sponsorships, government funding, and financial support from the parents are the positive influential factors that would motivate children to participate in school sport.

4.13.3 Sport place/location (venue)

A suitable and conducive environment can attract and influence the consumer behaviour and decision to either be involved in school sport or not. Immediately after the sport product (such as a sport centre or a stadium) has been designed, it is then constructed in a suitable environment, where the consumers should be able to utilise it at any time (Masteralexis et al., 2008:340).

The distribution of sport places implies the availability and accessibility of a suitable venue in which to participate in sport. (Thrassou et al., 2012:278). In this study, township schools should create favourable, secure, and suitable sport facilities that
would attract more children to participate in school sport activities, and also an environment that could attract teachers and parents to be more involved too.

### 4.13.4 Sport communication / promotional tools

Increasing awareness and promotion are the most effective methods of introducing school sport to consumers. Communication and promotion create awareness of the opportunities in a product or service. In the case of sport, an awareness of the benefits associated with sport can be created, in order to promote participation. It is the responsibility of the sport marketer to regularly communicate and inform customers of any new activities and programmes in school sport.

According to Schwarz et al. (2013:61), sport marketers should communicate the information about the product, place and price by way of promotion. Promotion is also the method for positioning a product or service in the consumer’s mind (Berns, 2013:8); and that process involves the following types of marketing elements:

- **Advertising**: This comprises paid messages sponsored through the media to promote sport products or services.
- **Publicity**: This is publicity in the media, which has not been paid for by the beneficiary; thus the influence could be positive or negative.
- **Personal selling**: This constitutes face-to-face presentation by the sport marketer, in order to influence and convince the sport consumer to buy or consume the product or service.
Sales promotions: These are different activities, such as displays, exhibitions and performances, which are aimed at attracting sport consumers to purchase the products or services (Smoll, Cumming & Smith, 2011:13). Communication is one of the most important instruments in promoting sport products or services to consumers. Sport marketers should use promotional tools to effectively introduce and inform consumers on the importance of sport and its benefits.

A variety of marketing elements could assist the sport marketers to understand the needs, wants and desires of consumers. In this study, the Department of Sport and Recreation South Africa (SRSA) and the DoE should use marketing elements, such as local or internal newsletters. They need to conduct awareness campaigns and road shows to inform schools, teachers, parents and children about the government’s role in school sport, the important use of the guidelines provided in the White Paper on Sport and Recreation, and the importance of sport.

Children, teachers and parents should be made aware of the sport programmes and the activities available at school via the marketing strategies that would influence children positively towards school sport. Socialisation as a process of learning should be understood by sport marketers and other stakeholders as a tool to attract children in school sport. The marketing of sport, group and individual influences the socialisation, involvement and commitment of children in sport. This represents another important aspect in sport participation.
4.14 GROUP AND INDIVIDUAL INFLUENCES AFFECTING SPORT CONSUMERS

Consumers’ knowledge and understanding of a sport product or service affects their social status, involvement, and commitment in sport (Eagleman & Krohn, 2012:210). Group and individual factors in consumer decision-making all play a vital role in influencing consumer behaviour to become involved in school sport. The specific consumer influential factors are stipulated and discussed in the following section.

4.14.1 Individual and environmental relations

Participation in school sport for children is associated with various consumer behaviour social influences that affect them to participate or not to participate in school sport (Bragaru, Van Wilgen, Geertzen, Ruijs, Dijkstra & Dekker, 2013:2). According to Delk (2013:6), sport consumer socialization consists of a two-way communication channel between children and their environment. This specific relationship creates a favourable medium for participation in school sport. Environmental influence, as a socialization agent, includes significant others, the geographic environment, sport firms’ behaviour, class, cultural values and customs, race, gender – as well as school sport participation opportunities. A child’s influence in school sport include their perception, physical characteristics, learning, motivation and attitudes, stage-of-life or family cycle, and self-concept about school sport (Smoll et al., 2011:13).
4.14.2 Environmental influences

Environmental influences involving consumer choices regarding products and services is linked to environmental behaviours, beliefs, attitudes, values and customs. Environmental influence can affect a consumer’s decision, knowledge and behaviour regarding products or services (Tanner & Kast, 2003:884). Physical environment is a combination of non human; elements that comprise the field which consumer behaviour occurs. Environment influences include all activities involving people and their actions like social class, culture, subculture, family and reference groups.

Environmental influences for consumers’ behaviour in school sport include family members (parents and siblings), coaches, teachers (sport organisers and principals), and friends or peers, all of whom could influence an individual’s pattern of participation in school sport. Sport consumers can also have distant reference groups that are considered important in their lives, such as, a sport personality, like Brian Habana, whom consumers might want to emulate. Brian Habana, a South African rugby player who plays wing for the springboks, might play a significant role in motivating and influencing school children to participate in school sport.

Social class is normally influenced and determined by the profession and the income of the consumers (Schiffman, Kanuk & Das, 2006:23). Social class is categorized into low, middle and upper class consumers, so it is important for organisations, institutions and the government to understand consumers’ lifestyle, interests, norms and behaviours (Blackwell, Miniard & Engel, 2006:45). For the purpose of this study it
is important to understand which category of social class school children at township schools belongs to. Culture is also one of the significant environmental factors that affect consumers and their decisions to purchase sport products and services. According to Hagginbotham and Andersen (2009:3) the power of culture represents the meaning of people’s norms, values and traditions in their respective communities.

The fact that cultures are diverse and differ significantly, it is difficult to understand consumers’ behaviour and their needs (Delk, 2013:5). Marketing is an important tool to penetrate into variety of cultures. Therefore, marketing and promotion of sport at townships schools could be critical for success of sport development in South Africa. Family members, friends and community environments dictate consumers’ preferences, values and behaviours (Gedenne, Sharma, Kerr & Smith, 2011:7685).

Subcultures form part of the culture, but have slight difference in terms of values and norms of behaviour (Adair, 2010:97). It is based on religion, race, ethnicity, age and demographics.

Family is a group of people living together who are related by marriage, adoption or lineage. Parents, children and grandparents are a strong bond that forms a family. Consumer behaviour varies over the family lifecycle based on gender, age or marital status (Smoll et al., 2011:13). Close family is the most influencing factor for many individuals. It forms an environment of socialization in which school children will develop and acquire values. Families can influence children to develop attitudes, perceptions and opinions on various subject matters such as social relations or
society, politics and self (Yuvarani, 2009:4). School children’s participation behaviour, perceptions and opinions regarding sport is strongly influenced by their families.

Reference groups also play a significant role in influencing peoples’ decision to use product and services. They serve as a standard of reference in guiding individual’s thoughts, feelings and actions (Schiffman, Kanuk & Das, 2006:23). The influence of reference groups may vary depending on their related social origin, hobbies, age and leisure. According to Blackwell, Miniard and Engel (2006) reference groups or significant others can influence children’s behaviour by providing them with some point of comparison more or less direct about their desires, lifestyles and behaviours.

Many environmental factors and characteristics can influence children in their decision to participate in school sport. School children’s decision to participate in sport may be influenced by their social class, families, their role models and cultures. By understanding environmental influences, marketers, institutions and organisations can have the opportunity to develop good marketing strategies to attract school children to participate in sport.

4.14.3 Individual influences

Participation in sport represents consumer behaviour that is cognitively influenced by the decisions based on the assessment of various factors related to beliefs, personality, attitude, social norms and the environment towards school sport (Bragaru et al., 2013:2). Perception makes use of the five senses via scanning, gathering,
assessing, and interpreting the information of children in sport participation (Delk, 2013:5). It depends on each individual's personal characteristics, the situation, or the aim that is prescribed. The development and growth of attitudes is also one of the important factors in sport consumption.

Different attitudes on sport may positively or negatively affect children’s involvement in school sport. Sport marketers and schools need to sustain a positive experience and a positive environment, in order to keep sport consumers inspired. Motivation is also an obvious factor that could encourage an individual to be involved in sport. The stimulus of motivation could include the gratification of social, psychological, and physiological needs. This study has focused on the social factors rather than on the motives. Each of the above influential factors is focused on the socialisation of school sport in children.

4.15 PERSONAL AND FAMILY INFLUENCES ON SPORT CONSUMERS

Sport is an integral part of societies around the world; it does not only affect the consumer behaviour of those directly involved in school sport. Families, peers and organisations are also touched and indirectly forced to somehow become involved (Smoll et al., 2011:13). Participation in school sport is influenced by the individual, as well as the social and physical atmosphere. Hilbrecht, Wong, Toms and Thompson (2009:18) state that the factors at interpersonal, institutional, community and public-policy level can all determine a child’s behaviour.
Personal and family influences can affect consumers’ behaviour and attitudes towards school sport in general. Family plays a vital role in peoples’ lives, as family members are responsible for assisting their children in the decision-making processes in regard to school sport and the participation therein (Shank, 2009:129). According to Walsh, Lioret, Cameron, Hesketh, McNaughton, Crawford and Campbell (2014:2), children tend to be more active when their fathers are also active in sport.

This means that fathers have a significant role in improving their children’s level of participation in school sport. Many children at school still consider their fathers to be role models and advisers in making important decisions about their social life (Northstone & Emmett, 2010:978). Apart from the father’s role in influencing personal decisions in their children to participate in school sport, the other personal influences include:

**4.15.1 Age and family life cycle**

Children’s age affect their choice of school sport activities and can play a huge role in influencing their behaviour and decision to participate in school sport. According to Hilbrecht *et al.*, (2009:6), lower levels of sport participation are common in children that are less than five years old. In most instances, children of different age groups are exposed to different levels and types of sport activities, especially at primary and secondary schools. Depending on their age groups, children tend to differ in terms of their sport preferences. For example, children at primary schools prefer sport activities that are more fun and social; while adolescents at secondary schools prefer
more competitive and vigorous sporting activities (Eime et al., 2013:293). School children’s age in sport participation is associated with family life cycle, because they depend on the family members to assist them in decision making.

The series of stages, through which families pass, is called the family life cycle (Yuvarani, 2009:4). Family structures nowadays include the combined incomes from both parents to support their children in their educational and social pursuits (Shank, 2009:129). The family life cycle affects children’s behaviour towards school sport. Due to the fact that parents spend most of their time with children, school children tend to believe in their parents and trust their judgements. Schools children as minors put their full trust in family members to assist them made good decisions about school sport. To influence a large number of children in school sport, marketers, schools and the government should first understand the role of family life cycle in children (Cushman, Veal & Zuzanek, 2005:10).

In some instances, children’s opportunity to participate in sport may be disturbed by single parents. Such parents could either influence a child’s sport behaviour positively or negatively, due to the fact that support from both parents is limited (Walsh et al., 2014:3). In this study, family life cycle members comprise those parents whose children are attending township primary and secondary schools in the Tshwaga region. They are the primary influencers in their children’s decision to participate in school sport; as they provide them with information and advice, and thus influence their involvement in school sport.
4.15.2 Gender

The physical benefits of sport have been clearly established; and these include reduction in obesity, cardiovascular disease and other chronic diseases. Generally, findings about sport participation in school children reveal that boys are more active than girls (Slater & Tiggemann, 2011:455; Trost, Russell, Sallis, Freedson, Taylor & Dowda, 2002; Barnett, O’Loughlin & Paradis: 2002).

Patterns of participation among females and males differ enormously. Gender orientation faces different challenges in sport participation. It can play a significant role in applying a strong influence, depending on the situation of each individual (Hilbrecht et al., 2009:27). Both school boys and girls have sufficient leisure time to participate in sport; but because of their fundamental gender differences, marketers and schools must understand each group’s unique behavioural patterns. It is essential to take time to understand how each sex would like to spend their leisure time.

Cushman, Veal and Zuzanek (2005:15) have also indicated that the rate, level and type of sport participation among males and females differ considerably. According to Bush, Martin and Bush (2004:108), sport celebrities also have more behavioural influence on females than they do on males. Females are likely to be more positive about sporting activities endorsed by their favourite professional iconic athletes. Females are also more likely to recommend sport services to their friends/peers than are males. Most females consider sport to be suitable for having fun and socialising;
while males are encouraged and motivated by celebrity athletes to perform well in sport (Cushman et al., 2005:5). Gender consideration is very vital when marketing and promoting school sport (Hilbrecht et al., 2009:3).

Furthermore, Slater and Tiggemann, (2011:455) insist that girls spend less time participating in sport than boys throughout their lifetime; but for boys, the negative relationship between sport participation and family roles is more clearly defined (both boys and girls between the ages of 10-18 years old will be investigated in this study). These could contribute to the factors affecting the level of participation in school sport. In this study, boys and girls from primary and secondary schools (at township schools) were considered. The study needed to understand their behaviour towards school sport.

4.15.3 Ethnicity

Ethnicity is a quality or affiliation resulting from racial or cultural ties that have a strong influence on community status relations (Armstrong, 2011:8; Epstein, 2003). It is an ingredient of social institutions in many nations that influences opportunities and experiences in sport (Hagginbotham & Andersen, 2009:3). Ethnicity in sport refers to all origins, cultures and value identities, physical appearance, family or parental structure, language, religion, politics and beliefs, as well as the attitudes towards the sport, gender roles and education (Carrington & McDonald, 2008:208).
Personal dimensions in ethnicity and sport are important to communities. This situation reflects that there is relationship between ethnicity, race and sport that should be considered by marketers when organising sport activities, events and programmes. Ethnicity plays a vital role in influencing the decision for children to participate in sport (Cushman, Veal & Zuzanek, 2005:3). If the tradition of sport is lost in society, children of all races could be adversely affected. According to Bairners (2008:1945), ethnicity in various groups of people is highlighted and repeated through sport activities, events and programmes.

The number of people playing sport varies widely, according to their ethnic groups. Sport England (2012:3) state that ethnicity offers people from mixed backgrounds equal opportunities to participate in sport. Furthermore, among other ethnic groups, participation varies very little for men, or among women; however, females from urban backgrounds are also more likely to take part in sport compared with those from rural areas (Adair, 2010:97). Sport and physical activity are positive forces that can promote peace and harmony in different groups of people.

4.15.4 Education

During childhood, education at school gives children the opportunity to learn and practise the skills needed to enhance lifelong fitness and good health in sport. Education background gives sport consumers the opportunity to explore and better understand the importance of sport.
The promotion of sport participation and education at schools involves introducing or adapting policies, which aim to raise an awareness of lifelong social and educational values. Education in South Africa is structured to be an environment of learning, peace and sport participation. Regular sport participation and physical education in an educational environment can enhance children’s physical, psychological, mental and social development (United Nations International Children’s Emergency Fund, 2013:1).

Sport development at schools is an effective tool to achieve goals in education, health, ethnicity and gender equality (United Nations International Children’s Emergency Fund, 2013:1). In many other countries, the initiative of mobilising children to participate in sport is working well (European Commission, 2013:5). People who are educated are more knowledgeable about the importance and benefits of sport participation (Cushman et al., 2005:1-32). The education system is not the only platform to encourage children to play sport; parents, peers and teachers should also play a role in motivating children to become involved in school sport.

4.16 PARENTAL AND FAMILY INVOLVEMENT IN SPORT PARTICIPATION

Modern parenting and parents’ assessment by their peers affect children’s behaviour and attitudes towards school sport (Gershgoren, 2009:20). High-performance school sporting activities have become significant in modern culture, causing children in sport to be perceived as “cultural heroes.” This kind of visibility forces parents to encourage their children to participate in school sporting programmes, in order to
build up their abilities and the necessary attitude required for them to excel in sport (Coakley, 2006:153).

Parents are often the first sources of socialisation for getting their children involved in school sport; and they may act as the child’s coach, often teaching them the first skills related to the sport (Gershgoren, 2009:2). Although there are several reasons for parents’ increased involvement in their child’s sport participation, Coalter (2007:23) claims that a particular pattern of high involvement is frequently seen when children excel in sport. In a real sense, the child is either performing well or poorly in school sport; and if the latter, parents should spend more time, money and resources to support and influence their children to participate in school sport (Epstein, 2005:181).

Family members represent socialising agents and role models, as well as leaders of experiences that children achieve through sport (Aazar, Naughton & Joseph, 2009:349). Generally, parents and family members should be involved in their children’s sport development from the beginning; and at each stage of development, they should be given a role in the education and sport process. The following are the key elements of parents’ involvement in school sport (Chen, Chen & Chang, 2012:186).

*Emotional involvement:* Emotional involvement is focused on moral support, encouragement, comfort, consolation, or praise that parents give their child when participating in sport. A child in sport does not only depend on his/her physical and competitive abilities; emotional strength also plays a vital role (Hassell, Sabistoon & Bloom, 2010:340).
**Logistical involvement:** This relates to specific transport between a child’s home and the practice facilities for training and competitions, parents’ presence during these sporting events, the time spent by parents with their children in their activity, and financial support (Epstein, 2005:181). Informational involvement refers to discussions between parents and their children in relation to their sport, and the sharing of experiences (Chen et al., 2012:186). Parental involvement in school sport can influence children’s behaviour and their decision to participate in school sport.

Parents play a critical role in the initial stages of a child’s upbringing (Gershgoren, 2009:2; Singh & Mbokodi, 2004). Children’s play opportunity is largely influenced by parental beliefs and expectations. According to Aazar et al. (2009:349), parental sport orientations, parental support levels, children’s gender, and self-acclaimed physical capabilities are all important consumer behaviour tools in socialising children in school sport.

Regular communication about sport participation between parents and the school is important for a child’s future in sport and education, as parents have the most extensive effect on the socialisation of their child during childhood (Singh & Mbokodi, 2004). The two main educators and motivators of children at school are parents and their teachers. The schools and parents have crucial roles to play in guiding their children to become good leaders in the future (Department for Children, Schools and Families, 2008:3).
Some parents invest much of their leisure time in community, club and school sport. The same efforts invested in their children’s sport participation would provide a very high motivation to participate. Parents who are not involved would not understand the importance of sport for their children (Gershgoren, 2009:2; Hilbrecht et al., 2009:5). Children dislike being dropped at sport grounds, and left there without any parental support. Table 4.1 addresses the six types of parental involvement in school sport that could influence the child’s decision to become involved in school sport.

**TABLE 4.1: Six types of parental involvement in school sport**

<table>
<thead>
<tr>
<th>Type: Parenting</th>
<th>Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children in education and sport.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Communicating</td>
<td>Communicate with families about school programmes and student progress. Create two-way communication between school and home.</td>
</tr>
<tr>
<td>Type: Volunteering</td>
<td>Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students and the school.</td>
</tr>
<tr>
<td>Type: Learning at home</td>
<td>Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks with parents.</td>
</tr>
<tr>
<td>Type: Decision making</td>
<td>Include families as participants in school decisions, governance, and advocacy activities through school councils and improvement teams, committees, and parent organisations.</td>
</tr>
<tr>
<td>Type: Collaborating with the community</td>
<td>Co-ordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organisations, and colleges and universities. Enable all to render a service to the community.</td>
</tr>
</tbody>
</table>

Source: Keegan et al. (2010:87)

Keegan, Spray, Hardwood and Lavallee (2010:87), define parental support as a positive behaviour depicted by parents towards their children’s behaviour in school sport. Parental support and involvement in sport contribute to the emotional and athletic adjustments of a child. Any form of support from parents is acknowledged and
appreciated by all the stakeholders involved in a child’s sport, because parental support positively affects the child’s performance in sport (Epstein, 2005:182). In this context, parental behavioural support means continued enjoyment of school sport by the child. According to Giannitsopoulou, Kosmidou and Zisi (2010:176), the enjoyment and anxiety experienced by children during participation is also related to their perceived parental support. Supporting and involvement roles by parents in sport include: emotional, financial, and physical support (Giannitsopoulou et al., 2010:176). According to Lauer, Gould, Roman and Pierce (2010:69), one must acknowledge that parental support can take various forms, such as emotional, financial or physical support. A substantial amount of research has shown that school children who have supportive parents, peers, siblings, teachers, and coaches are more likely to initiate and continue their participation in sport than individuals for whom this support is much lower, or entirely absent (Trost & Loprinzi, 2011:171; Lauer et al., 2010:69; Beets, Vogel, Chapman, Pitetti & Cardinal, 2007:125).

Accompanying a child to the national sport finals of a sport competition, or transporting the child to a sport practice is a strong physical support measure that can influence a child to continue participating in sport. Children can still participate in sport without their parents’ financial and emotional support. In some instances, it is difficult for the children to continue participating in sport without their parents’ physical presence and support (Lee, 2013:255; Lareau, 2002).

The need for physical support ranges from the provision of transport, parents attending school sport events, or parents assisting their children with dietary control.
Parents may be the primary influencers in a child’s behaviour and the decision to participate in sport – but only if they understand the structure of school sport programmes. Parents may play a significant role in helping their children make the right choice in their lives; but several studies have indicated that peers are also important contributors in influencing school children to participate in school sport (Orunaboka & Deemua, 2011:10; Ullrich-French & Smith, 2006:194).

4.17 PEER INFLUENCE IN SPORT

A positive and fun environment in a school sport setting is influenced by peers’ involvement (Orunaboka & Nwachukwu, 2012:43; Orunaboka & Deemua, 2011:9). The process where a child’s behaviour is shaped by others in the school sport setting is defined as peer influence. Peers play a significant role in many children during their schooling years (Monahan, Steinberg, & Cauffman, 2009:1520). It is important to recognise the role of peers and their influence in influencing school children on physical, emotional and psychological development.

Peers create a motivational climate that motivates children to participate in school sport. According to Steinberg and Monahan (2007:1532), most children aged 12 to 18 years appear to value their peers’ opinions in all decisions they make about their social lives.

According to Conway, Rancourt, Adelman, Burk and Prinstein (2011:857), school girls are more vulnerable to peers, compared to males, who appear to be more influential.
Children’s positive behaviour and decision regarding participation in school sport is frequently motivated by their peers. Peers and significant others can encourage school children to be involved in school sport (Rittenhouse, Jeanne-Salvy & Barkley, 2011:49).

Children’s perceived competence in sport participation is directly influenced by their peer relations. Sport competence is also related to higher peers’ status among school children (Joesaar, Hein & Hagger, 2011:262). It is evident that peer motivation plays a significant role in improving the level of sport participation among children, and that a specific peer atmosphere can be nurtured and carried through into other stages of life (Rittenhouse et al., 2011:51).

4.18 THE ROLE OF A COACH AS A PRIMARY AGENT

Coaching involves the development of performance and competition opportunities that contribute to achieving outcomes for consumer behaviour in school sport (Szabo, 2012:45; Feher, 2006:308). Coaches as motivators, trainers, psychologists and physiologists contribute to the successful and fulfilling sport industry globally. They create an environment for learning to happen; and they model methods of motivating sport consumer behaviour to succeed in school sport (Hardman, Jones & Jones, 2010:345).

Sport coaches play a significant role in promoting sport participation and administering the development of athletes – as a vital part of sport clubs, schools,
academies and federations (Vella, Oades & Crowe, 2011:33). A coach should be in a position to set goals and strategies, based on the needs, wants and desires of the athletes belonging to a club, school or organisation.

According to the International Council for Coaching Excellence (2012:5), it is easier for coaches to understand children’s behaviour and attitude towards school sport, because of their ability to engage in formal and informal educational offerings. Coaching sport is one of the key determinants behind every successful sport team or organisation. Understanding the dynamics and the role of a coach in school sport is arguably vital.

The involvement of coaches in school sport may be particularly crucial for the enhancement of school sport. According to Mchunu (2008:16), the lack of knowledgeable and qualified coaches in school sport can negatively affect consumer behaviour and the various levels in sport participation. Research emphasizes that qualified coaches have the ability to conduct developmentally appropriate sport programmes that can focus on motivating school children to participate in school sport. (Vella, Oades, Crowe, 2011:33; South African Sport Confederation and Olympic Committee, 2011; Cote & Gilbert, 2009:307).

In this study, a broader focus is adopted in examining the role that coaches can play in influencing children’s behaviour to participate in schools sport. It is the coaches’ role to understand, interact with and influence school children to participate in sport. Coaches can build a functional relationship with the children, parents, teachers and
peers in implementing effective and ethical practice and competition programmes in school sport. The involvement of peers in schools sport helps to create a sociable environment.

4.19 SOCIAL CIRCUMSTANTIAL STIMULI IN SPORT

A social process does not solely relate to the physical involvement in sport, but also to the extent to which the social and psychological contexts meet to create a favourable environment for a child (Miyajima & Naito, 2008:364). In particular, parents are supposed to influence children's judgments by communicating their own beliefs about the child's probability of succeeding in school sport (McCormack, Corti, Timperio, Wood & Villanueva, 2011:2).

Several key social factors may affect children’s' behaviours in school sport, because they play a vital role in influencing sport and physical activity during childhood and adolescence stages. Other factors, such as the family, socio-economic status, educational background, geographical location, gender, ethnicity, peers, and identity are also important social factors in children's decision to participate in school sport.

Socio-economic status is important because the cost of kit, membership fees, and transport to and from training practices and matches is vital for involvement in many sport, and even more crucial, as the performer gets older and wishes to participate at a higher level (Bailey, Collins, Ford, Macnamara, Toms & Pearce, 2010:3). Social and intrapersonal psychological influences should be considered circumstantial factors.
that affect the child’s choices in school sport. Mediating variables, which affect children's involvement choices, pertain to individual differences in the perceived value of sport (Bailey et al., 2010:5).

It is apparent that individual differences do exist among children in their attraction to sport participation. Some of the social and situational environments that affect children's participation in sport include the fundamental issues of: time, income, socio-economic class, technology and the government’s involvement in school sport. It is pertinent, therefore, to discuss each of the above social and circumstantial factors in more detail. Time constraints in school-going children are a problem in both developed and developing nations. With minimal time available for school sport in recent years, there is a tremendous need to promote opportunities for both structured and unstructured sport for children at school (Mandic et al., 2012:2). School children spend less than 60 minutes of moderate participation in sport or physical activity on five or more days of the week.

Females have less time than males to participate in sport, as they are usually responsible for domestic chores after school. Some school children also consume a great deal of leisure time in play activities, as compared with adults; therefore, the time available for children to participate in school sport is usually inadequate (Ruseski, Humphreys, Hallmann & Breuer, 2011:58). Fathers have the responsibility (and more time) to introduce children, particularly boys, to sport (It is evident that there is still a difference in behavioural norms between males and females on how leisure time is spent). According to Trost and Loprinzi (2011:171) the time after school
is ideal to promote school sport. With opportunities available for sport at schools, the promotion of after-school sport programmes can increase the number of children involved in sport participation. The opportunity to participate in school sport does not only depend on the availability of time, or the income generated by schools.

The government, or parents, should play a significant role in promoting the level of sport participation among school children. Participation rates in sport are measured by the level of consumer income (Clark, 2008:2). The level of participation in sport increases with the level of income from parents or guardians. Those earning higher salaries can afford to pay for quality coaching, equipment, and sporting clubs or academies for their children, in comparison with those with low-income parents (Lader, Short & Gershuny, 2006:63).

Sport participation at schools is more prevalent among children from higher income households. Holt et al., (2011:490) state that financial barriers constitute major factors restricting sport participation among children from low-income families. The majority of the school children in this study are residing in the townships. Townships in South Africa are largely populated by low-income families. This study will also investigate whether family income affects the children’s level of participation in school sport.

If low-income families affect the level of sport participation among school children, Humbert, Chad, Spink, Muhajarine, Anderson and Bruner (2006:476) suggest that sport marketers and other stakeholders should come up with funding and socio-economic strategies to improve the accessibility of sport programmes. Socio-
economic class relates to income, education or occupation, as well as the upbringing of a child. It has been reported that those with a low socio-economic status are less likely to be involved in school sport (Federico, Falese, Marandola & Capelli, 2013: 451; Breuer, Hallmann, Wicker & Feiler, 2010:60).

The level of social class can strongly influence behavioural disposition and the decision to participate in sport. Socio-economic status is an important contributor to the education, occupation and (future) income of a child; and it also contributes to the level of participation in school sport (Cushman et al., 2005:32). A child from a low-income household may find it difficult to access sport facilities, equipment and proper coaching. This study needed to understand whether the socio-economic status of the schools in townships affect the children’s level of sport participation, or not.

Technology in the 20th century has been the driving force of many people in the world. It has developed and improved many people’s lives. Through technology, new ways and methods can be adapted to make processes simpler or quicker (Levy, 2012:1). Technology helps people to have more than one option as regards products and services (e.g. shopping for sport equipment can be done online, using internet). The sport industry has been changing and growing over the years; and the use of technology is just one of those areas that have made an impact on much sport in modern days (Burkett, 2009:215).

Taylor (2011: 93) stated that based on dynamic technological advances, the sport industry and the level of participation in sport are influenced by technology.
Technology affects many aspects of sport, including rules, trends, equipment, time, and structures. Children are stimulated by change, so sport marketers need to keep abreast with technological changes within the sport industry. Consumers in sport are always trying new products and services that could assist them to achieve their personal goals. Nowadays, modern technology has been applied to almost every aspect of social production and life.

The introduction of technology in school sport programmes can assist in satisfying the needs, wants and desires of school children (Zhou, 2014:4689). Technology in sport is advancing steadily; so, it is important for schools, sport marketers and other stakeholders to be advanced with those technologies, in order to improve the quality of school sport for children.

The governments of most countries in the world have policies in place, which are focused on supporting sport performance, development, and increasing the rate of participation (Nicholson, Hoye & Houlihan, 2011:6). Several reviewers have shown that most nations focus their attention on sport development and policy development (Svender, Larsson & Redelius, 2012:463; Nicholson et al., 2011:6; Donnelly, Atkinson, Boyle & Szto, 2011:589).

This study attempts to fill a gap in the literature by examining government’s role in promoting and marketing school sport to children. According to Kidd (2008:370), during the last two decades, there has been a concerted effort by developing countries to use sport as a tool to sustain social development and nation-building
among people. Post-apartheid school sport in townships and rural areas of South Africa suffered in this system, resulting in unequal access and opportunities to utilise sport programmes, facilities and funding – meaning that many South African children could not exercise their right to play (Sanders, Phillips & Vanreusel, 2012:790). Currently, the SRSA, in collaboration with the DoE, works closely to develop school sport. The government should play a significant role in creating awareness, providing funding, and developing sport in these communities (Taylor, 2011: 93). There is an urgent need for the government structures to formalise the relationship with schools, which should ensure that sport development at school is seen as a more integral part of the school day. From the foregoing, it becomes evident that the government plays a significant role in giving children the opportunity to participate in sport. Government structures should regularly make people aware of the available programmes and opportunities in sport.

4.20 MARKETING OPPORTUNITIES AND SPORT PARTICIPATION

Marketing opportunities in sport provide social, economic, physical and psychological benefits to many people across the world. An increased marketing opportunity for people to participate in school sport increases the chance of producing high-profile professional athletes (Lim, Warner, Dixon, Berg, Kim & Newhouse-Bailey, 2011:197). Historical, modern-day and societal structures in the world have led to unequal access and opportunities for sport participation between different age groups, genders and races (Iwasaki, Nishino, Onda & Bowling, 2007:114).
Sport participation opportunities tend to be higher in high- and middle-class groups than they are in low-class groups (Hartmann, 2008:3; Crosnoe, 2002:317). Thus, it is important to understand how school sport could be better promoted and designed to attract more children to participate, particularly among those who are under-represented. Sport marketers, schools, non-profit organisations and government structures should interact with both sport participants and non-participants to understand their perception on sport, as this would facilitate the marketing experience and promote better involvement (Sanders et al., 2012:805).

Accessibility and awareness in sport can enhance and change children’s behavioural attitudes and decisions towards school sport (Taylor, 2011:93). The use of public spaces, sport facilities, equipment and structured sport programmes can affect the level of sport participation for children at schools (Benn, Pfister & Jawad, 2011:11). According to Wong, Cerin, Ho, Mak, Lo and Lam (2010:169), consumers’ behavioural decision to be involved in school sport depends on the accessibility and the opportunities offered by the government, schools and sport clubs. Accessibility can provide a place for school children to socialize, play and relieve stress.

Print and digital media communication, have been used as a good strategy, to raise awareness, and to promote the opportunity for sport participation in the general community. Paid advertising, activity promotions, school and community-based events, grassroots marketing and internet activities are the strategic systems to create awareness of sport products and services. Schools, sport marketers and other
stakeholders should use the print and digital media to promote school sport (Guy, Faulkner, Mathew, Kwan, MacNeill & Browning, 2011:519).

People, particularly in rural areas and townships, may not be aware of the existing sporting programmes in community clubs, schools, and organisations. Providing information to potential consumers about sporting activities is highly important, and beneficial to the industry. The influence of the media (TV, local radio, and local newspaper) plays a big role in assisting children to understand the opportunities and benefits to be found in sport (Taylor, 2011:93). Schools, the government, and community sport clubs should organise sport-awareness campaigns and make resources available to encourage and motivate the children.

Estabrooks, Lee and Gyurcsik (2003:101) indentified resource availability as a critical antecedent to motivational behaviour for a child to participate in school sport. Empirical, laboratory-based research has demonstrated that the relative proximity of physical-activity resources is directly related to physical participation (Vos, Breesch, Kesenne, Van Hoecke, Vanreusel & Scheerder, 2011:257). Sport resources are normally less available to previously disadvantaged communities, because most of the people in these areas have a low- and medium socio-economic status. Lack of sport resources may contribute to the difference in terms of the standard of sport performance among children.

Even when resources are abundant, immediate access to them would reinforce positive sport behavioural outcomes in the targeted population. In such public
settings, free facilities are more accessible than paid-for facilities, because anyone can freely use them, regardless of their economic means (Estabrooks, Lee & Gyurcsik, 2003:5). Today, most governments have a mission to encourage children to live healthy lifestyles through sport. In South Africa, the sport policy and systems, as indicated in the National Sport and Recreation Plan (NSRP), are aligned to give children the opportunity and the right to take part in any form of sport they want to play (SA, 2012:3). According to the National Sport and Recreation Plan (SA, 2012:5), the promotion of sport and physical education at primary and secondary schools plays a significant role in creating the motivation for, and a commitment to, lifelong participation. It is evident that sport can benefit education.

Sport can afford school children the opportunity to develop skills in a way unsurpassed by any other activity. In addition to this, sport schools have the potential to maximise the sport potential of learners, and to become a hub for sport development. The NSRP has put forward the following performance indicators, which need to be achieved, in order to recognise the importance of school sport in South Africa (SA, 2011:5): Number of learners participating in school sport, number of educators trained and delivering school sport programmes and number of schools with school-sport programmes.

School sport was one of the five priority areas identified by the ruling party in South Africa (ANC) in 2009 (the others were soccer, rugby, cricket, and netball). What they hoped to achieve by prioritising school sport was to offer wider participation opportunities. Large segments of the population in South Africa have a more focused
approach in the development of sport in the country; and they seek to ensure a more
direct impact on cross-cutting issues of national importance, such as social cohesion,
health, peace and development, and the environment. This highlights school sport
and the need for greater alignment between local government, South African Spot
federations, and schools.

Early experience of sport, particularly in schools, is crucial to winning hearts and
minds that would support the government’s goals to create unity amongst all of its
diverse cultures. The National Sport and Recreation Plan (NSRP) recognised that the
promotion of sport and physical education at schools plays an important role in
creating the motivation for, and a commitment to, lifelong participation (SA, 2011:5).
People who exercise regularly in their youth are more likely to continue to exercise in
later years. The school sport programmes envisaged in the NSRP could motivate
children to enrol in and attend school, and could help schools to improve the
children’s academic achievement.

Acknowledging that education plays a key role in affecting the levels of participation,
the NSRP capitalises on evidence that exists showing that sport and physical activity
can benefit education. Research conducted in the UK since 2002 has shown that
specialist sport schools, as well as schools with a physical education and sport focus,
have shown improved grades and reported reductions in their rate of truancy (Kirk,
2012:55). The NSRP in South Africa endeavours to exploit this opportunity for the
benefit of sport, as well as education. Sport presents the child at school with life skills,
in a way that is unsurpassed by any other activity; and a thorough planning of sporting activities at school could improve the level of sport participation (SA, 2012:6).

As discussed in previous chapters, there are various factors and stimuli affecting a child’s behaviours and decisions to participate in school sport. Figure 4.4 in the following section illustrates children’s behaviour and decision-making processes, which should be studied to understand children’s behaviour and decision-making steps regarding their participation in school sport.

4.21 A THEORETICAL FRAMEWORK FOR CHILDREN’S BEHAVIOUR AND DECISION MAKING PROCESS IN SCHOOL SPORT

The theoretical framework on Figure 4.4 illustrates the important elements to be considered and studied – in the hope of improving and promoting children’s level of participation in school sport. The following framework was developed, based on various literature sources (Cant & Van Heerden, 2010:53; Schiffman & Kanuk, 2010:36; Hawkins & Mothersbaugh, 2010:497; Blackwell et al., 2006:55). These sources were consulted on consumer’s behaviour in sport – in addition to the data gathered from the questionnaires.

This theoretical framework on children’s behaviour and decision making process towards school sport is the model recommended by this study for the promotion of school sport in South Africa. This should assist the schools and the government to promote and understand children’s behaviour towards school sport. By using the
framework outlined in Figure 4.4 as a basis, schools, the DoE, the SRSA, and the South African Sport Confederation and Olympic Committee (SASCOC) can plan and better understand those factors, which need to be considered in influencing children to participate in school sport. The framework on Figure 4.4 could also be used as a guideline to plan and implement promotional strategies for school sport in South Africa.

![Figure 4.4: Theoretical framework on children’s behaviour and decision making process in school sport](image)

The framework for this study provides an insight into the children’s behaviour and decision making process regarding school sport in the Tshwaga region of the Gauteng Department of Education. It diagrammatically presents decision-making
processes and factors that influence school children to participate in school sport. The framework in Figure 4.4 consists of factors and stimuli that schools, the DoE, and the SRSA could use in influencing consumer behaviour on the decision to participate in school sport. Based on the above framework, outlined in Figure 4.4, the following elements could be of importance to children’s behaviour and subsequent decision-making regarding their sport participation.

**Sport Consumers needs, wants and desires:** People’s needs, wants and desires are the essence of marketing to attract the sport customers; it is always important to understand and identify their needs, wants and desires (Darley, Blackson & Luethge, 2010:95; Shank, 2009:55). Sport consumers’ needs, wants and desires should be understood by sport marketers and other stakeholders first – before introducing any new services and products. Schools, government and parents should understand children's needs, wants and desires to participate in school sport. Sport products and services are essential for satisfying consumers’ needs. It is essential for the schools and the government to understand the kind of sport activities children prefer, sport equipment and facility needed to influence more children to participate in school sport. Previous studies have found that the physical environment in sport can play a significant role in satisfying school children’s needs, wants and desires in sport, which influences their level of participation and the time they want to spend in school sport (Watanabe, Matsumoto & Nogawa, 2013:284; Zhang, Lam, Connaughton, Bennett & Smith, 2005:48).
Zhang et al., (2005:285) maintain that the quality and reliability of sport products and services all play a significant role in influencing the decision of the sport consumers to participate in sport. Well-maintained sport facilities, quality of equipment, and variety of sport programmes at schools can motivate and influence children to participate in sport. Participating in sport involves money that needs to be spent on the affiliation fee, the buying of equipment, or on dietary requirements. One of the important elements in understanding sport consumers needs, wants and desires is the marketing mix. The product, price, promotion, place, people and environmental needs are significant in meeting or exceeding customers’ expectations. Schools and other stakeholders should be aware of the kind of sport programmes; events and activities that children want; for example: soccer, netball, rugby or tennis (Rajevic, 2011:10).

Determine and investigate first whether the children can afford the equipment and the type of activities being introduced by schools, or not. Promotion strategies, like advertising, personal selling and sales promotions are effective methods for promoting and marketing school sport to children. Regular communication and awareness campaigns can promote sport participation. A suitable and conducive environment or place for participation in sport attracts consumers to participate in sport. Maintained, clean and safe sport facilities would influence a child’s decisions to participate in school sport (Watanabe et al., 2013:284; Epstein, 2005:181). Accessible sport facilities with structured programmes, activities and events can motivate and encourage consumer behaviour to participate in school sport.
**Individual factors:** Individual factors refer to those factors that are inherent in human behaviour. What influences consumer behaviour to participate or not to participate in school sport? Why do they choose one sport rather than another? It is not easy to understand this question; as many factors can and do influence a child’s decision to participate in sport. Ogawa and Piller (2006:66) found that to understand children’s’ individual reasons for participating in school sport, the government, schools and organisations need to know how to create a suitable environment that encourages children to propose new ideas, to state their ideas, and to share their ideas. Internal characteristics and abilities with regard to the decision to participate in school sport are formed by way of status, the child’s characteristic/traits, age, gender, ethnicity and education background. The way in children’s culture and families interpret the role of sport can play a significant role in their decision to participate in school sport. Many children’s behaviour could be positively influenced to participate in school sport, if only all genders (boys and girls) were accommodated and provided with the equal opportunities to participate in school sport.

**Group factors:** Most individuals’ actions, behaviours and aspirations are significantly influenced by those of their reference group. Parents have a major influence on their children’s behaviour in regard to school sport (Keegan et al., 2009:361; Harwood & Knight, 2009:447). School children’s decision to participate in sport cannot be isolated, because parents play a significant role in assisting their children make choices about their social life.
If parents with children at Township schools could start engaging with their children regarding issues and opportunities in school sport, many children would be encouraged. They are the first source of socialisation when wanting to make serious decisions. Parents can provide emotional and logistical support to their children to participate in school sport. Their involvement should entail taking their children to practices, providing unconditional acceptance and support, and volunteering to attend and assist at the school sport activities. Family members can strongly influence a child’s buying behaviour towards school sport. Family can be the most important social institution for children in school sport. They rely on their family members to assist them to make correct decisions regarding issues and challenges that affect their lives. Family member have the powers to decide on behalf of the children to participate in school sport or not. Through child’s involvement in school sport, the parents also get the opportunity to spend time with their children, to enjoy themselves, to enhance their children’s mental health and physical fitness (Thompson, Jago, Brockman, Cartwright, Page & Fox, 2010:265; O’Connor, Jago & Baranowski, 2009:141; Beets et al., 2007:125).

Peers are the important base of support for many school children. Their key role helps children and adolescents to develop self-esteem, trust, self-worth and self-confidence. Peer acceptance and friendship can motivate and influence children to participate in school sport. Findings show that interactive peer-to-peer communication contributes towards individuals’ behaviour and their decision-making processes towards sport products and services (Filieri, 2013:50; Tidd & Bessant, 2009; Davison & Jago, 2009:1816).
Schools, the government, and other stakeholders in sport are inclined to also consider parents, families and peers when promoting school sport to children. Family members, parents and peers understand the children’s knowledge and attitudes better, so it is generally accepted that they too have a role to play in a child’s decision to participate in school sport. The literature reviews by Filerie (2013:41); Hoyer, Chandy, Dorotic, Krafft and Singh (2010:285) showed that it is important for companies or organisations to involve and invite ordinary consumers and other stakeholders in their innovation processes of developing sport products and services. These would influence consumers’ behaviour and decision towards sport participation. It is evident that group factors play an important role in children’s’ decision to participate in school sport.

**Marketing opportunity stimuli:** These are motivational tools aimed at promoting school sport through providing access to sport facilities, equipment and programmes for the children to participate in sport. Creating awareness campaigns about the school sport programmes, activities and events offered at Township schools – and also making children aware of the opportunities and the core benefits (e.g. physical, social, psychological and economical) of participating in school sport. The sporting programmes offered by schools should also attract children through the availability of resources (e.g. facilities and equipment). It is important to make sure that Township schools, children and other stakeholders understand the sport policies of the government (National Sport and Recreation Plan and the White Paper of Sport and Recreation in South Africa: 2011).
Previous studies have identified that, in ensuring that children are physically motivated and have the opportunity to participate in school sport, the DoE and the Boards of Education should ensure that there is sufficient and well-maintained equipment (Graham et al., 2000; Australian Institute of Health and Welfare, 2000). A variety of sport facilities – regularly maintained – should be made available at schools. In serving children needs, wants and desires in school sport; schools, government and communities should work together in giving children access to good sport facilities and equipment. Sport policies should also be considered as significant tools to manage school sport (Akindutire & Olanipekun, 2012:64; Orunaboka & Nwachukwu, 2012:47; National Association for Sport and Physical Education, 2001; Graham, Holt-Hale & Parker, 2000; Australian Institute of Health and Welfare, 2000).

Research studies have also identified that government and schools should have transparent sport policies and directives that effectively promote and market school sport and physical education. Policy systems are influential tools in co-coordinating school sport and physical education. Further policies should be implemented to target parents and family levels of involvement in sport (Kibbe et al., 2011:49; Macdonald, 2011:36; Story, Nanney & Schwartz, 2009:71; Department of Health 2009; Houlihan & Green, 2006:73; Flintoff, 2003:231). It is clear that access, availability of resources and awareness of sport policies by schools could attract and motivate children, teachers and parents’ decision to participate in sport at township schools.

**Social circumstantial stimuli:** The availability of time, affordability or income levels, socio-economic status, technology and government role and support mechanisms
(such as the health department, social grants, research) are logistics factors that could also play a significant role in promoting school-sport. Time constraints can affect children, parents and schools to create a suitable platform for children to participate in school sport. School time could be extended to incorporate physical education and school sport in the curriculum. Physical education and sport should be incorporated in the academic timetable at schools. Some sport activities should take place at the weekends to accommodate parents that are unable to attend sport activities during the week.

The income level of children’s parents could also be social factor that influence children’s decision to participate in school sport. An income for sport programmes should be generated to assist in the management of school sport. If parents do not have an adequate source of income, schools should raise funds and take the responsibility to assist. Previous research studies have identified that children, parents and other family members have little time to become involved in sport during the week. Furthermore financial instability deprives them the opportunity to be involved in their children’s social activities. The literature studies have reported that increased parental support in sport and physical activity is good on the weekends and public holidays, compared to that during the week. Due to work demands, parents frequently find it difficult to attend school sport activities during the week. (Thompson et al., 2010:265; O’Connor et al., 2009:141; Davison & Jago; 2009:1816; Beets et al., 2007:125).
Technology is affecting every aspect of life nowadays, including sport. Proper equipment and facilities that are technologically advanced can motivate children’s decision to participate in school sport. Government should invest funds to upgrade school sport facilities and the programmes. Regular monitoring and evaluation of school sport activities could encourage and motivate more children to participate in school sport.

Furthermore, previous studies have indicated that for lower income and single parents’ families, government should provide additional support in terms of funding to give children access to school sport activities. Government should create support networks within worksites, schools and adult groups that can accommodate working parents (Schiffman & Kanuk, 2010:37; Thompson et al., 2010:265; Department of Health, 2009; O’Connor et al., 2009:141; Beets et al., 2007:12; Bouffard, 2006:1). It is evident that availability of time, family income, advanced quality sport resources and government sport policies has a significant role in influencing children, teachers and parents’ decision to participate in sport at township schools.

**Sport participation decision processes**: Sport consumer behaviour decisions emanate from recognised problems, opportunities or needs (Funk, 2008:29). The decision process is one of the important and reliable aspects of marketing that help to understand why sport consumers (school children, teachers and parents) make positive or negative choices or decisions regarding school sport. Literature studies have identified that the role of the consumer decision-making process is important in identifying and solving the needs, wants and desires of the customers (San &
Schools and the Government should understand the children’s reasons for not participating in school sport; or, alternatively, they should identify those factors (problems/need) that influence their behaviour and decision to participate in school sport. Identifying the problems or needs of the children, teachers and parents are the first important step that the schools and the government should consider when determining the factors influencing the level of participation in sport at Township schools. It is evident that identifying school children’s problems or needs to participate in school sport would give the school management and the government an indication of what is expected from them to attract the children in school sport. For example, school children start becoming aware that their school has a rugby field; but if it is not maintained or cleaned, then the quality and the state of the rugby field should be recognised as a need or problem to the management of the school. Before they can be involved in rugby programmes at schools, the rugby facilities should be regularly cleaned and maintained, that could be the school children’s needs.

Children, as any other consumers, always consider the quality in sport programmes, facilities and equipment before deciding to participate in school sport. Literature studies have identified that quality and the awareness of sport products and services influence consumers’ behaviour and decision to purchase. In the marketing domain, quality affects customers’ pre-purchase, purchase and post-purchase behaviour and decisions (Chao-Wen, 2012:16; Schiffman & Kanuk, 2010:37; Darley et al., 2010:96;
Evans & Linsay, 2008:16). In this study, the quality of school sport programmes, facilities and equipment can affect school children’s, teachers’ and parents’ decision to participate in school sport.

Information-gathering is the second step, which is important in assisting the sport consumers gather information about the sport product or services. School Management should gather round the most important aspect about the need or problem regarding school sport participation. Because school children would start asking themselves questions like what is the importance or benefits of participating in school sport? Where can participate in sport? And when can I be involved in sport? Normally children would consult with external sources, such as their peers, parents and family members for advice.

Parents and peers can be a good source of information, due to their many past experiences in sport. Search engines, like the internet have become our answers nowadays where children would search. It is important that school management and the government should also create awareness campaigns, design marketing and promotion strategies to inform children about the importance and the benefit of school sport. Literature studies have identified that sourcing information on products or services is important in assisting the consumers in their decision-making processes (San & Yazdanifard, 2014:39; Cant & Van Heerden, 2010:53; Schiffman & Kanuk, 2010:36; Funk, 2008:32).
In the third step, the sport consumers would evaluate a variety of opportunities and benefits. In these stages, school management and the Government should understand that children, teachers and parents may make their choices to participate in school sport or not, on the basis of affordability, price, quality and availability resource. For example, if children have considered playing rugby, they would then evaluate the best possible environment in which to play rugby (e.g. club rugby or school rugby). They will then evaluate any alternatives in terms of maintenance, cleanliness, type of programmes, cost and quality that will be suitable for them. It is important for the school management and the government to evaluate the quality of the sport resources at schools with those of private clubs and organisation and see if they match the quality. That would assist them improve quality of service delivery of school sport.

Participation decisions occur once the best option has been identified. The sport consumers are ready to give it a try, and start participating. Based on the information gathered on the benefits and the importance of participation in school sport, they would decide to participate. Based on the previous example above, children have a choice between club rugby or in school rugby, in most instance availability or resources, professional service and availability of time would influence children to make their choices. They would participate and evaluate the quality and the benefits of each option. Previous studies have also identified that once the consumers have explored their options or alternatives, they would then be ready to make choices, and to try the products or services that they have chosen (San & Yazdanifard, 2014:39; Darley et al., 2010:97; Cant & Van Heerden, 2010:56; Funk, 2008:29; Grant et al., 2010:56).
Once the sport consumers are involved or participate in school sport, they need to determine whether the quality satisfies their needs and wants.

The goal for every school, government structure, sport federations, and community involved in school sport is to repeatedly implement the decision-making process in order to understand children’s needs and wants towards school sport. This could just improve sport participation at Township schools. Literature studies have identified that once consumers have purchased sport products or services, they would then continue to evaluate the quality, image and the benefits offered by the products or services (San & Yazdanifard, 2014:39; Darley et al., 2010:97; Schiffman & Kanuk, 2010:36; Cant & Van Heerden, 2010:56; Funk, 2008:29; Grant et al., 2007:519).

**Participation decision forces and characteristics:** After sport consumers have gone through the buying-decision process, they would be in a position to make a concrete decisions to become involved in school sport or not. School children (both boys and girls) should be presented with a variety of choices in sport; consequently, exposing potential athletes to professional and amateur sporting teams within communities.

Children should have the right to choose between becoming participants or spectators; but regardless of this choice, they should be encouraged to participate in view of the health and social benefits. Both formal and informal sporting activities and facilities should be offered at school; and children should decide which ones they prefer. Literature studies have identified that a variety of sport facilities, equipment,
programmes and skills from which to choose might influence peoples’ decisions to participate in sport (Mandic, Bengoechea, Stevens, De La Barra & Skidmore, 2012:1; Holt et al., 2011:490; Australian Bureau of Statistics, 2012; Hardy et al., 2010:197; Clark, 2008:55; Allender et al., 2006:826). Applying the multi-level framework to understanding children’s decision to participate in school sport has a number of implications. First, the framework will be helpful to schools, DoE and SRSA to understand children’s behaviour and their decision making towards school sport participation and design relevant programmes to meet such needs. Secondly, the framework can be used as a strategic tool to assist schools and the DoE to identify and evaluate children, teachers and parents’ needs and demands to be involved in school sport. Thirdly, it will provide the schools and DoE with basic information needed to revise or amend their sport policies and incorporate strategic consumer process in order to improve quality of school sport. Finally, the framework can be of assistance to the schools and the DoE to improve their school sport promotion and marketing strategies to children, teachers, parents and communities in general.

4.22 SUMMARY

Firstly, an overview of the general status of consumer behaviour was provided, pointing out how consumer behaviour functions in the market; and the incentives used by marketers to attract the consumers. While the marketing of products and services to the consumers has been part of modern-day life, it is still important that marketers should understand consumers and their needs.
Consumer behaviour relates to an educational concept, because it is a study of individuals or groups and the process they use to select, use and dispose of sport products and services. Group and individual factors in consumers’ decision making processes as reflected in the theoretical framework can be applied by the sport marketers to understand consumer behaviour. Consequently, understanding children’s behaviour towards school sport is the forefront of consumer behaviour’s educational thought and practice.

The chapter further reviewed literature on the various aspects of consumer behaviour relevant to the promotion of school sport. It also focused on the marketing approach to sport participation and its services, the role of individual and group factors in the decision-making process, and the stimuli involved in consumer behaviour. The correct marketing approach ensures that when services are made available to consumers, they have been planned, designed, and properly managed. The review of existing literature within this study provides evidence that the concepts outlined should be properly applied, in order to gain a deeper understanding of children’s behaviour and their perceptions of school sport and make provision for the desired participation impacts. The chapter also addressed the issues of consumer-attitude formation and change; as this influences consumers’ decision to participate in school sport.

There are many constraints to sport participation choices; but in principle, people have the right and the opportunity to choose their own preferred activities. This means that there are clear distinctions between children’s sporting needs, wants and demands, and whose decisions should, therefore, be respected and understood, in
order to satisfy their needs. Once the sport marketers, schools and the government departments understand how target consumers (school children) behave, they should then be able to create appropriate marketing strategies that are almost perfectly tailored to the consumer. Having analysed consumer behaviour in sport, and its various influential factors, it is important to relate these issues to school-sport participation in terms of designing suitable methodologies to obtain the empirical data, upon which objective recommendations can be based. Chapter 5, therefore, describes the methodology used for the data collection and analysis.
CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

In this chapter, the procedures used to conduct the study are presented. Research design steps, including the target population, sample, sampling procedures, research instruments, validity, reliability of instruments, data collection and the data-analytical procedures used in this study are discussed in detail. The study employed a descriptive survey design that provided quantitative data that appropriately describe the factors influencing learner’s participation in sport at public township schools in the Tshwaga region to develop a theoretical framework for school sport in South Africa (vide Figure 3.3).

Furthermore, the study described the characteristics of township school children, estimated the percentages of children with particular knowledge, examined the influential factors impacting children, teachers and parents in sport participation at schools, sought to determine the perceptions of children, teachers and parents regarding sport participation; and finally, it has sought to determine the degree to which consumer behaviour affects sport participation.
Tustin, Ligthelm, Martins and Van Wyk (2010:86) stated that a descriptive research design is a framework or a plan for a study, used as a guide to collect and analyse the data. This method is used to describe the nature of a situation, as it was at the time of the study. It ensures that the information collected helps to provide answers to the research, problem, the hypotheses and the objectives of the study. The descriptive survey allowed the use of a self-completion questionnaire for school children, teachers and parents.

The design was considered to be appropriate to the study, because it helped obtain current information on the factors influencing learners’ level of sport participation in school sport (Wiid & Diggines, 2013:55). The data of the survey were processed by computing the weighted mean for each variable. The computed values were examined against the Likert scale for data analysis and interpretation. Relevant literature was used to support the gathered findings. The credibility of the findings and conclusions depend on the quality of the research design, the data collection, the data management and the data analysis (Wiid & Diggines, 2013:55).

In this study, a research design was utilised for school children, teachers and parents, since they served as consumers in the study. Therefore, the research process was applied in this study because the information was needed to address the problems relevant to the factors influencing school children’s level of participation in school sport to develop a theoretical framework. According to Burns and Bush (2010:49), the research process is a framework that is valuable in helping the researcher to conceptualise a path to obtain the right information to solve the problems at hand.
Saunders, Lewis and Thornhill (2012:156), as well as Burns and Bush (2010:12), point out that the credibility of research findings is also important when assessing the reliability and validity of the research study’s outcomes.

For the purpose of this study, research design is defined as the systematic and objective strategy of collecting, analysing, interrelating and using information to arrive at conclusions, make recommendations, accomplish the research objectives, and solve the research problem at hand. In the following section, the problem statement of the study will be discussed. Although information in the subsequent section has essentially been presented in Chapter 1, it is necessary to reiterate the points in order to refresh the minds of the readers in this context.

5.2 PROBLEM STATEMENT

The research problem is the most important and difficult step in the research study. The problem identifies and indicates that something is wrong, and needs attention (Zikmund & Babin, 2010:118). It is important when defining or identifying the research problem to think of possible influential variables, which might affect the problem (Wiid & Diggines, 2013:42; Healey, 2011).

The South African government introduced a White Paper on Sport and Recreation, as a guideline to manage sport and recreation in the new democratic South Africa; but many schools and organisations are still not following the White Paper as a guideline
to promote and implement school sport, in order to change the situation of accessibility and participation in schools sport.

The level of physical education and sports participation in schools has declined in recent years; and many South African teachers complain about children who do not take the initiative to be involved in sport or extra-curricular activities at schools (Discovery Healthy Active Kids Report, 2010:3; Discovery Healthy Active Kids Report, 2007:4). It is important that the government, along with schools, should emphasise the need to promote sport to children (Mchunu, 2008:45).

The DoE, as well as the SRSA, also acknowledge in the Memorandum of Understanding signed in November 2011, that there are still a number of factors that impede progress in the implementation of the 2005 school sport framework (SA, 2011:3). Some of the factors acknowledged by the DoE, as well as the SRSA, include the lack of resources (financial and infrastructural), and the lack of clarity on the role of school sport code structure and policies in delivering school sport.

School sport is still inadequate; and many schools are not using the White Paper on Sport and Recreation, or the National Sport and Recreation Plan as a guide to implement school sport programmes. Hence, the problem which consequently initiated this research revolves around understanding and defining those factors that influence the level participation of children in sports at primary and secondary township schools in the Tshwaga region of the Gauteng DoE in the City of Tshwane, South Africa.
Additionally, the study was undertaken to understand roles teachers and parents play in influencing children to participate in school sport. Although the South African government took the initiative to design a strategic framework for school sport in 2005, and introduced the White Paper on Sport and Recreation, to manage sport and recreation in the new democratic South Africa, many schools are still not in a position to implement school sport programmes using the policy guidelines.

In an interview with Mr I. Segomotso, the district sport co-ordinator at the DoE in the Tshwaga region, he indicated that many schools in the Tshwaga region of the DoE provide school children with opportunities to participate in school sport; but the provision of resources, like sporting facilities, programmes, coaching, and management are limited or simply inadequate (Segomotso, 2013). He further noted that many schools do not comply with the directives of the White Paper on Sport and Recreation as a policy guideline to implement school sport programmes. According to Segomotso (2013), many schools in the townships still use old, outdated and dilapidated sport equipment and facilities provided during the apartheid prior to 1994. Due to the poor state of facilities and equipment, as stated by Segomotso (2013), these facilities – or the lack of them – could also be some of the factors influencing children’s level of participation in school sport.

The level of sport participation at schools has declined in the past years (Department of Basic Education, 2012). Mchunu (2008:105) state that township schools have few qualified coaches and motivated teachers that could encourage children to participate in sport. Furthermore, many South African teachers complain that children do not take
the initiative to participate in school sport activities. This is one of the logistical barriers compounding the lack of sport participation among children at township schools. Therefore, it is important that both the government and schools emphasise the need to promote and attract children to sport (Mchunu, 2008:45). In the following section, the research objectives of the study will be discussed.

5.3 RESEARCH AIM, OBJECTIVES AND HYPOTHESES

The research study should establish the research objectives if it is to reflect the precise information that is necessary to address the research problem (McDaniel & Gates, 2010:74). According to Shank (2009:59), the appropriate study aim and the set of objectives should assist the researcher to collect the relevant data for the study. The research objectives express the different types of information required to deal with the study problems. The requirements for the objectives of this study are described by the acronym SMART. They need to be Specific, Measurable, Achievable, Realistic, and Time-related (Jobber & Lancaster, 2009:51).

The hypotheses of this study were formulated to meet specific requirements, in order for the study to achieve its objectives. The study needs to differentiate the scope of the research problem or opportunity, to specify the data required for the research, and to give the research a direction (Zikmund & Babin, 2012:60). In this study, the following aim and set of objectives were formulated.
5.3.1 Aim of the study

The aim of this study was to determine the factors that influence learners’ participation in sport at public primary and secondary township schools in the City of Tshwane to develop a theoretical framework for school sport.

5.3.2 Objectives of the study

The objectives of this study are divided into theoretical and empirical objectives.

**Theoretical objective**

- To review literature on concepts of sport policies and directives.
- To examine literature on the essence of children’s participation in school sport.
- To review relevant literature on the nature of consumer behaviour in school sport.
- To analyse literature regarding theoretical basis for children’s participation in school sport.

**Empirical objectives**

- To evaluate children’s disposition and decision-making concerning participation in school sport as consumers.
- To determine the perceptions of children, parents and teachers on sport participation.
• To explore parents’ opinions regarding children’s level of participation in school sport.

• To examine the barriers to school sport participation among school children, teachers and parents.

• To understand the influence of teachers, parents, and peers on school children’s decision to participate in school sport.

• To develop structural frameworks that could be used to assist in enhancing higher levels of participation in sport among children in primary and secondary public schools located in the township areas in the City of Tshwane.

To answer the research questions (vide paragraph 1.3), and achieve the research objectives of this study, a number of hypotheses were formulated. According to Bang, Krogh, Ludvigsen and Markussen (2012:5), a hypothesis is related to the problem statement of the study; it assists the researcher to develop a statement about a population parameter for the purpose of testing. Hypothesis testing consists of a six-step process, using “the Probability Theory and sample evidence to determine whether the hypothesis is reasonable or not” (Tustin et al., 2010:582).

The six steps for developing and testing the hypotheses are:

• To specify a level of significance.

• To formulate the null and alternative hypotheses.

• To choose an appropriate statistical test.

• To identify the probability distribution and define the region of rejection.

• To compute the values of the test statistics.
• To decide whether to reject or accept the null hypothesis – by comparing the critical values with the observed values.

According to Murtaza (2012:3), a hypothesis is a conjectural statement about a relationship between two or more variables that can be tested against the empirical data. Therefore, the hypotheses formulated for this study guided the direction of the study.

In research, there are two basic forms of hypotheses, namely: the null hypothesis (\(H_0\)), and its complement, the alternative hypothesis (\(H_a\)) against which it is tested. A null hypothesis implies that in a specific hypothesis, there are no significant differences or no relationship[ between two or more groups (Zimmerman, Stolterman & Forlizzi, 2010:310). Changes cannot be made unless the null hypothesis is rejected.

Malhotra (2010:38) states that an alternative hypothesis is a statement that some difference or effect is to be expected; if the researcher accepts the alternative hypothesis, this would lead to changes in views or actions. In research statistics, to denote a null hypothesis typically \(H_0\) is used (e.g.: \(H_0 \rightarrow Q = O\)), which means \(Q\) represents the property/properties of the population under investigation that are hypothetical. Through the alternate hypothesis, the researcher fully rejects the null hypothesis. The conception used to denote the alternative hypothesis is \(H_a \rightarrow Q>O\) i.e., \(Q\) is greater than 0 (Malhota, 2012:5).
The significance level shows the percentage of sample means that is external to the cut-off limits (critical value). The greater the significance level ($\alpha$) used for testing a hypothesis, the greater the probability of rejecting a null hypothesis. When choosing a level of significance, there is an inherent trade-off between the two types of errors (Aaker, Kumar, Leone & Day, 2012:7).

A good hypothesis should reject a null hypothesis when it is false. The alternative hypothesis would be that there is a difference in the mean functional outcome between these techniques (Malhotra, 2010:489). At the conclusion of the study, the null hypothesis is then tested statistically.

When selecting a critical value during the hypothesis testing process, the selection sampling distribution of the test statistic is usually normal, or at the central region of the non-rejection value – within the critical values – and in the region of rejection if the test statistic is beyond the critical value (Postma, Zwartkruis-Pelgrim, Daemen & Du, 2012:59).

According to Aaker et al. (2012:8), when choosing the critical value power of the hypotheses testing, the degree of freedom needs to be considered. Although the power of the hypothesis test ($1 - \beta$) should be as high as possible, in the degrees of freedom, the number of unconstrained data used in calculating a sample statistic or test statistic must be considered; a sample mean ($X$) has “n” degrees of freedom; and lastly, the sample variance ($s^2$) has (n-1) degrees of freedom. The following
hypotheses were formulated for this study to differentiate the scope of the problem and the opportunity to identify the data to be collected for the study. The hypotheses processes, as described by Malharta 2012:5 and Tustin et al. 2010:582, were applied to develop, test and formulate the hypotheses for this study. Based on the extensive literature review, the researcher formulated 13 hypotheses in relation to the objectives of this study (vide paragraph 5.3.2). The hypotheses were evaluated and refined during the meeting with sport district co-ordinator, Mr Segomotso, from the Tshwane South district of the Department of Basic Education.

The first six hypotheses were formulated from the objectives set for the investigation of the children at primary and secondary schools; the other three hypotheses were formulated from the objectives mooted for the investigation of the primary and secondary school teachers; while the remaining four were formulated from the objectives set for the investigation of the parents with children at primary and secondary schools.

5.3.3 Hypotheses formulated for this study

The hypotheses formulated for this study were based on an extensive literature review reflected in Chapters Two and Three, and the set objectives of this study. The following hypotheses were formulated for this study to determine the factors that influence the participation of learners in sport at public primary and secondary township schools in the City of Tshwane, and also to determine teachers’ and parents’ reasons and opinion about school sport.
The formulation of the hypotheses in this study was based on the recommendations by the statistician to establish the following:

- Whether children at primary schools differ from children at secondary schools.
- Whether teachers at primary schools differ from teachers at secondary schools.
- Whether parents with children at primary schools differ from parents with children at secondary schools.

**Hypothesis 1**

**$H_0_1$:** No significant differences exist between public primary and secondary school children's reasons for participating in school sport.

**$H_a_1$:** Significant differences exist between public primary and secondary school children's reasons for participating in school sport.

**Hypothesis 2**

**$H_0_2$:** No significant differences exist between public primary and secondary school children's reasons for not participating in school sport.

**$H_a_2$:** Significant differences exist between public primary and secondary school children's reasons for not participating in school sport.

**Hypothesis 3**

**$H_0_3$:** No significant differences exist between public primary and secondary school children's perceptions regarding sports participation at schools.

**$H_a_3$:** Significant differences exist between public primary and secondary school children's perceptions regarding sports participation at schools.
Hypothesis 4

**Ho₄**: No significant differences exist between public primary and secondary schools’ influence on children’s level in sports participation.

**Ha₄**: Significant differences exist between public primary and secondary schools’ influence on children’s level in sports participation.

Hypothesis 5

**Ho₅**: No significant differences exist between parents’ influence on public primary and secondary school children’s level of sport participation.

**Ha₅**: Significant differences exist between parents’ influence on public primary and secondary school children’s level of sport participation.

Hypothesis 6

**Ho₆**: No significant differences exist between peers’ influence on public primary and secondary school children’s level of sport participation.

**Ha₆**: Significant differences exist between peers’ influence on public primary and secondary school children’s level of sport participation.

Hypothesis 7

**Ho₇**: No significant differences exist between the perceptions of teachers at public primary and secondary schools with regard to sport participation at schools.

**Ha₇**: Significant differences exist between the perceptions of teachers at public primary schools and those at secondary schools with regard to sport participation at schools.
Hypothesis 8

**Ho_8:** No significant differences exist between public primary and secondary school teachers with regard to their reasons for not being involved in school sport.

**Ha_8:** Significant differences exist between public primary and secondary school teachers with regard to their reasons for not being involved in school sport.

Hypothesis 9

**Ho_9:** No significant differences exist between public primary and secondary school teachers’ influence on children’s level of participation in school sport.

**Ha_9:** Significant differences exist between public primary and secondary school teachers’ influence on children’s level of participation in school sport.

Hypothesis 10

**Ho_{10}:** No significant differences exist between parents' perceptions with regard to public primary and secondary school sport in townships.

**Ha_{10}:** Significant differences exist between parents’ perceptions with regard to public primary and secondary school sport in townships.

Hypothesis 11

**Ho_{11}:** No significant differences exist between parents with children at public primary schools and parents with children at public secondary schools with regard to their reasons for not supporting their children in school sport.
**Ha$_{11}$**: Significant differences exist between parents with children at public primary schools and parents with children at public secondary schools with regard to their reasons for not supporting their children in school sport.

**Hypothesis 12**

**Ho$_{12}$**: No significant differences exist between parents’ opinions regarding children’s level of participation in sport at public primary and secondary schools in townships.

**Ha$_{12}$**: Significant differences exist between parents’ opinions regarding children’s level of participation in sport at public primary and secondary schools in townships.

**Hypothesis 13**

**Ho$_{13}$**: No significant differences exist between parents’ influences on children’s level of participation in sport at public primary and secondary schools in townships.

**Ha$_{13}$**: Significant differences exist between parents’ influences on children’s level of participation in sport at public primary and secondary schools in townships.

**5.3.4 The relation of objectives to hypotheses**

The hypotheses were formulated to ensure that the research results obtained would meet the objectives (vide paragraph 5.3.2) of the study. Table 5.1 illustrates how the objectives of the study are related to the formulated hypotheses (vide paragraph 5.3.3).
### TABLE 5.1: Relation of objectives to hypotheses

<table>
<thead>
<tr>
<th>Objectives of the study</th>
<th>Applicable hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review literature on concepts of sport policies and directives and essence of</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>sport participation in school sport</td>
<td></td>
</tr>
<tr>
<td>To review literature on the nature of consumer behaviour in school sport</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>To evaluate children’s disposition and decision making concerning participation</td>
<td></td>
</tr>
<tr>
<td>in school sport as consumers.</td>
<td></td>
</tr>
<tr>
<td>To determine the perceptions of children, parents and teachers on sport</td>
<td></td>
</tr>
<tr>
<td>participation.</td>
<td></td>
</tr>
<tr>
<td>To explore parents’ opinions regarding level of participation in school sport.</td>
<td></td>
</tr>
<tr>
<td>To determine children’s, parents’ and teachers’ reasons for not participating in school</td>
<td></td>
</tr>
<tr>
<td>sport.</td>
<td></td>
</tr>
<tr>
<td>To understand the influence of schools, teachers’, parents’ and peers’ on school</td>
<td></td>
</tr>
<tr>
<td>children’s decision to participate in school sports.</td>
<td></td>
</tr>
<tr>
<td>To develop a structural framework that could be used to assist in enhancing higher</td>
<td></td>
</tr>
<tr>
<td>levels of participation among children at public township schools within the City of</td>
<td></td>
</tr>
<tr>
<td>Tshwane.</td>
<td></td>
</tr>
</tbody>
</table>

### 5.4 SOURCES OF DATA

A data source can be defined as the quantitative or qualitative values of a variable that help to solve problems in research (Alvarez, Canduela & Raeside, 2012:19). It is the responsibility of the researcher to identify the types of sources of information to be used in the research project (Burns & Bush, 2012:10). The data sources are generally classified into primary and secondary data. The data, which have been collected from first-hand-experience, are known as the primary data; this comprises those data, which have not yet been published, and which are more consistent, authentic, and objective.
The data collected from a source that has already been published in any form are known as the secondary data (Tasić & Feruh, 2012:326; Mazzocchi, 2008:432). The data collection was done through both secondary and primary sources in this study. The secondary data is collected by researchers or agencies for purposes, other than solving the problem at hand (Pride & Ferrell, 2012:14). Generally, secondary data are assembled by accessing the available information (such as previously published, or unpublished, books, articles in journals, online databases, and information from other sources that has already been researched by other people (Andrews, Higgins, Andrews & Lalor, 2012:5).

In this study, a literature review was conducted using secondary resources to establish whether any form of related research had been conducted previously, and if so, how it could assist the researcher with this study. The researcher used external secondary data (e.g. academic articles from journals, books, Government Gazettes and magazines) in this study. The literature review examined the main elements that are researched in the study. Most of the literature used in Chapter 2 on sports policies and directives was gathered from Government Gazettes, books, the Internet and White Papers of sport and recreation from different countries, like Botswana, Namibia, Jamaica, Australia, Germany and USA, as well as the sport policy and directives in the South African context.

The literature on the nature and essence of school sport participation in Chapter 3 was gathered from academic journals, web-based data, and books.
In Chapter 5, the literature on the nature of consumer behaviour in sport was also gathered from books, as well as journals located in the Tshwane University of Technology (TUT) and the University of Pretoria library, web-based forums, and journal articles. Mazzocchi (2008:432) maintains that primary data can be expensive and time-consuming to acquire; and they are open to the possibility of personal (experimenter) bias. However, primary data have not been changed or altered by (other) human beings; therefore, it could be argued that their validity is greater than that of secondary data. The primary data was observed and recorded, or directly collected from respondents (Rabianski, 2006:44).

Self-administered questionnaires were used as a data-collection method at township schools in the City of Tshwane. Three different questionnaires, as categorised below, were used for the collection of the data:

- Children’s questionnaire (see Annexure A)
- Teachers’ questionnaire (see Annexure B)
- Parents’ questionnaire (see Annexure C)

The purpose of self-administered questionnaires was to understand and describe the factors influencing the participation of children in sport at primary and secondary township schools in the Tshwaga region of the DoE. The data sources used in this study enabled the researcher to develop a strong body of evidence from the cases. Next, the research design used in this study will be discussed. Furthermore, it was considered necessary to discover what roles the teachers and parents play in influencing children to participate in school sport.
5.5 RESEARCH DESIGN

Research design in marketing research is defined as a plan to be followed to achieve the research objectives and to formulate the hypotheses (Tustin et al., 2010:75). This is normally accomplished by way of a strategic framework for action that serves as a link between the research questions and the execution or implementation of the research (Naidoo, 2007:89). Research design can also be seen as a set of advance decisions that make up the master plan of specifying the methods and the procedures for collecting and analysing the data.

Zimmerman, Stolterman and Forlizzi, (2010:310) maintain that research design is a structure for practically performing the marketing research project. It details the processes necessary for obtaining the data needed to structure or resolve the marketing research problems. A research design consists of one of the following three categories: an exploratory, descriptive, or causal research, any one of which would help the researcher make a decision about the method and procedures to be used for collecting and analysing the data (Wiid & Diggines, 2013:54).

The descriptive research method was applied to this study, in order to achieve the research objectives. The researcher used descriptive research method to obtain first-hand data from the respondents, so as to formulate rational and sound conclusions and recommendations for the study.
The design was appropriate to the study, because it helped obtain any current information on the factors influencing children’s level of sport participation in school sport (Wiid and Diggines, 2013:55). Exploratory, descriptive, and causal research design comprise the approaches that depend largely on the objectives of the study (Malhotra, 2012:104; Cherry, 2008). It is important for the researcher to follow and understand the specific classifications essential to research design. The research respondents for this study were the school children, teachers and parents from the four districts in the Tshwaga region of the Gauteng Department of Basic Education.

In order to gather the relevant data, the descriptive method is appropriate; as it allows for the identification of any similarities or differences in the respondents’ answers. The primary data were derived from the answers the respondents gave during the survey process. The secondary data, on the other hand, were obtained from the published documents and literatures that were relevant to the questionnaire (vide paragraph 5.5). The rationale for using a quantitative approach in this study was to explore and describe those factors influencing children’s behaviour on their participation in school sport; and the quantitative approach was also appropriate in capturing school children’s behaviours regarding their levels of participation in school sport.

5.5.1 Descriptive research

Descriptive research assisted the research understand and describe the factors influencing children’s, teacher’s and parents’ behaviour regarding school sport. Answers to the questions, like Who? What? When? Where? and How? of the study
were collected. Shuttleworth (2008:22) describes the descriptive research design as a method used to acquire information about the existing status of the trends, and to address the current variables in a situation. Descriptive research was the most direct and economic choice to obtain background information on the factors influencing children’s, teachers’ and parents’ behaviour and level of participation in school sport.

Descriptive research provides an accurate description of something that is happening; such as: What age group is participating in school sport? What is the availability of sport facilities at different schools? What challenges are faced by school sport? This method is by far the most popular form used in market research.

Researchers normally use descriptive research to examine, explain, evaluate and test the hypotheses for the study. Because the underlying relationships of the problem are known, descriptive research describes the hypotheses and the questions, whether they may be tentative or speculative (Wiid & Diggines, 2013:135). The descriptive market research approach focuses on the broad scope of the research study and information; whereas the exploratory market research is more focused on narrowing the scope of the research and transforming uncertain problems into well-defined ones.

The aim of the research was to develop a framework for learners’ participation in sport at public primary and secondary township schools in the City of Tshwane (vide paragraph 5.4.1). The descriptive method was then considered to be appropriate for this research, since this method is used for gathering the data under the prevailing
conditions. The research design for this study included the collection of the data and the sampling methods used. The method assisted the researcher in defining the population, defining the sample plan, selecting the methods of sampling, calculating the sample size, and selecting the sampling unit.

5.6 SAMPLING

In order to understand the factors influencing children’s, teachers’ and parents’ behaviour and level of participation in school sport, a total of 773 school children, 109 teachers, and 102 parents were selected to participate in the study. In order to achieve pertinent information, certain inclusions were imposed. The respondents who qualified for sample selection were school children and teachers from township schools in the City of Tshwane; and parents with children at primary and secondary schools. Once the research design is established, the researcher needs to decide on the specific group to be sampled.

The group chosen should be suitable for the study. According to Jacobs (2010:27), Smith and Albaum (2012:91), sampling is defined as the total population from which a sample, or a group of samples, is selected to participate in the study. In this study a total of 984 respondents participated in the study. Burns and Bush (2010:365) state that the research population is determined by the total set of individuals, households, institutions or organisations, which the researcher would like to include in a study. The set of individuals in this study comprises children in either primary or secondary
township schools in the City of Tshwane. Locality and time are also important factors in defining a population for the study.

It is highly important for the researcher to determine and define the ideal population early in the study, failing which; this omission could cause the unnecessary inclusion of certain other groups. Hwan Cha and Giorgio (2012:504) maintain that nearly all the populations alive in the world are finite populations; but the researchers have the responsibility to select the appropriate population for the study.

A population can be identified as finite or infinite. It is finite if it is feasible to count its individuals; for example, the number of children participating in school sport can be counted; and it is considered to be an infinite population if it is not feasible to count the units contained in the entire population (Hwan Cha & Giorgio, 2012:414). In this study, the population of interest was divided into two groups, namely: internal and external populations.

This was due to the different questionnaires that were applied to the different populations. The internal population is finite because of the larger number (773) of children from township primary and secondary schools; and who comprised the primary population of concern in the study.

There are definitely more than 773 primary and secondary school children at the township schools in the City of Tshwane; but the researcher randomly selected specific schools, and limited the number of children who could participate in the study.

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because of the constraints in time, cost and the number of consent forms for children returned back from the parents. Nine hundred and fifty (950) consent forms were distributed; and approximately seven hundred and seventy three (773) were returned back to schools by parents for their children to participate in the study.

Of one hundred and fifty (150) questionnaires, only 109 completed questionnaires were used for computing the results. Certainly there are more that 109 teachers at township primary and secondary schools in the Tshwaga region of the Department of Basic Education, but those who were willing to participate in the research gave their consent to participate.

The external population consisted of 102 parents with children at township primary and secondary schools. Of a hundred and fifty (150) questionnaires, only 109 completed questionnaires were returned for computing the results. Those who gave back their consent forms and were willing to participate were considered as part of the sample.

Figure 5.1, demonstrates the appropriate sampling processes needed to guide the researcher in determining and gathering accurate data. The six steps of the sampling process, as applied to this study, are discussed in detail in the next few sections. The sampling process is detailed; and it outlines the exact measurements the researcher has taken, the number of times the material was used, in what manner, and by whom.
Source: Wiid and Diggines (2012:184)

**FIGURE 5.1: Steps in developing the sampling process**

Scheaffer, Mendenhall III, Ott and Gerow (2012:11) maintain that sampling units are non-overlapping collections of essentials from the population that cover the entire population, and which the researcher must describe and identify beforehand. The sample frame is a list of sampling units from which the sample is drawn. Wiid and Diggines (2012:185) maintain that the six steps in the sampling process, as illustrated in Figure 5.1, are important when collecting data; and they must be adhered to.

Sampling should be designed in such a way that the resulting data would necessarily contain a representative sample of parameters of interest and allow for all the questions, as stated in the goals, to be answered (Saint-Leger, 2013:10).

5.7 **DEFINING THE POPULATION**

The population is the group of interest to the researcher, whilst the group to which the results of the study would ideally be generalized, is referred to as the target population (Scheaffer et al., 2012:8). In this study, the target population consisted of
school children, teachers and parents – at township schools in the Tshwaga region of the Gauteng DoE. The population of interest defined in this study is as follows:

**Element:** The elements identified for this study were school children and teachers at township schools in the Tshwaga region of the Gauteng Department of Basic Education, and the parents with children at primary and secondary schools. The element consisted of children, teachers and parents residing at townships in the City of Tshwane.

**Sample unit:** All primary and secondary school children, teachers, and parents at township schools in the City of Tshwane.

**Area of coverage:** The area of coverage included the primary and secondary township schools in the City of Tshwane, the Tshwaga Region of the Department of Basic Education. All the districts were involved, namely: Tshwane South, Tshwane North, Tshwane West and Gauteng North.

Defining the survey population is the first important step in the sampling process. The sample unit is the level of population that the researcher wants to measure, and is the one that help with the findings of the research.

### 5.7.1 Sampling frame

MacDaniel and Gates (2007:374) state that a list of population units from which to select the elements to be sampled is called a sampling frame. Once the population is accurately defined and understood, the researcher would be able to obtain a clear sample frame. The sampling frame used in this study consists of the four districts of
the DoE of the Tshwaga region (Tshwane). Normally, researchers use the expression ‘the incidence rate’ to refer to the percentage of persons who are genuine members of the determined population. The higher the incidence rate, the lower the chance of sampling frame error occurring (Polaris research lifeline, 2012:3).

The four districts of the Tshwaga region in the City of Tshwane are divided as follows and were all part of the study: Tshwane South is divided into Mamelodi, Eersterust, and Pretoria Central, with 194 schools; Tshwane North is divided into Hammanskraal, Temba, Soshanguve, Pretoria North, Wonderboom, and Temba, with 138 Schools; Tshwane West is divided into Mabopane, Ga-Rankuwa, Hebron, Laudium, Atteridgeville, and Saulsville, with 144 schools; and Gauteng North covers areas like Silverton, Ekangala, Bronkhorstspruit, Dinoko, and Cullinan, with 81 schools. For the purpose of this study, the researcher only focused on public primary and secondary township schools in the Tshwaga region of the Gauteng DoE. The subgroups were representative of the entire population being investigated in this study.

The researcher divided each of the four Tshwaga regions into clusters. Name lists of all the public primary and secondary township schools were obtained from the district offices in the Tshwaga region of the Gauteng Department of Basic Education. The four lists were based on the population of interest in this study; and they were used as the sample-frame to select the schools per district. Table 5.2 reflects all the approved and recognised Tshwaga Regional districts and the number of schools per district.
### TABLE 5.2: Tshwaga region districts and number of registered schools

<table>
<thead>
<tr>
<th>Tshwaga Districts</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tshwane South</td>
<td>194</td>
</tr>
<tr>
<td>Tshwane North</td>
<td>138</td>
</tr>
<tr>
<td>Tshwane West</td>
<td>144</td>
</tr>
<tr>
<td>Gauteng North</td>
<td>81</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>557</strong></td>
</tr>
</tbody>
</table>

As at the time of this study the total number of public schools in the Tshwaga region was 557 – consisting of both primary and secondary schools. As indicated in Table 5.2, the Tshwane South district has the largest number of schools in the Tshwaga region, with a total of 194. From 773 children who participated in this study, 235 were from the Tshwane South district, 200 were from the Tshwane West district, 185 were from the Tshwane North district, and 135 were from the Gauteng North district.

The main sample frame, consisting of four Tshwaga districts in the City of Tshwane, was subdivided, according to the number of schools per district. Each of the districts' sports co-ordinators from Tshwaga regions, namely: Mr Segomotso, Miss Kekana, Mr Makgae, and Miss Monatisa assisted the researcher to obtain access to the school lists in their respective districts, and to communicate with the schools regarding their availability to participate in the study. The sampling method used in this study will be discussed next.

### 5.7.2 Sampling method

Normally the third step taken in the sample planning is done to determine the method to use when sampling. Probability and non-probability are the two different sample
designs for the research. The methods that ensure that the possibility of a member of the population being chosen can be calculated are known as probability samples (Smith & Albaum, 2012:93).

Non-probability methods are more biased; and the probability of any particular individual being chosen cannot be calculated. With non-probability samples, in contrast, there is no way of estimating the probability that any population element will be included in the sample; and thus, there is no way of ensuring that the sample is representative of the whole population (Polaris Research Lifeline, 2012:3). Tustin et al., (2010:354) illustrate the different types of sampling plans between which researchers can choose, when deciding on a sampling method (Figure 5.3).

![Diagram of SAMPLING DESIGN]

Source: Tustin et al., (2010:354)

**FIGURE 5.2: Types of sampling**

In this section both non-probability and probability sampling methods will be discussed, because the three populations used in this study differed from one another. Convenience sampling is an unlimited non-probability sampling method,
which might have some bearing, and is considered reliable; and it is normally less expensive and easy to conduct (MacDaniel & Gates, 2007:374).

A sample is normally drawn from a section of the population that is readily accessible to the researcher. In this study a multi stage random sampling methodology was used to select the sample (randomisation for learners and convenience sampling for teachers and parents) at primary and secondary schools in the Tshwaga region.

Bless, Higson-Smith and Kagee (2007:105); Kotler and Keller (2007:110) state that the judgement sampling method means that the researcher makes a judgement call on the characteristics of those who might best be expected to provide a representative sample for the study. According to Kaplan (2013:1), systematic sampling chooses sample units at regular intervals, and requires the computation of a sampling interval. McDaniel and Gates (2007:387) state that researchers use this method as a substitute for simple random sampling. This method involves the selection of each $i^{th}$ item from the population, in such a way that each element has a known chance to be selected.

\[
i = \frac{N}{n}
\]

(N = population size; n = sample size)

\[
i = \frac{557}{40} = 13.9 = 14
\]

\[
\therefore \ i = 14
\]
From every 14th school out of 557 schools selected to participate in the study, systematic sampling was used to select every 5th child, as they entered the school hall. In this study, the researcher gave all the districts and the schools equal opportunities to participate in the study. The lists' with all primary and secondary township schools were made available by all the district offices (Tshwane South, Tshwane North, Tshwane West, and Gauteng North).

Both primary and secondary schools per district were selected for the study. Tables 5.3 and 5.4 indicate the sample unit that participated in the study. As discussed earlier in the chapter, the reason for a low number of primary school children participating in the study was caused by a limited number of consent forms returned back to schools by the parents. Most of the parents with children at secondary schools returned the consent forms to schools – giving their permission for their children to participate in the study.

**TABLE 5.3: Sampling units per school level**

<table>
<thead>
<tr>
<th>Sampling units</th>
<th>Total number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children at primary schools</td>
<td>257</td>
</tr>
<tr>
<td>Children at secondary schools</td>
<td>516</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>773</strong></td>
</tr>
</tbody>
</table>

Table 5.3 illustrates those 773 children from township schools in the City of Tshwane who participated in this study. The larger number of children who participated was 516 children from secondary schools; and the balance of 257 consisted of children from primary schools.
The scope of the study was to include Grades 4-7 for primary school children and Grades 8-12 for secondary school children. The reason for the disproportional sample distribution, in terms of primary vs. secondary levels, was that the larger base covered was from secondary schools; and the expectation was that they would constitute the larger part of the sample, because they are older than the primary school children and most of them can read and write faster. Table 5.4 below depicts the sample of teachers that participated in the study.

**TABLE 5.4: Sample for teachers who participated in this study**

<table>
<thead>
<tr>
<th>Sample units</th>
<th>Total number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at primary schools</td>
<td>34</td>
</tr>
<tr>
<td>Teachers at secondary schools</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109</strong></td>
</tr>
</tbody>
</table>

A census, as a method for selecting a population could attempt to gather data from every group member of the population being studied – rather than selecting a sample for the study (Lim & Ting, 2012:9). In this study, convenience sampling was used to select both the teachers and the parents as part of the study. Only 109 of all teachers in the Tshwaga region were willing to complete the questionnaire; and they were also the only group of teachers who gave their consent to participate in this study. The possible reason for the teacher’s reluctance to participate in the study may be that they are not interested in the matters of school sport or school sport is not part of their priority concern.

Table 5.4 indicates that 75 teachers from secondary schools and 34 teachers from primary schools took part in this study. Research conducted on school sports
participation and the Olympic legacy in London by the Smith Institute (2013:6), confirmed that secondary school teachers are more involved in sport in comparison with primary school teachers.

The results of the Smith Institute’s study (2013:6) indicated that 55% of secondary school teachers were involved in school sport compared with 48% of primary schools. This serves as the external validity of this study, as it confirms that secondary school teachers are more frequently involved in school sport compared to primary school teachers.

**TABLE 5.5: Sample of the parents with children at schools**

<table>
<thead>
<tr>
<th>Sample units</th>
<th>Total number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents with children at primary schools</td>
<td>29</td>
</tr>
<tr>
<td>Parents with children at secondary schools</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

Only 102 of the parents with children at primary and secondary schools were willing to complete the questionnaire; and they were the only group of parents who gave their consent to participate in this study.

As reflected in Table 5.5, 72 parents with children at primary schools participated in the study – with the remaining 29 being parents of children at secondary schools. Both groups of parents were visited at homes and given time to complete the questionnaire, and then the fieldworkers collected them back. Table 5.6 illustrates the four districts of the Tshwaga region in the Gauteng Department of Basic Education.
used for this study. Each district in the region coordinates sport at its own primary and secondary schools.

**TABLE 5.6: Number of schools that participated in the study**

<table>
<thead>
<tr>
<th>GAUTENGER DEPARTMENT OF BASIC EDUCATION</th>
<th>THE FOUR DISTRICTS OF THE TSHWAGA REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tshwane South</strong></td>
<td><strong>Tshwane North</strong></td>
</tr>
<tr>
<td><strong>Selected schools per district office</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Primary schools</strong></td>
<td><strong>Primary schools</strong></td>
</tr>
<tr>
<td><em>Seaparankwe</em></td>
<td><em>Uthando</em></td>
</tr>
<tr>
<td><em>Rubero</em></td>
<td><em>Mabu a tlou</em></td>
</tr>
<tr>
<td><em>Peer Fourie</em></td>
<td><em>Khensani</em></td>
</tr>
<tr>
<td><em>Lotus</em></td>
<td><em>Themba</em></td>
</tr>
<tr>
<td><em>Lodium</em></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary schools</strong></td>
<td><strong>Secondary schools</strong></td>
</tr>
<tr>
<td><em>Eesturust</em></td>
<td><em>Senthibele</em></td>
</tr>
<tr>
<td><em>Phateng</em></td>
<td><em>Tipfxeni</em></td>
</tr>
<tr>
<td><em>Bokgoni</em></td>
<td><em>Themba</em></td>
</tr>
<tr>
<td><em>D.H Peta</em></td>
<td><em>Botse – Botse</em></td>
</tr>
<tr>
<td><em>Mamelodi</em></td>
<td><em>Hamanskraal</em></td>
</tr>
<tr>
<td><em>Phatudi</em></td>
<td><em>Prestige</em></td>
</tr>
</tbody>
</table>

The total number of schools that participated in the study came from all of the four district in the Tshwaga region. All the four districts gave permission to the researcher to collect the data from the sample chosen.

5.7.3 Calculating the sample size

Determining a sample size is a well-planned exercise for the researcher. Sample size balances the available resources and the numbers to be attained. The following various factors in research play a vital role in determining the final sample size (Shukla, 2008:58). Population characteristics variability (the greater the variability, the larger the sample required) and the desired level of confidence (the higher the
confidence desired, the larger the sample required) are important in calculating the adequate sample size. Norman, Monteiro and Salama (2012:345) emphasise that good research is determined by the sample size. The larger the sample size, the more accurate your data will be. When you perform quantitative market research, it is advisable to use a larger representative sample. It is also important to try and make the sample of the study represent your entire client/customer base (Saunders et al., 2012:5).

Samples of less than 1% of a population can often provide good reliability, with a realistic sampling process. This study has focused on determining the percentage of the population currently participating in school sport. The equations outlined below were applied. As discussed earlier in the chapter, the internal population for the survey was (773) school children and 109 teachers; while the external population consisted of (102) parents with children at various township schools. Hickie (2012:1), stated that in order to obtain a more accurate estimate of sample size for the study (i.e. The researcher should use a more flexible estimating formula to determine the sample size). To determine the sample size using the confidence interval formula, the researcher used the most appropriate standardised formula to calculate the population size. In this study the following formula was used to calculate the sample size.

**Standard sample size formula**

\[ n = \frac{z^2 (p \times q)}{e^2} \]

Where:

- \( n \) = the sample size
- \( z^2 \) = the standardised \( z \) – the value associated with the level of confidence (typically 1.96)
\( p \) = Estimate of expected population proportion having a desired characteristic, based on intuition, or on prior information  
\( q \) = \([100 - p]\), or the estimate of expected population proportion not holding the characteristic of interest.  
\( e \) = Acceptable tolerance level of error (stated in percentage points).

For the calculation of the sample size in this study, the formula values are as follows:

\( z^2 = 1.96 \), which uses the standardised z-value associated with the 95% confidence level.  
\( p = 80\% \), the estimated proportion of the children who attend school regularly, and have a positive perception of school sport.  
\( q = 20\% \), \([100 - p]\) The percentage (estimated) of the children, who generally do not have a positive perception of school sport.  
\( e = \pm 3\% \), the acceptable tolerance level of error (stated in percentage points).

The sample size was calculated as 773 respondents for the study. A total of 773 questionnaires were completed at the end of the data collection. It is estimated that 80 per cent of the school children can identify factors influencing the level of sport participation; while 20 per cent of the school children might not be aware of the factors influencing the level of sport participation. Calculation of the sample size of the children at township primary schools and secondary schools to be surveyed is as follows:

\[
\begin{align*}
    n &= \left(\frac{z^2}{e^2}\right) \frac{p \times q}{e^2} \\
    n &= \left(\frac{1.96^2}{3^2}\right) \frac{80 \times 20}{14} \\
    &= 3.8416 \times (1600) \\
    &= 3.8416 \times 14 \\
    &= 773 \text{ children participation in sport} \\
    \text{Total} &= 773 \text{ children participation in sport}
\end{align*}
\]
Standard sample size formula\: \( n = \frac{z^2 (p \times q)}{e^2} \)

Where:

- \( n \) = The sample size
- \( z^2 \) = The standardised \( z \) – the value associated with the level of confidence (typically 1.96)
- \( p \) = Estimate of expected population proportion having a desired characteristic based on intuition or prior information
- \( q \) = \([100 - p]\), or the estimate of expected population proportion
- \( e \) = Acceptable tolerance level of error (stated in percentage points) for the calculation of the sample size in this study, the formula values are as follows:

\[z^2 = 1.96\] which is the standardised \( z \)-value associated with the 95% confidence

\[p = 80\%\], the estimated proportion of the teachers who influence and support their children in school sport

\[q = 20\%, \ [100 - p]\], of the estimated of the teachers who influence and support their children in school sport will bring positive change.

\[e = \pm 3\%\], the acceptable tolerance level of error (stated in percentage points)

\[
\begin{align*}
n &= \frac{(z^2) (p \times q)}{e^2} \\
n &= \frac{(1.96^2) (80 \times 20)}{3^2} \\
&= \frac{3.8416 \times (1600)}{35} \\
&= \frac{3.8416 \times 45}{35} \\
&= Teachers\ (109)\ influence \\
\text{Total} &= 109\ teachers’\ influence
\end{align*}
\]

The sample size was calculated as 109 teachers who completed the questionnaire. A total of 109 questionnaires were completed at the end of the data collection. The purpose was to gain a reasonable representation of population group balanced according to gender, size and the level of basic education.

Standard sample size formula\: \( n = \frac{z^2 (p \times q)}{e^2} \)

Where:

- \( n \) = The sample size
- \( z^2 \) = The standardised \( z \) – the value associated with the level of confidence (typically 1.96)
- \( p \) = Estimate of expected population proportion having a desired
characteristic based on intuition or prior information

\[ q = [100 - p], \text{ or the estimate of expected population proportion not holding} \]

the characteristic of interest.

\[ e = \text{Acceptable tolerance level of error (stated in percentage points).} \]

For the calculation of the sample size in this study, the formula values are as follows:

\[ z^2 = 1.96 \text{ which is the standardised z-value associated with 95\% confidence level.} \]

\[ p = 80\%, \text{ the estimated proportion of the parents who influence and support their} \]

children in school sport will bring positive change in sport at schools.

\[ q = 20\%, [100 - p], \text{ of the estimated of the parents who influence and support} \]

their children in school sport will bring positive change.

\[ e = \pm 3\%, \text{ the acceptable tolerance level of error (stated in percentage points).} \]

\[
\begin{align*}
n &= \left( \frac{z^2}{e^2} \right) \frac{(p \times q)}{e^2} \\
n &= \left( \frac{1.96^2}{e^2} \right) \frac{(80 \times 20)}{35} \\
n &= 3.8416 \times \frac{1600}{35} \\
n &= 3.8416 \times 45 \\
n &= \text{Parents' (102) influence} \\
\text{Total} &= 102 \text{ parents' influence}
\end{align*}
\]

The sample size was calculated as 102 parents who completed the questionnaire. A total of 102 questionnaires were completed at the end of the data collection. The purpose was to gain a reasonable representation of the population group balanced according to gender, size and the level of basic education.

### 5.7.4 Selecting sample elements

Trained fieldworkers and the researcher selected only township schools in the Tshwaga region of the Department of Basic Education. Only township school children, and teachers (and also parents with children at primary and secondary
residing in the City of Tshwane) were part of the sample element. In each district, the schools were divided into two primary and secondary schools; each fieldworker was responsible for his/her own assigned schools. The fieldworkers were also instructed to divide the children into boys and girls, as well as into different age groups.

All selected children were sited in the school hall and the trained fieldworker handed out the questionnaires for the children to complete. A total of 773 questionnaires for school children were used to collect the data at the selected schools, and 109 for the teachers. They were both given 35 minutes to complete the questionnaire. As many as 102 parents with children at primary and secondary schools were also given a questionnaire to complete in their own spare time; and the fieldworkers collected them after completion.

5.8 DATA COLLECTION METHOD

The data-collection process is not only limited to recruiting, training and controlling interviewers; but it also involves organising and preparing the research venue for the training (Norman, Monteiro & Salama, 2012:345). The two different strategic processes for collecting the data are primary and secondary data processes. The primary data process differs from the secondary research method, because the data are collected by someone other than the marketer; the responsibility for collecting the data in the primary research project would fall into the hands of the marketer (Bills, 2011:50).
According to Smith (2012:2), the survey research, the interview research, and observation are the three important methods to consider for data collection. In this study, the survey research method was used to collect the data. A survey is the method of collecting information openly from people in a systematic and standardised way. The quality of the data is largely determined by the design of the questionnaire (Wilcox, Gallagher, Boden-Albala & Bakken, 2013:2).

The data are gathered from the respondents thought to be representative of some population, using an instrument composed of closed-ended or open-ended items (questions or statements, to which the respondent must reply). Surveys use questionnaires that ask the same questions in the same way of all the respondents. Information can be collected about individuals’ opinions, knowledge, attitudes, beliefs, behaviours, plans, and backgrounds (Garson, 2012:6). Three (3) self-administered questionnaires, containing items of different formats: multiple choice, asking for one option only, dichotomous answers like “Yes and No”, and self-assessment items, according to the 5-point Likert scale were used in this study.

Malhotra (2010:436) indicates that the training of the fieldworkers is important for the quality and authenticity of the data collected. Training for the fieldworkers is important because it ensures that all the questionnaires are administered in a professional manner. The researcher in this study trained the fieldworkers on how to effectively communicate with school children and parents. Questionnaires were provided to the fieldworkers well in advance, in order for them to familiarise and prepare themselves for the fieldwork. It was clear to every fieldworker that all the questions in the
questionnaire must be completed; and to this end, all the fieldworkers were supervised by the researcher to ensure that all the questionnaires were accurately completed. Hughes-Scholes and Powell (2007:210) state that gathering important and sufficient information from children or minors about a situation is a very difficult process that requires technique and skill from the researcher.

When interviewing children, errors may occur if the fieldworkers are not well-trained individuals, or if they mislead children about an experienced situation or event. Primary school children had to fill in self-administered questionnaires; but they were guided and assisted by trained fieldworkers to elicit reliable and correct information. Trained fieldworkers were familiar with most the home languages (e.g. Tswana, Venda, Sotho) of the children at the township schools, which made it easier for the children to ask question were they did not understand.

The following images were also used to assist the children to make choices on their level of agreement or disagreement with the questions or statements (see Annexure A).

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagrees</th>
<th>Neither-agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

![Emojis](image_url)
It is easier for older secondary children, teachers and parents to give a true sense of a situation or of an event, compared to primary school children, because they are more experienced about previous situations and events than are younger children (Hughes-Scholes & Powell, 2007:210). For the duration of the data collections, schools allocated classrooms for the researcher to conduct the interviews. Over and above fieldworkers’ availability when children were completing the questionnaire, teachers also made themselves available to assist with interpretation, and to explain any terminology that the children did not understand in the questionnaire.

Teachers were given the opportunity to complete the questionnaire during their free time at schools; and fieldworkers collected them later on the same day. Parents were visited at their homes; and were also given the opportunity to complete the questionnaire during their spare time; and these were collected by the field workers on the following day. A covering letter, accompanying the questionnaire, explained the purpose of the study, and asked the respondents’ consent for them to be interviewed. The respondents (teachers and parents) gave their consent by signing the letter of consent; and they then completed the questionnaire.

5.9 QUESTIONNAIRE DESIGN

Questionnaire design is an important process for all the research studies, because the quality of the research outcomes depends completely on the quality of the primary data. To design a good questionnaire for the study where children are involved, is a challenging exercise, because the process requires proper multiple interactive
essentials like questionnaire order, format, wording, and scale selection (Makienko & Bernard, 2012:139). The researcher needed to be careful about the type of questions asked, and the layout of the questionnaire. In this study, pre-testing and revising, as discussed in paragraph 5.10.7 assisted the researcher in designing suitable questionnaires for this study.

Paper or computer-based questionnaires are both used in interviewer-administered and self-administered surveys, whereas questionnaires used with in-house personal interviews, mail, panel, and telephone are mainly structured. The questionnaire is a data-collection tool that sets out the questions to be asked in a formal way, in order to produce the desired data (Scheaffer et al., 2012:149).

In this study, a self-administered survey was conducted to collect the data. According to Alpers, Campese, Mckeown, Bremer and Prikazsky (2011:28), the main aim of survey design is to decrease the non-sampling errors that might occur in the research. If the study was to gather data from the people, a number of possible non-sampling errors should be considered in the sense that these could be controlled by the cautiously designed questionnaire.

The questionnaire with an open-response format and closed questions is frequently used in social and behavioural fields. Questions in the questionnaires used in this study were checked for sequence, bias, clarity, and validity. The researcher had tested the questionnaire in a pilot test – using a small group of the population of
interest before distributing it to a bigger group, in order to assess usefulness and reliability (Makienko & Bernard, 2012:139).

The apparent limitation of the three aforementioned questionnaires for children, teachers, and parents in this study’s results consisted purely of what the respondents said they do, believed, disliked, or liked (Thomas, Nelson & Silverman, 2011:273). In this study, the three questionnaires were defined as a formalised framework consisting of a set of scales and questions to generate accurate, relevant, and appropriate primary data to accomplish the objectives, and to test the hypotheses in the study (See Annexure A, B, & C). The questionnaires were seen as the important link between the survey objectives and the respondents’ data.

Malhotra (2012: 105) stated that the prevailing objective of the questionnaire is to interpret the researcher’s information needs into a set of specific questions that respondents are willing and able to answer. The following paragraphs elaborate on the questionnaire development, the testing, and the implementation process.

5.9.1 Questionnaire development process

The questionnaire should assist the researcher in the collection of the data needed to answer the survey questions; and this requires the data to be valid and reliable. A survey questionnaire should be as accessible and suitable as possible for the respondent. Researchers familiarise themselves with the process of developing a questionnaire – before communicating the intention to the survey respondents
Questionnaire development entails more than drawing up and formatting question texts. As described by Giesen, Meertens, Vis-Visschers and Beukenhorst (2012:8), the following steps were applied to this study for designing the three questionnaires for children, teachers and parents:

Step 1: Determine the survey objectives and resources;
Step 2: Determine the question response format;
Step 3: Decide on the question wording;
Step 4: Establish the questionnaire’s flow and layout;
Step 5: Evaluate the questionnaire;
Step 6: Obtain approval from the relevant parties;
Step 7: Pre-test and revise, if necessary;
Step 8: Prepare the final copy;
Step 9: Implementation.

A survey is developed to collect the information. Whilst this depends on the nature of the questionnaire designed for the study (Alpers et al., 2011:35), it is important to have sequential development processes when conducting research. In this study, all the steps in the questionnaire design process were followed to ensure the validity and the reliability. All the resources needed for the gathering of the required primary data from the respondents were granted to the researcher by the Tshwane University of Technology and the DoE, specifically for this study.
5.9.2 Questions response format

Malhotra (2012b:176) state that research questions can be structured or unstructured. In research-structured surveys, the questions most frequently used are all pre-formulated. A structured questionnaire could utilise multiple-choices, or scaled questions. In most instances, the questions are close-ended questions that require the respondents to choose from a pre-determined set of scale points, or from a group of fixed responses (Wilcox et al., 2013:4). In this study, only multiple-choice questions and scaled questions were used in the questionnaires (See Annexure A, B & C).

Close-ended questions – These consist of different formats. Regularly used closed-ended questions are scaled items, rankings, and categorical answers. They are structured questions, which can be in the form of multiple choices, or yes/no answers (Thomas, Nelson & Silverman, 2011:276). In this study, only closed-ended questions were used. The following are the two examples of close-ended questions used in this study.

Example:
Do you participate in any school sport?
   (1) Yes [ ] (2) No [√]
Do you participate in any sports outside of school?
   (1) Yes [ ] (2) No [√]

Multiple-choice questions with single answers: The respondent may select only one of the alternative answers. It is also a fixed alternative response; but it offers more than two fixed-alternative responses (Tustin et al. 2010:380).
Example: What is your grade level at school?

- Grade 5 (3)
- Grade 6 ✓ (4)
- Grade 7 (5)
- Grade 8 (6)
- Grade 9 (7)

**Multiple-choice questions with multiple answers:** The respondent may select more than one of the alternative answers. Adding “any other” and leaving a blank space for the respondent to use can overcome this problem (Wilcox et al., 2013:5). The questionnaire for this study began with screening 20 questions on section A (biographical), followed by three sequenced sections. Section B consisted of questions based on perceptions on school sport. Section C dealt with children's, teachers’ and parents’ behaviour and attitudes towards school sport.

Section D dealt with questions based on influential factors towards sport participation. In Section A of the questionnaire for children at primary and secondary schools, six multiple-choice questions were used to determine the biographical status of the children. A multiple-choice question with a single answer was used in Section A of the above-mentioned questionnaire. In Section B, 14 statements were used to determine the children’s perception and behaviour towards sports participation at schools.

In Section C, 15 statements were used to determine the children’s attitudes towards school sport. In Section D, 10 statements were used to determine the influential factors that can motivate and encourage children to participate in school sport. In Section A of the questionnaire for parents and teachers, seven statements were used to determine parents’ and teachers’ perceptions of the importance of school sport.
The ten statements in Section B aimed at determining how parents and teachers perceive their role in sport at schools. In Section C, ten statements were used to determine how internal and external influential factors could encourage children to participate in school sport. Both dichotomous and multiple-choice questions were used in Sections B and C. Examples of the questions in the questionnaires were as follows:

Example: In which of the following sporting codes do you participate? (Please mark the answer of your choice with a √)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>√ Soccer (11)</td>
</tr>
<tr>
<td>□</td>
<td>√ Rugby (12)</td>
</tr>
<tr>
<td>□</td>
<td>Netball (13)</td>
</tr>
<tr>
<td>□</td>
<td>Hockey (14)</td>
</tr>
<tr>
<td>□</td>
<td>√ Other (Specify) (15)</td>
</tr>
</tbody>
</table>

**Scaled questions**: Scaled questions ask the subject to select an item or a value from a fixed scale. The respondents are typically asked whether they agree or disagree with a statement (Gadermann, Guhn & Zumbo, 2012:2). In this study, five-point Likert-scale questions were used to assist the children, teachers and parents measure their preferences. The following is an example of the Likert-scale questions used in this study:

<p>| | | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it important for parents and teachers to support their children in school sport? Please circle the answer of your choice with an O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree (1)</td>
<td>Disagree (2)</td>
<td>Neither Agree Nor Disagree (3)</td>
<td>Agree (4)</td>
<td>Strongly Agree (5)</td>
</tr>
</tbody>
</table>
5.9.3 Questions wording

The selection of words and idioms in a question is vital for expressing the significance and intent of the question to the respondent, and ensuring that all the respondents understand the question similarly (Pew Research Centre, 2013). The actual wording and phrasing of questions is one of the most difficult exercises of the questionnaire; and they are not quantifiable or empirically testable aspects of the survey. Wording is also influenced by grammar, word choice, length and punctuation, and its position in the questionnaire (Gadermann, Guhn & Zumbo, 2012:2).

Scheaffer et al., (2012:29) maintain that for questions where the number of response options is clearly determined, the researcher should be concerned about the phrasing of the main body of the questions. Poorly worded questions can confuse the respondents, leading to non-response or response error (Bright, 2013:2).

Simple question wording and understandable language was used in this study; because most of the respondents in this study were young children from primary and secondary schools; and English is not their home language. Based on the complexity of the subject and the hypothesised ignorance of the children, teachers and parents; the questions were asked in a manner that would not confuse them.

The researcher considered the age of the respondents, before constructing the questionnaire for the children; and furthermore, the questions were formulated to address their attitude, knowledge, feelings (affective) and influential behaviour in the
field of sport participation. To ensure that the guidelines for wording the questions were correct, pilot testing of the questionnaire assisted in this research (Gadermann et al., 2012:4).

5.9.4 Questions flow and layout

The researcher/designer should make opening items of the questionnaires simple, clear and interesting (Wiid & Diggines, 2013:220). Questions that challenge respondents’ judgment are always good openers, because people like sharing their opinions. In other studies, it is required to conduct pre-screening of the respondents, to ensure that they are suitable to participate in the study (Maholtra, 2012:176; Rattray & Jones, 2007:235). In this study pre-screening was done to ensure that the school children at township schools are able to understand questions to participate in the study (vide paragraph 5.9.7).

Biographical questions (age, gender, home language) in all the three questionnaires were good openers of the questionnaires, because they were simple and interesting. All the respondents passed the pre-screening which made it easier for them to answer the rest of the questions.

The questionnaire must be simple to follow and complete, by using a suitable font, size, and colours (Daskalova, 2010:4). In this study, the questionnaire was divided in two sections, which made it easier for the respondents to complete. The questionnaire for this study began with screening questions (biographical), followed
by three sequenced sections: The first, section B, consists of introductory questions that respondents should find easy to follow and answer.

The second, section C, deals with questions based on perception about school sport; while the third, section D, had to do with children’s behaviour and attitudes towards sports participation. The estimated time it takes to complete the questionnaire was thirty minutes. Taking survey completion time into consideration is very important, because it can also help the researcher to evaluate the time respondents spent completing the questionnaire, and to get the best data possible for the decisions that need to be made.

5.9.5 Evaluating the questionnaires

In this study, all the three questionnaire drafts were evaluated, in accordance with the recommendations by the North-West Public Health observatory (2008:2) on the basis of the following:

- Does the questionnaire measure what it claims to measure?
- Is the length of the questionnaire sufficient to cover all the aspects required?
- Is the number of items included in the questionnaire clear?
- Will the questionnaire produce the required data results?

According to Rattray and Jones (2007:236), the evaluation of the questionnaire, as well as the reassessment of certain content and subtopics of the research – in order
to keep the questions relevant to what information is required – helps to conduct a good quality study (Taylor-Powell & Hermann 2006:8). The questionnaires used in this study were first evaluated by the researcher asking himself whether particular questions were really necessary.

Linking each question to the objectives is done to ensure that the required data were obtained; and by completing the questionnaire, to determine whether it was too long. The promoter and the co-promoter were responsible for assessing and evaluating the quality of the questionnaires, the length of the questionnaires, and whether the questionnaires would yield the required data or not.

The questionnaires were also given to the two of the sport marketing lecturers at Tshwane University of Technology, in order to ascertain whether the questionnaires measured what they were intended to measure; and whether they are relevant to the study. A language editor evaluated the quality of the language used in the questionnaires before the data collection.

5.9.6 Obtaining the approval of all parties concerned

Driscoll and Brizee (2012:1) state that when carrying out research in an academic or professional environment, the researcher needs to be aware of the ethical requirements of the research activities. Permission should be granted by the respondents and the parties accredited, or those who have the authority over the research project. In this study, the parties that were responsible for ethical
considerations comprised the Ethics Committee and the Central Research Committee at the Tshwane University of Technology, the contact person from Tshwane DoE, and the research promoters.

Before the questionnaire could be distributed to the respondents, the Tshwane University of Technology (TUT) ethics committee had to approve and provide recommendations on the quality of the questionnaires and the consent forms to be distributed to the children, teachers, and parents.

Approved consent forms were distributed to parents by the schools; and consent was sought directly from the parents before their children were allowed to participate in the study. Teachers and parents who agreed to participate in the study were also provided with consent forms to be completed, in order for them to be allowed to take part in the survey.

5.9.7 Pre-testing

Pre-testing is the process of presenting a questionnaire to a small group of targeted audience individuals. Any ‘glitches’ in the questionnaire would only be identified through pre-testing. Pre-testing paper-based questionnaires is essential if the researcher is to be satisfied that the questionnaire will perform its various functions in the interview situation (Tustin et al. 2010:400). This approach is supported by Groves, Fowler and Couper (2004:274), who define the pre-test as a small-scale rehearsal of the main data-collection process conducted before the main survey.
The process is put in place to assess and minimise any problems, and to ensure the best quality in terms of validity and reliability (Chernyak, Ernsting & Icks, 2012:23). Pre-testing should be conducted with a division of the respondent group. In this study, the pre-test questionnaire was physically handed out by the principal investigator to the respondents. A total of 20 pre-test questionnaires were given to the school children at one of the township schools in the City of Tshwane; and 20 were returned, thereby providing a 100% response rate – because all the pre-test questionnaires were completed and returned within the same day.

Twenty respondents from one school in Atteridgeville (Marematlou tlou primary school) participated in the pre test. The researcher ensured that the final respondents would find it easy to complete the self-administered questionnaires – by allowing the respondents of the pre-test to indicate on the questionnaire all the problems they had encountered. Based on the feedback received from the pre-test, the questionnaire needed to be edited, and the identified problems corrected (Giesen et al., 2012:8).

Pre-testing should be ongoing until no further changes are required (De Leeuw & Dillman, 2008:5). In this study, the necessary changes were made, and the revised questionnaire was taken back to the same schools (Marema tlou primary school). Five of the school children at the Marema tlou primary school in Atteridgeville who had participated in the initial pre-test, were given the questionnaires again to re-evaluate the questionnaire, and to establish whether there were any further problems, or not.
The entire process of pre-testing the questionnaire gave the researcher confidence because, by the time the questionnaire had gone to the field, the researcher was confident that there were no ambiguities in the questionnaire, and that the data would be collected in the required format (MacDaniel & Gates, 2007:374).

5.9.8 Preparing final copies of the questionnaires

Preparing the final copy of the questionnaire is not an easy task (Fox, 2008:9). Typing style, instructions, spacing, numbering, font, and pre-coding must be monitored, assessed, set up, and proofread before implementing the survey. A decision must be taken on typing, spacing, font, and size, all of which relate to the professional appearance of the questionnaires (De Leeuw & Dillman, 2008:5).

In this study, proper care and management was maintained in all the questionnaires. Precise instructions for typing, spacing, numbering and pre-coding were given for all the three questionnaires. The final copy of each questionnaire was proof-read and approved for production; and the production process of the questionnaires was monitored. The questionnaires were also sent to a language practitioner for editing, before being finally produced and made available for use.

5.9.9 Implementing the survey

According to Fox (2008:3), the implementation of a survey is the process of distributing and collecting the data for the research, as required. In this study, the
implementation of the survey among the internal population (children) took place with the support of different primary and secondary schools in the Tshwaga region of the Gauteng Department of Education. The implementation process of the survey was supervised by the researcher with an assistant from the teachers and the 15 trained fieldworkers.

Questionnaires for the teachers were also distributed and collected by the researcher and the fieldworkers. The external population (parents) were visited at their homes during the implementation process. The researcher and the fieldworkers hand-delivered and collected the questionnaires from the homes of the parents. The fieldworkers also assisted the researcher in requesting the parents to be part of the study, and to complete the questionnaire.

5.9.10 Validity in experimentation

Validity shows the extent to which any differences in scores on the measurement reflect true differences among individuals, groups, or situations as regards the characteristic to be measured (Kazi & Khalid, 2012:515). It refers to soundness of the interpretation of the scores from a test, the most important consideration in measurement (Chernyak, Ernsting & Icks, 2012:23). A questionnaire goes through a validation procedure – to, ensure that it correctly measures what it aims to measure, regardless of the respondents.
The two types of validity relevant to experimentation are the *Internal validity* and the *External validity*. Internal validity is a confirmation of the correctness of the study design (Jimenez-Buedo & Miller, 2010:302). Internal validity determines the effects of the test unit that could have been caused by variables other than the treatment. External validity is the extent to which the results of the study would reflect similar outcomes elsewhere, and can be generalized to other populations, or situations (Willer & Walker, 2007:6).

The external validity is more focused on the experimental results. The questions used in this study were built on the questions used by other researchers in the sport marketing, sport management and school-sport research field. This means that check-backs were conducted by the promoter and the co-promoter. In addition, the entire questionnaire was scrutinised by the researcher – to test for correctness. Self-administered questionnaires were used, after being coded and validated. Information covering letters describing the purpose of the study and requesting the respondents’ approval to participate in the study accompanied the questionnaires (see Annexure A, B and C). The Information-covering letter and signed consent forms provided the basis for the validation in this study.

5.9.11 Coding of the responses

Coding is a technical procedure, whereby codes are allocated to the respondents’ answers, prior to their tabulation (Pink, 2010:5). It is the process of assigning numeric or alpha information to question responses that do not ordinarily return to the
researcher in the same format (Evidera, 2013:10). Pre-coding is a prior definition of all possible alternative responses to a specific question. Post-coding is entered by the coder after a questionnaire has been completed and edited (Evidera, 2013:18). In this study, coding was incorporated into the questionnaire design.

All the questions for this study were pre-coded. Therefore, coding was performed on all three questionnaires. To convert the data to a readable format, the researcher had to ensure that the data had been validated and properly edited; both those actions were executed in this study. Coding of the questionnaires was visible and aligned, in order to assist the researcher and the statistician to edit and capture the data (see Annexure A, B and C).

5.10 EDITING AND DATA CAPTURING

These two exercises comprise the process of checking and assessing whether the respondents had completed the questionnaires correctly (Pink, 2010:15). Editing a questionnaire can seriously improve both the number of survey responses, and the quality of the responses to individual questions (Gliklich & Dreyer, 2010:125). Cooper and Schindler (2006:491); and the Data Star Corporation (2009:3) state that editing involves a proper and critical test of a completed questionnaire in terms of its compliance with the criteria for collecting meaningful data. In this study, the editing was done in the field by the researcher and the fieldworkers. The researcher and the fieldworkers in this study made sure that all the questionnaires were edited and referred back to the children, teachers and parents for any missing information.
Bornman (2009:110) states that data capturing is converting information from the questionnaire – so that the computer can read it. After the coding of the questions, the data can be captured electronically on a computer. Most statistical packages these days have programmes that allow researchers to capture the data themselves; however, mistakes in the capturing of data imply faulty data, from which wrong conclusions could be drawn (Cooper & Schindler, 2006:491).

In this study, the data were entered into a personal computer onto an Excel spreadsheet, and saved in a separate file on an external hard drive – to be ready for the prescribed statistical procedure.

5.11 STATISTICAL PROCEDURES AND TECHNIQUES

The IBM SPSS statistics Version 21 statistical software package was used for the statistical analysis of the surveyed data. The data analysis followed a multi-step approach, with construction of the basic frequency and descriptive tables, as well as conducting hypotheses testing to detect any statistically significant differences and relationships. In this study, the data were one-way tabulated. Burns and Bush (2010:565) refer to data-tabulation as the process where the number of observations within a category are counted, one-way using single variables, and cross-ways, using two or more variables. When one-way frequency tables are used, an indication of any out-of-range values, or missing data, can be obtained; and the statistics can be summarized – thereby supplying insights into any central tendency, variability and the shape of distribution (Malhotra, 2010:530).
In this study, summary statistics, including the mean and the standard deviation, were analysed. This allowed better understanding of the average responses (Burns & Bush, 2010:471). Cronbach’s alpha coefficient was used in this study to test for the reliability of the measuring instruments.

5.11.1 Validation of questionnaires

The two essential fundamentals for measuring instruments are validity and reliability. While validity refers to the accuracy of an instrument to measure what it purports to measure, reliability is an indication of stability of the instrument in providing consistent results over time (Thomas et al., 2011). In this study content validity was ascertained by the candidate’s supervisors who confirmed that the questionnaire can validly measure the attributes that it was intended to measure, after determining the following: ensuring that the items are worded properly and clearly, avoiding any ambiguities in phrasing the questionnaire items, confirming that the items are linked logically with the aims, objectives and hypotheses of the research as well as removing any redundant items.

This procedure was preceded by face validation, in which the first draft of the questionnaire was approved for content validation based on the fact that the items were judged to be suitable for data collection. The final stage of the validation exercise included computation of the Cronbach’s alpha coefficients which are a measure of the internal consistency of the questionnaire used to estimate the validity of the instrument (Tavakol & Dennick, 2011:53). The Cronbach’s alpha coefficient has
been widely used to measure the internal consistency reliability of a measuring instrument (Sheng & Sheng, 2012: 2; Hair, Ortinau, Bush & Wolfinbarger, 2009:25). In addition to essential tau-equivalence and uncorrelated errors, normality has been noted as another important assumption for the alpha coefficient. In this study, the measurement of internal consistency was appropriate, because the Likert scale was used in all the questionnaires in this study to gather the required information.

The researcher used the Cronbach’s alpha coefficient model to obtain the level of internal consistency for all of the summated scaled questionnaires in this study. Cronbach’s alpha reliability coefficients for most of the subsets were above 0.7. That means that the instrument was acceptable for a measurement scale. Correlation coefficients were calculated, in order to determine the differences among school-children. For example, the differences between primary and secondary school-children's behaviour towards school sport were determined through the use of a correlation formula.

### 5.11.2 Descriptive statistics

The population of interest in this study is described through descriptive statistical procedures, which are the transformation of raw data into a form that would make them easy to interpret and understand (Crossman, 2013:10). The data could be collected from either a sample or a population; but the results should assist in the organising and describing of the data.
Descriptive statistics are used to analyse the demographic data of the population (Shahravan, Ghassemi & Baneshi, 2012:54). An essential introduction to any statistical analysis is to obtain some descriptive statistics for the data obtained, such as the mean and the standard deviation (Charles University, Faculty of Social Sciences, 2013:5).

Frequency distributions, measures of central tendency (mean, median, and mode), and graphs (pie charts and bar charts) that describe the data are all examples of descriptive statistics or percentage one-way frequency tables, cross-tabulation) (Nachmias & Guerrero, 2006:56). In this study, one-way frequency tables, measures of central tendency, and measures of dispersion were applied to all the questionnaires, in order to obtain a general impression and understanding of the sample data

5.11.3 Measures of central tendency

According to Pillai (2013:1), the statistics, “mean, median and mode” are known to be the most relative measures of central tendency. A measure of central tendency is an average or typical value of an element in the series, or some characteristic of members in a group. Each of these measures of central tendency provides a single value “o”, which represents the characteristics of the whole group in its own way. The following are the appropriate measures of central tendency. The mode is the most frequently occurring variable in the series (Rana, Ud-Doula, Midi & Imon, 2012:478).
The Mean represents the average for an ungrouped data; the sum of the scores divided by the total number of the scores gives the value of the mean.

**Formula:**

\[ M = \frac{A + \sum fx'}{N} \]

- **M** = mean
- **A** = assumed mean
- **f** = respective frequency of the mid-values of the class intervals
- **N** = total frequency
- \( x' = \frac{X - A}{i} \)

**The mean is used when:**

- Further statistics, like the standard deviation, or the coefficient of correlation, are to be computed.
- Researchers have to get a reliable and accurate value for the central tendency.

**The Median** is the score or value of that central item, which divides the series in exactly two equal halves. In this study, neither the mode nor the median were used, because the mode reports only the most popular or common value of a distribution; while the median represents the exact centre of a distribution (Rana, Ud-Doula, Midi & Imon, 2012:478). The mean would be used to measure the central tendency, because a five-point Likert scale was used in the questionnaire to gather the required data (Pillai, 2013:1). Mean ratings were also used to report the findings in this study.

### 5.11.4 Measures of dispersion

According to D'Sousa (2012:1), the variance is a measure of dispersion. Measures of dispersions are not like the measures of central tendency. The range is the simplest measure of dispersion. Measures of central tendency give information to one of the
important characteristics of the distribution (mean, median, or mode) of a set of data (Imdadullah, 2013).

The magnitudes of such a variation are called dispersion. All the three curves have the same mean, but the spread around the mean is different for each of them. The use of these statistics to calculate the measures of dispersion gives the researcher a clear picture of the spread of the raw data around the central value that was collected from the scale measurement (Robert & Donnelly, 2007:74).

In this study, scale measurements were used to collect the data; and therefore, they assisted the researcher in comparing the means – by testing the hypotheses of no differences (the so-called null hypotheses). The hypothesis was rejected for any p-value < 0.05 (smaller than 0.05), and accepted for the p-value >= 0.05 (bigger than 0.05).

5.11.5 Inferential statistics

According to Crossman (2013:10), making inferences about a population from observations and analyses of a sample is important; it is a branch of statistics that goes beyond mere description. Inferential statistics takes the results of an analysis using a sample; and it then harmonises these to the larger population, which the sample represents. In order to do this, however, it is imperative that the sample be representative of the group to which it is being generalised.
Before generalisation can be implemented, tests of significance must be implemented, and found to be acceptable (Imdadullah, 2013). A Chi-square or T-test can advise on the probability that the results of an analysis on the sample are representative of the population, which it represents. The test of significance advises the researcher of the probability that the results of the analysis could have occurred by chance – when there is no relationship at all between the variables studied in the population that was investigated (Khan, Saxena, Ross, Ramamoorthy & Sheehan, 2014:3).

In this study the following inferential statistics were used. Both the t-test and Mann-Whitney U test were used to test for differences in the means and distributions. The t-test makes the assumption that the underlying population data are normally distributed; while the Mann-Whitney test does not hold to that distribution (i.e., it is distribution-free). What to use depends on the type of data measurement (i.e. ordinal), the sample distribution, and the assumed population distribution.

In many instances, larger datasets using ordinal data would yield the same results, irrespective of what test used (given that we do not have a high number of binding together). They were used to determine whether primary and secondary school children at township schools significantly differ on the level of participation in school sport, and whether their perceptions, attitudes and behaviours incline them to participate in sport, or not.
5.12 SUMMARY

The intention of this chapter has been to describe the research methodology. The methodology was articulated in terms of the research orientation, its design and process. The descriptive research design was selected, because it is a carefully planned and structured research design that provides a clear statement of the decision-making problem. The primary and the secondary objectives were formulated. Hypotheses for the objectives were structured to ensure that the questions asked were related to the objectives.

The overall sample and sampling procedures were described in the light of the research ethics. The research process was explicated with a focus on the procedures for data collection, analysis and validity measures. Survey design through self-administered questionnaires was used to gather the data from the sample.

The statistical methods applied in analysing the data in this study were very briefly explained, in order to give the researcher and the readers an overview of how the methods were applied. In the chapter that follows, the data analysis and the findings of the study are further discussed.
CHAPTER 6

DATA ANALYSIS AND THE FINDINGS

6.1 INTRODUCTION

As already indicated in the preceding chapter, the data were interpreted descriptively. This chapter comprises the analysis, the presentation and the interpretation of the findings resulting from this study. The analysis and interpretation of the data are carried out, based on the results of the three questionnaires for school children, teachers and parents (respondents).

Of a total of 950 questionnaires distributed to school children, only 773 completed questionnaires were returned for computing the results. Thirty-five (35) were non-responses and one hundred and forty-two (142) – with a lot of missing data – were subtracted from the total sample size. This means that 177 questionnaires, out of 950 questionnaires distributed, were completely discarded from the analysis. The rest, (773 questionnaires) were used to interpret the results.

Of a total of 150 questionnaires distributed to teachers, only 109 completed questionnaires were returned for computing the results. Twelve (12) non-responses and twenty-nine (29) – with a lot of missing data – were subtracted from the total sample size. This means that 41 questionnaires, out of 150 questionnaires distributed, were completely discarded. The rest (109) were used to interpret the results.
Of a total of 150 questionnaires distributed to parents, only 102 completed questionnaires were returned for computing the results. Fifteen (15) questionnaires were completed by those who do not permanently reside in Tshwane, eleven (11) non-responses and twenty-two (22) – with a lot of missing data – were subtracted from the total sample size. This means that 48 questionnaires, out of 150 questionnaires distributed, were completely discarded. The rest (102 questionnaires) were used to interpret the results.

The data gathered through the questionnaires were subjected to frequency counts. In other words, the subjects’ responses to each of the individual questions were combined to find the highest frequency of occurrence (i.e. the number of times that a particular response occurred). These responses to the questions, which are quantified, are presented as percentages. The analysis is presented in tabular and graphical form. The researcher used tables containing a variable, and in most cases, he combined two or more variables in a single table. The data was gathered through the use of questionnaires that consist of multiple questions and five-point Likert scale statements to measure the influence, perception, attitude and opinion of the school children, teachers and parents regarding participation in school sport.

The tabulated raw data obtained from the primary and secondary school children were first analysed; this was followed by an analysis of the raw data obtained from the teachers; and lastly, an analysis of the raw data obtained from the parents with children at public township schools. Zimmerman, Stolterman and Forlizzi (2010:310) maintain that the data analysis involves breaking down the data into
components, in order to obtain answers to the research objectives and hypotheses. The IBM SPSS statistics version 21 software was used to do the statistical analysis. The purpose of interpreting the data was to reduce them to an intelligible and interpretable form, so that the relations between the research problems could be studied and tested, so that the conclusion could be drawn (Punch, 2014:251).

The findings of this study were presented by describing the demographic profiles of respondents, their perceptions regarding school sport, their reasons for participating or not participating in school sport, their opinions about school sport, and a description of those factors that might influence or encourage children, teachers and parents to become involved in school sport. The theoretical frameworks on which this research was based – namely a theoretical multi-level framework of participation in school sport (Figure 3.3), and the theoretical framework on children’s behaviour and decision-making process regarding school sport (Figure 4.4) – were incorporated in the discussions on the findings.

To facilitate the reporting, the results in this chapter are presented in the form of tables and graphs. A reporting style has also been used to annotate the findings. Data analysis is presented based on the different questionnaires for school children, teachers and parents in that order as they were the main focus of the study.
6.2 ANALYSIS OF THE DATA: SCHOOL CHILDREN AT PRIMARY AND SECONDARY TOWNSHIP SCHOOLS

A self-administered questionnaire was used to gather the data from the school children at primary and secondary schools. To determine the reliability and the level of internal consistency of the 101-item questionnaire, a summated and scaled Likert-rating system was used (see Annexure A). To gain insight regarding the children’s perceptions, influences and reasons for participating in school sport or otherwise, a Cronbach’s alpha coefficient of 0.856 was obtained. This indicates that there is a high degree of internal consistency because the Cronbach’s alpha coefficient was 0.856 which is higher than 0.70 that is used as minimum benchmark and therefore is judged acceptable (Iacobucci & Duhachek, 2003:479).

In this section, the following issues about children at primary and secondary schools as they appear on the questionnaire will be analysed and discussed from the viewpoint of the school children. Subsequent sections will deal with parents and teachers:

- General profile or demographic analysis of the population.
- Children’s reasons for participating in school sport.
- Children’s reasons for not participating in school sport.
- Children’s perceptions regarding sport participation.
- The influence of schools on children’s level of participation in school sport.
- Parental influence on children’s level of participation in school sport.
- Peers’ influence on children’s level of participation in school sport.
6.2.1 Demographic statistics

The results were based on the analysis of the independent and dependent variables of the study. The results were reported as frequencies to describe the section of the sample. The analysis of the demographics or general profile of the population served as a background for the analysis and interpretation of these findings. The rationale for obtaining demographic information from the respondents was to compile a profile of the school children at primary and secondary township schools, and to determine the relationship between selected variables (age, gender, and home language and grade levels) and the respondents’ intentions to participate in school sport.

Table 6.1 indicates that there are 257 primary school children and 516 secondary school children. In total, there were 773 school children who participated in this study. The frequencies on Table 6.1 indicate that there is an imbalance between the primary and secondary school children who participated in the study. Secondary school children are in the majority (516). The extremely small number of primary school children would not influence the results of this study, because after the pre-test, children below 10 years of age at primary schools were not able to complete a questionnaire (i.e. being less likely to read and write at a standard required to complete the questionnaire). Then they were not included as respondents in the sample. The age distribution of primary and secondary school children who participated in the study is indicated in Table 6.1. Thirty-seven per cent (n=282) of the respondents were between 16 and 18 years old; 36.5% (n=282) were between 13 and 15 years old; 34.8% (n=269) were between 10 and
Moreover, 25.1% (n=194) were between 18 years and older. The findings that 37% (n=282) of the respondents were in the age group of between 16 and 18 years old could be attributed to the fact that their parents had given their consent for their children to participate in the study; and the children were eager to raise their concerns about what was influencing their level of participation in school sport. It is evident that the secondary school children were keener to participate in the study than the primary school children.

**TABLE 6.1: Demographic characteristics of school children**

<table>
<thead>
<tr>
<th>Demographic profile</th>
<th>1 = Primary schools</th>
<th>2 = Secondary schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Sample distribution</td>
<td>257</td>
<td>50.00</td>
<td>516</td>
</tr>
<tr>
<td>Age groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – 12 years old</td>
<td>194</td>
<td>75.05</td>
<td></td>
</tr>
<tr>
<td>13 – 15 years old</td>
<td>63</td>
<td>24.05</td>
<td>206</td>
</tr>
<tr>
<td>16 – 18 years old</td>
<td>282</td>
<td>54.07</td>
<td>282</td>
</tr>
<tr>
<td>18+ years old</td>
<td>28</td>
<td>5.04</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>99</td>
<td>38.05</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>158</td>
<td>61.05</td>
<td>283</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
<tr>
<td>Home language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrikaans</td>
<td>4</td>
<td>1.06</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>13</td>
<td>5.01</td>
<td>23</td>
</tr>
<tr>
<td>isiNdebele (Ndebele)</td>
<td>10</td>
<td>3.89</td>
<td>53</td>
</tr>
<tr>
<td>Northern Sotho</td>
<td>21</td>
<td>8.20</td>
<td>25</td>
</tr>
<tr>
<td>Pedi</td>
<td>76</td>
<td>29.06</td>
<td>172</td>
</tr>
<tr>
<td>Shangaan</td>
<td>19</td>
<td>7.04</td>
<td>28</td>
</tr>
<tr>
<td>isiSwati (Swati)</td>
<td>6</td>
<td>2.03</td>
<td>13</td>
</tr>
<tr>
<td>Setswana (Tswana)</td>
<td>68</td>
<td>26.05</td>
<td>104</td>
</tr>
<tr>
<td>Tshivenda (Venda)</td>
<td>4</td>
<td>1.60</td>
<td>6</td>
</tr>
<tr>
<td>isiXhosa (Xhosa)</td>
<td>5</td>
<td>1.98</td>
<td>18</td>
</tr>
<tr>
<td>isiZulu (Zulu)</td>
<td>31</td>
<td>12.01</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>61</td>
<td>23.07</td>
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</tr>
<tr>
<td>Grade 5</td>
<td>53</td>
<td>20.06</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>69</td>
<td>26.08</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>74</td>
<td>28.98</td>
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<tr>
<td>Grade 8</td>
<td>101</td>
<td>39.06</td>
<td>101</td>
</tr>
<tr>
<td>Grade 9</td>
<td>103</td>
<td>40.00</td>
<td>103</td>
</tr>
<tr>
<td>Grade 10</td>
<td>127</td>
<td>44.06</td>
<td>127</td>
</tr>
<tr>
<td>Grade 11</td>
<td>112</td>
<td>39.00</td>
<td>112</td>
</tr>
<tr>
<td>Grade 12</td>
<td>73</td>
<td>25.00</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
</tbody>
</table>
The population studied in this section consisted of 57.1% (n=441) female respondents from both primary and secondary schools, and 42.9% (n=332) male respondents. Table 6.1 indicates that there is an imbalance between the male and female respondents who participated in this study. More females (school girls) than males (school boys) participated in the study. Females are predominantly the majority, as compared to males in South Africa. The finding of this study supports the gender statistics of South Africa (2013:2); where it was found that 52% of the overall population in the South Africans were females; the rest were males.

The home language could indicate the respondents’ ethnicity and cultural groups. Figure 6.1 indicates that the home language of 32.1% (n=248) of the respondents in this study were Sepedi-speaking; 22.3% (n=172) were Setswana-speaking; and 12.0% (n=93) were Zulu-speaking school children. Other home languages were in the minority, ranging from 2.1% (n=16) who spoke Afrikaans or Shangaan, and 1.3% (n=10) who spoke Venda or Xhosa.

The school children’s grade levels might play a decisive role in influencing their decision to participate in school sport. Table 6.1 reveals that 16.4% (n=127) of the respondents were in grade ten; 14.5% (n=112) were in grade 11; while 13.3% (n=103) were in grade 9. Moreover, 13.1% (n=101) of the respondents were in grade 8; 9.8% (n=74) were in grade 7; and 8.5% (n=69) were in grade 6. Very few respondents in grade 12 (8.7%, n=73) participated in the study.

The reason for the limited number of grade 12 respondents was caused by the fact that when the data were collected, most of the grade 12s in the Tshwaga regions
was busy with the preliminary examination for 2013. Another alternative time could not be made to accommodate the grade 12s, because the validity of the research approval by the DoE was only from the 26 July 2013 to 20 September 2013. Only 7.9% (n=61) of the respondents in grade 4 participated in the study; and 6.9% (n=53) were grade 5s. The reason for the small number of grade 4 and 5 respondents who participated in the study was that most of the parents did not return their children’s consent forms to the schools in time for their children to participate. The demographic information shows that there is an imbalance in the type of school. There were more secondary school children than primary school children who participated in the study. Therefore, the results will be biased in favour of primary school children’s opinions. The majority of the school children were females at primary and secondary schools.

The majority of the school children were between 16 and 18 years old. Sepedi was the common home language spoken by most of the school children; and Afrikaans was the least-spoken language by most of the school children in the Township schools. The results also showed that the majority of the children who participated in the study were in grade 10; and grade 5 school children comprised the lowest group of respondents who participated in the study.

6.2.2 Behavioural statistics of the school children

The purpose of including items on the behavioural characteristics of the respondents in the questionnaire was to establish whether school-children participate in school sport or not. Table 6.2 consists of questions that had Yes/No
responses, as developed by the researcher, to determine the frequency of participation in school sport. Table 6.2 reveals that 89.5% (n=230) respondents at primary schools participate in school sport; while 67.6% (n=349) of the secondary school respondents indicated that they participate in school sport. It is evident that the majority of the primary school children participate in sport, compared to secondary school children. This might be attributed to the fact that secondary primary schools children still have enough time to play due to the lower level of intensity of their academic work; while the secondary school children were more focused on their academic work.

**TABLE 6.2: The extent to which children participate in school sport**

<table>
<thead>
<tr>
<th>Extend to which respondents participate in school sport</th>
<th>1 = Primary schools</th>
<th>2 = Secondary schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample distribution</td>
<td>N</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Do you participate in school sport?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>230</td>
<td>89.05</td>
<td>349</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>10.05</td>
<td>167</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
<tr>
<td>Most preferred sport by respondents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>116</td>
<td>50.04</td>
<td>136</td>
</tr>
<tr>
<td>Netball</td>
<td>63</td>
<td>27.04</td>
<td>91</td>
</tr>
<tr>
<td>Athletics</td>
<td>45</td>
<td>19.06</td>
<td>68</td>
</tr>
<tr>
<td>Basketball</td>
<td>30</td>
<td>13.00</td>
<td>39</td>
</tr>
<tr>
<td>Cricket</td>
<td>26</td>
<td>11.03</td>
<td>23</td>
</tr>
<tr>
<td>Tennis</td>
<td>10</td>
<td>4.03</td>
<td>17</td>
</tr>
<tr>
<td>Rugby</td>
<td>10</td>
<td>4.03</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
<tr>
<td>Do you currently participate in sport outside the school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>139</td>
<td>55.02</td>
<td>257</td>
</tr>
<tr>
<td>No</td>
<td>113</td>
<td>44.0</td>
<td>259</td>
</tr>
<tr>
<td>Total</td>
<td>257</td>
<td>100.00</td>
<td>516</td>
</tr>
</tbody>
</table>
Quick, Simon and Thomton (2010:5) state that primary school children tend to dedicate most of their time to play, or participate in school sport compared to secondary school children. Quick, Simon and Thomton (2010:5) further maintain that 99% of the children at primary schools in England claimed to be enjoying school sport, compared to secondary school children. It is evident that the findings of this study are similar as to those of other literature studies.

Table 6.2 reveals that 43.5% (n=252) of the respondents preferred soccer; and that it is the most the common sport among primary and secondary school children. A total of 26.6% (n=154) preferred netball, as one of the common sport for females (girls) at township schools. Moreover, 19.5% (n=113) of the respondents enjoyed athletics. Other sports were in the minority, ranging from basketball with 11.9% (n= 69), cricket with 8.5% (n=49), rugby with 4.1 % (n=24), baseball 2.8% (n=12), gymnastics 3.5% (n=11), boxing with 1.6% (n=9) and hockey with 2.1% (n= 5).

The research study conducted by the Department of Culture, Media and Sport (2013) revealed that school children between 11 and 16 years old preferred soccer, netball, cricket, rugby and athletics activities; and these sports comprised the most common sports at primary and secondary schools in England. Table 6.2 reveals that more than half 51.6% (396) of the respondents participated in sporting activities outside the school environment (i.e. sport clubs, sport academies and community church sport programmes). The Department of Culture, Media and Sport (2013:3) found that 82% of the primary school children participate in sport outside the school, compared to 94.4% of the secondary school children. It is
evident that most of the children prefer to be members of private sport teams or clubs.

6.2.3 Reasons for participating in school sport

In order to understand children’s reasons for participating in school sport, the findings are discussed, according to the results in Table 6.3. Descriptive statistics describe the normal distribution of the scores/means of the sample under investigation. Internal consistency (Cronbach’s alpha coefficient) to assess the reliability of each of the scales was used. Firstly, Cronbach’s alpha coefficient for the pre-test of the instrument devised by the researcher was determined; and then, modifications were done, prior to the tests subjected to the results of the final questionnaire. All the measures included in the questionnaires showed acceptance levels of internal consistency reliability. To determine the internal consistency aimed at measuring the level of school children’s participation in school sport, a Cronbach’s alpha coefficient of 0.887 was obtained.

The following null hypotheses and its alternative were formulated for assessing the children’s reasons for participating in school sport. As discussed in Chapter 5 (vide 5.3.3), the significant level for testing the hypothesis for following variable is $\alpha = 0.05$. The following hypothesis will be used to make a statistical test for children’s reasons for participating in school sport. The rejection of $H_0$ would lead to the acceptance of the alternate hypothesis $H_1$. 
### Hypothesis 1

**H₀₁:** No significant difference exists between public primary and secondary school children’s reasons for participating in school sport.

**Hₐ₁:** A significant difference exists between public primary and secondary school children’s reasons for participating in school sport.

**TABLE 6.3** Statistical tests of reasons for participating in school sport

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Hypothesis testing</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary schools V101(1)</strong></td>
<td><strong>Secondary schools V101(2)</strong></td>
<td>If p value =&gt; 0.05 Accept H₀₁ if p value &lt;= 0.05 Reject H₀₁</td>
<td></td>
</tr>
<tr>
<td>V21 Participating in school sport brings joy in my life.</td>
<td>4.45 (sd = 0.95)</td>
<td>3.72 (sd = 1.29)</td>
<td>Mann-Whitney U = 43469.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V22 Participating in school sport improves my health.</td>
<td>4.33 (sd = 1.03)</td>
<td>4.17 (sd = 1.10)</td>
<td>Mann-Whitney U = 60134.000 Asymp. Sig = 0.020 p value = 0.05</td>
</tr>
<tr>
<td>V23 All my friends participate in school sport.</td>
<td>3.33 (sd = 1.42)</td>
<td>2.44 (sd = 1.21)</td>
<td>Mann-Whitney U = 42520.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V24 I participate in school sport to lose weight.</td>
<td>3.08 (sd = 1.49)</td>
<td>2.23 (sd = 1.27)</td>
<td>Mann-Whitney U = 44864.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V25 Parents encourage me to participate in school sport.</td>
<td>3.97 (sd = 1.30)</td>
<td>3.27 (sd = 1.45)</td>
<td>Mann-Whitney U = 47426.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V26 I enjoy individual sport (e.g. Tennis, boxing, Karate).</td>
<td>3.40 (sd = 1.54)</td>
<td>2.80 (sd = 1.57)</td>
<td>Mann-Whitney U = 54491.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V27 I enjoy group sport (e.g. soccer, rugby, basketball).</td>
<td>4.29 (sd = 1.12)</td>
<td>3.82 (sd = 1.41)</td>
<td>Mann-Whitney U = 53788.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V28 I participate in school sport, because I like to compete against other</td>
<td>3.80 (sd = 1.44)</td>
<td>3.17 (sd = 1.47)</td>
<td>Mann-Whitney U = 49435.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V29 A variety of sport facilities is available at my school, therefore I take part.</td>
<td>3.64 (sd = 1.21)</td>
<td>3.02 (sd = 1.29)</td>
<td>Mann-Whitney U = 48643.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V30 I participate in school sport to meet new friends.</td>
<td>3.79 (sd = 1.37)</td>
<td>2.97 (sd = 1.37)</td>
<td>Mann-Whitney U = 43697.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V31 Everyone in my family participates in sport.</td>
<td>2.84 (sd = 1.36)</td>
<td>2.97 (sd = 1.13)</td>
<td>Mann-Whitney U = 50154.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V32 All my siblings (brothers and sisters) participate in sport.</td>
<td>3.53 (sd = 1.35)</td>
<td>2.77 (sd = 1.35)</td>
<td>Mann-Whitney U = 45676.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V33 My teachers encourage me to participate in sport offered at school.</td>
<td>3.75 (sd = 1.35)</td>
<td>3.26 (sd = 1.40)</td>
<td>Mann-Whitney U = 52651.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V34 It is compulsory at my school to participate in sport.</td>
<td>3.72 (sd = 1.18)</td>
<td>2.76 (sd = 1.36)</td>
<td>Mann-Whitney U = 40443.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V35 School sport is important to all children.</td>
<td>4.35 (sd = 1.09)</td>
<td>4.16 (sd = 1.13)</td>
<td>Mann-Whitney U = 58306.000 Asymp. Sig = 0.002 p value = 0.05</td>
</tr>
</tbody>
</table>

**Abbreviations**
- V = Variable
- Asymp. Sig. = Asymptotically Significance (2 - tailed)
- Mann-Whitney U = Test Statistics for Grouping Variable: V101
- V 101 (1) = Primary school children
- V 101 (2) = Secondary school children
The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test the hypothesis. This test was used to test for the differences between primary and secondary school children at public township schools in the Tshwaga region of the Gauteng DoE. The statistical analysis sought to determine whether there was any significance in the results. The acceptance or rejection of a hypothesis in this section is based on the level of significance between primary and secondary school children’s reasons for participating in school sport. The level of significance was set at the 5% ($p \leq 0.05$) level.

According to the hypothesis test, significant differences exist between variables V21 to V35; therefore, ($p<0.05$) $H_0$ is rejected ($p<0.05$) for all the above variables and $H_a$ is accepted ($p>0.05$) for all the variables. Closer inspection of the mean scores reveals that primary school children rated the various statements more highly than their secondary school counterparts. For the purpose of the data analysis, the responses were coded as follows: (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree and (1) strongly disagree. Based on the analysis of the findings on variable 21 that participating in school sport brings joy in my life, both the primary (Mean=4.45) and secondary school (Mean=3.72) school children generally supported the view that school sport brings joy into their lives.

V22 – The findings regarding V22 revealed that primary and the secondary school children had mean scores of 4.33 and 4.17, respectively. These findings indicate that both groups of children agreed that sport could improve their health. However,
the finding is not overwhelmingly positive; as a small number of the respondents indicated otherwise. Perhaps, the secondary school children have not experienced the benefits or the importance of sport, because they do not participate in school sport.

**V23** – The findings of the statement on whether their friends participate in school sport was contradictory; as primary school children (Mean=3.33) positively rated the variable; while those at secondary schools (Mean=2.44) reported negatively that their friends do not participate in school sport. Probably, primary school children are friendlier; while at most schools, sport activities build new friendships.

**V24** – The analysis of these findings on children’s opinions that they participate in school sport to lose weight was contradictory; as primary school children (Mean=3.08) generally strongly agreed with the variable 24; while secondary school children (Mean=2.23) generally support the idea that that they participate in school sport, in order to lose weight. It could be that a number of secondary school children are not interested in losing weight when participating in school sport, but they do so in order to socialise and meet new people.

**V25** – The data analysis revealed in variable 25 that primary and secondary school children had mean scores of 3.97 and 3.27, respectively. These findings indicate that school children both agreed that their parents encouraged them to participate in school sport. On the other hand, the finding is moderately positive; as a small number of the secondary school children indicated otherwise. Primary school children might have experienced that their parents more frequently
communicate with them on school sport issues than do those at secondary schools.

V26 – The results of the survey revealed that primary and secondary school children had mean scores of 3.40 and 2.90, respectively. These findings indicate that primary and secondary school children both agreed that they somewhat enjoy individual sport. However, the result in not generally positive; as some secondary school children indicated otherwise. Perhaps the secondary school children enjoy group sport more than they enjoy individual sport. Moreover, the finding can be explained in terms of the fact that most of the schools at townships offer more opportunities to participate in group sport than in individual sport.

V27 – The validity of this finding is overwhelmingly positive, because primary and secondary school children have mean scores of 4.29 and 3.82, respectively. Both groups of children generally admitted that they enjoy group sport. This standpoint might have been reinforced by the types of sport programmes or activities available at township schools (vide Table 6.2).

V28 – The results regarding variable 28 showed that primary and secondary school children had mean scores of 3.80 and 3.17, respectively. These findings indicate that school children both strongly agreed that they participate in school sport to compete against other children; but statistically, there was a significant difference between the respondents. The primary school children agree more with the statement than do those at secondary schools. Perhaps, secondary school children enjoy sport activities that are competitive and can measure their abilities
and skills. Since the results are positive, schools could organise more of the school sport activities that would allow children to compete against other schools.

**V29** – With these findings one cannot really say that primary and secondary school children with mean scores of 3.64 and 3.02, respectively, are generally positive regarding the variety of sport facilities availability at their schools. Although, at township schools, there are only a limited number of sport facilities; it could be that school children believe that what is currently available at schools is enough for them to enjoy sport. Statistically, there are significant differences between the two groups of respondents. The primary school children support the statement more than those at secondary school that schools have a variety of sport facilities for children. Probably, secondary school children are more interested in those sporting activities for which their school do not have facilities.

**V30** – The finding on view that school children participate in sport to meet new friends was contradictory; as secondary school children (Mean=3.79) who disagreed with the statement while primary school children (Mean=2.79) positively reported that they participate in school sport to meet new friends. However, it should also be noted that a number of respondents at secondary schools do not participate in school sport to meet new friends. Probably, secondary school children participating in school sport are not focusing on meeting friends, but are rather focused on winning and competing.

**V31** – Based on the Likert response scale, the primary and secondary school children had mean scores of 2.84 and 2.97, respectively. These findings indicate
that the school children both partially admitted that all their family members participate in sport. However, the outcome is not significantly positive, as a number of the respondents indicated otherwise. Perhaps, this could be one of the factors influencing children’s decision to participate in school sport.

**V32** – The finding on variable 32 that all siblings participate in sport, was conflicting; as primary school children (Mean=3.53) strongly agree with the statement; while those at secondary schools (Mean=2.77) reported otherwise. These findings indicated that amongst the two groups of respondents, primary school children are aware and agree with the statement that their siblings participate in school sport more than secondary school children. It is possible that secondary school children are not interested or understand the role that the siblings could play in motivating them to participate in school sport.

**V33** – The teachers’ role at schools goes beyond teaching academic work or imparting knowledge to school children. The primary and secondary school children had mean scores of 3.75 and 3.26, respectively. The school children in this study agreed that their teachers encourage them to participate in sport. However, it should also be noted that a number of respondents disagreed with this viewpoint. The reason is that secondary school children do not take teachers as role-models who can advise them about the importance of school sport.

Statistically, there is a significant difference between the two groups of respondents. The primary school children agree more than the secondary school children that teachers encourage them to participate in school sport. Probably, the
secondary school children rarely ask their teachers about sport compared to primary school children.

**V34** – This is based on the responses given by the primary and secondary school children with mean scores of 3.72 and 2.76, respectively. These findings indicate that participation in sport at township schools is not compulsory. However, not all the respondents at secondary schools are convinced that participation in school sport is not compulsory. Perhaps, secondary school children have noticed that some children participate in sport after school; while others just take their bags and go home after classes. Making school sport compulsory for children could be an important initiative for schools and the government; as this would encourage more children to participate in school sport.

**V35** – School sport could play a significant role in children's lives, as indicated by the primary and secondary school children with mean values of 4.35 and 4.16, respectively. These findings indicate that both groups of school children generally strongly agreed that school sport is important to all the children; but statistically, there are significant differences between the two groups of respondents. The primary school children agreed more than did those at secondary schools that sport is important to all children. Perhaps, the parents and teachers of the children at primary schools always tell them how important sport is.

Table 6.4 reflects the syntheses of the reasons for children's participation in school sport which are summarised based on the appropriate dependent variables and are discussed in details in this section.
TABLE 6.4: Synthesis of reasons for participating in school sport

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variable</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean for 8 variables of both primary and secondary school children</td>
<td>V21, V22, V25, V27, V28, V30, V33 and V35</td>
<td>agree and strongly agree</td>
</tr>
<tr>
<td>The mean for 5 variables of both primary and secondary school children</td>
<td>V23, V24, V26, V29, V32 and V34</td>
<td>Agree and neither agree nor disagree</td>
</tr>
<tr>
<td>The mean for 5 variables of both primary and secondary school children</td>
<td>V31</td>
<td>neither agree nor disagree and disagree</td>
</tr>
</tbody>
</table>

Participation in school sport is important; and it brings joy to the children’s lives (V21 & V35). Both groups of children agreed that sport bring joy. Fun and joy have been reported as the main reasons that school children participate in school sport and physical education (Department of Basic Education, 2013:8; Brockman, Jango & Fox, 2011; Mulivhill, Rivers & Agleton, 2000:167; Burrows, Eves & Cooper, 1999:62).

The majority of the school children support the statement that participating in sport could improve their health (V22). There is evidence that sport and physical education both had a positive effect on children’s physical and mental health (Ahn & Fedewa 2011; Mchunu, 2008; Mutrie & Parfitt, 1998). The majority of the children somewhat agree that all their friends participate in school sport. There is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V23 & V30). Friends have always been associated with social life or activities.

According to Brockman, Jango and Fox (2011), friends and the sense of belonging to a school team encourages children to participate in school sport. Both groups of children do not participate in school sport to only lose weight; they believe sport could offer them some benefits (V24). According to Southern Illinois Sport
Medicine (2010:1), sport activity should not only be used to make children lose weight, but to provide a fun, social environment for them to integrate and develop already-attained skills. Children indicated that their parents encourage them to participate in school sport; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V25, V31 & V33).

These findings are consistent with some previous research findings that also indicated that the parents and family members, with assistance from the teachers, play a role in encouraging children to enjoy, succeed and have fun in school sport (Womens’ Sport Foundation, 2012; Singh, 2006:1).

From the overall total number of children who participated in the study, 50% preferred individual sport; while the remaining 50% did not prefer or enjoy individual sport (V26). The majority of the children prefer group sport (V27). These results supported those of the Department of Culture, Media and Sport (2013:5), which found that most of the primary and secondary school children in England enjoy group sports, like rugby, cricket, table tennis and athletics. They participate in school sport, in order to compete against other children in sport (V28).

There is a variety of sport facilities available at their schools; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V29). The results of this study differ from those of Quick, Simon and Thornton (2010:23). In this study, the children state that schools
offer some, or a few or the sport facilities; whereas in England, schools provide on average 19 different sport facilities for the children.

The majority of the primary school children response was that their siblings participate in sport; while the secondary school children indicated that their siblings do not participate in sport (V32). The literature survey of Trussell’s study (2012:14) suggested that siblings’ involvement in school sport could influence their relationships and interactions in their daily life. Kay (2006:357) also stated that the influence of older sibling support, and particularly that of brothers, can motivate many children to participate in school sport.

Sport is not compulsory to all the children at both primary and secondary schools; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V34).

These findings are not consistent with some previous research findings that indicated in some countries, like Ireland, Turkey, France, and Nigeria, participation in physical education and school sport is compulsory. For example, in Ireland the compulsory physical education and sport for primary school children is 108 hours per annum and secondary schools is 200 hours per annum.

In Turkey compulsory hours range from 24 hours to 50 hours at both primary and secondary schools per annum for children to be involved in compulsory physical education and school sport (Eurydice, 2013:5). This is an indication that the majority of the respondents at primary and secondary schools are to a certain
extent, aware and certain about their reasons for participating in school sport. Strong support is found for $\text{Ha}_1$; and thus no significant difference exists between the primary and secondary school children at public township schools with regard to their reasons for participation in school sport. Therefore, $\text{Ha}_1$ is accepted ($p<0,05$) for the variables; and $\text{Ho}_1$ is rejected for the variables. The following section addresses children’s reasons for not participating in school sport.

6.2.4 Reasons for not participating in school sport

Hypothesis 2

$\text{Ho}_2$: No significant differences exist between public primary and secondary school children’s reasons for not participating in school sport.

$\text{Ha}_2$: Significant differences exist between public primary and secondary school children’s reasons for not participating in school sport.

The Mann-Whitney U test and the independent-samples t-test mean statistics were used to test the Hypothesis 2. A summary in Table 6.5 gives an overall picture of children’s reasons for not participating in school sport.

According to the hypothesis test, no significant difference exists between 9 of the variables (V36, V38, V39, V43, V46, V47, V48, V49 and V52); and significant differences exist between eight of the variables (V37, V40, V41, V42, V44, V45, V50 and V51). Thus, strong partial evidence was obtained for the acceptance of $\text{Ho}_2$, namely that no significant differences exist between primary and secondary school children’s reasons for not participating in school sport.
<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V36 I personally do not like sport.</td>
<td>1.98 (sd = 1.39)</td>
<td>Mann-Whitney U = 63522.500 Asymp. Sig = 0.287 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V37 My parents do not want me to participate in school sport.</td>
<td>2.17 (sd = 1.43)</td>
<td>Mann-Whitney U = 54053.000 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V38 My school offers limited sport programmes.</td>
<td>3.11 (sd = 1.30)</td>
<td>Mann-Whitney U = 63522.500 Asymp. Sig = 0.743 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V39 There is no access to sport facilities at my school.</td>
<td>2.47 (sd = 1.38)</td>
<td>Mann-Whitney U = 62480.500 Asymp. Sig = 0.176 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V40 Practice facilities for sport are too little at school.</td>
<td>2.68 (sd = 1.44)</td>
<td>Mann-Whitney U = 55046.000 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V41 I cannot pay for sport equipment.</td>
<td>2.46 (sd = 1.37)</td>
<td>Mann-Whitney U = 54208.000 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V42 I am not aware of sport activities offered at my school.</td>
<td>2.58 (sd = 1.42)</td>
<td>Mann-Whitney U = 57259.000 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V43 I am not motivated to participate in school sport.</td>
<td>2.50 (sd = 1.47)</td>
<td>Mann-Whitney U = 58117.000 Asymp. Sig = 0.004 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V44 I do not have time to participate in school sport.</td>
<td>2.25 (sd = 1.39)</td>
<td>Mann-Whitney U = 58117.000 Asymp. Sig = 0.004 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V45 There are a limited number of coaches to coach school sport.</td>
<td>3.43 (sd = 1.43)</td>
<td>Mann-Whitney U = 59641.500 Asymp. Sig = 0.020 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V46 There are a limited number of qualified managers to manage school sport.</td>
<td>3.18 (sd = 1.31)</td>
<td>Mann-Whitney U = 60541.500 Asymp. Sig = 0.658 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V47 The terrain outside school is unsafe after hours.</td>
<td>2.92 (sd = 1.39)</td>
<td>Mann-Whitney U = 66754.000 Asymp. Sig = 0.847 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V48 Sport participation causes lots of injuries.</td>
<td>2.78 (sd = 1.39)</td>
<td>Mann-Whitney U = 64641.000 Asymp. Sig = 0.559 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V49 There are no sporting programmes of my choice at school.</td>
<td>2.58 (sd = 1.47)</td>
<td>Mann-Whitney U = 65353.500 Asymp. Sig = 0.327 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V50 The sporting equipment at my school is old.</td>
<td>2.58 (sd = 1.34)</td>
<td>Mann-Whitney U = 59632.500 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V51 There is lack of financial support from my parent(s) in school sport.</td>
<td>3.04 (sd = 1.40)</td>
<td>Mann-Whitney U = 59262.500 Asymp. Sig = 0.014 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V52 Practice times are inconvenient for me to participate in school sport.</td>
<td>3.05 (sd = 1.39)</td>
<td>Mann-Whitney U = 61081.500 Asymp. Sig = 0.66 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
</tbody>
</table>

**Abbreviations**

- V = Variable
- Asymp. Sig. = Asymptotically Significance (2-tailed)
- Mann-Whitney U = Test Statistics for Grouping Variable: V101
- V 101 (1) = Primary school children
- V 101 (2) = Secondary school children

According to Table 6.5, a significant difference exists between the primary and secondary school children regarding their reasons for not participating in school sport.
sport; therefore, $H_a$ is rejected ($p<0.05$) for these variables. The levels of disagreement and agreement between children at primary and secondary schools regarding their reasons for not participating in school sport are explained as follows:

**V36** – Based on the Likert-response scale, the primary and secondary school children had mean scores of 1.98 and 1.85, respectively. These findings indicate that the school children from these schools both strongly disagreed with the statement that they personally do not like sport. It is evident from the findings, that the majority of the school children actually like sport. Perhaps, schools should take advantage of this outcome and introduce more sport activities and sport events for school children.

**V37** – Parents plays a significant role in children’s lives, in order to achieve better academically and socially. Based on the results given by the respondents, secondary and primary school children had mean scores of 2.17 and 1.68, respectively. These findings indicated that primary and secondary school children strongly disagreed that their parents do not want them to participate in school sport. However, the results are moderately supported by a number of secondary school respondents, who indicated otherwise – that their parents do not want them to participate in schools sport. Perhaps, it might be that the parents of the secondary schools children would like their children to focus on their studies rather than on school sport.
V38 – The findings regarding V38 showed that secondary and primary school children had mean scores of 3.11 and 3.06, respectively. These findings indicate that both groups of respondents positively support the statement that schools offer only limited sport facilities. On the other hand, this finding was moderately supported; as a small number of the respondents indicated otherwise. Perhaps, this is significantly related to the different factors that could affect the level of participation in school sport.

V39 – The availability of access to sport facilities at schools is uncertain. Based on the obtained results, the primary school (Mean=2.47) and those at secondary schools (Mean=2.31) disagreed that there is no access to sport facilities at schools. However, considering the type or condition of the school sport facilities at township schools, the respondents were not sure enough to determine whether the accessibility to sport opportunities was adequate, or not.

V40 – The finding on the perspective that practice facilities for sport are too little at schools was contradictory; as secondary school children (Mean=3.13) strongly agree with the statement; while those in primary schools (Mean=2.68) reported otherwise. Secondary school children were of a view that sport facilities at schools were inadequate, when compared to primary school children who were not supporting the statement. Perhaps, this is significantly related to the factors influencing children’s behaviour and the decision to participate in school sport. Moreover, secondary school children might be interested in sport activities that schools do not offer, or for which there are no facilities.
**V41** – Sport equipment is usually expensive; but it remains essential for children to participate in school sport. Based on the Likert-response scale, the secondary and primary school children had mean scores of 2.90 and 2.46, respectively. These findings indicate that the school children from both groups did not generally admit that they cannot pay for sport equipment. However, the finding is moderately supported by a number of respondents. There is a probability, that the lack of proper equipment would affect children’s behaviour and decisions regarding participation in school sport. However, statistically, there are significant differences between the respondents. Perhaps the primary school children have realised – more than the secondary school children – that there is a lack of equipment, because they are always participating in school sport.

**V42** – The results regarding V42 showed that primary and secondary school children had mean scores of 2.22 and 2.05, respectively. These findings indicate that the school children both disagreed that they were not aware of the sport activities offered at the schools. On the other hand, the findings are not strongly supported by a number of the respondents, who indicated otherwise. Moreover, school children might be aware of the available sport activities at schools, but the problem could be that they are not involved or participating in school sport activities.

**V43** – The analysis of the findings regarding variable 43 indicated that the primary and secondary school children had mean scores 2.60 and 2.40, respectively. The results indicate that the school children both disagreed with the statement that they were not motivated to participate in school. On the other hand, the findings
were moderately supported by a number of the school children, who indicated otherwise. As school children depend on the schools and the teachers’ information regarding school sport, any interpretation of the motivation might be confusing to many school children.

**V44** – In the analysis of the findings regarding V44, primary and secondary school children had mean scores of 2.52 and 2.25, respectively. These findings indicate that the two groups of school children both disagreed that they did not have time to participate in school sport. However, the findings are moderately supported by a small number of school children, who indicated otherwise. Perhaps, school children have enough time to participate in school sport, but there is an absence; or there is a lack of variety, in terms of sport activities and events offered by schools. Secondary school children agreed less than the primary school children, possibly because they were focused on academic work to a greater extent than the social activities at their schools.

**V45** – Although findings regarding V45 clearly suggest that primary and secondary school children with mean scores of 3.43 and 3.21, respectively, believe that there is a limited number of coaches to coach school sport. Both groups of school children agreed that there is limited number of coaches at schools to coach school sport activities; but, a small number of respondents indicated otherwise. Perhaps, this is significantly related to the factors influencing children’s behaviour and decision to participate in school sport. Primary school children agreed more than those at secondary schools, because they regularly participate in sport; and they have recognised that there is a genuine lack of qualified coaches at their schools.
V46 – Although the results of V46 clearly suggest that primary and secondary school children with mean scores of 3.18 and 3.12, respectively, believe that there is number of limited number of coaches to manage school sport. Both groups of school children strongly agreed that there were only a limited number of sport managers at schools to manage school sport; but a small number of the respondents indicated otherwise. Perhaps, this is significantly related to the factors influencing children's behaviour and decision to participate in school sport. It is evident that the majority of the schools are lacking qualified managers to manage school sport at township schools.

V47 – The findings regarding V47 showed that primary and secondary school children had mean scores of 2.92 and 2.88, respectively. These findings showed that the school children generally admitted that the terrain outside school is unsafe after hours. However, the finding is overwhelmingly supported by a number of respondents. Perhaps, the reason might be that the school children had never experienced the terrain after school hours because – they do not participate in school sport.

V48 – The findings regarding V48 showed that primary and secondary school children had mean scores of 2.78 and 2.68, respectively. These findings showed that the school children both agreed that sport participation causes lots of injuries. However the finding is overwhelmingly supported by a number of the respondents.

V49 – Based on the analysis of the findings regarding V49 secondary and primary school children had mean scores of 2.68 and 2.58, respectively. These findings
indicate that the school children both disagreed that there were no sporting programmes of their choice at their schools.

**V50** – The findings on the viewpoint that sport equipment at school is old, was contradictory; as many of the secondary school children (Mean=3.06) strongly agreed with the statement, in contrast to those at primary schools (Mean=2.58). Only the secondary school children agreed with the statement that the sporting equipment at their schools was old. The primary school children disagreed with the statement. Perhaps the primary schools children did not fully understand, or were not aware of the differences in terms of quality and technologically advanced equipment.

**V51** – Based on the results regarding V51, primary school children (Mean=3.04) and those at secondary schools (Mean=2.77) generally did not support the statement that there is a lack of financial support from the parent(s) in school sport. The findings indicate that the school children both disagreed that the parents were not supporting them financially in any school sport. However, the finding is not positively overwhelmingly, as a number of the respondents indicated otherwise. Perhaps, children are not aware that parents’ financial contribution annually at school is not enough to cover their school sport activities. Secondary school children agreed more with the statement than did those at primary schools. Perhaps, secondary school children are aware that money is needed in sport to buy equipment and affiliations fees.
Based on the findings, the primary and secondary school children had mean scores of 3.05 and 2.84, respectively. These findings revealed that both groups of the school children disagreed that practice times are inconvenient for them to participate in school sport. However, the finding is not positively overwhelmingly; as a number of secondary respondents indicated otherwise. Perhaps, the issue might be that after hours, most of the school children stayed far away from school, and then they would then have had to leave immediately after school, in order to get home. The following variables were rated by primary and secondary school children, as their reasons for not participating in school sport.

**TABLE 6.6: Synthesis of children’s reasons for not participating in school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variable</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean for 1 variable of both primary and secondary school children</td>
<td>V45</td>
<td>agree and strongly agree</td>
</tr>
<tr>
<td>The mean for 3 variable of both primary and secondary school children</td>
<td>V38, V46 &amp; 50</td>
<td>neither agree nor disagree and agree</td>
</tr>
<tr>
<td>The mean for 5 variable of both primary and secondary school children</td>
<td>V41, V47, V48, V51, V52</td>
<td>neither agree nor disagree and disagree</td>
</tr>
<tr>
<td>The mean for 8 variable of both primary and secondary school children</td>
<td>V36, V37, V39, V40, V42, V43, V44 &amp; V49</td>
<td>strongly disagree and disagree</td>
</tr>
</tbody>
</table>

School children disagreed with the statement: “I personally do not like sport”. The majority of the school children, including those who do not participate disagreed with the statement that they did not like sport (V36). According to Davis (2013:1), school children like sport because through sport they get time to socialise with other children of their age: either as participants or as spectators. Some school children believed that their school offers limited sport programmes; while others think that their school does not offer all sport programmes, but a limited sport programme (V38).
Access is not the only problem for school children who do not participate in school sport (V39, V43, 40 & V49). This supports the findings of Mchunu and Le Roux (2010:96); and Goldsmith (2003:152). Their findings show that a lack or limited sport activities, sport equipment and facilities contribute to the non-participation in sport at both primary and secondary schools. Ofsted (2013) also states that not all children have good sport and physical education at their schools, because some schools do not provide enough programmes or facilities to accommodate all the children’s needs.

There are a limited number of qualified managers and coaches in school sport. School children believe that there are a limited number of qualified people at the schools to co-ordinate school sport (V45 & V46). These results support the findings of Singh and Surujlal (2010:118) that there are some sport coaches and managers at schools who are not qualified, and that do not comply with the minimum requirement. Ofsted (2013:10) reports that there are over 55% of teachers teaching physical education and sport at schools had a degree or higher qualification. The environment outside school is unsafe after hours; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V47).

Jacobson, Riesch, Temkin, Kedrowski and Kluba (2010:150) also found that children provided evidence that they do not feel safe in their schools after hours to participate in school sport. Sport participation causes lots of injuries; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V48). According to Abernethy and MacAuley
(2003:354), physical education and school sport are not risk-free. They further emphasise that sport offers a variety of benefits; but contact sports like rugby, soccer and netball are also the largest contributing factor to injuries at primary and secondary schools.

Practice times are inconvenient for one to participate in school sport (V52 &V44). These findings are consistent with some previous research findings that also indicated that most of the children tend to occupy their free time with other social activities. This leaves them with a limited time for school sport (Mirsafian, 2014:96). Quick, Simon and Thornton (2010:32) state that participation in school sport increases per week across primary schools; and it decreases rapidly in secondary schools.

Some of the school children were not aware of the sport activities offered at their schools (V42); and some of the sporting equipment at school was old (V50). Other children, especially those from secondary schools felt that there was a lack of financial support from their parent(s) for school sport (V51). For the children to continue engaging in school sport programmes, parents should financially contribute towards the equipment expenses, transportation to sport events, club membership, coaching and competition entry fees, in order to support the schools and their children.

In light of such costs, it is not surprising that sport participation is most prevalent among children from high-income households (Brophy, Cooksey, Lyons, Thomas, Rodgers & Gravenor, 2011:10; Dodge & Lambert, 2009:814). H_a was rejected for
the majority of the variables, and only accepted for eight of the variables (V37, V40, V41, V42, V44, V45, V50, and V51). Therefore, strong partial evidence was obtained for accepting Ho, namely that no significant difference exists between primary and secondary schools regarding children’s reasons for not participating in school sport.

6.2.5 Children's perceptions regarding sport participation

The variables stated below were found to determine school children’s perceptions regarding sport participation. The Mann-Whitney U test and independent-samples t-test for the mean statistics (calculated independently) were used to test Hypothesis 3.

Hypothesis 3

Ho: No significant differences exist between public primary and secondary school children’s perceptions on sport participation at schools.

Ha: Significant differences exist between public primary and secondary school children’s perceptions on sport participation at schools.

A summary of Table 6.7 describes the perceptions of the children at primary and secondary schools towards sport participation. The t-test mean statistics calculated in Table 6.7 were used to test Hypothesis 3. (According to the hypothesis test, no significant differences exist between ten of the variables, namely: V55, V56, V57, V58, V59, V60, V61, V63, V64 and V65).
<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation (sd))</th>
<th>Significance</th>
<th>Outcome of hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V53 Participating in school sport is important to me.</td>
<td>4.49 (sd = 1.03) 3.95 (sd = 1.23)</td>
<td>Mann-Whitney U = 47376.000 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V54 It is not important for my school to have good sporting facilities.</td>
<td>2.45 (sd = 1.51) 2.07 (sd = 1.30)</td>
<td>Mann-Whitney U = 57738.500 Asymp. Sig = 0.002 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V55 Qualified sport personnel (e.g. coaches, administrators or managers) can improve the quality of school sport.</td>
<td>4.19 (sd = 1.05) 4.07 (sd = 1.09)</td>
<td>Mann-Whitney U = 61864.500 Asymp. Sig = 0.102 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V56 Government should develop teachers to become professional sport coaches.</td>
<td>3.93 (sd = 1.29) 3.94 (sd = 1.20)</td>
<td>Mann-Whitney U = 65347.000 Asymp. Sig = 0.728 p value = 0.728</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V57 Participating in school sport can help children achieve better grades (academically).</td>
<td>3.81 (sd = 1.38) 3.96 (sd = 1.16)</td>
<td>Mann-Whitney U = 65070.000 Asymp. Sig = 0.638 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V58 Awareness campaigns about school sport can encourage more children to participate in sport.</td>
<td>3.98 (sd = 1.10) 4.05 (sd = 1.04)</td>
<td>Mann-Whitney U = 64227.000 Asymp. Sig = 0.451 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V59 Sport should be compulsory in all schools.</td>
<td>3.95 (sd = 1.22) 3.91 (sd = 1.23)</td>
<td>Mann-Whitney U = 65025.500 Asymp. Sig = 0.643 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V60 Children do not participate in sport because there is limited sporting equipment at schools.</td>
<td>3.13 (sd = 1.42) 3.16 (sd = 1.34)</td>
<td>Mann-Whitney U = 65933.000 Asymp. Sig = 0.896 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V61 Children need to understand the importance of sport, so that they can make informed decisions about sport participation.</td>
<td>4.21 (sd = 1.07) 4.15 (sd = 0.96)</td>
<td>Mann-Whitney U = 61659.000 Asymp. Sig = 0.086 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V62 Financial support from local businesses towards school sport can influence children to participate.</td>
<td>3.97 (sd = 1.13) 3.80 (sd = 1.11)</td>
<td>Mann-Whitney U = 58843.500 Asymp. Sig = 0.021 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V63 Government should put more money into school sport, to encourage more children to participate.</td>
<td>4.12 (sd = 1.15) 4.06 (sd = 1.14)</td>
<td>Mann-Whitney U = 65327.000 Asymp. Sig = 0.307 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V64 Schools and communities should work together to promote school sport.</td>
<td>4.25 (sd = 1.07) 4.23 (sd = 1.01)</td>
<td>Mann-Whitney U = 64167.500 Asymp. Sig = 0.422 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>V65 All children should be given the opportunities to participate in school sport.</td>
<td>4.06 (sd = 0.99) 4.17 (sd = 0.99)</td>
<td>Mann-Whitney U = 61900.500 Asymp. Sig = 0.103 p value = 0.05</td>
<td>H0 accepted</td>
</tr>
<tr>
<td>66 The availability of technologically advanced sport equipment can encourage more children to play sport.</td>
<td>3.74 (sd = 1.03) 3.96 (sd = 1.00)</td>
<td>Mann-Whitney U = 57775.000 Asymp. Sig = 0.002 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
</tbody>
</table>

**Abbreviations**

V = Variable  
Asymp. Sig. = Asymptotically Significance (2 - tailed)  
Mann-Whitney U = Test Statistics for Grouping Variable: V101  
V 101 (1) = Primary school children  
V 101 (2) = Secondary school children

Thus, strong partial evidence was obtained for accepting H0 that namely that no significant difference exists between primary and secondary school children’s perceptions on sport participation. According to the hypothesis test done for the variables in Table 6.7, a significant difference exists between the perceptions of the primary school children and those at secondary schools regarding sport participation.
participation for the variables V53, V54, V62 and V66 V53. Therefore, Ho3 is accepted (p<0.05), and Ha3 is rejected (p>0.05) for the variables V53, V54, V62 and V66 V53.

**V53** – The findings on children’s perceptions regarding the importance of sport were inconsistent; as primary school children (Mean=4.49) strongly support the view that participating in school sport is important; while those at secondary schools (Mean=3.95) reported otherwise. Most primary school children believe (more than the secondary school children) that participating in school sport is important to them. Perhaps it may be that primary school children have experienced that participation in school sport is beneficial compared to secondary school children.

**V54** – The availability of sport facilities at schools can be an opportunity for school children to be exposed to quality sport programmes. These findings were contradictory as regards the opinion that it is not important to have good sport facilities at schools. Primary school children (Mean=4.45) strongly disagreed with the statement; while secondary school children (Mean=2.07) partially supported the statement. These findings indicated that primary school children are keener; and interested in having quality sport facilities at their schools compared with secondary school children. Perhaps the significant difference is driven by the fact that most of the children at primary schools participate in school sport more than do secondary school children.
V55 – The findings regarding V55 revealed that secondary and primary school children had mean scores of 4.19 and 4.07, respectively. These findings indicated that school children both strongly agree that qualified sport personnel (e.g. coaches, administrators or managers) can improve the quality of school sport. Statistically, significant differences exist between the responses of the primary and secondary school children. Having qualified personnel can improve the quality, instil culture, and attract more children to school sport.

V56 – The findings regarding V56 showed that primary and secondary school children had mean scores of 3.93 and 3.97, respectively. The results show that school children believe that government should develop teachers to become professional sport coaches. Perhaps that could motivate more children to participate in school sport. However, the findings are moderately positive; as a small number of the respondents indicated otherwise.

V57 – Based on the results obtained from the survey, primary school children (Mean= 3.81) and those at secondary schools (Mean=3.86) strongly agreed or supported the viewpoint that participating in school sport can help children achieve better grades (academically). These findings indicate that school children believe that participating in school could help them achieve better results at schools.

V58 – Awareness campaigns regarding school sport can be advantageous. For instance, the findings regarding V58 revealed that primary and secondary school children had mean scores of 3.98 and 4.05, respectively. The finding is positive; as the large number of school children strongly agreed that awareness campaigns on
school sport could encourage more children to participate in sport. This is mainly because awareness campaigns could give school children more insight into the importance and the benefits of participating in school sport.

**V59** – Based on the results obtained from the survey, making sport compulsory at all township schools could have positive advantages. Primary and secondary school children had mean scores of 3.95 and 3.91, respectively. These findings revealed that both groups of children strongly support the idea that sport should be compulsory in all schools. However, the finding is not positive, as a small number of respondents indicated otherwise.

**V60** – Based on the results of the survey regarding V60, secondary school children and primary school children had mean scores of 3.16 and 3.13, respectively. These findings indicate that both groups of respondents strongly believed and support the notion that children do not participate in sport because there is only a limited amount of sport equipment at schools. Perhaps, this is related to the different factors influencing the level of participation in children regarding school sport.

**V61** – Understanding the importance of school sport is not only relevant in causing children to gain knowledge on the benefits of sport. The primary school children (Mean=4.21) and the secondary school children (Mean=4.15) also strongly agreed that understanding the importance of school sport can assist children make informed decisions about school sport. However, it should be noted that there is a small contradiction between the respondents. Perhaps, this is significantly related
to the factors influencing children’s level of participation in school sport and their behaviour regarding sport. They might have consulted their older siblings, in order to understand better the importance of sport.

**V62** – The findings regarding V62 revealed that primary and secondary school children had mean scores of 3.97 and 3.80, respectively. These findings indicate that both groups of teachers generally agreed that financial support from local businesses for school sport could influence children to participate. However, it should be noted that a small number of respondents generally disagreed with the statement. Primary school children agreed more with the statement than did secondary school children that funding from businesses is needed to support school sport. Perhaps primary school children have noticed that their school sport facilities and equipment are not in good condition, so sponsorship is needed.

**V63** – The results regarding V63 revealed that primary and secondary school children had mean scores of 4.12 and 4.06, respectively. These findings indicate that both groups of school children strongly agreed that the government should put more money into school sport to encourage more children to participate. Considering that the respondents agreed that the government should put more money into school sport, there is a greater opportunity that good-quality sport facilities could be improving, and qualified coaches could be hired to work at township schools.

**V64** – Communities could play a significant role in improving the quality of the educational environment. Based on the results regarding V64, primary and the
secondary school children have mean scores of 4.25 and 4.23, respectively. These findings indicate that the school children strongly agreed that schools and communities should work more closely together to promote school sport. Considering that the respondents agreed that there could be a good relationship between school and communities to grow school sport, there is a greater opportunity for the government to employ or to mandate communities to assist in developing sport programmes at schools.

**V65** – Based on the findings regarding V65, children should be given a full opportunity to participate in school sport. Primary school children (Mean=4.06) and those at secondary schools (Mean=4.17) strongly believed that all school children should be given the opportunity to participate in school sport. The more school children exposed to opportunities offered by school sport, the better their chances of participating in school sport.

**V66** – Based on the findings regarding V66, primary and secondary school children had mean scores of 3.74 and 3.94, respectively. The findings indicate that the availability of technologically advanced sport equipment could encourage more children to play sport. However, the findings are not generally supported by all the respondents; a small number of respondents indicated otherwise. Statistical differences between primary and secondary school children could indicate that secondary school children are more experienced and knowledgeable. Technologically advanced equipment could improve athletes’ performance in sport. The following variables were rated based on children’s perceptions regarding sport.
participation as presented in table 6.8.

**TABLE 6.8: Synthesis of children’s perceptions regarding sport participation**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variable</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean for 11 variables out of 14 variables for both primary and secondary school children</td>
<td>V53, V55, V56, V57, V58, V59, V61, V62, V63, V64, V65, &amp; V66</td>
<td>Agree and strongly agree</td>
</tr>
<tr>
<td>The mean for 3 variables out of 14 variables for both primary and secondary school children</td>
<td>54 &amp; V60</td>
<td>Neither agree nor disagree and agree</td>
</tr>
</tbody>
</table>

Majority of the children at township schools understood that participating in school sport is important; and also they acknowledged the importance of being well-informed about sport, so that they could make informed decisions about opportunities in sport. However, there was a distinct difference in the level of agreement and disagreement between primary and secondary school children (V53 & V61). The literature survey on the study of Zullig and White (2010:277) suggested that the participation of children in school sport could be linked to higher life satisfaction.

It is important for schools to have good sport facilities and technologically advanced equipment (V54 & V66); and they believed that qualified sport personnel/people should be recruited to improve the quality of sport at schools (V55). These findings are consistent with some previous research findings that also indicated that closer, clean, attractive, and well-equipped school sport facilities affect school children’s choices to participate in school sport.

Also, qualified sport coaches and administrators could provide, fun, enjoyment, motivation, confidence, safety and lifelong involvement of children in school sport (Discovery Healthy Active Kids report, 2007:4; Edim, Okou & Odok, 2012:822).
The majority of the children believed that government should develop teachers to become professional sport coaches; and they should invest more money in school sport to encourage more school children to participate (V56 & 63). The literature surveys of Mwangi, Kamenju and Rintaugu, 2013:4; Muniu, 2009; Chung, 2006:27) also suggested that the training of teachers to become competent in managing and coaching sport would enable schools to develop quality and enjoyable physical education and sport programmes.

School sport should be made compulsory to all school children; and sport could help them achieve better grades academically (V57 & V59). David Cameron, the Prime Minster of England in 2012, recommended that school sport and competitive team sport should be made compulsory in all schools, because schools had fewer than half of their school children competing against other schools.

According to Edwards (2011), the Minister of Sport and Recreation in South Africa, Fikile Mbalula, emphasised that his ministry is planning, together with the Ministry of Basic Education in South Africa, to make sport compulsory at all 30 000 schools in South Africa. Awareness campaigns on school sport are important to encourage children to participate in sport; and schools and their communities should work together to promote school sport; and schools should regularly inform children about the sport opportunities that are available (V58, V64 & 65).

Pate et al. (2006:1220) and Epstein (2005:179) also found that schools are a suitable place to promote sport, because school children spend large amounts of
time in the school environment. Schools should promote and create awareness about sport and its importance. These findings are consistent with some previous research findings that also indicated that community sport clubs should act as a catalyst to assist schools to promote school sport to children.

Communities should make appropriate sport and physical activity programmes for children available at home and schools (Okayasu, Kawahara & Nogawa, 2010:164; Murphy, Carbone, and the Council on Children with Disabilities, 2008:1058; Epstein, 2003; Estabrooks et al., 2003:104). The majority of children believe that financial support from businesses for school sport could influence children to participate (V62).

School children who do not participate in school sport because there is a lack of good-quality equipment; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children on this issue (V60). The provision of adequate physical resources, including facilities, equipment and maintenance could help in influencing attitudes and facilitating success in school sport.

The Physical Education and Sport Program's learning environment suggests that equipment should be available to children engaged in large-muscular activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching (Zeng et al., 2011:534; Rikard & Banville, 2006:385; Greenwood & Stillwell, 2001:21).
Ha3 was rejected for most of the variables, and only four variables were accepted (V53, V54, V62 & V66). Therefore, strong partial evidence was obtained to accept Ho3. In conclusion, no significant difference exists between primary and secondary school children regarding their perceptions on sport participation.

6.2.6 Schools’ influence on children’s level of participation in sport

The variables on Table 6.9 focused on understanding school influence on children’s level of participation in sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test hypothesis 4. Table 6.9 focuses on the levels of agreement or disagreement between the independent variables.

**Hypothesis 4**

**Ho4**: No significant differences exist between public primary and secondary schools regarding their influence on children’s level of sport participation.

**Ha4**: Significant differences exist between public primary and secondary schools’ influence on children’s level of sport participation.

Statistically, no significant difference exists between twelve variables, namely: V67, V68, V69, V70, V71, V72, V73, V75, V76, V77, V79 and V80), according to the hypothesis test.
Thus strong partial evidence was obtained for accepting Ho₄ (p>0.05), namely, that no significant difference exists between primary and secondary school children’s perception regarding school’s influence on their level of sport participation. With two of the variables, V74 and V78, statistically a significant difference exists; and therefore Ha₄ is rejected (p<0.05) for the variables.
On the levels of agreement or disagreement, as reflected on the five-point scale used in the questionnaire, the next variables will be analysed, according to the scale.

**V67** – The findings regarding V67 showed that primary and secondary school children had mean scores of 4.22 and 4.21, respectively. The finding indicates that the school children both strongly agreed that schools should regularly inform children about sport opportunities offered by the school. This could assist schools to improve the level of participation in school sport. However, the finding is not fully supported by all the respondents; a small number of the school children do not support this viewpoint.

**V68** – The results of the survey regarding V68 revealed that primary school children (Mean= 4.44) and secondary school children (Mean=4.39) strongly agreed that sport facilities should always be kept clean and in good condition at all times. However, the findings were not supported by all the school children. Based on the respondents’ level of agreement on their viewpoint, schools and the government could use this as a tool to attract school children to participate in sport.

**V69** – Based on the results regarding V69, primary and secondary school children both had similar mean scores of 4.28. These findings indicate that the school children both strongly agreed that quality sport equipment should be made available to all children at schools. Perhaps this could improve children’s behaviour and decision-making regarding school sport.
**V70** – Based on the results regarding V70, primary and secondary school children had mean scores of 4.17 and 4.16, respectively. These findings indicate that the school children strongly agreed that sport activities (e.g. practice sessions, and games times) should be made more convenient for all school children. However, the finding is moderately supported by all the school children, as some of them indicated otherwise.

**V71** – The results of the survey regarding V71 revealed that primary school children (Mean=4.16) and those at secondary schools (Mean=4.11) strongly agreed that teachers should be passionate about school sport. From the given advantage factor, schools could be able to use the teachers to communicate to school children about school sport on a regular basis. However, the findings are not generally positive, as a small number of the respondents indicated otherwise.

**V72** – The results of the survey regarding V72 revealed that primary and secondary school teachers had mean scores of 4.34 and 4.32, respectively. These findings indicate that school children agreed that schools should give children the opportunity to compete against other schools in sport. Perhaps this might promote and attract children to participate in school sport.

**V73** – The results of the survey regarding V73 revealed that primary school children (Mean=4.32) and those at secondary school (Mean=4.33) strongly agreed that schools should have security, to protect the terrain for those playing sport after hours. Statistically significant differences exist between the two groups of
respondents. This could be a good strategy to attract children, teachers and parents to become involved in school sport after school hours.

**V74** – The use of formally structured sport leagues and tournaments could be advantageous to the growth of school sport. There was a strong agreement by the primary (Mean=4.33) and secondary (Mean=4.18) school children that schools should participate in sport leagues that could improve the level of participation in school sport. These findings indicated that both groups of school children agreed that schools should be involved in school leagues. Statistically, there are significant differences between both groups of respondents. The primary school children agreed more than the secondary school children that schools should be involved in school leagues. This could help schools to attract more children to participate in school sport and attract sponsorship from local businesses.

**V75** – The results of the survey regarding V75 revealed that primary and secondary school children had mean values of 3.94 and 3.88, respectively. These findings indicate that the school children agreed that community sport teams should recruit players from schools. However, the findings are not strongly positive; as a small number of the respondents indicated otherwise.

**V76** – The results of the survey regarding V76 revealed that primary and secondary school children had mean values of 4.00 and 3.93, respectively. These findings indicate that the school children of both groups agreed that schools should establish committees for each sport programme at schools. However, the findings are moderately positive, as a small number of the respondents indicated
otherwise. Based on these positive factors, it is evident that children would like to see their parents involved in school sport activities. Parents' involvement would encourage more children to become involved in school sport.

V77 – The results of the survey regarding V77 showed that primary and secondary school children had mean values of 4.29 and 4.37, respectively. These findings indicate that the school children strongly agreed that schools should give sport bursaries to children excelling in school. However, the finding is moderately positive; as a small number of the respondents indicated otherwise. Perhaps this could be a good idea to attract children to participate in school sport.

V78 – Regarding V78 the respondents had mean values of 3.89 and 3.64, respectively. The primary and secondary school children noted and agreed that it would be convenient for schools to offer/present sport or physical activities during normal schooling hours. However, the finding was moderately positive; as a small number of the respondents indicated otherwise. This could help the schools assist children to live a healthy lifestyle. Statistically, there is a significant difference between both respondent groups. The primary school children agreed more with the statement that sport should be presented during the normal school hours.

V79 – Based on results regarding V79, primary and secondary school children both had similar mean score of 4.08. These findings indicate that the school children both strongly agreed that schools should motivate children to participate in sport. Perhaps, this could improve children’s behaviour and decision regarding
school sport. However, the finding is moderately positive; as a number of the respondents indicated otherwise.

V80 – The results of the survey revealed that both primary and secondary school children (Mean=4.08) strongly agreed that schools should hire/appoint people to specifically teach children about sport. This could be a good strategy to attract children, teachers and parents to become involved in school sport after school hours.

The following variables were rated by primary and secondary school children regarding schools’ influence on children’s level of participation in sport.

| Table 6.10: Synthesis of schools’ influence on children’s level of participation in sport |
|-----------------------------------------------|---------------------------------|--------------------------------|
| Number of variables                          | Variable                        | Five-point scale range         |
| The mean for 13 of both primary and secondary school children | V67, V68, V69, V70, V71, V72, V73, V74, V75, V76, V77, V78 & V80 | Agree and strongly agree       |
| The mean for 1 variables of both primary and secondary school children | V78                             | Neither agree nor disagree and agree |

The respondents from primary and secondary schools in the City of Tshwane acknowledged the following regarding schools’ influence on sport participation:

That schools should regularly inform them about opportunities offered in sport at schools, but there was a distinct difference in the level of agreement and disagreement between primary and secondary school children (V67). These findings are significant, because schools are an ideal place to promote opportunities for sport participation, because they can provide access to opportunities for children to be physically and mentally active. Schools could also promote a range of competitive and non-competitive activities (Fuller, Sabiston,

Majority of the children indicated the importance of keeping school sport facilities clean and in good condition at all times; and lastly, to have proper security to protect the terrain at schools (V68 & V73). According to Singh (2004), for the children to be attracted to sport, schools and the teachers should ensure that sport facilities at schools are safe and clean at all time. These findings are significant because schools and community should contribute to the promotion of sport participation by providing adequate sport facilities.

A lack of sport infrastructure can be a major constraint to sport participation. The success of facility management involves maintaining the actual building itself and providing safety and security, in order to attract athletes (Wicker, Hallmann & Breuer, 2012:55; Zeng et al., 2011:534; Xiong, 2007:442). They welcomed the idea that quality sport equipment and activities should be made available and convenient for all the children; but there was a distinct difference in the level of agreement and disagreement between primary and secondary school children (V69 & V70).

The literature survey of Beets et al., (2007:125) supported the findings of this study because it suggested that the perceived behavioural control for children’s involvement in vigorous sport activity requires proper equipment. Good quality equipment could improve the self-esteem and confidence levels of the athletes. The majority of them indicated that teachers should be passionate about sport;
and schools should hire people to specifically teach sport (V71 & 80). The literature survey of Eurydice (2013) reported that across Europe, most of the teachers at schools have sport qualifications and they specialises in physical education and sport. Passionate sport teachers can motivate children to participate in school sport. They would be more influenced if they could be given the opportunity to compete against other schools and participate in sport leagues (V72 & V74). The literature survey of Eurydice (2013) reported that for children to be competitive, they should compete against others in organised school sport competitions.

Community sport teams should recruit players from schools and establish committees for each sport programme (V75, & 76). Prew (2009:842); Steele and Caperchione (2005:216); and Epstein (2003) suggested that communities should be involved in determining the development priorities in the schools, supplying voluntary and paid services to the schools, helping the schools raise and manage funds, and sitting on and running some school committees. School children believe that awarding bursaries to children who excelled in school sport and motivating them to participate would greatly contribute to increase of participation (V77 & V79).

Children agree with the fact that schools should find a way to present sport or physical activities during normal schooling hours (V78). These findings are consistent with some previous research findings that also indicated schools could reach a large number of children with offerings that include motivation in
unstructured recess, physical education (PE) and sport in the classroom, as well as before and after school.

The current literature supports the link between sport and fitness activities that enhance a child’s ability to achieve academically (Kibbe, Hackett, Hurley, McFarland, Schubert, Schultz & Harris, 2011:49; Ahmed, Macdonald, Reed, Naylor, Liu-Ambrose & McKay, 2007:372). Strong partial evidence was obtained for accepting $H_0^4$ ($p>0.05$), namely, that no significant difference exists between the primary school children and secondary school children with regard to their level of sport participation at schools. With two of the variables, V74 and V78, statistically a significant difference exists; and therefore, $H_a^4$ is rejected ($p<0.05$) for these variables.

### 6.2.7 Parents’ influence on children’s level of participation in school sport

The variables in Table 6.11 show the understanding of parents’ influence on children’s level of participation in school sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to assess Hypothesis 5. Table 6.11 focuses on the levels of agreement or disagreement between the independent variables.

According to Hypothesis 5, a statistically significant difference exists between twelve of the variables, namely: V81 to 92, therefore, $H_{a5}$ is accepted ($p>0.05$); while $H_{05}$ ($p<0.05$) is rejected for these variables.
Hypothesis 5

**H₀₅**: No significant differences exist between parents’ influence on public primary and secondary school children’s level of sport participation.

**Hₐ₅**: Significant differences exist between parents’ influence on public primary and secondary school children’s level of sport participation.

**TABLE 6.11: Parents’ influence on children’s level of participation in school sport**

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V81 My parent(s)/guardian(s) always encourage me to participate in school sport.</td>
<td>4.14 (sd = 1.23)</td>
<td>3.59 (sd = 1.27)</td>
<td>Mann-Whitney U = 47956.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V82 My parent(s)/guardian(s) are aware of the sport activities offered at my school</td>
<td>4.17 (sd = 1.07)</td>
<td>3.50 (sd = 1.30)</td>
<td>Mann-Whitney U = 46151.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V83 My parent(s)/guardian(s) regularly attend school sport activities to support me.</td>
<td>3.86 (sd = 1.32)</td>
<td>2.78 (sd = 1.33)</td>
<td>Mann-Whitney U = 37553.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V84 My parent(s)/guardian(s) are involved in the school sport committees/governing body.</td>
<td>3.54 (sd = 1.36)</td>
<td>2.49 (sd = 1.29)</td>
<td>Mann-Whitney U = 38732.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V85 My parent(s)/guardian(s) continuously buy me necessary sporting equipment.</td>
<td>3.79 (sd = 1.31)</td>
<td>2.99 (sd = 1.38)</td>
<td>Mann-Whitney U = 44579.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V86 My parent(s)/guardian(s) volunteer in sport activities as officials, coaches at my school.</td>
<td>3.40 (sd = 1.39)</td>
<td>2.43 (sd = 1.29)</td>
<td>Mann-Whitney U = 41019.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V87 My parent(s)/guardian(s) encourage me to speak about difficulties encountered in sport</td>
<td>4.02 (sd = 1.23)</td>
<td>3.21 (sd = 1.33)</td>
<td>Mann-Whitney U = 42474.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V88 My parent(s)/guardian(s) find it difficult to financially contribute towards sport activities at my school.</td>
<td>3.52 (sd = 1.31)</td>
<td>2.94 (sd = 1.22)</td>
<td>Mann-Whitney U = 48855.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V89 My parent(s)/guardian(s) are always willing to transport me to school sport events.</td>
<td>3.83 (sd = 1.33)</td>
<td>3.16 (sd = 1.33)</td>
<td>Mann-Whitney U = 46991.500 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V90 My parent(s)/guardian(s) do not have time to attend sport activities at my school.</td>
<td>3.27 (sd = 1.41)</td>
<td>2.88 (sd = 1.35)</td>
<td>Mann-Whitney U = 55521.000 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V91 My parent(s)/guardian(s) are always up to date about the sport schedules at my school.</td>
<td>3.70 (sd = 1.21)</td>
<td>2.94 (sd = 1.32)</td>
<td>Mann-Whitney U = 45215.00 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
<tr>
<td>V92 My parent(s)/guardian(s) allow me enough time to participate in sport.</td>
<td>3.95 (sd = 1.17)</td>
<td>3.40 (sd = 1.24)</td>
<td>Mann-Whitney U = 49821.00 Asymp. Sig = 0.000 p value = 0.05</td>
</tr>
</tbody>
</table>

**Abbreviations**

V = Variable
Asymp. Sig. = Asymptotically Significance (2 - tailed)
Mann-Whitney U = Test Statistics for Grouping Variable: V101
V 101 (1) = Primary school children
V 101 (2) = Secondary school children
Strong evidence was obtained for accepting $H_a_5$ ($p>0.05$), namely, that a significant difference exists between parents’ influence on primary and secondary school children’s level of sport participation in school sport. Statistically, a significant difference exists; and therefore $H_0_5$ is rejected ($p<0.05$); while $H_a_5$ is accepted ($p>0.05$) for all the variables.

**V81** – The findings regarding V81 revealed that primary and secondary school children had mean score of 4.14 and 3.59, respectively. These findings indicate that the school children both agreed that their parent(s)/guardian(s) always encourage them to participate in school sport. However, the findings between the two groups of respondents are contradictory; as primary school children supported the statement more than the secondary school children. Perhaps, parents with children at primary schools are more informed and updated on the activities taking place at schools. However, the findings are moderately positive, as a small number of respondents indicated otherwise.

**V82** – The results of the survey regarding V82 showed that primary (Mean=4.17) and secondary (Mean=3.50) school children supported the view that their parent(s)/guardian(s) are aware of the sport activities offered at their schools. These findings indicated that school children from both groups agreed with the statement. However, the finding is not supported by a small number of the respondents, who indicated otherwise. Perhaps secondary school children feel more independent, and that they do not need their parents’ support, compared with primary school children.
V83 – The findings regarding parents’ regular attendance of school sport activities to support their children was contradictory; as primary school children (Mean=3.86) partially support the statement that parent(s)/guardian(s) regularly attend school sport activities to support them; while those at secondary schools (Mean=2.78) reported otherwise. From the given findings, secondary school children disagree with the statement, because they believed that their parents do not regularly attend school sport activities to support them. This viewpoint could be one of the factors influencing school children to be motivated to participate in school sport.

V84 – The findings on parent(s)/guardians’ involvement in the school sport committees/governing body were contradictory, as primary school children (Mean=3.54) generally support the statement; while those at secondary schools (Mean=2.49) reported otherwise, because they do not agree that their parents are involved in school in sport. However, the finding is not generally positive, as a large number of the respondents indicated otherwise. Perhaps the secondary school children do not want to involve their parents in any of the school activities – feeling that they might embarrass them.

V85 – Parents’ financial contribution to their children’s sport equipment could create a positive atmosphere for children to participate in school sport. As indicated by the respondents, the finding on this topic was contradictory as primary school children (Mean=3.79) generally support the statement; while secondary school children (Mean=2.99) reported otherwise. Secondary school children strongly disagreed with the statement that their parents continuously buy
them sport equipment to participate in sport – compared to the views of primary school children. They might have experienced that their parents do not want to contribute anything towards their involvement in school sport.

**V86** – The analysis of the findings regarding V86 showed that parents frequently volunteer in sport activities as officials (e.g. scorekeeper and coaches) was inconsistent; as primary school children (Mean=3.40) partially supported the statement; while secondary school children (Mean=3.40) reported otherwise. The secondary school children disagreed largely with the statement that their parents frequently volunteer in school sport activities. However, the findings are not positive; as a huge number of the respondents indicated otherwise. Perhaps, children and schools do not communicate with the parents on the opportunity of volunteering as officials in school sport.

**V87** – The findings regarding V87 indicated that primary and secondary school teachers had mean score of 4.02 and 3.21, respectively. These findings indicate that school children partially support the view that their parent(s)/guardian(s) encourage them to speak about difficulties encountered in sport at schools. However, the finding is not positive, as a number of the respondents indicated otherwise. Communication between parents and their children regarding the issues, like the role of sport, the benefits of sport and injuries in sport are important; because they may influence children to participate in school sport. Primary school children have experienced more than those at secondary schools that their parents take time to speak with them about school sport issues and opportunities.
V88 – The findings on school children’s point of reference that parents find it difficult to financially contribute towards sport activities at schools was contradictory, as primary school children (Mean=3.52) agreed with the statement; while those in secondary schools (Mean=2.94) reported otherwise. Because more primary school children are involved in school sport activities, compared with secondary school children, they can easily discern that parents find it difficult to contribute financially towards school sport.

V89 – The results regarding V89 indicated that primary and secondary school children had mean score of 3.83 and 4.83, respectively. These findings indicate that school children partially agree that their parent(s)/guardian(s) are always willing to transport them to school sport events. However, the findings are moderately positive, as a number of the respondents indicated otherwise. Children could be positively influenced if their parent would always transport them to school sport events. Statistically, there are significant differences between both groups of respondents. The secondary school children agree more than the primary school children that their parents are always willing to transport them to school sport events.

V90 – The findings on the point of view that their parent(s)/guardian(s) do not have time to attend sport activities at their schools was contradictory; as the primary school children (Mean=3.27) support the statement; while those in secondary school, reported otherwise and expressed a contrary opinion (Mean=2.88). Secondary school children are of the view that their parents do not have time to attend school sport activities, compared to primary school children. Perhaps if
parents could take the time to attend school sport activities, more children at township schools could develop an interest in participating in school sport.

**V91** – The findings on whether parent(s)/guardian(s) are always up-to-date about the sport schedules at their schools were contradictory; as the primary school children (Mean=3.70) generally supported the statement; while those at secondary schools (Mean=2.94) reported otherwise, and gave a contrary opinion. Secondary school children do not agree with the statement that parent(s)/guardian(s) are always up-to-date on the sport schedules at their schools. They hardly participate in school sport; or their parents are not interested in the activities taking place at schools.

**V92** – The results regarding V92 revealed that primary and secondary school children had mean scores of 3.95 and 3.40, respectively. These findings indicate that the school children agreed that their parent(s)/guardian(s) always allow them enough time to participate in sport. However, the findings are moderately positive, as a number of the respondents indicated otherwise. Primary school children tend to agree more with the statement than those at secondary schools. Probably this difference can be explained in the light of the primary school children experiencing less complaints from their parents when they come back late from participating in school sport activities.

The following variables were rated by primary and secondary school children regarding parents’ influence on children’s level of participation in school sport as their reasons for not participating in school sport.
TABLE 6.12: Synthesis of parents’ influence on children’s level of participation in school sport

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variable</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean for 3 variables of both primary and secondary school children</td>
<td>V81, V82 &amp; V87</td>
<td>Agree and strongly agree</td>
</tr>
<tr>
<td>The mean for 6 variables of both primary and secondary school children</td>
<td>V83, V85, V88, V89, V91 &amp; V92</td>
<td>Neither agree nor disagree and agree</td>
</tr>
<tr>
<td>The mean for 1 variables of both primary and secondary school children</td>
<td>V90</td>
<td>Neither agree nor disagree and disagree</td>
</tr>
<tr>
<td>The mean for 2 variables of both primary and secondary school children</td>
<td>V84, &amp; V86</td>
<td>disagree and strongly disagree</td>
</tr>
</tbody>
</table>

The children from primary and secondary schools in the City of Tshwane indicated the following regarding their parents’ influence on sport participation: Parents always encourage them to participate in school sport; but there is a distinct difference in the level of agreement, and disagreement, between primary and secondary school children (V81).

These findings are consistent with some previous research findings that also indicated that parents are one of the primary influences of children’s physical activity and school sport-related behaviour (Trost & Loprinzi, 2011:171; Beets et al., 2007:125; Lindsay, Sussner, Kim, & Gortmaker, 2006:169). The majority of the children indicated that their parents were aware of the sport activities taking place at their schools and that influence their participation (V82). Parents help to determine their children’s access and opportunities for school sport and physical activity, support and encourage (or discourage) physical activity, and serve as role models for activity (Trost & Loprinzi, 2011:171).

School children did not welcome the idea that their parents do not attend voluntarily at the school sport activities, and that their parents are not involved in school sport committees; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V83, V84 &
V86). These findings are not consistent with some previous research findings that indicated that school children and adolescents engage in higher levels of sport and physical education when supported by their parents (Beets et al., 2007:125; Gustafson & Rhodes, 2006:79; Pugliese & Tinsley, 2007:331).

Due to the fact that their parents buy them the necessary sporting equipment and encourage them to speak about difficulties encountered in school sport, and also transport them to activities that makes them influenced and motivated to participate in school sport (V85, V87 & V89).

The lack of financial support by parents towards school sport negatively impacts on children’s level of sport participation; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V88). These findings are significant, because parents may not be able to contribute towards school sport, if they are unemployed or have a low income. Disadvantaged parents face unique social circumstances that affect their involvement in school sport (Lee, 2013:255; Lareau, 2002: 748; Hoff, Laursen & Tardif, 2002).

Majority of the school children are less influenced, because parents do not have time to attend school sport events (V90). They are happy and influenced because their parents are always up-to-date about sport schedules at schools and they can always afford them enough time to participate in sport (V91 & 92). The literature survey of the study by Gershgoren (2009:10) indicated that parents who are not informed about the school sport activity calendar tend to be less involved in school
sport. The author states that to ensure that parents take the time to be involved in school sport, schools and children should take the initiative to inform them about any upcoming activities.

Ha₅ was accepted for all of the variables. Therefore, strong partial evidence was obtained for accepting Ha₅, namely that a significant difference exists between parents influence on primary and secondary school children regarding sport participation. Therefore, Ho₅ is rejected (p<0.05) for the variables, and the alternative Ha₅ is accepted for all the variables.

6.2.8 Peers’ influence on children’s level of participation in school sport

The analysis of differences between the peer influence on children’s level of participation in school sport (Table 6.13) focuses on the levels of agreement or disagreement between variable V93 to V101. Variable 93 to 101 were assessed to explore peers’ influence on children’s level of participation in school sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test Hypothesis 6.

**Hypothesis 6**

**Ho₆**: No significant differences exist between peers’ influence on public primary and secondary school children’s level of sport participation.

**Ha₆**: Significant differences exist between peers’ influence on public primary and secondary school children’s level of sport participation.
Statistically significant differences exist between nine of the variable V93 to variable 101, according to the hypothesis test. Strong evidence was obtained for accepting Ha₆ (p>0.05), namely, that significant differences exist between peers’ influence on primary and secondary school children’s level of sport participation in school sport. Statistically, a significant difference exists, and therefore Ho₆ is rejected (p>0.05), and Ho₆ is rejected (p<0.05) for all the variables.

**TABLE 6.13: Peers’ influence on children’s level of participation in school Sport**

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary schools V101 (1)</td>
<td>Secondary schools V101 (2)</td>
<td>Mann-Whitney U</td>
</tr>
<tr>
<td><strong>V93</strong> My friends always encourage me to participate in sport.</td>
<td>4.25 (sd = 1.18)</td>
<td>3.42 (sd = 1.31)</td>
<td>40474.000</td>
</tr>
<tr>
<td><strong>V94</strong> My friends do not judge me about my physical ability when participating in school sport.</td>
<td>3.95 (sd = 1.29)</td>
<td>3.77 (sd = 1.29)</td>
<td>60097.000</td>
</tr>
<tr>
<td><strong>V95</strong> My peers (friend, class mates) always update me about upcoming sport activities at school.</td>
<td>3.93 (sd = 1.23)</td>
<td>3.47 (sd = 1.22)</td>
<td>51433.500</td>
</tr>
<tr>
<td><strong>V96</strong> Most of my friends are involved in school sport.</td>
<td>4.11 (sd = 1.11)</td>
<td>3.00 (sd = 1.32)</td>
<td>34396.000</td>
</tr>
<tr>
<td><strong>V97</strong> My friends are always supportive of me in school sport.</td>
<td>4.09 (sd = 1.16)</td>
<td>3.43 (sd = 1.30)</td>
<td>46130.000</td>
</tr>
<tr>
<td><strong>V98</strong> My friends always talk positive about my performance in sport.</td>
<td>3.93 (sd = 1.21)</td>
<td>3.45 (sd = 1.31)</td>
<td>52049.000</td>
</tr>
<tr>
<td><strong>V99</strong> My peers (friend, class mates) always support my opinions about sport activities at school.</td>
<td>4.04 (sd = 1.11)</td>
<td>3.42 (sd = 1.21)</td>
<td>46710.000</td>
</tr>
<tr>
<td><strong>V100</strong> My peers (friend, class mates) always create a favourable environment for me to participate in school sport.</td>
<td>3.86 (sd = 1.15)</td>
<td>3.21 (sd = 1.22)</td>
<td>45875.500</td>
</tr>
<tr>
<td><strong>V101</strong> My peers (friend, class mates, etc.) always advise me positively on how to improve my skills in sport.</td>
<td>4.08 (sd = 1.20)</td>
<td>3.55 (sd = 1.30)</td>
<td>49958.000</td>
</tr>
</tbody>
</table>

**Abbreviations**

V = Variable
Asymp. Sig. = Asymptotically Significance (2 - tailed)
Mann-Whitney U = Test Statistics for Grouping Variable: V101
V 101 (1) = Primary school children
V 101 (2) = Secondary school children

**V93** – The results regarding V93 indicated that primary and secondary school children had the mean scores of 4.24 and 3.42, respectively. These findings...
indicate that the school children both agreed that their friends always encourage them to participate in school sport. It may be that those friends at schools have a significant influence on children’s decision to participate in school sport. Perhaps schools should take this advantage and promote school sport through peers or friends. Statistically, there is a significant difference between both groups of respondents. The primary school children agreed more with the statement than did the secondary school children. Perhaps, primary school children have experienced that their friends are always with them when they are participating in school sport activities.

**V94** – The results regarding V94 showed that primary and secondary school children had mean scores of 3.95 and 3.77, respectively. These findings indicate that the school children agreed that their friends do not judge them about their physical ability when participating in school sport. It is evident that school children’s friends play a significant role: physically, emotionally and psychologically in supporting school children in school sport. Statistically, there is a significant difference between both groups of respondents. The primary school children agreed more with the statement than did the secondary school children. Perhaps, primary school children have experienced that their friends always support them, even if they do not succeed in what they do.

**V95** – Peers spend most of their time together at schools; and they normally communicate about all the issues and opportunities affecting them at schools. The results regarding V95 revealed that primary for the primary and secondary school children had mean scores of 3.93 and 3.47, respectively. These findings indicate
that the school children partially support the statement that their peers (friends, classmates) always update them about upcoming sport activities at school. On the other hand, the findings are moderately positive, as a number of the secondary school respondents indicated otherwise.

V96 – The findings on the frame of reference that friends are also involved in school sport was conflicting, as primary school children (Mean=4.11) strongly agreed with the statement; while those in secondary schools (Mean=3.00) reported otherwise. The reason behind these conflicting responses could be that children at primary schools spend most of their time playing, so it is easy to make friends, compared to secondary school children.

V97 – In accordance with the results of V97, the school children had mean scores of 4.09 and 3.43, in the order given. These findings pronounce that the school children agreed that that their friends are always supportive of them in school sport, but the finding was not positively rated by a number of the respondents, some of them indicating otherwise. Perhaps, schools should ensure that children who are not physically participating in sport should also be involved in school sport as cheerleaders or technical support team members of school sport activities. That will encourage friends to be involved and support those who are physically competing.
V98 – According to the results regarding V98, primary and secondary school children had mean scores of 3.93 and 3.45, respectively. These findings indicate that the school children generally admitted that their friends always talk positively about their performance in school sports.

On the other hand, the result is not positively supported by a small number of the respondents, who indicated otherwise. Perhaps, most of the schools children are not informed or supporting school sport activities and that makes them not to have anything positive to say about school sport.

V99 – The results regarding V99 revealed that primary and secondary school children had mean scores of 4.04 and 3.42, respectively. These results indicate that both the respondents strongly agreed that their peers (friends, classmates) always support their opinions about sport activities at school. However, the finding was not generally supported, as a small number of the respondents indicated differently.

V100 – A pleasant environment created by others when children participate in sport may encourage them to perform better. Based on the findings, is that majority of the children at primary and secondary schools were able to notice that their peers (friends, classmates) always create a favourable environment for them to participate in school sport. This was based on the Likert scale response that the primary and secondary school children had mean scores of 3.86 and 3.21, respectively. However, the finding was moderately positive, as a small number of the respondents indicated differently.
V101 – Based on the results regarding V101, primary and secondary school children had mean scores of 4.08 and 3.55, respectively. These findings indicate that both groups of the school children strongly agreed that their peers (friends and classmates) always advise them positively on how to improve their skills in sport. However, the finding was not fully supported by all the respondents, some of whom did not agree with the viewpoint.

The following variables were rated by primary and secondary school children regarding peers’ influence on children’s level of participation in school sport.

**TABLE 6.14: Synthesis of peers’ influence on children’s level of participation in school sport**

<table>
<thead>
<tr>
<th>Mean of variables</th>
<th>Variable</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean for 7 variables of both primary and secondary school children.</td>
<td>V93, V94, V96, V97, V98, V99 &amp; V101</td>
<td>Agree and strongly agree</td>
</tr>
<tr>
<td>The mean for 9 variables of both primary and secondary school children.</td>
<td>V95 &amp; V100</td>
<td>Neither agree nor disagree and agree</td>
</tr>
</tbody>
</table>

This is an indication that the majority of the school children are, to a certain degree aware of the role and the influence that is played by their peers in sport. The children from primary and secondary schools in the City of Tshwane indicated the following regarding peers’ influence on sport participation:

Peers always encourage them to participate in school sport, but there is a distinct difference in the level of agreement and disagreement between primary and secondary school children (V93). These findings are consistent with some previous research findings that also indicated that peer influence plays a significant role in shaping school children’s behaviour and attitude (Conway et al., 2011:857; Monahan et al., 2009:1520; Mchunu, 2008:28). The majority of the
children indicated that their peers do not judge them on their physical ability (V94), and that they always keep them up-to-date about upcoming school sport events (V95, V96 & V97). Orunaboka and Deemua (2011:10); Ullrich-French and Smith (2006:194) also found a relationship between peers and children in physical activity and school sport.

The literature emphasises that peer groups play a significant motivational and influential role in school sport. The fact that peers always support their opinions about school sport, and that they always create a favourable environment suggests that they are always influenced positively by them (V99, V100 & V101).

According to Rittenhouse, Jeanne-Salvy and Barkley (2011:50), Davison and Jago (2009:1816) and Monahan, Steinberg and Cauffman (2009:1520), the opinions and judgement by peers towards school sport are significantly important to school children.

Ha₆ was accepted for all of the variables. Therefore, strong partial evidence was obtained for accepting Ha₆, namely that a significant difference exists between peers’ influence on primary and secondary school children regarding their sport participation. Therefore, Ho₅ is rejected (p<0.05) for the variables; and the alternative Ha₆ is accepted for the variables.
6.2.9 Analysis of the findings on children’s participation and decision making process in school sport in the context of the theoretical frameworks

The research findings on the primary and secondary school children support the theoretical multi-level framework on their participation in school sport (Figure 3.3), which states that micro and macro level factors and role-players influence children’s participation in school sport. Summing up the results of the school children in support of the theoretical framework, it is evident that the major factors influencing children’s participation in sport at public Township schools in the Tshwaga region are funding, the time constraints, and providing equal opportunities to children, regardless of their gender.

These factors need to be addressed, in order to improve children’s involvement in sport at township schools. Moreover, if school children are aware and knowledgeable about the benefits of sport and the importance of sport policies, they would be more likely to become involved in school sport. The availability of sport facilities for a variety of activities that are co-ordinated by qualified coaches, such as equipment and parental support, are also more likely to attract and encourage children to participate in school sport.

Furthermore, the introduction of compulsory physical education and school sport, together with the support of the local communities, could contribute to promoting children’s participation in school sport.
The results in support of the second theoretical framework on children’s behaviour and decision-making process regarding school sport (Figure 4.4) are that understanding consumers’ needs (sport products and services), availability of resources (facilities, variety of sport activities, trained staff and support from peers and family members) and understanding children’s decision-making process to participate in school sport are very important influential factors of school children’s behaviour and decisions to participate in school sport.

The conclusions and the recommendations regarding the children’s level of participation in school sport are discussed in Chapter 7. It is the aim of this study to analyse the teachers’ involvement in school sport. Pertinent findings in relation to the framework of this study are also presented in the following section.

6.3 ANALYSIS OF THE DATA: PRIMARY AND SECONDARY SCHOOL TEACHERS AT TOWNSHIP SCHOOLS

The second self-administered questionnaire (see Annexure B) was used for gathering data from the teachers at primary and secondary township schools. A Cronbach’s alpha coefficient of 0.856 was obtained for this questionnaire that confirms the reliability and internal consistency of the measuring instrument. The Cronbach’s alpha coefficient was between $0.8 > \alpha \geq 0.7$, and that is acceptable (Iacobucci & Duhachek, 2003:479).
In this section, the following subject matters about teachers at primary and secondary schools as they appear in the questionnaire, were analysed and discussed from the viewpoint of the school teachers.

- General profile or demographic analysis of the teachers.
- Teachers’ perceptions about school sport.
- Teachers’ reasons for not participating in school sport.
- Teachers’ influence on children’s level of participation in school sport.

### 6.3.1 Demographic statistics

The main results draw on the description of the independent and dependent variables of the study. The results will be reported as frequencies to describe the section of the sample. Frequency distribution tables help the researcher to be able to see the spread of the sample, or to describe the sample. The analysis of the demographics or general profile of the population served as a background for the analysis and interpretation of the findings. The demographic information gathered from the sample of the teachers at primary and secondary township schools comprise their gender, and are presented in Table 6.15.

Table 6.15 indicates that there are 34 primary school teachers and 75 secondary school teachers. In total, there are 109 teachers participating in this study. As the frequency table clearly shows, there is an imbalance between the primary and secondary school teachers. Secondary school teachers are far in the majority (75).
The majority of the teachers at secondary schools participated in this study, compared to the primary school teachers. Teachers from secondary schools showed more interest and submitted their consent forms to the researcher, demonstrating their willingness to participate.

**TABLE 6.15: Demographic characteristics of school teachers**

<table>
<thead>
<tr>
<th>Demographic profile</th>
<th>1 = Primary schools teachers</th>
<th>2 = Secondary schools teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Sample distribution</td>
<td>34</td>
<td>50.00</td>
<td>75</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>42.04</td>
<td>39</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>57.06</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.00</td>
<td>75</td>
</tr>
</tbody>
</table>

The statistics indicate that there are 57.1% (n=57) female teachers and 42.9% (n =54) male teachers. There exists an imbalance between the primary and secondary school teachers. More secondary school teachers participated in the study, compared to the primary school teachers. The demographic information in Table 6.15 shows that there is an imbalance in the type of schools, that, there are more secondary school teachers who participated in the study compared to the primary school teachers. Therefore, the results will be biased towards primary school teachers' opinions. A research conducted on school sport participation and the Olympic legacy in London by the Smith institute (2013:6) confirmed and supports the findings of this study that secondary school teachers are more involved in sport when compared to primary school teachers.

The results of Smith Institute’s study (2013:7) indicated that 55% of the secondary school teachers were involved in school sport against 48% of those in primary schools. This serves as the external validity of this study, as it confirms that
secondary school teachers are frequently involved in school sport compared to primary school teachers.

6.3.2 Behavioural statistics of the teachers

In the following section, the relevant data about the response frequencies of teachers at township schools in the City of Tshwane are discussed. This section assesses teachers’ extent to which they are involved in school sport. Table 6.16; consists of questions that had Yes/No responses, as developed by the researcher regarding their level of involvement in school sport.

**TABLE 6.16: The extent to which teachers are involved in school sport**

<table>
<thead>
<tr>
<th>Extend to which teachers are involved in school sport</th>
<th>1 = Primary schools</th>
<th>2 = Secondary schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Sample distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you involved in school sport?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>97.01</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.09</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.00</td>
<td>75</td>
</tr>
<tr>
<td>Does your school offer sport programmes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>94.01</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.09</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.00</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 6.16 reflects the number of teachers involved in school sport. The majority of the teachers by a percentage of 85.3% (n=93) indicated that they are involved in school sport, as compared to 14.07% (n=16) of the teachers, who were not.
As illustrated in Table 6.16. A total of 94.5% (n=105) of the teachers indicated that sport programmes are offered at their schools; while 5.3% (n=4) did not agree with the statement. Therefore, the majority of the teachers are aware that sport programmes are offered at their schools. Table 6.17 reflects the teachers’ orderly preference when involved in school sport.

**TABLE 6.17: Teachers’ preferred role in school sport**

<table>
<thead>
<tr>
<th>No.</th>
<th>Preferred field</th>
<th>Number of teachers</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Committee member</td>
<td>40</td>
<td>37.4%</td>
</tr>
<tr>
<td>2</td>
<td>Coach</td>
<td>39</td>
<td>36.4%</td>
</tr>
<tr>
<td>3</td>
<td>Official</td>
<td>22</td>
<td>20.6%</td>
</tr>
<tr>
<td>4</td>
<td>Manager</td>
<td>19</td>
<td>17.8%</td>
</tr>
<tr>
<td>5</td>
<td>Supporter/spectator</td>
<td>17</td>
<td>15.9%</td>
</tr>
<tr>
<td>6</td>
<td>Volunteer</td>
<td>7</td>
<td>6.5%</td>
</tr>
<tr>
<td>7</td>
<td>Score keeper</td>
<td>6</td>
<td>5.6%</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>4</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

The preference data of all the teachers from both public primary and secondary township schools were combined, to determine the most preferred role played by teachers involved in school sport. Table 6.17 indicates that 37.4% (n=40) of the teachers formed part of the sport committee at their designated schools (36.4%; n =39) are involved in sport as coaches; and 20.6% (n=22) of them are involved in school sport as officials.

This was followed by 17.8% (n=19) of the teachers who were involved in school sport as managers. Seventeen, 15.9% (n=17) preferred to be spectators of school sport activities; while 6.5% (n=7) were just sport volunteers.

Most of the teachers prefer being sport committee members to assist in making strategic decisions regarding school sport. Coaching is seen as the preferred role by the teachers. The London Smith Institute (2013:6) study confirmed that
teacher’s involvement preferences would always differ, depending on the schools’ situation in sport. The sport institute further emphasised that many schools still used teachers to coach and manage school sport, and that affects their level of interest in school sport.

### 6.3.3 Teachers’ perceptions regarding school sport

The following variables examine teachers’ perception regarding school sport. The Mann-Whitney U test and independent-samples t-test mean statistics (calculated independently) were used to test the hypotheses. Table 6.18 focuses on the levels of agreement or disagreement between the independent variables.

The following null hypothesis and its alternative were stated with regard to teachers’ perception for participating in school sport. As discussed in Chapter 5 (vide paragraph 5.3.3), the significant level for testing the hypothesis for the following variable is $\alpha = 0.05$. The rejection of $H_0$ would lead to the acceptance of the alternate hypothesis $H_1$. The hypothesis stated below was done to identify parents’ perceptions regarding school sport.

Hypothesis 7 analyses the perception of primary and secondary school teachers with regard to school sport. Based on the primary and secondary objectives, as listed in Chapter 1, as well as the hypothesis formulated in Chapter 7 of this study, the results of the hypothesis testing will now be examined.
Hypothesis 7

**H₀₇** - No significant differences exist between the perceptions of teachers at public primary and secondary schools with regard to sport participation at schools.

**Hₐ₇** - Significant differences exist between the perceptions of teachers at public primary schools and those at secondary schools with regard to sport participation at schools.

**TABLE 6.18: Teachers’ perceptions regarding sport participation at schools**

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance If p value =&gt; 0.05 Accept If p value = &lt; 0.05 Reject</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V22 Sport is important for children</td>
<td>4.85 (sd = 0.36)</td>
<td>Mann-Whitney U = 1226.000 Asymp. Sig = 0.569 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V23 School sport can improve children’s health</td>
<td>4.88 (sd = 0.33)</td>
<td>Mann-Whitney U = 1219.000 Asymp. Sig = 0.550 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V24 School sport can assist children to perform better academically</td>
<td>4.32 (sd = 0.77)</td>
<td>Mann-Whitney U = 1186.000 Asymp. Sig = 0.519 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V25 Regular school sport can minimise antisocial behaviours among children</td>
<td>4.68 (sd = 0.47)</td>
<td>Mann-Whitney U = 1247.000 Asymp. Sig = 0.928 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V26 Children participating in school sport are always well disciplined</td>
<td>4.03 (sd = 1.06)</td>
<td>Mann-Whitney U = 1187.000 Asymp. Sig = 0.542 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V27 Participating in school sport can develop children to become good leaders for the future</td>
<td>4.8 (sd = 0.70)</td>
<td>Mann-Whitney U = 1227.000 Asymp. Sig = 0.763 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V28 Parents play a big role in encouraging their children to participate in school sport</td>
<td>3.91 (sd = 1.00)</td>
<td>Mann-Whitney U = 1050.000 Asymp. Sig = 0.127 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
<tr>
<td>V29 I encourage my children in class to participate in school sport</td>
<td>4.59 (sd = 0.50)</td>
<td>Mann-Whitney U = 965.000 Asymp. Sig = 0.024 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V30 Equal opportunities are provided to both genders (boys &amp; girls) at my school to participate in sport</td>
<td>4.62 (sd = 0.55)</td>
<td>Mann-Whitney U = 927.000 Asymp. Sig = 0.013 p value = 0.05</td>
<td>H₀ rejected</td>
</tr>
<tr>
<td>V31 Schools should encourage children to strive for excellence in school sport</td>
<td>4.56 (sd = 0.56)</td>
<td>Mann-Whitney U = 1150.000 Asymp. Sig = 0.327 p value = 0.05</td>
<td>H₀ accepted</td>
</tr>
</tbody>
</table>

Abbreviations
V = Variable
Asymp. Sig. = Asymptotically Significance (2 - tailed)
Mann-Whitney U = Test Statistics for Grouping Variable: V57
V 57 (1) = Primary school teachers
V 57 (2) = Secondary school teachers

Statistically, no significant difference exists between the variables V22, V23, V24, V25, V26, V27, V28 and V31, according to the hypothesis test. Thus, the evidence
was obtained through the independent variable for accepting $H_0_7\ (p>0.05)$, namely that no significant difference exists between the perception of primary and secondary school teachers regarding school sport. With two of the variables V29 and V30, a statistically significant difference exists; and therefore $H_{a_7}$ is rejected ($p<0.05$); while $H_{a_7}$ is accepted ($p>0.05$) for the variables. It may be concluded that the teachers have different perceptions regarding the importance of sport at primary and secondary schools; and therefore, the possibility exists that this may have an influence on sport participation at primary and secondary schools in the Tswaga region.

The results in this section were presented, based on the primary and secondary school teachers’ responses to the questionnaire items on a 5-point Likert scale, (i.e. strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). For the purpose of the data analysis, the responses were coded as follows: (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree and (1) strongly disagree.

Based on the analysis of the findings on variable 22 that sport is important to children, both the primary (Mean=4.85) and secondary (Mean=4.88) school teachers generally supported the view that sport is important to children.

**V23** – Variable 23 with the mean scores of 4.88 and 4.83, respectively, revealed that primary and secondary school teachers strongly agree that school sport can improve children’s health. Both teacher groups have experienced that participating in school sport can improve children’s physical, social and mental health. On the
other hand, only a few numbers of teachers are generally not supporting the statement. Probably, they have never experienced, or are not interested to know about the benefits or the importance of sport.

**V24** – With regard to findings of variable 24, that is, the role of sport in assisting children to perform better academically, the primary school teachers (Mean=4.32) with those at secondary schools (Mean=4.39) strongly agreed with the statement. However, the finding is moderately positive, as a small number of primary school respondents indicated otherwise. Some secondary school teachers (with a mean of 4.39) rated the variable that school sport can assist children to perform better. A small group of the primary school teachers were not in support of the viewpoint. Perhaps the secondary school teachers were more experienced, and have read the literature on the benefits of sport compared to the primary school teachers.

**V25** – The findings regarding V25 revealed that primary and secondary school teachers had mean scores of 4.68 and 4.61, respectively. The results of the survey illustrate that the teachers strongly agreed that school sport can minimise antisocial behaviour among school children and assist them to achieve better academically. However, the finding is not entirely positive, as a small number of respondents indicated differently. A small minority were not supporting the statement. Perhaps they did not experienced antisocial behaviour from the school children or cannot detect any form of antisocial behaviour amongst these children.

**V26** – The results for variable 26 revealed that primary school teachers (Mean=4.03) generally strongly agree that children participating in school sport are
always well-disciplined; while those in secondary schools (Mean=3.99) reported otherwise. Perhaps the primary school teachers were more experienced and had read many books that children participating in school sport are always well disciplined. Moreover, the reason for this difference could be that those primary schools teachers have taken the time to study or observe how their school children behave when participating in school sport; whereas at secondary schools, teachers are more focused on academic work.

V27 – Overwhelming evidence exists with regard to school teachers’ belief that participation in school sport can develop children to become good leaders for the future. Based on the results regarding V27, primary and secondary school teachers had mean rankings of 4.38 and 4.36, respectively. These findings indicate that the teachers strongly agreed that participation in school sport can develop children to become good leaders for the future.

Both primary and secondary school teachers have experienced that participation in school sport can develop children to become good leaders, such as, for example, the former President of South Africa, Dr Nelson Mandela, who was an active boxer at a young age. Then in the late 19th century (1994), he became the first democratic leader in the Republic of South Africa. A small minority of respondents do not support the statement, because they are not observant enough; or they do not source background information on sport about the importance of sport in helping to develop leadership skills.

V28 – Based on the findings regarding V28, parents play a huge role in encouraging their children to participate in school sport. Not only does the role of
parents support their children, but they also support schools to build quality around the social activities. However, these findings indicate that primary school teachers (Mean=3.91) positively rated the variable; while those at secondary schools (Mean=3.57) reported otherwise. Perhaps the contradiction between the two groups of respondents is caused by the fact that primary schools are more experienced than the secondary school teachers with regard to the role that parents play in children’s lives. However, the findings were moderately supported, as a huge number of the respondents indicated differently.

**V29** – Concerning V29, the primary and secondary school teachers had mean scores of 4.59 and 4.24, respectively. These findings indicate that the teachers strongly agreed that they normally encourage children in class to participate in school sport. However, the finding is not enormously supported, as a small number of the respondents indicated otherwise. The reason for this difference could be that teachers at primary schools have sufficient time to communicate to their children about sport, between classes; and secondary school teachers are only concentrating on academic work.

**V30** – Results regarding V30 revealed that primary and secondary school teachers had mean scores of 4.62 and 4.13, respectively. These findings indicate that the teachers both agreed that equal opportunities should be provided to both genders (boys and girls) in school sport. On the other hand, the findings are not moderately supported, as a small number of the respondents indicated otherwise. The reason for this slight difference could be that teachers at primary schools believe that sport is for everyone (both boys and girls); or it could be that the primary school
teachers consulted other sources (White Paper on Sport and Recreation) of information to familiarise themselves with the latest gender trends and developments in sport.

**V31** – The results regarding V31 showed that primary and secondary school teachers had a mean of 4.56 and 4.65, respectively. These findings indicate that the teachers both agreed that schools should encourage children to strive for excellence in school sport. Children spend most of their day at schools; perhaps this is why the secondary school teachers believe and emphasise the importance of school sport in encouraging children to strive for excellence.

The following variables were rated by primary and secondary school teachers concerning their perceptions about sport participation at schools.

**TABLE 6.19: Synthesis of teachers’ perceptions regarding sport Participation at schools**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 8 variables of both primary and secondary school teachers</td>
<td>V22, V24, V26, V27, V29, V30 &amp; V31</td>
<td>Rated between agree and strongly agree</td>
</tr>
<tr>
<td>The mean of 1 variable for both primary and secondary school teachers</td>
<td>V28</td>
<td>Rated between neither agree nor disagree and agree</td>
</tr>
<tr>
<td>The mean of 1 variable for both primary and secondary school teachers</td>
<td>V23</td>
<td>Rated between neither agree nor disagree and disagree</td>
</tr>
</tbody>
</table>

This is an indication that primary school and secondary school teachers have experienced that school sport does have a role to play in children’s lives. The mean for all the variables for both primary and secondary school teachers are between strongly agree and agree. Both primary and secondary school teachers indicated the following:
Majority of the teachers indicated that sport is important for children. Majority of the teachers from both primary and secondary schools agreed and were positive about school sport (V22). These findings are consistent with the previous findings, indicating that teachers believe that school sport is important for children, and that it plays a huge role in ensuring development of a holistic person (Mwangi, Kamenju & Rintaugu. 2013:2; Coakley, 2004).

Both groups of teachers agree that sport can play an important role in improving children’s health; and they are also confident that regular participation in school sport can minimise antisocial behaviours among school children (V23 & V25). These findings are consistent with some previous research studies that have reported that teachers familiar with the benefits of sport and physical activity tend to be involved in school programmes (Mwangi, Kamenju & Rintaugu, 2013:2; Discovery Healthy Active Kids Report, 2010:1; Muniu, 2009; Dishman, Washburn & Heath, 2004).

Majority of the teachers from primary and secondary schools agreed that parents play an important role in encouraging school children to participate in sport; but there is a distinct difference in the level of agreement and disagreement between primary and secondary school teachers. While they also encourage children in class to participate in school sport; the primary and secondary levels of agreement differ (V29).

These findings are consistent with previous research studies, thereby indicating that parents can act as role models, motivators and gatekeepers through their control over children’s opportunities for school sport (Schwarz et al., 2013;
Equal opportunities should be given to both genders (boys and girls) at schools to participate in sport; and all must be encouraged to strive for excellence in school sport. The level of agreement between primary and secondary schools differs (V30 & V31) on the issue of equal opportunities in school sport.

These findings are consistent with previous research that indicate that females in the past have been gaining access to more sport activities and events that were formerly the exclusive domain of men (Martin & Bush, 2004; Henkel, 2003). Teachers believe that school sport should be offered to both boys and girls, because sport in the past belonged to males; but now it belongs to both genders (Pfister, 2011; Pfister, 2010:234; Saraspathy & Naidoo, 2007; Van Sluijs et al., 2007:703; Bush et al., 2004; Henkel, 2003).

Strong evidence was obtained for accepting Ho7 (p>0.05), namely, that no significant difference exists between the perceptions of primary school teachers and secondary school teachers regarding the importance of school sport. With two of the variables, V29 and V30, statistically a significant difference was found to exist; and therefore, Ha7 is rejected (p<0.05); while Ho7 is accepted (p>0.05) for the variables. In the following section, the reasons for the teachers not being involved in school sport are discussed.
6.3.4 Reasons for not being involved in school sport

The following variables analyse teachers’ reasons for not being involved in school sport. The Mann-Whitney U test and independent-samples t-test mean statistics (calculated independently) were used to test Hypothesis 8. Table 6.20 focuses on the levels of agreement or disagreement between the independent variables. Table 6.20 focuses on the levels of agreement or disagreement between the independent variables V32 to V45.

Hypothesis 8

\( \text{Ho}_8 \) – No significant differences exist between public primary and secondary school teachers with regard to their reasons for not being involved in school sport.

\( \text{Ha}_8 \) - Significant differences exist between public primary and secondary school teachers with regard to their reasons for not being involved in school sport.

The mean statistics calculated in Table 6.20 were used to test hypothesis 8. A summary of Table 6.20 gives an overall picture of the different reasons for the non-involvement of primary and secondary school teachers in school sport. According to the hypothesis test, a statistically significant difference exists between the twelve variables, namely: V32, V33, V34, V36, V38, V39, V40, V41, V42, V43, V44 and V45.
TABLE 6.20: Teachers’ reasons for not being involved in school sport

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary school V57 (1)</strong></td>
<td><strong>Secondary school V57 (2)</strong></td>
<td>If p value &gt;= 0.05 Accept If p value &lt; 0.05 Reject</td>
<td></td>
</tr>
<tr>
<td>V32 Time to be involved in school sport is limited</td>
<td>3.29 (sd = 1.34)</td>
<td>Mann-Whitney U = 856.000 Asymp. Sig = 0.004 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V33 A range of sport activities are not provided at school</td>
<td>2.56 (sd = 1.29)</td>
<td>Mann-Whitney U = 711.000 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V34 Teachers are not developed to become professionals</td>
<td>3.09 (sd = 1.52)</td>
<td>Mann-Whitney U = 1011.500 Asymp. Sig = 0.003 p value = 0.05</td>
<td>H1 accepted</td>
</tr>
<tr>
<td>V35 I am not interested in school sport</td>
<td>1.59 (sd = 0.96)</td>
<td>Mann-Whitney U = 1256.000 Asymp. Sig = 0.886 p value = 0.05</td>
<td>H1 accepted</td>
</tr>
<tr>
<td>V36 Sport at my school is not taken seriously</td>
<td>1.71 (sd = 1.06)</td>
<td>Mann-Whitney U = 795.500 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V37 Sport affects children negatively towards academics</td>
<td>1.61 (sd = 0.88)</td>
<td>Mann-Whitney U = 1094.000 Asymp. Sig = 0.260 p value = 0.05</td>
<td>H1 accepted</td>
</tr>
<tr>
<td>V38 Sport at my school is not well organised</td>
<td>1.82 (sd = 1.01)</td>
<td>Mann-Whitney U = 723.500 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V39 There are limited sport facilities for me to be involved in school sport</td>
<td>2.36 (sd = 1.25)</td>
<td>Mann-Whitney U = 761.500 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V40 There is a minimal communication regarding sporting programmes at my school</td>
<td>2.15 (sd = 1.09)</td>
<td>Mann-Whitney U = 732.500 Asymp. Sig = 0.001 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V41 Government does not encourage teachers to be involved in school sport</td>
<td>2.24 (sd = 1.10)</td>
<td>Mann-Whitney U = 786.000 Asymp. Sig = 0.002 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V42 Teachers do not receive incentives when involved in school sport</td>
<td>2.85 (sd = 1.58)</td>
<td>Mann-Whitney U = 711.000 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V43 Financial constraints affect my involvement in sport</td>
<td>2.97 (sd = 1.45)</td>
<td>Mann-Whitney U = 816.500 Asymp. Sig = 0.003 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V44 Most parents/guardian(s) are not supporting school sport</td>
<td>3.09 (sd = 1.22)</td>
<td>Mann-Whitney U = 684.500 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
<tr>
<td>V45 Practice schedules and game times are inconvenient</td>
<td>2.65 (sd = 1.11)</td>
<td>Mann-Whitney U = 637.00 Asymp. Sig = 0.000 p value = 0.05</td>
<td>H0 rejected</td>
</tr>
</tbody>
</table>

Abbreviations
- V = Variable
- Asymp. Sig. = Asymptotically Significance (2 - tailed)
- Mann-Whitney U = Test Statistics for Grouping Variable: V57
- V 57 (1) = Primary school teachers
- V 57 (2) = Secondary school teachers

Thus, strong partial evidence was obtained for the acceptance of H08 (p>0.05), namely, that statistically no significant difference exists between primary and secondary school teachers regarding their reasons for not being involved in school sport. With two of the variables, V35 and V37, statistically, no significant difference exists; and therefore, Ha8 is accepted (p>0.05); while H08 is rejected (p<0.05) for
the variables. The levels of disagreement and agreement between the primary and secondary school teachers concerning their reasons for not being involved in school sport are as follows:

**V32** – The findings regarding variable 32 were contradictory, as secondary school teachers (Mean=4.04) strongly agreed that the time allocated to school sport participation is limited; while teachers at primary schools (Mean=3.27) reported that to be involved in school sport it is not a concern. Statistically, the difference between the responses is significant. A possible reason for this difference could be that the pressure of academic work and achievement at secondary schools is much higher compared to primary schools. However primary schools teachers might have enough time after school hours to become involved in school sport.

**V33** – A range of sport activities could promote and attract more teachers to become involved in school sport. The findings regarding V33 were contradictory; as the secondary school teachers (Mean=3.59) strongly agreed that a range of sport activities are not offered at their schools; while those in primary schools (Mean=2.59) reported otherwise and gave a contrary opinion. A possibility could be that secondary school teachers believe more than the primary school teachers that a variety of sport activities could give more teachers an opportunity to be involved in school sport. Moreover, secondary school teachers are more experienced with regard to children’s preferences in sport.

**V34** – Based on the findings regarding V34, primary and secondary school teachers had mean scores of 3.09 and 3.59, respectively. These findings indicate
that the teachers of both groups agreed that most teachers in South Africa are not
developed to become sport professionals. However, the finding is not conclusive,
as a small number of respondents indicated otherwise. Perhaps, most of the
teachers are of a view that if they could be trained, schools would give them more
responsibilities and opportunities to coach and co-ordinate school sport.

V35 – Based on the findings regarding V34, primary and secondary teachers had
mean scores of 1.59 and 1.60, respectively. These findings indicated that the
teachers both disagreed that they were not interested in schools sport. However,
the findings are moderately positive, as a small number of respondents indicated
otherwise. Most of the teachers might be interested in sport; however, due to the
lack of facilities, a variety of sport activities and training might be causing them not
to become involved in school sport.

V36 – The findings of this study regarding variable 36 were contradictory, as
secondary school children (Mean=2.47) generally admitted that schools are not
taking sport seriously enough; while those at primary school (Mean=1.71) reported
otherwise. The reason for this specific outcome from both groups of teachers is
that teachers think sport is taken seriously at the schools; but due to the lack of
resources (funding, facilities, and equipment) people assume that sport is not
taken seriously at township schools. Statistically, there were significant differences
between both groups of respondents. The secondary school teachers agreed
more with the statement than did the primary school teachers. Perhaps, secondary
school teachers have tried to become involved in school sport, but due to the lack
structure they were discouraged.
V37 – Based on the findings regarding V37, the primary and secondary school teachers had mean scores of 1.61 and 1.95, respectively. These findings indicated that teachers disagree with the point that sport affects children negatively in school work. This is probably because both groups of teachers might be experienced and have read books to understand that sport could improve children’s academic performance and achievement.

V38 – The findings regarding variable 38 were contradictory, as secondary school teachers (Mean=2.62) strongly disagreed with the fact that sport at their schools was not well-organised; while those at primary schools (Mean=1.82) reported otherwise. This phenomenon could manifest because most of the teachers believed that school sport is well-organised. Perhaps the problem is that the majority of the children are not participating in school sport. So, it is important that school should promote school sport to the children.

V39 – The results regarding V39 revealed that secondary school teachers (Mean=3.31) agreed that limited sport facilities affect their involvement in school sport; while teachers at secondary schools (Mean=2.36) reported otherwise. Perhaps secondary school teachers believe that the variety of sport facilities and equipment could motivate them to become involved, and encourage school children to participate in school sport. Moreover, there might be a possibility that most of the respondents had experienced that township schools have only a limited variety in terms of sport facilities.
V40 – The findings regarding variable 40 revealed that secondary school teachers (Mean=3.05) agreed that there is a minimal communication at schools regarding sport programme and events; while teachers at primary schools (Mean=2.15) partially supported the statement. A possible reason for this difference may be that the secondary school teachers have had some experience that there is a minimal communication regarding sport programmes at schools compared to primary school teachers.

V41 – The results of the survey regarding variable 41 revealed that primary and secondary school teachers had mean scores of 2.24 and 3.12, respectively. These findings indicated that both groups of teachers agreed that government does not encourage teachers to become involved in school sport. However, the findings are moderately supported, as a number of respondents indicated otherwise.

A possible reason for this slight difference could be that the secondary school teachers have experienced that the government does not reward them with any incentives to become involved in school sport. Moreover, it could also be that the teachers are not aware of government sport policies on promoting school sport.

V42 – The findings on teachers’ views regarding incentives for being involved in school sport were revealed that secondary school teachers (Mean=4.09) strongly agreed with the statement; while those at primary schools (Mean=2.85) reported otherwise. Secondary school teachers believe more than the primary school teachers that government is not paying them for being involved in school sport.
Perhaps the teachers were not aware that the government was giving or offering them 1% annually on their salaries for being involved in extra-curricular activities. The 1% offered by the government is not only given to certain teachers; but it is given to all teachers at schools – for them to become involved in extra-curricular activities like schools sport.

Moreover, government should offer more incentives to the teachers who are committed in school sport. These findings on school sport participation and the Olympic legacy in London by the Smith institute (2013:4) confirmed that sufficient funding or incentives could motivate teachers to become involved in school sport; but a significant number of teachers reported that only some or none of the money was being used to release teachers. The same applies to this study. The majority of the teachers are not motivated enough through incentives to become involved in school sport.

V43 – The findings regarding the fact that financial constraints affect teachers’ involvement in school sport revealed that secondary school teachers (Mean=3.85) agreed with the statement; while teachers at primary schools (Mean=2.97) reported otherwise. The reason for this slight difference could be that the secondary school teachers also consulted other sources of information to be informed on the importance of financial stability, as a motivational tool. Probably, secondary school teachers would like to become involved in school sport activities and events; but due to the financial constraints, to travel and buy equipment would influence them not to become involved in school sport.
V44 – Based on the findings regarding V44, secondary and primary school teachers had mean scores of 4.09 and 3.09, respectively. The findings of these results point out that both of the groups of teachers agreed that most parent(s)/guardian(s) are not supporting school sport. However, the finding was not positively supported by all. A small number of respondents had their own different views.

Both groups of teachers experienced that parental support in school sport is not effective. Probably, the teachers have not yet taken the initiative to ask the parents why they are not involved in school sport; or the teachers have not yet invited the parents to become a part of school sport. Primary school teachers have experienced more than those at secondary schools that parents are not supportive of school sport.

V45 – The findings regarding teachers’ views regarding the inconvenient times for practice schedules and games were contradictory, as secondary school teachers (Mean=3.60) agreed that practice schedules and game times are inconvenient; while those at primary schools generally supported the statement. Probably secondary school teachers experienced more than the primary school teachers that practice schedules and game times at schools are inconvenient to them.

The reason for this slight difference could be that the primary schools teachers have sufficient time to balance both their academic load and sport; while secondary school teachers are always busy with academic work after school hours, and at weekends.
The following variables were rated by primary and secondary school teachers regarding their reasons for not being involved in school sport.

**TABLE 6.21: Synthesis of teachers’ reasons for not being involved in school sport**

<table>
<thead>
<tr>
<th>Number of the variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 6 variables of both primary and secondary school teachers</td>
<td>V32, V33, V34, V42, V43, &amp; V44</td>
<td>Rated between agree and strongly agree</td>
</tr>
<tr>
<td>The mean of 2 variable for both primary and secondary school teachers</td>
<td>V41 &amp; V45</td>
<td>Rated between neither agree nor disagree and agree</td>
</tr>
<tr>
<td>The mean of 4 variable for both primary and secondary school teachers</td>
<td>V35, V36, V37 &amp; V38</td>
<td>Rated between disagree and strongly disagree</td>
</tr>
<tr>
<td>The mean of 2 variable for both primary and secondary school teachers</td>
<td>V39 &amp; 40</td>
<td>Rated between neither agree nor disagree and disagree</td>
</tr>
</tbody>
</table>

Time constraints affect teachers’ availability to become involved in school sport. Both groups of teachers believe that time is one of the barriers for them to become involved in school sport (V32). These results support those of Hardman and Marshall (2005) who also found that the majority of the teachers who have to present physical activities and sport at schools are either not qualified; or they do not have the necessary time to coach school sport. Their schools do not have a variety of sport activities that are of interest to them, or that could motivate them to be involved (V33).

Teachers are not developed or trained adequately to become experts in the field of sport at schools. Both primary and secondary school teachers differ on this point. Secondary school teachers take this matter very serious (V34). These results support those of Singh and Surujlal (2010:118) and Naidoo, Coopoo, Lambert and
Draper (2009:12), who found that some of the teachers who are school sport coaches, did not comply with the minimum standards to coach or co-ordinate sport. Most of the teachers were interested in schools sport. Their reason for not being involved does not measure up to their interest in sport (35).

Sport is taken very seriously at their schools; the problem perhaps is the inadequacy of sport infrastructure and resources (36). These results support those of Singh (2004) and Naidoo et al. (2009:8) who found that the schools lack qualified coaches and managers, the funding and the infrastructure to conduct school sport. Primary and secondary school teachers believe that sport does not affect children negatively as regards their academic subjects; but primary and secondary school teachers differ on this point (37).

This result supports the findings of Trudeau and Shephard (2008:11), Cornelissen and Pfeifer, (2007:94) and Coe, Pivarnik, Womack, Reeves & Malina, 2006:1515. These findings demonstrate that there is a positive relationship between academic achievement and both physical activity and sport participation.

Both primary and secondary school teachers differ on the issue that sport at schools is generally well-organised (V38). These results are not supporting those of Discovery Healthy Active Kids report (2010:5), which found that participation in South Africa schools is not uniform and well-organised, that causes the low participation of children in school sport or physical activity, especially for the schools that are more economically disadvantaged (Township schools).
There are limited sport facilities for teachers to be involved in school sport; it is evident that both groups of teachers differ on this point; but the majority agree with the statement (V39). These findings are supported by theories that have also long supported the notion that head masters and teachers at schools bemoan the lack of adequate sport fields, equipment and training facilities to implement sport programmes, and have stressed that the inadequacy of sport infrastructure and sport facilities affects teachers and children's involvement in school sport (Wicker, Hallmann & Breuer, 2012:65; Lim et al., 2011:197; Discovery Healthy Active Kids Report, 2010:4, Owen, Leslie, Salmon & Fotheringham, 2000:157).

There is a serious lack of communication between schools and the teachers on the issue of sporting programmes at schools (V40). Perhaps, this might be caused by the reason that teachers are not given the responsibility to manage school sport.

Teachers are not paid enough in the way of incentives by Government to be involved in school sport; and this insufficiency affects them negatively from taking part in school sport. The 1% offered by the government is not enough for the teachers who are fully committed to school sport. It is evident that both groups of teachers differ on this point (V41, V42 & V43). These results are supported by those of Beaver (2012:44) and Konuman, Agbuga, Erdogan, Zorba, Demirhan and Yilmaz (2010:19) who found that government districts do not pay or incentivise public school teachers to take on extra duties to coach or to manage school sport. Both primary and secondary teachers believe that parent(s)/guardian(s) are not supporting school sport (V44).
Literature studies of Quinn (2014:1) Shepherd (2009:8) and Weiss and Fretwell (2005:286) found that almost one in three school children in the UK do not receive the support they need from their parents. In this study, more than half of the school children indicated that they valued their parents’ opinions and support in school sport. It is evident that parents can play a significant role in improving the quality of school sport.

 Majority of the teachers stated that practice schedules and game times are inconvenient for them to become involved in school sport (V45). These findings are consistent with those of previous research findings, which also indicated that primary and secondary teachers feel uncomfortable teaching physical education and sport; and they simply do not have the required time to become involved because of the time schedules allocated for school sport (Kirk, 2011:63; Kirk, 2012:5).

Thus, strong partial evidence was obtained for the acceptance of Ha8 (p>0.05), namely, that statistically no significant difference exists between primary and secondary school teachers regarding their reasons for not becoming involved in school sport. With two of the variables, V35 and V37, statistically, no significant difference exists; and therefore Ha8 is accepted (p>0.05); while Ho8 is rejected (p < 0.05) for the variables.
6.3.5 Teachers’ influence on children’s level of participation in school sport

The variables in Table 6.22 demonstrate the teachers’ influence on children’s level of participation in school sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test Hypothesis 9. Table 6.22 focuses on the levels of agreement or disagreement between the independent variables.

**Hypothesis 9**

**Ho**<sub>9</sub>: No significant differences exist between public primary and secondary school teachers’ influence on children’s level of participation in school sport.

**Ha**<sub>9</sub>: Significant differences do exist between public primary and secondary school teachers’ influence on children’s level of participation in school sport.

According to the hypothesis test, a significant difference exists between seven of the variables (V46, V47, V50, V51, V54, V55 and V57); and no significant differences exist between 5 of the variables (V48, V49, V52, V53 and V56). Thus, strong partial evidence was obtained for accepting Ha<sub>9</sub>, namely, that a significant difference exists between primary and secondary teachers regarding their influence on children’s levels of sport participation.

The levels of disagreement and agreement between primary and secondary school teachers concerning their level of influence on children towards sport participation can be explained as follows.
### TABLE 6.22: Teachers’ influence on children’s level of participation in school sport

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [s.d])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V46 Teachers should be given the opportunity to manage sport activities.</td>
<td>Primary school V57(1): 4.29 (s.d. = 0.58)</td>
<td>Secondary school V57(2): 4.47 (s.d. = 0.70)</td>
<td>Mann-Whitney U = 10.390.000 Asymp. Sig = 0.082 p value = 0.05</td>
</tr>
<tr>
<td>V47 Teachers should continuously emphasise the importance of sport to children at school.</td>
<td>Primary school V56(1): 4.38 (s.d. = 0.55)</td>
<td>Secondary school V56(2): 4.73 (s.d. = 0.47)</td>
<td>Mann-Whitney U = 937.500 Asymp. Sig = 0.010 p value = 0.05</td>
</tr>
<tr>
<td>V48 Extra remuneration can motivate teachers to be involved in school sport.</td>
<td>Primary school V55(1): 4.62 (s.d. = 0.55)</td>
<td>Secondary school V55(2): 4.64 (s.d. = 0.61)</td>
<td>Mann-Whitney U = 1223.500 Asymp. Sig = 0.781 p value = 0.05</td>
</tr>
<tr>
<td>V49 All the teachers should be involved (e.g. consulted, listened to) regarding issues concerning school sport.</td>
<td>Primary school V54(1): 4.29 (s.d. = 0.72)</td>
<td>Secondary school V54(2): 4.39 (s.d. = 0.73)</td>
<td>Mann-Whitney U = 1174.500 Asymp. Sig = 0.470 p value = 0.05</td>
</tr>
<tr>
<td>V50 Teachers should form part of governing body managing schools sport.</td>
<td>Primary school V53(1): 4.35 (s.d. = 0.65)</td>
<td>Secondary school V53(2): 4.56 (s.d. = 0.60)</td>
<td>Mann-Whitney U = 1050.000 Asymp. Sig = 0.094 p value = 0.05</td>
</tr>
<tr>
<td>V51 Government should contribute enough funds towards school sport.</td>
<td>Primary school V52(1): 4.62 (s.d. = 0.55)</td>
<td>Secondary school V52(2): 4.80 (s.d. = 0.40)</td>
<td>Mann-Whitney U = 1072.500 Asymp. Sig = 0.077 p value = 0.05</td>
</tr>
<tr>
<td>V52 Good quality sport facilities can encourage teachers to be more involved in school sport.</td>
<td>Primary school V51(1): 4.68 (s.d. = 0.60)</td>
<td>Secondary school V51(2): 4.77 (s.d. = 0.45)</td>
<td>Mann-Whitney U = 1161.000 Asymp. Sig = 0.314 p value = 0.05</td>
</tr>
<tr>
<td>V53 Proper sport equipment can motivate me to be involved in sport.</td>
<td>Primary school V50(1): 4.62 (s.d. = 0.49)</td>
<td>Secondary school V50(2): 4.68 (s.d. = 0.64)</td>
<td>Mann-Whitney U = 1115.500 Asymp. Sig = 0.233 p value = 0.05</td>
</tr>
<tr>
<td>V54 Schools should have security, to protect the terrain for those teachers involved in sport after hours.</td>
<td>Primary school V49(1): 4.47 (s.d. = 0.61)</td>
<td>Secondary school V49(2): 4.73 (s.d. = 0.50)</td>
<td>Mann-Whitney U = 979.000 Asymp. Sig = 0.017 p value = 0.05</td>
</tr>
<tr>
<td>V55 Schools and communities sport teams should work together to promote sport.</td>
<td>Primary school V48(1): 4.58 (s.d. = 0.66)</td>
<td>Secondary school V48(2): 4.73 (s.d. = 0.45)</td>
<td>Mann-Whitney U = 1135.000 Asymp. Sig = 0.248 p value = 0.05</td>
</tr>
<tr>
<td>V56 School must give sport bursaries to children excelling in sport.</td>
<td>Primary school V47(1): 4.59 (s.d. = 0.56)</td>
<td>Secondary school V47(2): 4.71 (s.d. = 0.63)</td>
<td>Mann-Whitney U = 1088.500 Asymp. Sig = 0.117 p value = 0.05</td>
</tr>
<tr>
<td>V57 Schools should also influence children to participate in sport.</td>
<td>Primary school V46(1): 4.65 (s.d. = 0.49)</td>
<td>Secondary school V46(2): 4.81 (s.d. = 0.38)</td>
<td>Mann-Whitney U = 1083.000 Asymp. Sig = 0.080 p value = 0.05</td>
</tr>
</tbody>
</table>

**Abbreviations**

- V = Variable
- Asymp. Sig. = Asymptotically Significance (2 - tailed)
- Mann-Whitney U = Test Statistics for Grouping Variable: V57
- V 57 (1) = Primary school teachers
- V 57 (2) = Secondary school teachers

---

V46 – Variable 46 results indicated that secondary and primary school teachers had mean scores of 4.47 and 4.29, respectively. These findings indicate that teachers both strongly agreed that teachers should be given the opportunity to manage school sport activities. Statistically, there exists a significant difference (vide Table 6.22) between the two groups of teachers. Perhaps this is because the primary schools teachers are not too keen to manage sporting activities at schools; while the secondary school teachers are more positive and keen to take
the opportunity of managing sport activities when these are presented to them. A possible reason for this phenomenon could be that the primary school teachers do not want to carry many managerial responsibilities or positions at schools.

**V47** – Based on the findings regarding V47, primary and secondary school teachers had mean scores of 4.38 and 4.67, respectively. These results indicate that the teachers both agreed that teachers should continuously emphasise the importance of sport to children at schools. Statistically, there exists a significant difference (vide Table 6.22) between the two groups of teachers. Perhaps this is because the primary school teachers are slightly more positive and enthusiastic about their role to emphasise the importance of school sport to children; while primary school teachers are somewhat reluctant to emphasise the importance of school sport to children.

**V48** – The high mean score (4.62) regarding item V48 indicated that both primary and secondary school teachers strongly believe that remuneration would be their strongest motivator to become involved in school sport. Both primary and secondary school teachers had the same mean rating of 4.62. These findings indicated that the teachers both agreed that extra remuneration could motivate them to become involved in school sport. Both the groups of teachers highly support the idea of extra remuneration. Perhaps teachers are aware and interested in schools; but they feel that government does not recognise the effort which they put in school sport.
V49 – The high mean value (4.29 and 4.39) regarding item V49 revealed that both primary and secondary school teachers, agreed that all teachers should be involved (e.g. consulted and listened to) on the issues concerning school sport. However, the finding is moderately positive, as a small number of the respondents indicated otherwise. A possible reason for this slight difference might be that the secondary school teachers are already involved in other managerial activities in academics at the schools, which makes it easier for them to also want to become involved in solving school sport-related issues, rather than actually becoming involved in the practice of sport.

V50 – The mean score (4.35 and 4.46) regarding item V50 revealed that primary and secondary school teachers both groups strongly agreed that teachers should form part of the governing body managing school sport. A possible slight difference between the two groups could be that primary school teachers are aware of the fact that their contribution towards school sport would be through sport-governing bodies (vide Table 6.17), which they consider to be teachers’ appropriate field of involvement in school sport. Majority of the teachers would prefer to be involved in school sport as committee members (which substantiate variable V50).

V51 – With reference to variable 52, primary and secondary school teachers had mean score of 4.62 and 4.80, respectively. The results of these findings revealed that both groups of teachers agree that the South African Government should contribute enough funding towards school sport. Teachers may have realised that sport resources at township schools are not maintained properly, compared with
schools in urban areas. They assume that government is not financially contributing to school sport. A possible reason for this slight difference between the two groups of school teachers may be that the secondary school teachers are more up-to-date with the government’s funding policies of sport; and the role which Sport and Recreation South Africa (SRSA) must play in funding school sport.

**V52** – From the findings reflected in Table 6.22, the results regarding V52 revealed that primary and secondary school teachers had mean scores of 4.65 and 4.77, respectively. These findings indicate that both groups of the teachers agreed that good quality sport facilities would encourage teachers to become more actively involved in school sport. Both the groups of school teachers acknowledged the importance of good quality sport facilities; but primary school teachers did not appear to be concerned about the quality of sport facilities at schools; while the secondary school teachers are more concerned and believe that good-quality facilities could influence them to become more highly involved in school sport. Teachers might be more familiar and understand the benefits that can be derived from quality-sport facilities.

**V53** –The primary and secondary school teachers, based on the response scale, had mean scores of 4.62 and 4.68, respectively. The findings regarding V53 indicated that proper sport equipment can motivate teachers to become involved in school sport were supported by both groups of teachers. Without proper sport equipment, teachers interested in school sport would be lost.
V54 – The results regarding V54 revealed that primary and secondary school teachers had mean scores of 4.47 and 4.73, respectively. These findings indicated that the teachers generally agreed strongly that schools should have adequate security, to protect the school environment for those teachers involved in sport after hours. A possible reason for this slight difference is that the secondary school teachers are more experienced and aware of the how unsafe the school environment maybe after hours. Moreover, teachers might also be aware of the increasing number of criminal activities and gun violence in South African schools, which makes them anxious about their safety.

V55 – The results regarding V55 indicated that primary and secondary school teachers had mean scores of 4.56 and 4.73, respectively. These findings indicated that teachers strongly agreed that schools and community sport teams should work together to promote school sport. Statistically, significant differences exist between the responses of the two groups of teachers. Perhaps primary school teachers were slightly less interested in the idea of communities and schools working together to promote and influence sport participation at schools than the secondary school teachers. A possible reason for this slight difference could be that the primary school teachers were not aware of the important role that community clubs can play in promoting school sport to children.

V56 – Overwhelming evidence exists with regard to teachers' views that schools should provide sport bursaries to children excel in sport. The results regarding V56 indicated that primary and secondary school teachers had mean scores of 4.59 and 4.71, respectively. Both teachers believe that schools should motivate children
in sport by awarding bursaries. A possible reason for this slight difference could be that the secondary school teachers have engaged with children to find out what motivates them to become involved in school sport; or they have accessed other sources of information which guided them on the importance of sport bursaries.

**V57** – The results of the survey revealed both secondary and primary school teachers with mean scores of 4.81 and 4.65, respectively. These findings indicate that both groups of teachers both strongly agreed that schools should also play a huge role in influencing children to participate in school sport. Both groups agreed with the statement that schools should play a bigger role in influencing children to participate in school sport. Perhaps, secondary school teachers are slightly more interested than the primary school teachers with regard to the role schools should play in influencing children to participate in school sport.

A possible reason for this slight difference between the two groups of teachers could be that secondary school teachers might be more experienced from their previous engagements that schools can influence the level of sport participation among children. The following variables were rated by primary and secondary school teachers regarding their’ influence on children’s level of participation in school sport.

**TABLE 6.23: Synthesis of teachers’ influence on children’s level of participation in school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 12 variables of both primary and school secondary school teachers</td>
<td>V46, V47, V48, V49, V50, V51, V52, V53, V54, V55, V56 &amp; V57</td>
<td>Rated between agree and strongly agree</td>
</tr>
</tbody>
</table>
If schools could give teachers the opportunity to manage sport activities at schools, they would be motivated to become involved; and they would also be in a position to influence children to participate in school sport (V46 & V49). Kirk (2012:63) and Carney and Howells (2008:13) argue that primary and secondary school teachers should not be separated from engaging in school sport and physical education; and they should be given the opportunity to assist in coordinating a holistic view of primary education.

Extra remuneration would be a good motivational strategy to influence, and to get more teachers involved in school sport. Both groups of teachers strongly agreed with this specific variable (V47 & V48). Literature survey of Aacha (2010) found that remuneration or rewards could produce better performance from the teachers. Extra remuneration could motivate teachers to perform better in class and in sport, and also to motivate children’s attendance and achievement.

Both groups of teachers felt that they would be highly influenced if they could be involved in the school sport-governing bodies (V50). Indeed, the South African Schools Act (1996:16) specifically mentions parents (including caregivers and guardians), teachers, learners, principals and supporting staff, as the stakeholders who should become involved in educational matters, including school sport.

Government should play a vital role in funding and providing a secure environment for sport at schools; but there is a distinct difference between primary and secondary school teachers (V51 & V54). The literature survey of Houlihan and Green (2006:73) states that for physical education and sport to play a fundamental
role in the education of every child, government should invest adequately and financially.

That quality of sport facilities and the variety of sport equipment at schools could encourage and influence their decision to become involved in school sport (V52 & V53). Olajide (2004:22) suggests that the varieties of sport facilities are central to meaningful sport participation in school sport or community sport. Schools and community sport clubs should work together to promote school sport; and that could influence them to become involved in school sport (V55).

These findings are consistent with some previous research findings Okayasu, Kawahara and Nogawa (2010:164), Murphy, Carbone and The Council on Children with Disabilities (2008:1058) which also indicate that community sport clubs should act as a catalyst to assist schools in promoting school sport to children. Communities should make appropriate sport and physical activity programmes for children available at home and schools (Okayasu et al., 2010:164; Murphy et al., 2008:1058).

The initiative of granting school children sport bursaries could influence teachers and children to become involved in sport at schools (V56). Teachers who believe that schools are the custodians of school sport should influence children regularly to participate in sport (V57). These findings are consistent with previous research findings of Pate et al. (2006:1214) that also indicated that schools’ significant central role is the provision and promotion of school sport and physical activity to children and youth.
Ha₉ was accepted for all the 8 variables (46, V48, V49, 50, V52, V53, 55 and V56). Therefore, strong partial evidence was obtained from Ha₉, namely that a significant difference exists between primary and secondary school teachers regarding their influence on the level of sport participation in school sport. Statistical differences existed with seven variables (V46, V47, V50, V51, V54, V55, and V57); thus Ho₉ (p>0.05) is rejected for the six variables; and Ha₉ (p<0.05) is accepted because a significant difference exists in four variables (V47, V51, V54, and V57), regarding teachers influence on children’s level of participation in school sport.

6.3.6 Analysis of teachers’ findings in the context of the theoretical frameworks

The research findings for the primary and secondary school teachers’ support for the theoretical multi-level framework of participation in school sport (Figure 3.3) for this study show that teachers are of the view that micro- and macro-level factors influence children’s participation in school sport. Summing up the results of the school teachers in support of the theoretical framework, it is clear that the probability of the teachers being involved in school sport could be motivated by schools allocating convenient time for school sport participation, providing sufficient incentives, and ensuring the availability of quality sport facilities and equipment. The results support the second theoretical framework on children’s behaviour and decision-making process regarding school sport (Figure 4.4). The results indicated that the schools and the government should understand children’s needs (sport products and services) and make the necessary resources available (facilities, variety of sport activities, trained staff and support from peers.
and family members) in order to motivate children, teachers and parents to become involved in school sport. Outlined in the following section is the analysis of parents’ involvement in school sport in terms of the theoretical frameworks.

6.4 ANALYSIS OF THE DATA: PARENTS WITH CHILDREN AT TOWNSHIP PRIMARY AND SECONDARY SCHOOLS

The previous research findings were based on children’s and teachers’ perceptions and reasons for being involved in schools sport. The research findings in this section are based on the third questionnaire (see Annexure C) that was used to gather data on parents’ perceptions and opinions regarding sport at township schools in the Tshwaga region of the Gauteng DoE. A Cronbach’s alpha coefficient of 0.951 was obtained for this questionnaire. This indicated that there is a high degree of internal consistency and that the measuring instrument is reliable because Cronbach’s alpha coefficient was used to determine the reliability an acceptable level of internal consistency between \(0.8 > \alpha > 0.7\) was achieved (Iacobucci & Duhachek, 2003:479).

In this section the following subject matters about the parents as they appear in the questionnaire will be analysed and discussed; these confirm the viewpoint of the parents. In this section, the researcher will be referring to “parents” as: guardians, grandparents, grandfather, mother or father.

- General profile or demographic analysis of the parents.
- Parents’ perceptions on school sport.
- Parents’ reasons for not supporting their children in school sport.
• Parents’ opinions on children’s level of participation in school sport.
• Parents’ influence on children’s level of participation in school sport.

6.4.1 Demographic profile of the parents

The rationale for obtaining demographic information from the respondents was to compile a profile of parents with children at primary and secondary township schools, and to determine the relationship between the variables (gender, their children’s grades at schools and their relationship to the school children) and the respondents’ perceptions regarding school sport. The main results are drawn from the description of the independent and dependent variables of the study. The results are reported as frequencies to describe this section of the sample. The demographic characteristics for parents with children at primary and secondary township schools are indicated in Table 6.24. These findings indicated that there were 102 parents who participated in the study. There is clearly an imbalance between the male and female parents who participated in this study.

| TABLE 6.24: Demographic characteristics of parents with children at schools |
|-----------------------------|----------------|-----------------|-----------------|----------------|
| Demographic profile of the parents | 1 = Primary schools Parents | 2 = Secondary schools – Parents | Total |
|                             | N | %   | N   | %   | N   | %   |
| Sample distribution         | 73 | 100.00 | 29 | 100.00 | 102 | 100.00 |
| Grade level                 |    |      |    |      |     |      |
| Grade 4                     | 12 | 16.04 | 12 | 11.08 | 24 | 23.03 |
| Grade 5                     | 23 | 31.05 | 23 | 22.05 | 46 | 44.55 |
| Grade 6                     | 21 | 28.08 | 21 | 20.06 | 42 | 41.16 |
| Grade 7                     | 17 | 23.03 | 17 | 16.07 | 34 | 33.21 |
| Grade 8                     | 5  | 6.75  | 5  | 4.90  | 10 | 9.80  |
| Grade 9                     | 9  | 12.16 | 9  | 8.82  | 18 | 17.65 |
| Grade 10                    | 7  | 9.52  | 7  | 6.86  | 14 | 13.73 |
| Grade 11                    | 4  | 5.41  | 4  | 3.92  | 8  | 7.84  |
| Grade 12                    | 4  | 5.41  | 4  | 3.92  | 8  | 7.84  |
| Total                       | 73 | 100.00 | 29 | 100.00 | 102 | 100.00 |

A total of 22.5% (n=23) of the parents had children from grade four to grade seven; 20.6% (n=21) had children in grade 5; while 16.7% (n=17) had children in
grade 6; and lastly 11.8% (n=12) were parents with children in grade 7. The findings are that 23 (22.5%) of the respondents constituted the majority of the parents with children in grades 4 to 7.

This indicates that the parents of children at primary schools participated in the study more than did those parents with children at secondary schools. This implies that parents with children at primary schools are always up-to-date about the general activities taking place at schools. Figure 6.1 illustrates the gender of the parents who participated in the survey.

![Graph showing gender distribution of parents](image)

**FIGURE 6.1:** Gender of the parents

Female and male parents’ data from both public primary and secondary township schools were clustered together to establish whether any difference exists between the male and female parents regarding their perceptions of school sport. The reason for the disproportional sample distribution in terms of gender between the parents is that the majority of the female parents at townships are housewives; while the men are at work, or work far from home.

The population of this study consisted of 72 (70.6%) females and 30 (29.4%) males. Mothers spend more time with their children than fathers do. Evans (2014)
points out that woman in most communities are still considered housekeepers who look after the children at home, while their men are working.

![Bar chart showing relationship to a child]

**FIGURE 6.2: Parents’ relationship to the children**

Parents’ relationship to the school children indicates their biological representation to the children. Parents’ relationship with the children can influence children’s decision to participate in school sport. Figure 6.2 indicates that 55.9% (n=57) of the parents in this study were school children’s biological mothers. Twenty-four (23.5%) of the parents were the children’s biological fathers; and 9.8% (n=10) of the respondents were children’s guardians.

Both grandfathers and grandmother were in the minority, ranging from 3.9% (n=7). It is evident that the majority of the mothers, with an average percentage of 55.9% (n=57) are the ones spending more time with their children, as compared to fathers.
6.4.2 Behavioural statistics of the parents

In the following section, the relevant data on the response frequencies of parents are discussed. The purpose of including items on the parents’ knowledge or awareness about school sport was to establish whether there was a clear communication between the parents and their children regarding school sport activities. Table 6.25 consists of questions that have Yes/No responses, as developed by the researcher regarding parents’ knowledge of sport programmes at schools.

**TABLE 6.25: Parents’ knowledge regarding sport programmes at schools**

<table>
<thead>
<tr>
<th>Respondents’ knowledge of sport programmes offered at schools</th>
<th>1 = Male –parent</th>
<th>2 = Female –parent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample distribution</td>
<td>N</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Does the school offer sport programmes to your children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>90.00</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>10.00</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.00</td>
<td>72</td>
</tr>
<tr>
<td>Does your child participate in school sport:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>80.00</td>
<td>62</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>20.00</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.00</td>
<td>72</td>
</tr>
<tr>
<td>Respondents’ knowledge of their children’s preferred sport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>5</td>
<td>20.08</td>
<td>17</td>
</tr>
<tr>
<td>Cricket</td>
<td>2</td>
<td>8.03</td>
<td>4</td>
</tr>
<tr>
<td>Netball</td>
<td>2</td>
<td>8.03</td>
<td>3</td>
</tr>
<tr>
<td>Soccer</td>
<td>14</td>
<td>58.03</td>
<td>25</td>
</tr>
<tr>
<td>Other (Rugby, tennis, baseball, boxing, hockey, karate, and basketball)</td>
<td>7</td>
<td>4.2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.00</td>
<td>72</td>
</tr>
</tbody>
</table>

Table 6.25 reveals that 91.2% (n=93) of the parents with children at primary and secondary schools were aware that the schools offer sport programme to their children; while 8.85 (n=9) were not aware of any sport programmes offered to their
children at schools. It is evident that the majority of the parents at township schools are familiar with the sport programmes offered at schools. Eighty-four per cent (n=86) of the parents with children at primary and secondary schools were aware and knew that their children participate in school sport; while 15.7% (n=16) were not aware, and they did not know whether their children participate in sport or not.

It is evident that the majority of the parents at township schools are aware of their children’s involvement in school sport. The preference data of all parents from both public primary and Secondary Township schools were combined, to determine the most-preferred sport by the children, of which their parents are aware (vide Table 6.2). It is evident that parents are aware of some of the sport options preferred by their children. Table 6.25 indicates that 45.3% (n=39) of the parents with children at primary and secondary schools were aware that their children’s most-preferred sport was soccer.

Parents (with an average of 29.1%; n=25) were also aware that their children preferred to play netball as their favourite sport; while 25.6% (n=22) of the parents were aware that their children preferred athletics as their favourite sport at schools. Lastly, cricket (7.0%; n=6) was also the preferred sport, of which the parents were aware. It may be concluded that most of the parents were aware of the sporting programmes in which their children are involved. It is evident that parents with children at schools are aware that soccer and netball are the most-preferred sport by their children at school. Soccer and netball are the well-known sport activities at most township schools.
The following null hypothesis and its alternative were stated with regard to parents’ perceptions regarding sport at Township schools. As discussed in Chapter 5 (vide 5.3.3), the significant level for testing the hypothesis was $\alpha = 0.05$. The rejection of $H_0$ would lead to the acceptance of the alternate hypothesis $H_1$. The hypothesis stated below was investigated to understand parent’s perceptions on school sport.

6.4.3 Parents’ perceptions regarding school sport

The analysis in differences between the perceptions of the parents at schools is analysed. Table 6.26 illustrates the levels of agreement or disagreement between the independent variables and the dependent variables V23 to V33. The Mann-Whitney test U and the independent-sample t-test for the mean statistics (calculated independently) were used to test the hypothesis.

Hypothesis 10

$H_{0_{10}}$ – No significant differences exist between parents’ perceptions with regard to public primary and secondary school sport in townships.

$H_{a_{10}}$ – Significant differences exist between parents’ perceptions with regard to public primary and secondary school sport in townships.

According to the hypothesis test, statistically no significant differences exist between the nine variables, namely: V23, V24, V25, V26, V27, V28, V30, V32 and V33. Thus, strong partial evidence was obtained for the acceptance of $H_{0_{10}}$ ($p>0.05$), namely, that statistically no significant difference exists between the perceptions of parents with children at primary schools and parents with children.
at secondary schools regarding school sport. With two of the variables, V29 and V31, statistically significant differences were found to exist; and therefore $H_{a10}$ is rejected ($p<0.05$); while $H_{o10}$ is accepted ($p>0.05$) for the variables.

**TABLE 6.26: Parents’ perceptions regarding school sport**

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Primary school V72 (1)</th>
<th>Secondary school V72 (2)</th>
<th>Significance If $p$ value $\geq 0.05$ Accept If $p$ value $&lt; 0.05$ Reject</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>V23 Sport is one of the reasons; I took my child/children to that school.</td>
<td>2.95 ($sd = 1.25$)</td>
<td>3.0 ($sd = 1.11$)</td>
<td>Mann-Whitney $U = 964.500$ Asymp. Sig $= 0.474$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V24 I believe that sport can improve my child/children’s health.</td>
<td>4.37 ($sd = 0.83$)</td>
<td>4.17 ($sd = 0.97$)</td>
<td>Mann-Whitney $U = 938.500$ Asymp. Sig $= 0.327$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V25 I am always invited to the school sport activities.</td>
<td>3.11 ($sd = 1.00$)</td>
<td>2.93 ($sd = 1.10$)</td>
<td>Mann-Whitney $U = 971.500$ Asymp. Sig $= 0.438$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V26 I regularly attend sport events at my child/children school.</td>
<td>2.76 ($sd = 1.24$)</td>
<td>2.93 ($sd = 1.22$)</td>
<td>Mann-Whitney $U = 966.500$ Asymp. Sig $= 0.438$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V27 I always get a feedback about sport at my child/children’s school.</td>
<td>3.32 ($sd = 1.40$)</td>
<td>3.07 ($sd = 1.22$)</td>
<td>Mann-Whitney $U = 921.500$ Asymp. Sig $= 0.203$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V28 I am communicated to on a regular basis regarding school sport by the school.</td>
<td>3.19 ($sd = 1.29$)</td>
<td>3.21 ($sd = 1.11$)</td>
<td>Mann-Whitney $U = 1055.500$ Asymp. Sig $= 0.982$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V29 I always encourage my child/children to participate in school sport.</td>
<td>4.22 ($sd = 1.10$)</td>
<td>3.62 ($sd = 1.01$)</td>
<td>Mann-Whitney $U = 655.500$ Asymp. Sig $= 0.001$ $p$ value = 0.05</td>
<td>$H_0$ rejected</td>
</tr>
<tr>
<td>V30 I normally go to my child/children’s school to support school sport.</td>
<td>2.88 ($sd = 1.27$)</td>
<td>2.76 ($sd = 1.09$)</td>
<td>Mann-Whitney $U = 1011.000$ Asymp. Sig $= 0.717$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V31 I financially support my child/children to participate in school sport.</td>
<td>3.96 ($sd = 1.28$)</td>
<td>3.17 ($sd = 1.23$)</td>
<td>Mann-Whitney $U = 653.300$ Asymp. Sig $= 0.002$ $p$ value = 0.05</td>
<td>$H_0$ rejected</td>
</tr>
<tr>
<td>V32 Children participating in school sport are always well disciplined.</td>
<td>3.82 ($sd = 1.02$)</td>
<td>3.41 ($sd = 1.24$)</td>
<td>Mann-Whitney $U = 862.500$ Asymp. Sig $= 0.131$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
<tr>
<td>V33 Participation in school sport can develop children to become good leaders in future.</td>
<td>4.25 ($sd = 1.16$)</td>
<td>3.86 ($sd = 1.16$)</td>
<td>Mann-Whitney $U = 808.000$ Asymp. Sig $= 0.042$ $p$ value = 0.05</td>
<td>$H_0$ accepted</td>
</tr>
</tbody>
</table>

**Abbreviations**

- $V$ = Variable
- Asymp. Sig. = Asymptotically Significance (2-tailed)
- Mann-Whitney $U$ = Test Statistics for Grouping Variable: V72
- V72 (1) = Parents with children at primary schools
- V72 (2) = Parents with children at secondary schools

The results in this section are presented, based on the responses of parents with children at primary and secondary township schools. For the purpose of the data analysis, the responses were coded as follows: (5) strongly agree; (4) agree; (3) neither agree nor disagree; (2) disagree; and (1) strongly disagree.
Based on the analysis of the findings regarding variable 23, both the parents with children at primary schools (Mean=2.95) and parents with children at secondary schools (Mean=3.10) generally do not support the view that sport is the reason they took their children to a specific schools.

**V24** – Based on the results of the survey, the respondents in the selected population were able to identify whether sport could improve children’s’ health. The findings based on the Likert scale response for the teachers with mean scores of 4.37 and 4.17, respectively, indicated that teachers from both groups agreed that sport can improve children’s health. It is evident that sport plays a significant role in school children’s health. Most of the parents with children at primary schools experienced (more than the secondary school teachers) that active living can improve children’s physical, mental and social health. However, the finding is moderately positive, as a small number of the respondents indicated otherwise.

**V25** – The findings on the viewpoint that parents are always invited to school sport activities yielded different opinions from the parents. Parents with children at primary schools (Mean=3.11) supported the statement; while those with children at secondary schools reported otherwise (Mean=2.93) and expressed their opinions differently. Parents with children at primary schools agreed more with the statement than the parents with children at secondary schools. A small group of respondents did not support the statement. Children possibly fail to pass on the message – or update their parents – on school sport activities.
V26 – The results regarding V26 showed that parents with children at primary and secondary schools had mean scores of 2.78 and 2.93, respectively. These findings indicate that parents from both groups disagreed with the notion that they regularly attend sport events at schools. However, the finding is moderately positive, as a small number of the respondents indicated otherwise. It is evident that most parents with children at township schools do not attend school sport events. Perhaps parents are not invited to school sport events; or they rarely enquire about school sport events at schools.

V27 – The results of the survey indicated that parents with children at primary and secondary schools had mean scores of 3.32 and 3.07, respectively. These results indicate that the parents from both groups disagreed that they always get feedback about sport at schools. Parents with children at primary schools agree more with the statement, compared with parents who have children at secondary schools. However, the findings were moderately supported, as a small number of respondents indicated otherwise. Perhaps this was because they were not interested in school sport activities and events.

V28 – From the findings reflected in Table 6.26, it is evident that parents are not regularly informed about school sport activities. The respondents with mean scores of 3.19 and 3.21, respectively, both agreed with the statement that there is a lack of communication from schools regarding school sport. However, it should also be noted that a number of parents disagreed with this factor. Probably, the reason for this is that schools do not see the importance of communicating to the
parents on school sport, or they do not know the role that parents could play in improving quality of school sport.

V29 – The results regarding V29 revealed that parents with children at primary and secondary schools had mean scores of 4.22 and 3.62, respectively. These findings illustrate that the parents of both groups agreed that they always encourage their children to participate in school sport. Parents who did not agree with the statement probably do not communicate with their children on any important aspects of school sport. However, it should also be noted that a number of respondents disagreed with the statement. Perhaps this is significantly related to the different factors that could affect children’s level of participation in school sport.

V30 – Both groups of parents with children at primary and secondary schools with mean rankings of 2.88 and 2.76, respectively, disagreed that they normally go to school sport events to support their children. However, it should also be noted that a moderate number of respondents agreed with the statement. Perhaps, those who agreed with the statement have sufficient time to visit their children’s schools; they have cars and are flexible in terms of working hours. So they are able to leave work early to attend school sport festivities.

V31 – It is important to financially support children to become involved in school sport because sport equipment and other resources are needed for the children to excel; nonetheless, the respondents with mean scores of 3.97 and 3.21, respectively, agreed that they do financially support their children to participate in
school sport. Due to the fact that the parents are financially willing to contribute towards school sport, schools should involve the parents to contribute when planning school sport events.

It is important to consider, however, that despite knowing that most parents maintain that they financially support their children, not all the respondents agreed with the report. The parents with children at primary school children agreed more with the statement than those with children at secondary schools. Perhaps, parents with children at primary schools realise the reasons for financially contributing towards school sport.

**V32** – The results of the survey regarding V32 revealed that the parents with children at primary and secondary schools had mean scores of 3.82 and 3.41, respectively. These findings indicate that the parents of both groups agreed with the statement that children participating in school sport are always well-disciplined. It is important to consider, however, that despite the majority believing that children participating in school sport are always well-disciplined, not all respondents were convinced by the report. This may be because the respondents had never experienced or noticed the positive attitude or behavioural patterns of the children participating in school sport.

**V33** – The results of the survey regarding V32 revealed that the parents with children at primary and secondary schools had mean scores of 4.25 and 3.86, respectively. These findings indicate that the parents of both groups agreed that participation in school sport can develop children to become good leaders in the
future. Perhaps parents with children at primary schools are more experienced, compared with those parents with children at secondary schools. A small group of parents did not agree with the statement, because they might not be aware that the best leaders are groomed through sport.

The following variables were rated by parents with children at primary and secondary schools regarding their perceptions about school sport.

**TABLE 6.27: Synthesis of parents’ perceptions regarding school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 5 variables of both parents with children at primary and school secondary schools</td>
<td>V24, V29, V31, V32, &amp; V33</td>
<td>Rated between agree and strongly agree</td>
</tr>
<tr>
<td>The mean of 3 variables of both parents with children at primary and school secondary schools</td>
<td>V25, V27 &amp; V28</td>
<td>Rated between agree and neither agree nor disagree</td>
</tr>
<tr>
<td>The mean of 3 variables of both parents with children at primary and school secondary schools</td>
<td>V23, V26 &amp; V30</td>
<td>Rated between neither agree nor disagree and disagree</td>
</tr>
</tbody>
</table>

The mean for all the variables for both groups of parents with children at primary and secondary schools indicated the following: The parents with children at secondary schools indicated more than did the parents with children at primary schools that sport is one of the reasons they took their children to those particular schools. But there is a small difference between parents with children at primary schools and parents with children at secondary schools (V23). These findings are consistent with some previous research findings that also indicated that some parents play a significant role in children from an early age onwards. They act as the socialising agents of their children, by encouraging them to participate in school sport activities (Reverter, Montero, Harnandez, Jove & Coiduras, 2013:861; Dishman, Washburn & Heath, 2004; National Association for Sport and Physical Education, 2003).
A small group of the parents were not aware of the role that sport can play in improving the children’s health; while the majority strongly believed and understood that sport can improve children’s health (V24). These findings are consistent with some previous research findings that also indicated that parents have accepted that doing sport is associated with an improvement in health and wellness among school children (Reverter et al., 2013: 862; Ramos & Gonzalez, 2005:23; Dishman et al., 2004).

The parents with children at secondary schools indicated more than did the parents with children at primary schools that they are always invited to school sport activities (V25). Indeed the South African Schools Act (1996:16) specifically mentions parents (including caregivers and guardians), teachers, learners, principals and supporting staff; since the stakeholder should always be involved in educational issues, including school sport.

The parents with children at secondary schools indicated more than those with children at primary schools that they regularly attend sport events at school. Perhaps, the parents with children at secondary school are more familiar with the benefits and the importance of parental support as compared to parents with children at primary schools.

Those parents with children at primary schools disagreed that they regularly attend sport events at schools. Most parents do not attend school sport events (V26). These results support those of Clark (2008:119) who found that parental lack of time affects them negatively towards attending school sport events. Clark
discovered that parents with no interest in sport events had lower rates of sport participation, than those whose parents who cited other reasons for not participating. Both groups of parents indicated that they always get feedback and communication on sport at schools (V27 & V28).

Both groups of parents indicated that they always encourage their children to participate in schools sport (V29). These results support those of Singh (2006), who states that parents should play a role in encouraging their children to participate in sport.

Some of the parents with children at primary schools and those with children at secondary schools do not support school sport, because they normally do not attend and support school sport; but parents with children at primary schools normally go to the schools to support their children’s sport (V30). These results support those of Smoll et al., (2011:13), suggesting that support of children in school sport could boost their morale and confidence to succeed in sport.

Parents indicated that they support their children financially to participate in school sport (V31). In a study on the socio-economic disadvantages of sport and physical activity, parents can play an important role in financially contributing towards schools sport. Literature studies have also indicated that parents could become involved in purchasing equipment, paying transport fees and membership fees for coaching in school sport (Botros, 2014; Lee, 2013:256).
Both groups of parents agreed that they were aware that participation in school sport improves children’s discipline (V32). These results support those of Lee (2013:257), who states that parents are aware that their children’s involvement in sport is an important pathway, through which positive behaviours, like discipline are developed.

Parents with children at primary schools agreed more than the parents with children at secondary schools that participation in school sport develops children to become good leaders in the future (V33). These results support those of Kniffin, Wansink and Shimizu (2014:121) and Zibarras and Woods (2010:500) who found that former high school children participating in school sport make better leaders than non-athletes as regards their futures.

Thus, strong partial evidence was obtained for the acceptance of $H_{010}$ ($p>0.05$), namely, that statistically no significant difference exists between the perceptions of parents with children at primary schools and parents with children at secondary schools regarding school sport. With two of the variables, V29 and V31, statistically significant differences do exist; and therefore, $H_{010}$ is accepted, and $H_{a10}$ is rejected ($p<0.05$) for the variables. In the following section parents’ reasons for not supporting the participation of their children in school sport are discussed.
6.4.4 Parents’ reasons for not supporting school sport

The following variable examines parents’ reasons for not supporting school sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test Hypothesis 11. Table 6.28 focuses on the levels of agreement or disagreement between the independent variables.

Hypothesis 11

\textbf{Ho}_{11} – No significant differences exist between parents with children at public primary schools and parents with children at public secondary schools with regard to their reasons for not supporting their children in school sport.

\textbf{Ha}_{11} – Significant differences exist between parents with children at public primary schools and parents with children at public secondary schools with regard to their reasons for not supporting their children in school sport.

The hypothesis testing indicated that no significant difference exists between the eleven of the twelve variables (V34, V35, V36, V37, V38, V39, V41, V42, V43, V44 and V45). Thus, strong partial evidence was obtained for the rejection of \textbf{Ho}_{11} that no significant difference exists between the parents’ reasons for not supporting their children in school sport.

According to Table 6.28, significant differences exist between parents with children at primary and those with children at secondary schools regarding the reasons for not supporting their children in school sport for the variable V40. Therefore, \textbf{Ho}_{11} is
rejected (p<0.05); and Ha_{11} is accepted (p>0.05) for variable V40. The levels of disagreement and agreement between parents with children at primary schools and parents with children at secondary schools regarding their reasons for not becoming involved in school sport can be explained as follows.

### TABLE 6.28: Parents’ reasons for not supporting their children in school sport

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary school V72(1)</td>
<td>Secondary school V72(2)</td>
<td>Mann-Whitney U</td>
</tr>
<tr>
<td>V34 I don’t want my child to participate in school sport</td>
<td>2.07 (sd = 1.43)</td>
<td>2.28 (sd = 1.33)</td>
<td>Mann-Whitney U = 941.000</td>
</tr>
<tr>
<td>V35 Sport can cause lots of injuries to children.</td>
<td>2.84 (sd = 1.28)</td>
<td>3.03 (sd = 1.18)</td>
<td>Mann-Whitney U = 945.000</td>
</tr>
<tr>
<td>V36 My child is not interested in sport.</td>
<td>2.19 (sd = 1.38)</td>
<td>2.52 (sd = 1.21)</td>
<td>Mann-Whitney U = 873.000</td>
</tr>
<tr>
<td>V37 School sport is not taken seriously.</td>
<td>2.67 (sd = 1.42)</td>
<td>2.93 (sd = 1.36)</td>
<td>Mann-Whitney U = 942.500</td>
</tr>
<tr>
<td>V38 My child does not have time to participate in school sport.</td>
<td>2.36 (sd = 1.29)</td>
<td>2.59 (sd = 1.21)</td>
<td>Mann-Whitney U = 921.500</td>
</tr>
<tr>
<td>V39 Sport at my child’s school is not well organised.</td>
<td>2.51 (sd = 1.37)</td>
<td>2.76 (sd = 1.35)</td>
<td>Mann-Whitney U = 938.500</td>
</tr>
<tr>
<td>V40 There are limited numbers of sport facilities at school for my child/children to participate.</td>
<td>2.74 (sd = 1.33)</td>
<td>3.31 (sd = 1.23)</td>
<td>Mann-Whitney U = 803.500</td>
</tr>
<tr>
<td>V41 There is a limited number of qualified sport staff (e.g. coaches and managers) in my child/children’s school.</td>
<td>3.08 (sd = 1.37)</td>
<td>3.17 (sd = 1.28)</td>
<td>Mann-Whitney U = 1018.500</td>
</tr>
<tr>
<td>V42 Financial constraints affect my involvement in school sport.</td>
<td>2.45 (sd = 1.19)</td>
<td>2.34 (sd = 1.08)</td>
<td>Mann-Whitney U = 1017.500</td>
</tr>
<tr>
<td>V43 Parents/guardian(s) are not given the opportunity to volunteer as officials (e.g. coaches, score keepers or managers) at school.</td>
<td>2.89 (sd = 1.40)</td>
<td>2.83 (sd = 1.42)</td>
<td>Mann-Whitney U = 1032.000</td>
</tr>
<tr>
<td>V44 Teachers are not supporting school sport.</td>
<td>2.21 (sd = 1.29)</td>
<td>2.34 (sd = 1.32)</td>
<td>Mann-Whitney U = 986.000</td>
</tr>
<tr>
<td>V45 Practice arrangements (e.g., schedules, practice sessions and game times) are inconvenient.</td>
<td>2.56 (sd = 1.27)</td>
<td>2.62 (sd = 1.21)</td>
<td>Mann-Whitney U = 1031.000</td>
</tr>
</tbody>
</table>

**Abbreviations**

- V 72 (1) = Parents with children at primary schools
- V 72 (2) = Parents with children at secondary schools
- Mann-Whitney U = Test Statistics for Grouping Variable: V72
- Asymp. Sig = Asymptotically Significance (2 - tailed)

The levels of disagreement and agreement between parents with children at primary schools and parents with children at secondary schools regarding their reasons for not becoming involved in school sport can be explained as follows.
V34 – From the findings reflected in Table 6.28, it is evident that parents with children at primary and secondary schools disagree that they do not want their children to participate in school sport. The findings indicate that the respondents with mean scores of 2.07 and 2.28, respectively, did not agree with the statement. However, the finding is moderately positive, as a small number of the respondents indicated otherwise. Statistically, a significant difference exists between the two groups of parents. Parents do not stop their children from participating in school sport; perhaps the challenge is that parents do not have time to become involved in school sport themselves; or they cannot financially support their children to participate in school sport.

V35 – The results regarding V35 showed that the parents with children at primary and secondary schools had mean scores of 2.84 and 3.03, respectively. These findings specify that the parents both disagreed that sport causes lots of injuries to children. However, it should also be noted that a number of the respondents disagreed with the statement. Perhaps, this is related to the different factors that could affect children and parents to become involved in school sport. More details regarding this matter will be discussed in Chapter 7.

V36 – The results of the survey regarding V36 indicated that parents with children at primary and secondary schools had mean scores of 2.19 and 2.52, respectively. Both groups of parents disagreed with the viewpoint that their children were not interested in school sport. However, it should be noted that a number of respondents agreed with the statement. Perhaps, this is significantly related to the different factors that affect the level of participation in school sport. The
explanation for the slight difference between both groups of parents could be that the parents of the children at secondary schools are more concerned about their children’s academic achievement; and they are not focusing a lot on the social development of their children through sport, compared with those parents with children at primary schools.

**V37** – In accordance with the results of V37, the parents with children at primary and secondary schools had mean scores of 2.67 and 2.93, respectively. These results point out that the parents of both groups generally do not support the statement that sport is not taken seriously at schools. However, it should be noted that a number of respondents were in support of the statement. It is evident that parents believe that sport is taken seriously at schools. The reason for this slight difference could be that parents with children at primary schools do not have time to become involved in schools sport; or they have not experienced how systematically school sport is organised, compared with those who have children at primary schools.

**V38** – The availability of time could also result in more children participating in school sport. Both groups of parents with children at primary and secondary schools with mean scores of 2.35 and 2.59, respectively, are not in support of the statement that their children do not have time to participate in school sport. On the other hand, it should also be noted that a number of the respondents positively supported the statement. Probably, this is significantly related to the different factors that influence parents’ and children’s decision to become involved in school sport. Statistically, significant differences exist between the two groups of
respondents. Perhaps parents with children at primary schools disagree more with the statement than do the parents of children at secondary schools.

**V39** – The results regarding V39 indicated that parents with children at primary and secondary schools had mean rankings of 2.51 and 2.76, respectively. These findings indicate that the parents of both groups disagreed with the statement that school sport is not well-organised. However, it should also be noted that a large number of parents agreed with this factor. Statistically, a significant difference exists between the parents. Parents with children at primary schools disagree more with the statement than do parents with children at secondary schools. A possible reason for this slight difference could be that the parents with children at secondary schools have previously tried to become involved in school sport; however, due to the lack of planning and organising school sport activities, such secondary school parents have become discouraged. Perhaps, this is significantly related to the factors that could affect parents’ and children’s decision to become involved in school sport.

**V40** – The findings regarding V40 revealed that that there are a limited number of sport facilities at schools for the children to participate in sport. Parents with children at secondary schools (Mean=3.31) generally agreed with the point of view; while parents with children at primary schools (Mean=2.74) reported otherwise, and gave a contrary opinion. Statistically, a significant difference exists between the responses of the two groups of parents. Perhaps parents with children at secondary schools have experienced more than the parents with
children at primary schools that there is only a limited number of sport facilities at schools.

**V41** – The findings regarding V41 showed that parents with children at primary and secondary schools had mean scores of 3.08 and 3.17, respectively. These findings indicate that the parents of both groups agreed that schools had a limited number of qualified staff to administer school sport. However, the findings are moderately positive, as a small number of the respondents indicated otherwise. Perhaps, this is significantly related to the different factors that could affect parents to become involved in school sport. Both groups of parents believe that there is a need for qualified sport personnel in school sport. A possible reason for the slight difference between the respondents could be that parents with children at primary schools have less knowledge that sport is managed by professionals, not teachers; and also, they may not be aware that teachers are not qualified to coach or manage school sport without the necessary qualifications.

**V42** – The findings of variable 42 indicated that parents with children at primary and secondary schools with the mean scores of 2.45 and 2.34, respectively, accepted that financial constraints affect them from becoming involved in school sport. These could be one of the reasons affecting parents’ decision to be involved in school sport. However, it should also be noted that a number of the respondents disagreed with the statement. For parents and children to become involved in school sport, there is a need for financial backing for equipment, transport and affiliation fees, specifically for the children.
V43 – The findings regarding V43 revealed that parents are not given the opportunity to volunteer was contradictory; as for the parents with children at primary schools (Mean=2.98) generally accepted that they are not given the opportunity to volunteer; while those with children at secondary schools reported otherwise (Mean=2.83), and gave a contrary opinion. However, it should also be noted that a number of parents disagreed with the statement.

Statistically, significant differences exist between the two groups of parents. Perhaps parents with children at primary schools are aware of the opportunities given to parents in school sport. A possible reason for this slight difference could be that the parents with children at primary schools are interested and more involved in school sport than the parents with children at secondary schools. This could be one of the reasons that influence parents not to become involved in school sport.

V44 – Based on the results regarding V26, parents with children at primary and secondary schools had mean scores of 2.21 and 2.34, respectively. These findings indicate that the parents of both groups disagreed that teachers are not supporting school sport. However, the findings are moderately positive, as a number of the respondents indicated otherwise. Perhaps, this is significantly related to the reasons why parents are not involved in school sport. Perhaps a possible reason for the slight difference between respondents could be that the parents with children at primary schools are not well-informed about the significant role that the teachers play in improving the standard of school sport.
V45 – Findings regarding variable 45, it is evident that the parents with children at primary and secondary schools with mean scores of 2.56 and 2.62, respectively, disagree with the statement that practice arrangements for sport at schools are inconvenient. However, it should also be noted that a number of respondents agree with the factors. A possible reason for this difference could be that the parents with children at primary schools have sufficient time after work to visit the school and support their children in sport, or to volunteer as officials, compared with those with children at secondary schools.

The following variables were rated by parents with children at primary and secondary schools regarding their reasons for not supporting their children in school sport.

**TABLE 6.29: Synthesis for parents’ reasons for not supporting their children in school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 7 variables of both parents with children at primary and school secondary schools</td>
<td>V34, V36, V37, V38, V39, V42 &amp; V44</td>
<td>Rated between disagree and strongly disagree</td>
</tr>
<tr>
<td>The mean of 5 variables of both parents with children at primary and school secondary schools</td>
<td>V35, V40, V41, V43 &amp; V45</td>
<td>Rated between neither agree nor disagree and disagree</td>
</tr>
</tbody>
</table>

Parents with children at primary and secondary schools indicated the following about their reasons for not supporting their children in school sport: The majority of the parents would like their children to be involved in schools sport. Both groups of parents believed that sport is important to their children (V34). This supports the views of Holt *et al.* (2011:497) that sport participation is important; and it can also increase the levels of physical activity among children and adolescents. Parents tend to believe that sport can cause lots of injuries to children (V35). These results
support those of Schnelder, Yamamoto, Weidmann & Bruhmann, 2012:183; Shanmugam and Maffulli, 2008:33, who found that sport injuries are some of the issues influencing children’s’ attitudes towards sport and the adoption of an active lifestyle.

Parents tend to believe that their children are interested in sport. In this variable, there was a huge difference between the parents with children at primary schools and the parents with children at secondary schools. Parents with children at secondary schools emphasised less that their children were interested in sport (V36).

These findings are consistent with some previous research findings that also indicated that primary school children participate in school sport more than the secondary school children. Parents with children at secondary schools maintain that their children were less interested in school sport than the parents with children at primary schools (Department of Education, 2013; Department for children, schools and families, 2008). Parents disagree that school sport is not taken seriously; they believe that school sport is well-organised. Parents with children at secondary schools agreed that sport is not taken seriously at schools (V37 & V39). This supports the Department of Education’s (2013) finding in England that parents most common understanding of organized sport is when the schools are involved in competitive sport programmes and playing against other schools.
Parents disagree with the fact that children do not have the necessary time to participate in school sport; the reason might be that there is a lack of resources (V38). Parents from both groups tended to agree that there are only a limited number of sport facilities at schools (V40). This supports the findings of Botros (2014) that parents in Dubai complain that due to a lack of school sport facilities and demanding work schedules, parents are finding it challenging to enrol their children in extra-curricular activities at schools. They disagree with the point that financial constraints affect their involvement in school sport (V42).

Findings of Clark, (2008:11 and Coakley, (2006:153), indicate that parents from low-income groups find it difficult to financially support their children to participate in school sport. Both groups of parents agreed that schools are not giving them the opportunities to become involved in school sport as volunteers. Parents’ viewpoints differ in this regard (V43). These results supported those of Whittaker and Holland-Smith (2014:1); Lock-stone-Binney et al. (2010:435) and Kay and Bradbury (2009:139), who suggested that parents, play a vital and a diverse role as volunteers in sport and social development. And if these parents are not given the opportunity to volunteer in school sport, their children might well lose interest in participating.

Parents with children at primary and those with children at secondary schools disagreed that teachers are not supporting school sport. Both groups of parents were convinced that teachers were putting considerable effort into supporting school sport (V44). These findings are consistent with some previous research findings that indicated that the parents believed that teachers play a role in
encouraging children to enjoy, succeed and have fun in school sport (Women Sport Foundation 2011; Singh, 2006:1).

Strong support was found for Ho11 and thus, a significant difference exists between the parents with children at primary schools and the parents with children at secondary schools regarding their reasons for not supporting their children in school sport. Therefore, Ho11 is rejected (p<0.05) for the variables; and the alternative Ha11 is accepted for the variables.

6.4.5 Parents’ opinions regarding children’s level of participation in school sport

The following variables illustrate parents’ opinions regarding children’s level of participation in school sport. The Mann-Whitney U test and the independent-samples t-test mean statistics (calculated independently) were used to test this hypothesis. Table 6.30 focuses on the levels of agreement or disagreement between the independent variables.

Hypothesis 12

Ho12: No significant differences exist between parents’ opinions regarding children’s level of participation in sport at public primary and secondary schools in townships.

Ha12: Significant differences do exist between parents’ opinions regarding children’s level of participation in sport at public primary and secondary schools in townships.
## TABLE 6.30: Parents’ opinions regarding children’s level of participation in school sport

<table>
<thead>
<tr>
<th>Description of variables</th>
<th>Average rating out of 5 (Standard deviation [sd])</th>
<th>Significance</th>
<th>Outcome of Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary school V72(1)</td>
<td>Secondary school V72(2)</td>
<td>Mann-Whitney U</td>
</tr>
<tr>
<td>V46 Equal opportunities in school sport should be provided for both male and female children.</td>
<td>4.38 (sd = 0.64)</td>
<td>4.21 (sd = 0.90)</td>
<td>Mann-Whitney U = 921.000</td>
</tr>
<tr>
<td>V47 Schools should make sport participation compulsory for all the children.</td>
<td>4.11 (sd = 1.05)</td>
<td>4.14 (sd = 0.88)</td>
<td>Mann-Whitney U = 1019.000</td>
</tr>
<tr>
<td>V48 A range of sport activities should be provided for children at schools.</td>
<td>4.28 (sd = 0.88)</td>
<td>4.28 (sd = 0.88)</td>
<td>Mann-Whitney U = 984.500</td>
</tr>
<tr>
<td>V49 Schools should encourage children to strive for excellence in sport.</td>
<td>4.38 (sd = 0.78)</td>
<td>4.21 (sd = 0.98)</td>
<td>Mann-Whitney U = 965.500</td>
</tr>
<tr>
<td>V50 Schools should regularly inform parent(s)/guardian(s) about sport activities, events and competitions offered.</td>
<td>4.44 (sd = 0.76)</td>
<td>4.31 (sd = 0.97)</td>
<td>Mann-Whitney U = 1008.000</td>
</tr>
<tr>
<td>V51 Parent(s)/guardian(s) should encourage children to participate in school sport.</td>
<td>4.38 (sd = 0.84)</td>
<td>4.07 (sd = 0.84)</td>
<td>Mann-Whitney U = 794.000</td>
</tr>
<tr>
<td>V52 Parent(s)/guardian(s) can influence children to participate in school sport.</td>
<td>4.26 (sd = 1.00)</td>
<td>3.93 (sd = 0.88)</td>
<td>Mann-Whitney U = 773.000</td>
</tr>
<tr>
<td>V53 Parent(s)/guardian(s) should be involved (e.g. consulted, listened to) regarding the issues affecting school sport.</td>
<td>4.29 (sd = 0.77)</td>
<td>4.14 (sd = 0.92)</td>
<td>Mann-Whitney U = 973.500</td>
</tr>
<tr>
<td>V54 Involvement in school sport can encourage children to perform better academically.</td>
<td>4.32 (sd = 0.88)</td>
<td>4.03 (sd = 1.05)</td>
<td>Mann-Whitney U = 899.500</td>
</tr>
<tr>
<td>V55 A sport governing body involving parent(s)/guardian(s) should be formed at each school.</td>
<td>4.36 (sd = 0.81)</td>
<td>4.14 (sd = 0.88)</td>
<td>Mann-Whitney U = 888.000</td>
</tr>
<tr>
<td>V56 Schools should provide adequate communication about the progress of sport.</td>
<td>4.34 (sd = 0.67)</td>
<td>4.07 (sd = 0.96)</td>
<td>Mann-Whitney U = 910.000</td>
</tr>
<tr>
<td>V57 Schools should give children the opportunity to compete against other children in school sport.</td>
<td>4.47 (sd = 0.69)</td>
<td>4.03 (sd = 0.98)</td>
<td>Mann-Whitney U = 786.500</td>
</tr>
<tr>
<td>V58 Schools should provide security, to protect the school terrain for those playing sport after hours.</td>
<td>4.58 (sd = 0.69)</td>
<td>4.24 (sd = 0.99)</td>
<td>Mann-Whitney U = 852.500</td>
</tr>
<tr>
<td>V59 Parent(s)/guardian(s) should assist in organising sporting activities at schools.</td>
<td>4.14 (sd = 0.87)</td>
<td>3.93 (sd = 1.03)</td>
<td>Mann-Whitney U = 944.000</td>
</tr>
<tr>
<td>V60 Parent(s)/guardian(s) should engage with community sport clubs to improve sport at schools.</td>
<td>4.19 (sd = 0.83)</td>
<td>3.83 (sd = 1.10)</td>
<td>Mann-Whitney U = 869.500</td>
</tr>
<tr>
<td>V61 Parent(s)/guardian(s) should form part of schools sport committee for each sporting activity.</td>
<td>4.01 (sd = 0.92)</td>
<td>3.90 (sd = 0.82)</td>
<td>Mann-Whitney U = 962.000</td>
</tr>
<tr>
<td>V62 Schools should give sport bursaries to children excelling in sport.</td>
<td>4.47 (sd = 0.80)</td>
<td>4.17 (sd = 0.89)</td>
<td>Mann-Whitney U = 827.000</td>
</tr>
<tr>
<td>V63 Schools should put effort in promoting sport to children.</td>
<td>4.47 (sd = 0.78)</td>
<td>4.03 (sd = 0.98)</td>
<td>Mann-Whitney U = 765.500</td>
</tr>
</tbody>
</table>

**Abbreviations**

V = Variable  
Asymp. Sig. = Asymptotically Significance (2 - tailed)  
Mann-Whitney U = Test Statistics for Grouping Variable: V72  
V 72 (1) = Parents with children at primary schools  
V 72 (2) = Parents with children at secondary schools
The level of disagreement and agreement between parents with children at primary schools and parents with children at secondary regarding children’s level of participation in school sport follows.

**V46** – Based on the results of the survey, the selected participants revealed that children should be given equal opportunities to participate in school sport. The findings indicated that the parents with children at primary and secondary school with mean values of 4.38 and 4.21, respectively, strongly agreed with the statement that equal opportunities should be provided to both boys and girls in school sport. Both groups of parents are supportive of the statement. Statistically, there exists a significant difference between the responses of both groups of respondents. But, parents with children at primary schools support the statement more than those with children at secondary schools. Equal opportunities for all children to participate in school sport could influence more children to become involved in school sport.

**V47** – The results regarding V47 showed that parents with children at primary and secondary schools had mean values of 4.11 and 4.14, respectively. These findings indicate that school sport should be compulsory for all children. However, the findings are moderately positive, as a small number of the respondents indicated otherwise. This has identified that equal opportunities to participate in sport could increase the level of participation in school sport.

**V48** – Moderate evidence exists with regard to parents’ opinion on the range of sport activities at schools. Parents with children at primary and secondary schools
with mean scores of 4.38 and 4.28, respectively, strongly agreed that a range of sport activities should be provided for children at schools. However, it should also be noted that a small number of respondents disagreed with this factor. Perhaps, if schools could offer a variety of sport activities for children to choose from, parents and children might be motivated and encouraged to become involved in school sport.

**V49** – From the findings reflected in Table 6.30, it is evident that parents with children at primary and secondary schools with the mean scores of 4.38 and 4.21, respectively, moderately supported the idea that schools should encourage children to strive for excellence in sport. Not only should parents play a role in motivating school children; but schools also have a significant role to play in helping children achieve the best in sport. Statistically, there exist significant differences between the parents. Parents with children at primary schools agreed more with the statement than did those with children at secondary schools.

**V50** – The results regarding V50 revealed that parents with children at primary and secondary schools had mean scores of 4.44 and 4.31, respectively. These findings indicate that both groups of parents strongly agreed that schools should regularly inform parents about their sport activities, events and competitions taking place at schools. However, the findings are moderately positive, as a small number of parents indicated otherwise.

**V51** – The results of the survey revealed that parents with children at primary and secondary schools with mean scores of 4.38 and 4.07, respectively, generally
strongly agreed that parents/guardian(s) should encourage children to participate in school sport. This is related to another advantage of increasing the level of participation in school sport. Parents at home, and also schools from the classroom setting, should encourage school children to participate in sport. This could be a two-way strategy of encouraging children to participate in school sport. Statistically, there are significant differences between both groups of respondents. The parents with children at primary school agree more with the statement because they believe that it is their role; and no-one else should have to motivate their children to participate in sport.

**V52** – Based on the results regarding V52, the parents with children at primary and secondary school had mean scores of 4.26 and 3.93, respectively. These findings indicate that the respondents agreed that parent(s)/guardian(s) could influence children to participate in school sport. However, it should be noted that a number of the parents did not support the findings of the study. Both groups of parents agreed with the statement that they should play a role in influencing the children to participate in school sport; but parents with children at primary schools agreed more with the statement than did those with children at secondary schools.

**V53** – Planning a child’s social life without their parents’ involvement might be challenging, because school children depend on, and believe in, their parents. Based on the analysis of the results, parents with children at primary and secondary schools with mean values of 4.29 and 4.14, respectively, agreed that parent(s)/guardian(s) should be involved (e.g. consulted or listened to) in issues affecting school sport. The involvement of parents could significantly influence
children’s behaviour and attitude on school sport, because their views would be based on benefiting the children in school sport.

**V54** – Parents are not only useful in terms of transporting and financially supporting their children in school sport. Based on the results regarding V54, the parents had mean scores of 4.32 and 4.03, respectively. The respondents also agreed that involvement of parent(s)/guardian(s) in school sport could encourage children to perform better academically. However, it should also be noted that a small number of respondents disagreed with this factor. Perhaps, this is significantly related to the demanding factors that could influence parents and children’s behaviour and decision to participate in school sport. There was a slight difference between the respondents of both groups; nonetheless, both agreed that their involvement could encourage children to achieve better academically.

**V55** – The results regarding V55 shows that parents with children at primary and secondary schools had mean scores of 4.37 and 4.14, respectively. These findings indicate that the respondents of both groups agreed that sport-governing bodies – specifically for sport issues depending on parents – should be formed at each school. However, the finding was moderately positive, as a small number of respondents indicated otherwise. Perhaps this could be a significant reason to influence all the parents with children at schools to become involved in sport.

**V56** – The results regarding V55 showed that parents with children at primary and secondary schools had mean scores of 4.34 and 4.07, for parents with children at primary and secondary schools, respectively, also agreed that schools should
provide adequate communication to parents regarding their children’s progress in school sport. Considering that the parents agreed that schools should create a communication channel, this is an opportunity for the schools to invite the parents to attend all the schools’ activities and events. Furthermore, this could also facilitate teachers’ and children’s motivation. With this involvement, the availability of parents in school sport at township schools could be increased.

V57 – Evidence exists with regard to parents’ views on the school’s role in giving children the opportunity to compete against others in sport. Both groups of parents with children at primary schools (Mean=4.47) and parents with children at secondary schools (Mean=4.03) agreed that children should be given the opportunity to compete against other children in school sport. However, it should also be noted that not all the respondents supported the statement. Aside from giving children the opportunity to compete against others, this would be a great platform for parents, teachers and children to socialise and get to know each other better.

V58 – Based on the overall results regarding V58, schools should provide security, to protect the school environment for those participating in sport after hours. Parents with children at primary schools had a mean score of 4.58; and those with children at secondary schools had a mean rating of 4.24 on this issue. Considering that both respondents agreed that there should be security at school for those participating in sport, there is a great opportunity for the schools to request parents and community members in general to volunteer as security guards and sport officials during sport activities after normal school hours. It is evident that most
parents are content with the safety of their children and themselves when involved in sport after normal school hours. Perhaps, security guards could be an option to protect the school terrain during sporting activities.

**V59** – From the findings regarding V59, it is evident that parents with children at primary and secondary schools with mean scores of 4.14 and 3.93, respectively, moderately supported the idea that parent(s)/guardian(s) should actively assist in organising sporting activities at schools. However, it should also be noted that a small number of respondents disagreed with the idea. Considering the fact that parents agreed that they, the parents, should be physically involved in organising school sport activities, this is an great opportunity for schools to formally invite the parents as volunteers to assist in improving the quality of sport in schools. Moreover, this could be an advantage for schools, because capacity in terms of planning effective sport activities would not be a challenge any longer. It is evident that most parents would like to assist and become involved in school sport, if only they were given the opportunity.

**V60** – Based on the results regarding V60, parents with children at primary and secondary schools had mean scores of 4.19 and 3.83, respectively. These findings indicate that teachers both agreed that parent(s)/guardian(s) should engage with community sport clubs to improve the quality of school sport. However, the finding was not supported by a small number of respondents. This could assist schools in building a strong relationship with community clubs in managing school sport. Moreover, this effect could be an advantage in establishing a sport culture at schools and promoting school sport to communities.
Statistically, there exist significant differences between the responses of both groups of parents. Perhaps the parents with children at primary schools are more eager than the secondary school teachers to become involved in school sport.

**V61** – Parents’ involvement in school sport could provide many advantages for schools in sport and educationally. For instance, the parents with children at primary and secondary schools with mean scores of 4.01 and 3.90, respectively, supported the opinion that parents/guardian(s) should form part of a school sport committee for each sport programme offered at schools. This could help the parents to become involved in the decision-making processes of school sport programmes. Involving parents in schools’ sport committees could be the most important strategy to get them supportive of school sport. Involving parents in school sport committees would not cost schools anything; and most importantly, schools could position parents in accordance with the needs of the schools.

**V62** – It is evident from the earlier discussions, that parents would be happy if their children could be given the opportunity to compete against other children from different schools in sport, and that children should be given a wide variety of sport activities from which to choose. The parents with children at primary and secondary schools with mean scores of 4.47 and 4.17 respectively, generally agreed with the view that to motivate children, schools should also give sport bursaries to children excelling in sport. Perhaps, schools could use this strategy to attract children to participate in school sport. If both groups of parents support this idea, schools could take the opportunity of requesting parents to look for sponsors who would pay for the bursaries. Parents with children at primary schools agreed
more with the statement than did those with children at secondary schools. Probably, parents with children at primary schools have gathered information about the importance of bursaries in motivating children to participate in school sport.

V63 – From the findings reflected in Table 6.30 parents with children at primary schools (Mean=4.47) and those with children at secondary schools (Mean=4.03) agreed that schools should put an effort into promoting sport to children. However, planning the strategies and processes of understanding school children’s behaviour and decision-making could take longer than expected. Both groups of parents believed that schools could play a bigger role in promoting school sport to children; but statistically, parents with children at primary schools seem to have realised that schools do not put much effort into promoting school sport. That could negatively influence the level of participation in school sport.

The following variables were rated by parents with children at primary and secondary schools regarding their opinions about children’s level of participation in school sport.

**TABLE 6.31: Synthesis of parents’ opinions regarding children’s level of participation in school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 18 variables of both parents with children at primary and school secondary schools</td>
<td>V46, V47, V48, V49, V50, V51, V52, V53, V54, V55, V56, V57, V58, V59, V60, V61, V62 &amp; V63</td>
<td>Rated between disagree and strongly disagree</td>
</tr>
</tbody>
</table>

Equal opportunities should be provided to all children, boys and girls, to participate in school sport (V46). Parents believe that school sport should be offered to both
boys and girls, because sport in the past belonged exclusively to males; but now it belongs to all human beings (Pfister, 2010:234; Bush et al., 2004:108; Henkel, 2003).

The majority of the parents supported the idea that sport should be compulsory for all the kids at schools (V47). These findings are not consistent with some previous research findings, which indicated that in some countries like Ireland, Turkey, France, and Nigeria, the participation in physical education and school sport is compulsory. For example, in Ireland the compulsory physical education and sport for primary school children is 108 hours per annum hours and secondary schools is 200 hours per annum; in Turkey, compulsory hours range from 24 hours to 50 hours at both primary and secondary schools to participate in physical education and school sport (Eurydice, 2013:5).

The idea of a variety of sport activities at schools would get more children participating in sport (V48). Both groups of parents support the idea that they, as role models to kids, should also take the responsibility of encouraging children to participate in sport (V49). These findings are consistent with the research study of Ginsburg; (2007:121) which indicated that many parents have learnt to become increasingly efficient in balancing work and home schedules, in order to encourage their children to participate in school sport. Parents generally believe that it is their role to support and encourage their children to participate in school sport.

Both groups of parents indicated that schools should regularly inform them about sport activities, events and competitions offered at schools (V50, V51, V53, V55 &
According to the Centre for Disease Control and Prevention, 2012; the Department of Education, (2006:10) and Ginsburg, (2010:119) schools and other community clubs should reach out to engage with parents, and invite them to school sport activities and meetings, send them regular feedback regarding school sport events, communicate with them regularly regarding issues facing school sport. They agreed with the idea that their involvement in school sport could encourage their children to perform better academically (V54).

The Department of Education (2006:10) stated that children’s involvement in school sport could assist them to achieve better results in the classroom. The parents believed that children should be granted the opportunity to compete against other schools in sport (V57). Eurydice (2013) reported that for children to be competitive in sport, they must compete against each other in their school in organised competitions. Parents with children at township schools liked the idea that schools should provide security, to protect the school terrain for the children involved in sport after hours (V58, 60 & V61).

These findings are significant, because schools and communities should contribute to the promotion of sport participation by providing adequate sport facilities. The lack of a sport infrastructure could be a major constraint to sport participation. Success of facility management involves maintaining the actual building itself and providing safety and security, in order to attract athletes (Wicker, Hallmann & Breuer, 2012:55; Zeng, Hipscher & Leung, 2011:534; Xiong, 2007:442).
Parents strongly support the idea that children excelling in school sport should be granted bursaries to motivate others (V62). Parents believed that bursaries could motivate children to participate in school sport. They liked the idea that schools should put more effort into promoting sport to children (V63). Schools should promote physical activity and school sport as a routine to children (Centre for Disease Control and Prevention, 2013; Centre for Disease Control and Prevention, 2012).

Strong partial support was obtained for the acceptance of Ho_{12}, namely, that statistically no significant difference exists between the parents of the children at primary schools and the parents of the children at secondary schools with regard to their opinions about children’s level of participation in school sport. Therefore, Ho_{12} is accepted (p<0.05) for the variables; and the alternative Ha_{12} is rejected for the five variables, namely, V51, V52, V57, V62 and V63. In the following section the parental influence on children’s level of sport participation at schools will be discussed.

6.4.6 Parental influence on children’s level of participation in school sport

The following variables in Table 6.31 examine parents’ level of influence on children’s participation in school sport. The Mann-Whitney U test and independent-samples t-test mean statistics (calculated independently) were used to test this hypothesis. Table 6.31 focuses on the levels of agreement or disagreement between the independent variables.
Hypothesis 13

$H_{013}$: No significant difference exists between parents’ influence on children’s level of participation in sport at public primary and secondary schools in townships.

$H_{a13}$: A significant difference exists between parents’ influence on children’s level of participation in sport at public primary and secondary schools in townships.

A summary of Table 6.31 provide an overall analysis of the parents’ influence on children’s level of participation in school sport.

| TABLE 6.32: Parental influence on children’s level of participation in school sport |
|---------------------------------|---------------------------------|-----------------|-----------------|-----------------|
| Description of variables       | Average rating out of 5         | Significance     | Outcome of       |
|                                | (Standard deviation [sd])       |                 | hypothesis       |
| V64 School sport activities    | 4.37 (sd = 0.79)                | Mann-Whitney U  | $H_0$ accepted  |
| should be regularly            | 4.07 (sd = 1.22)                |                 |                 |
| communicated to parents/       |                                |                 |                 |
| guardian(s).                   |                                |                 |                 |
| V65 Schools should motivate    | 4.36 (sd = 0.71)                | Mann-Whitney U  | $H_0$ accepted  |
| children to participate in     | 4.03 (sd = 0.98)                |                 |                 |
| sport.                         |                                |                 |                 |
| V66 Parents/guardian(s) who    | 4.41 (sd = 0.74)                | Mann-Whitney U  | $H_0$ rejected  |
| financially contributing       | 3.86 (sd = 0.92)                |                 |                 |
| towards success of sport       |                                |                 |                 |
| programmes are doing a good    |                                |                 |                 |
| job.                           |                                |                 |                 |
| V67 Parents/guardian(s) should | 4.32 (sd = 0.85)                | Mann-Whitney U  | $H_0$ rejected  |
| be involved in school          | 3.93 (sd = 0.88)                |                 |                 |
| governing body.                |                                |                 |                 |
| V68 Parents/guardian(s) should | 4.16 (sd = 0.94)                | Mann-Whitney U  | $H_0$ rejected  |
| be given the opportunity to    | 3.76 (sd = 0.83)                |                 |                 |
| volunteer as officials (e.g.   |                                |                 |                 |
| scorekeeper, coaches, etc) in  |                                |                 |                 |
| school sport.                  |                                |                 |                 |
| V69 Children should always    | 4.44 (sd = 0.85)                | Mann-Whitney U  | $H_0$ accepted  |
| inform parents/guardian(s)     | 4.31 (sd = 0.97)                |                 |                 |
| about sport events             |                                |                 |                 |
| taking place at schools.       |                                |                 |                 |
| V70 Most sport activities      | 4.14 (sd = 0.99)                | Mann-Whitney U  | $H_0$ accepted  |
| must take place on weekends.   | 3.86 (sd = 1.27)                |                 |                 |
| V71 Parents/ guardian(s) should| 4.41 (sd = 0.81)                | Mann-Whitney U  | $H_0$ rejected  |
| be kept up to date about the   | 3.83 (sd = 1.04)                |                 |                 |
| sport schedules at the school. |                                |                 |                 |
| V72 Invitations for parental   | 4.30 (sd = 0.86)                | Mann-Whitney U  | $H_0$ accepted  |
| involvement in school sport    | 4.03 (sd = 1.12)                |                 |                 |
| should be transparent.         |                                |                 |                 |

Abbreviations

$V =$ Variable

Asymp. Sig. = Asymptotically Significance (2-tailed)

Mann-Whitney U = Test Statistics for Grouping Variable: V72

V 72 (1) = Parents with children at primary schools

V 72 (2) = Parents with children at secondary schools
According to the hypothesis test, no significant difference exists between the variables (V64, V65, V69, V70 and V72). Thus, strong partial evidence was obtained for accepting Ho_{13} and therefore, Ho_{13} was accepted (p>0.05) and Ha_{13} was rejected for the variables. The levels of disagreement and agreement between parents with children at primary schools and parents with children at secondary regarding their influence on children’s level of participation in school sport can be explained as follows.

**V64** – The results regarding V64 revealed that the parents with children at primary and secondary schools had mean values of 4.37 and 4.97, respectively. These findings indicate that parents strongly agreed that school sport activities should be regularly communicated to parents/guardian(s). However, this finding is not supported by a small number of respondents. Perhaps, this is significantly related to the different factors that could influence parents’ decisions to become involved in school sport.

**V65** – Schools and the government should not only build sport facilities and make equipment available for school children; but the parents with children at primary and secondary schools with mean scores of 4.36 and 4.03, respectively, agreed that schools should motivate children to participate in sport. However, it should also be noted that a small number of respondents disagreed with the factor. Perhaps, this is significantly related to the different factors that affect parents and teachers not to become involved in school sport. Motivating school children to participate in sport could trigger their interest and decision to participate. Perhaps
the issue is that if children are not interested in sport, or do not participate, parents would also not be motivated to become involved in school sport.

**V66** – Parents with children at primary and secondary schools with the means of 4.41 and 4.21, respectively, indicated that parents/guardian(s) who financially contribute towards the success of sport programmes are doing a good job. Statistically, parents with children at primary schools believe more strongly that parents should contribute financially towards school sport. Considering that the respondents agreed to the element that parents should financially contribute to school sport, there is a greater opportunity for the schools and the government to receive financial support from the parents and donors. Such funding could be specifically used for upgrading sport facilities, buying equipment and paying teachers involved in sport as coaches and the administrators of school sport.

**V67** – Based on the overall results given by the parents with children at primary and secondary schools with mean scores of 4.32 and 3.93, respectively, the parents agreed that they (parents/guardians) should be involved as fulltime members in school sport-governing bodies. Not only would the parents be in the sport governing bodies to support their children, but they would also assist schools to develop and achieve strategic objectives in school sport. However, the finding is not generally supported, as a small number of the respondents disagreed with the opinion. Aside from these, the sport-governing bodies need full-time members to assist in the planning and the co-ordinating of school sport activities.
V68 – Based on the results regarding V68 parents with children at primary and secondary schools had mean scores of 4.16 and 3.74, respectively. The research participants agreed that parents/guardian(s) should be given the opportunity to volunteer as officials (e.g. scorekeepers, coaches, etc) in school sport. Considering that the respondents agreed to volunteer as officials in school sport, there is a great opportunity for the schools to increase the capacity of staff in school sport activities, by using parents as volunteers. Parents would help with transporting the children to sport events, co-ordinating activities and events, marketing sport, creating awareness campaigns and attracting sponsorships. Parents as volunteers could assist schools in achieving their goals in school sport.

V69 – In accordance with the results regarding V69, the parents with children at primary and secondary schools with mean values of 4.44 and 4.31, respectively, agreed that children should always inform parents/guardian(s) about sport events taking place at schools. These could help the parents plan their time accurately and to allocate some time to attend school sport events. Statistically, a significant difference exists between the responses of the two groups of parents. Parents with children at primary schools support the statement more than those with children at secondary schools. Perhaps parents with children at primary schools might be more experienced that children should be the primary mediators between schools and their parents to improve the communication on issues affecting school sport.

V70 – Time and scheduling of sport activities could influence sport consumer’s behaviour and decision processes to participate or to become involved in sport. The results regarding V70 revealed that parents with children at primary and
secondary schools had mean scores of 4.14 and 3.86, respectively. They both agreed that most of the sport activities at schools should take place at weekends. Statistically, a significant difference exists between the responses of the two groups of parents. Both groups of parents support the statement; but the parents with children at primary schools agreed more than did the parents with children at secondary schools. However, the findings are moderately positive, as a small number of the respondents indicated otherwise. Perhaps, to improve the involvement of parents in school sport, some events should be arranged for weekends or public holidays.

V71 – The results regarding V71 showed that the parents with children at primary and secondary schools had mean scores of 4.41 and 3.83, respectively. These results indicate that both groups of parents agreed that parents/guardian(s) should be kept up-to-date with regard to sport schedules at the schools. Statistically, a significant difference exists between the two groups of parents. Parents with children at primary schools agreed more with the statement than did parents with children at secondary schools. Perhaps the parents with children at secondary schools might not be aware that there is a school sport schedule at schools. These might significantly be one of the factors negatively influencing parents not to become involved in school sport.

V72 – From the findings reflected in Table 6.31, it is evident that parents with children at primary and secondary schools with mean scores of 4.30 and 4.03, respectively, agreed that invitations for parental involvement in school sport should be transparent. However, it should also be noted that a number of respondents
disagreed with the factors. Statistically, a significant difference exists between the responses of the two groups of parents. Both groups of parents with children at primary and secondary schools support the statement that invitations for parental involvement in school sport should be transparent; but the parents with children at primary schools agreed more with the statement than did those with children at secondary schools. Schools and the government could use this as an opportunity to invite teachers and to get them involved in different roles in the planning of school sport events.

The following variables were rated by parents with children at primary and secondary schools regarding their influence on children’s level of participation in school sport.

**TABLE 6.33: Synthesis of parents’ influence on children’s level of participation in school sport**

<table>
<thead>
<tr>
<th>Number of variables</th>
<th>Variables</th>
<th>Five-point scale range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean of 9 variables of both parents with children at primary and school secondary schools</td>
<td>V65, V66, V67, V68, V69, V70, V71 &amp; V72</td>
<td>Rated between disagree and strongly disagree</td>
</tr>
</tbody>
</table>

Parents with children at township schools prefer that schools should regularly communicate with them regarding sport activities taking place at schools (V65). The findings of V65 are consistent with research study of Centre for Disease Control and Prevention (2012), who also suggested that schools should take the initiative to invite parents to school sport events, meetings and activities.

The majority of the parents supported the idea that schools should motivate children to participate in sport (V66). Parents believe that it is the role of the
schools to get more children participating in sport. Keegan, Harwood, Spray and Lavallee (2009:361), suggest that schools, parents and peers should motivate the children to participate in sport, so that they could reach their potential in school sport.

Parents agree with the idea that parents who financially contribute towards school sport are doing a good job (V67). Both groups of parents supported the idea that they must become involved in school-governing bodies and be given the opportunity to be sport officials at schools and always be informed about the activities of sport taking place at schools (V68). A study by Mannathoko and Mangope (2013:47) and Keegan et al., (2009:361), suggested that exemplary programmes and practice, especially in Western countries, demonstrate the importance of parents and community involvement in school committees in improving the quality of school sport programmes.

Parents welcomed the idea that most sport activities should take place at weekends and that the parents should be notified about them; and also parents should be involved (V70 & V71). They believed that invitations for parental involvement in school sport should be transparent (V72). These findings support the studies of Mannathoko and Mangope (2013:47); Mannathoko, (2009) and Samberg and Sheeran (2000:2) that schools need to involve parents/the community in schools, starting at the planning and policy levels of school sport.

Strong support was found in Ho13, and thus no significant difference exists between parents of the children at primary schools and the parents of the children
at secondary schools with regard to their influence on children’s level of participation in school sport. Therefore, Ho$_{13}$ is rejected (p<0.05) for the variables; and the alternative Ha$_{13}$ is accepted (p>0.05) for the variables.

6.4.7 Analysis of the findings for parents in relation to the theoretical frameworks

The research findings on the parents with children at public Township primary and secondary schools support the theoretical multi-level framework of participation in school sport for this study (Figure 3.3), because they are of the view that micro- and macro-level factors (knowledge about the benefits and the importance of sport, support from parents, and the promotion of sport policies) influence children’s level of participation in school sport.

In summary, the findings concerning parents with children at township schools support the theoretical framework. They indicate that the likelihood of children becoming involved in school sport could be motivated by schools allocating convenient time for school sport participation, and ensuring the availability of sport equipment and facilities.

Moreover, the results of parents support of the second theoretical framework on children’s behaviour and decision-making process towards school sport participation (Figure 4.4), that schools and the government should understand children’s needs (sport products and services), and make the necessary resources available (facilities, variety of sport activities, trained staff and support from peers
and family members) to motivate children, teachers and parents to become involved in school sport.

6.5 SUMMARY

This chapter provided the research findings obtained from the data analysis done for three samples, namely, primary and secondary school children, teachers, and parents with children at schools. The respondents in this study were children, teachers and parents at either the primary or secondary township schools in the Tshwaga region of the DoE. This indicates that the information obtained in this study comes from current experiences of those forming part of the schooling system.

School children, teachers and parents who participated in this study indicated that there is a need for good-quality sport facilities and equipment at township schools. The respondents felt that it was important for the schools to appoint qualified sport coaches and managers to co-ordinate the programmes at schools. Engagement of community sport clubs was also an important factor for the majority of the respondents. It is evident that the majority of the respondents would like to see the government contributing more funding and training of teachers towards school sport.

Most of the participants believed that schools should play a significant role in promoting and creating awareness campaigns of school sport. The respondents indicated that their parents, teachers and peers were always supportive of them in
school sport. The majority of the teachers indicated that extra or increased remuneration would motivate them to become more involved. Parents believed that schools should regularly communicate with them regarding school sport and all the challenges facing school sport.

With these findings, one cannot really say that school sport in township schools does not exist; although factors influencing the level of participation in schools do exist. Certain negative factors influence children’s decision to participate, or not to participate in school sport. There are several implications that can be derived from these findings. One is that children’s participation in school sport does not only depend on their individual feelings; but also teachers, parents and peers play a significant role in their decisions.

The findings and the literature sources cited in this chapter imply that schools and the government should involve parents, teachers and peers when planning, motivating and influencing children to participate in school sport. Furthermore, it is clear that schools offer some sport activities; but schools should also offer a variety of sport activities and facilities to give children various options from which to choose. Qualified personnel could be important contributors towards the success of school sport in the townships. The data analysis of this chapter was examined to reach a conclusion regarding factors influencing learners’ level of participation in school sport. The recommendations will be presented in Chapter 7.
CHAPTER 7

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The research results were presented and reported in the previous chapter. This chapter presents the main conclusions and the implications resulting therefore, based on the main findings of the study. The items of the different questionnaires and the findings were linked to the objectives and limitations of the study. Chapter 7 is concluded by providing some recommendations for future research.

The aim of the study, as documented in Chapter 1 (vide paragraph 1.4), was to develop a framework for learners’ participation in sport at public primary and secondary township schools in the City of Tshwane. Following the literature review and the results from the empirical research, a number of conclusions and implications can be drawn. Highlighted in the following sections are the major findings from the study, as well as the conclusion and the implications for children’s school sport participation.

7.2 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS BASED ON THE SCHOOL CHILDREN AT PUBLIC TOWNSHIP SCHOOLS

It may be seen from the main findings in Chapter 6, that the demographics and general profiles of the children at public primary and secondary schools would
assist the schools to adequately cater for the school children’s sporting interest in terms of their needs to participate. The DoE and the Sport and Recreation South Africa (SRSA) have an idea of the kind of schools and children they have at townships, and that they could help in developing sport programmes and sport marketing strategies to attract the relevant stakeholders and offer quality school sport activities.

In concluding the various sections of the study, the hypotheses, as stated in Chapter 1 and tested in Chapter 5, will be highlighted where this is considered to be appropriate.

7.2.1 Age of the children at schools

The findings of this research have shown that of the children who participated in the study, more secondary school children between the ages 16 -18 years old participated in the study. It is important to determine the age level of the school children, in order to gain insight into their level of participation in terms of their age in school sport.

The implications are that schools could lose the opportunity to introduce children between ages 10-12 to grassroots sport at an early stage, if they are not introduced to school sport activities and events. It is important to introduce sport to children at early stages, in order to reduce the chances of them becoming involved in antisocial behaviours as teenagers, or during the adolescent stage.
Recommendation: Interesting and attractive school sport programmes and events should be introduced to encourage more primary school children between the ages 10-12 years old to participate in school sport. Sport programmes that are enjoyable, like dancing, touch rugby and gymnastics could possibly attract more school children to become involved. Schools should create a sport preference form that requires parents to choose the appropriate sport for their children. Schools and SGB need to give primary school children more opportunities to participate in school sport programmes.

Schools should use the existing halls, classrooms and open fields to offer the school children a variety of activities like, indoor soccer, netball, basketball, korfball and karate. It is also important for schools, school governing body (SGB), with assistance from parents for the schools to understand the children’s needs and behaviour towards school sport.

7.2.2 Gender of the school children

It could be seen from the main findings in Chapter 6 of the study that females participate in school sport more than do the males. It is important to determine gender information to gain insight about the level of participation in sport between boys and girls.

The implication is that the schools, the DoE, and the SRSA should note that males are also an integral part of transformation in equity policies of South Africa and therefore not side line them. Due to the fact that many countries nowadays are
focusing on empowering females in sport, they must not forget or neglect the needs of males in sport. In drafting sport policies and marketing strategies to promote sport, the males should also be considered in the transformation plans of school sport.

Recommendations: School management, School-Governing Bodies, sport marketers, DoE and the various sport federations, should introduce more physically intensive sport programmes, such as boxing, karate, hockey and baseball – to attract more males to participate in school sport. This strategy would require the Ministry of Sport and Recreation and the Ministry of Education to revise the existing National Sport and Recreation Plan, and to include intensive sport programmes as a priority issue. Both primary and secondary males participate in some of the sporting programmes offered at their schools; but more research is needed to determine which specific activities would attract more males to participate in school sport.

7.2.3 Participation of children in school sport

It was observed from the main findings in Chapter 6 that 89.5% of the primary school children participate in school sport, compared to secondary school children. The main conclusion is that primary school children are influenced and encouraged to participate in school sport more than the secondary school children in township schools. It is important to take into cognisance the type of school that i.e., primary or secondary in order to gain insight into their level of participation in school sport.
The implications are that schools and community sport clubs should consider the possibility of introducing sport activities and events that are more social and competitive.

Recommendations: School management, School-Governing Bodies and community sport clubs, need to determine whether, or not, there is a demand or need for the current sport activities, programmes and events offered at schools. Once a need is identified, schools and community sport clubs need to offer sport activities, programmes and events that would attract the secondary school children to participate in school sport. If secondary school children prefer school sport events that incorporate external sport teams, events must include external teams to attract secondary school children to participate in school sport. School sport programmes, like school holiday programmes in soccer, rugby, netball, cricket and karate – where public schools play against private schools – should be introduced to attract school children. The school management, parents and SGB at public schools should revise their existing policies or practices in school-sport promotion and work together to create attractive sport events, competitions and activities.

7.2.4 Most preferred sport/s by children at township schools

It is concluded from the findings in Chapter 6, that soccer and netball are the most-preferred sports by the children at primary and secondary schools. The main conclusion is that soccer and netball are the main sport options that attract and influence children to participate in school sport. The implications are that: Whilst soccer and netball were the most preferred sports the children at township
schools, school management (HOD’s and Principal’s), SGB, SRSA and the DoE should understand school children’s variety of preferences, needs and desires in sport. Soccer and netball were the preferred sports by most of the school children mainly because they are the only options available. They should expand on the sport that school children prefer and promote other sport programmes in rugby, hockey, tennis and boxing, provided that there are facilities to give children more options, and attract them to participate in school sport. In most township schools, visited by the researcher, soccer and netball grounds were the only available sport facilities seen.

Recommendations: Considering that the variety of sport programmes, events and activities, a diverse group of children could be influenced and encouraged to participate in school sport. If at all possible, the SRSA and the DoE, need to focus their efforts on developing other sport facilities and sport programmes (such as tennis courts, hockey fields and basketball courts) to attract and motivate children to participate in school sport.

Schools should attract volunteer coaches to introduce and promote other or new sport programmes at schools. The SRSA, the DoE and the City of Tshwane Municipality, with assistance from local businesses, should make ways to upgrade and build new sport facilities for different sports at schools. That would increase children’s involvement in school sport. Schools and School-Governing Bodies should also draft sponsorship proposals and request funding from local businesses to build or upgrade the existing sport facilities.
7.2.5 Children’s reasons for participating in school sport

The reasons why children participate in school sport at public township schools would assist the schools and the DoE to improve the existing school sport programmes. If schools and sport marketers understand children’s reasons for participating in school sport, new marketing strategies to attract more children could be developed.

**Ho₁** - No significant differences exist between public primary and secondary school children’s reasons for participating in school sport.

The conclusion were that most school children believe that sport is important to them and that it can improve their health. Most primary and secondary school children prefer group sport (e.g. soccer, netball, rugby) to individual sport. It is important to consider parents’ and teachers’ roles in encouraging school children to participate in school sport. It is evident from the findings in Chapter 6 that physical education and sport are not compulsory for all school children.

The implications are that: School management (HOD’s and Principal’s), SGB and the DoE need to understand the needs, wants and desires of children in school sport. The schools should introduce and promote sport programmes and events that are fun and also that promote health-conscious issues to attract children to participate in school sport. Individual sport were found to be the least preferred by most of the children, compared to group sport; but that does not mean schools and the DoE should disregard individual sport altogether. They should rather focus on
developing marketing strategies on promoting individual sport, such as tennis, karate, dance and table tennis.

Furthermore the implications of the findings are that parents and teachers should be invited and encouraged to become involved in school sporting activities. Schools and the DoE should establish a variety of sport facilities and make school sport and physical education compulsory in all the public schools, in order to give children options and opportunity to participate.

Recommendations: It is recommended that the school management, School-Governing Bodies, the SRSA and the DoE first need to improve and put more focus on sport facilities and equipment for individual sport – before promoting and encouraging school children to become involved in individual sport programmes. School management (HOD’s and Principal’s) and School-Governing Bodies should also revise their existing practices or policies and include individual sport programmes as priority sporting events.

Based on the issue of parents’ and teachers’ involvement in school sport, the SRSA and the DoE, should ensure that the existing National Sport and Recreation Plan and National Development Plan is revised to incorporate marketing strategies to communicate and attract parents and teachers to become involved in school sport. The SRSA should also ensure that the schools and the DoE draft marketing and fund-raising strategies in their sport policies that would assist schools to raise funds for the construction of sport infrastructure. Schools and the DoE need to seriously consider making physical education and school sport compulsory for all
school children. It is also recommended that members of the SGB should also be trained to draft funding proposals for school sport. The SRSA should take the initiative and appoint companies and universities to train teachers and members of the SGB to market and attract funding for school sport.

7.2.6 Children’s reasons for not participating in school sport

It is important to understand children’s reasons for not participating in school sport. Understanding the reasons could assist schools, the DoE and the SRSA to become aware of school children’s needs to participate in school sport, and further assist with the planning and the development of the National Sport and Recreation Plan in the future.

Ho2 - No significant differences exist between public primary and secondary school children’s reasons for not participating in school sport.

The main conclusion is that the limited number of qualified coaches and managers significantly influence children’s decision to participate – or not to participate – in school sport. A limited number of sport activities and events, inconvenient practice times and minimal financial support from parents also influence school children negatively towards participation in school sport. It could further be concluded that children feel that the environment outside school might be unsafe after hours for them to participate in school sport.

The implications are that: School management (HOD’s and Principal’s), SGB and the DoE need to standardise and accredit the qualification of the present sport
coaches at schools. They should also identify the required number of managers and the skills needed to improve the quality in school sport. School and sport marketers should assess the number of sport programmes they are currently presenting, and assess their quality and sustainability. Schools and parents should familiarise themselves with the needed sport equipment for their children, and try to come up with ideas to generate the necessary funding.

Recommendations: Schools and the DoE need to determine what kind of coaches and managers are needed to improve the quality of school sport. Once the specific need of coaches and managers are identified, schools should appoint qualified and volunteer coaches and managers from universities and colleges to co-ordinate a variety of sport programmes and events at schools. The SRSA should liaise with the Department of Higher Education (DHE) to assist them in outsourcing qualified sport students from Universities to assist in co-ordinating school sport.

SGB and the DoE should facilitate training of teachers in sport coaching to assist professional coaches to co-ordinate sport programmes at schools. Schools must come up with a variety of sport programmes to accommodate all children’s needs and preferences; and compulsory sport hours should be included in the timetable. Schools and parents need to consider methods of generating funds for sport equipment through fundraising events, considering that the success of this initiative would probably only be achieved in a medium to a long-term agenda.

Since most of the children feel that the school environment is unsafe after hours to participate in school sport, School management (HOD’s and Principal’s), School-
Governing Bodies and the DoE need to appoint security guards after hours at schools to protect the environment when children are participating in sport. Schools could approach community members to volunteer as security guards.

7.2.7 Children’s perceptions regarding sport participation at schools

Children’s perceptions towards participation in school sport are important, because School management, School-Governing Bodies and the DoE would have an insight into how children feel about school sport. Furthermore, the process of identifying children’s perceptions would assist the schools to develop sport programmes that suit children’s needs.

**Ho3:** No significant differences exist between public primary and secondary school children’s perceptions regarding sport participation at schools.

From the results of the empirical study, based on Hypothesis 3, the following conclusions can be made: that children’s perceptions regarding school sport can positively or negatively influence their level of participation in school sport. Children support the idea that awareness campaigns and local community business involvement in schools sport should be considered by schools and the government to promote and improve the level of sport participation. It is also important to determine children’s level of perceptions in understanding sport as a good tool to achieve better grades at school.

The implications are that: Schools, sport marketers, the DoE and the SRSA need to – as with any marketing and promotion strategy – determine children’s
perceptions towards the currently offered sport programmes and events at schools. School management and the DoE need to consider awareness campaigns and community involvement in school sport. These should be important factors to consider when drafting sport policies and marketing plans.

Recommendations: Considering children’s perceptions towards school sport, School management, School-Governing Bodies, sport marketers, the DoE and the SRSA need to focus on creating attractive awareness campaigns to promote and market the benefits of school sport.

School assemblies should be a platform to communicate to children the importance and the benefits of sport. Often at school assemblies school management and teachers should communicate to the school children regarding the importance and benefits of participating in sport.

If possible, schools should also invite local businesses and community members to contribute funding, sport products or sport services towards managing school sport. School management (HOD’s and Principal’s), School-Governing Bodies and the DoE should always emphasise the benefits and the importance of sport for academic achievement. In-between academic activities at schools, teachers should always communicate the importance of school sport in achieving better grades with the learners.
7.2.8 Schools' influence on children’s level of sport participation

It could be observed from the main findings in Chapter 6, that schools play an important role in influencing children to participate in school sport.

**Ho₄**: No significant differences exist between public primary and secondary schools’ influence on children’s level of sport participation.

The main conclusions are that school sport facilities that are clean and kept in good condition could significantly influence children to participate in school sport. Primary and secondary school children prefer that their schools should give them the opportunity to compete with or against other schools, and also to affiliate teams with sport leagues.

The offering of sport bursaries by schools to children excelling in school sport, could be an added advantage in influencing children to participate in school sport. Good-quality sport equipment should be made available to all children at schools; and that would encourage and influence more children to participate in sport.

The implications are that: Schools and the DoE should ensure that the sport environment (facilities and equipment) at schools are up-to-date and properly maintained, in order to ensure the enjoyment of the children in sport. Furthermore, schools and the DoE need to understand that children still see academic work or grades as their main reason for attending school sport. It is important that schools should also emphasise to children that sport is also important in enhancing academic performance.
Recommendations: Schools and the DoE need to seriously consider a maintenance plan that would help keep sport facilities clean and in good condition at all times. Part of the maintenance plan is to invite parents, the local municipality (City of Tshwane) and community members to assist in maintaining sport facilities. School management should also make it compulsory to children that sport facilities should be cleaned once a week. Money and time should be invested in this regard.

The DoE and schools should put funding aside in the form of bursaries to reward children performing well in sport. Schools, the DoE and the SRSA, should give children the opportunity to compete with other local schools and introduce competitive and social sport leagues for a variety of the sporting options at all public schools. Schools should also regularly take the initiative to inform children at school assemblies on the sport opportunities offered by schools.

7.2.9 Parents’ influence on children’s level of sport participation

Children’s level of participation may continue to drop if parents do not motivate and influence their children to engage in school sport. It is the duty of the schools and the DoE to inform the parents about this role of influencing their children from home.

**Ho$_5$:** No significant differences exist between parents’ influence in public primary and secondary school children’s level of sport participation.
The main conclusions are that primary school children believe that their parents are aware of the sport activities offered at their schools; while secondary school children appear to have a negative attitude towards their parents’ awareness of the sport activities offered at their schools.

It is clear that both groups of children emphasised that their parents are not frequently involved in school sport as volunteers or officials; and they do not have time to attend school sport activities. Most of the children are concerned that their parents are not involved in committees or governing bodies for sport at their schools. It is evident that parents of the children at public schools are aware of the sport programmes or activities offered at schools; but they do not attend those events; and that affects the morale of the children to participate. Some of the children from primary schools maintain that their parents are always up-to-date about the sport schedules at their schools; while most of the secondary school children are aware that their parents are not always up-to-date about sport schedules at their schools.

Children at primary schools believe that their parents buy them the necessary sport equipment to become involved in school sport; while children at secondary schools do not agree with the statement that their parents buy them the necessary sport equipment. Parents with children at primary schools encourage their children to speak to them regarding the difficulties encountered in school sport; while some of the parents with children at secondary school children do not encourage their children to speak to them regarding any of the difficulties encountered in school sport.
The implication is that: Schools and the DoE should understand that children’s level of participation might continue to drop if parents are not influencing their children to participate in school sport. The schools and the DoE should establish the reasons why parents are not influencing their children to participate in school sport.

Recommendations: School management (HOD’s and Principal’s), SGB, the DoE and SRSA should conduct further research to determine the underlying reasons why parents are not influencing their children to participate in sport at township schools. During parents’ meetings, school management should discuss issues and opportunities about school sport. Schools should focus their attention on informing parents regularly via letters or cell-phone messages about sport activities and events taking place at schools. Schools also need to consider marketing and promotional strategies or methods to promote sport activities and programmes for the parents.

Considering the role that parents can play in influencing their children to participate in school sport, schools should make parents aware of the possible volunteering opportunities as officials (e.g. scorekeepers, coaches or referees) in school sport. School management (HOD’s and Principal’s), SGB the DoE and the Department of Sport should conduct some of the school sport events and activities at weekends (Saturday or Sunday), in order to accommodate parents who might be working till late during the week, and do not have the time to attend school sport festivities.
Schools should regularly send announcements or invitations to parents, informing them about possible opportunities of serving as members of sport committees or governing bodies at schools. Furthermore, during the nominations of the SGB, a committee should be nominated separately to look after matters relating to school sport. These recommendations are supported by previous research studies (Thompson et al., 2010:265; O'Connor et al., 2009:141; Davison and Jago; 2009:1816; Beets et al., 2007:125) which also suggested that schools should organise sport activities at weekends, in order to accommodate parents.

Parents and schools organise fund-raising events to raise funds for school sport, because it seems to be difficult for the parents to contribute financially towards school sport. In partnership with school management, parents could also attract donors and sponsors to fund schools sport programmes. Fund-raising committees for school sport should be established. The sport committees formed by parents should only focus on generating funds for school sport.

Schools should come up with a motivational strategy for parents (e.g. parents of the year category award) to honour or appreciate their support and involvement in sport. The initiative of honouring the parents would encourage more to become involved in school sport, and influence the children to participate. Schools should quarterly send out newsletters specifically communicating with parents about upcoming sport events and activities at schools.
7.2.10 Peers’ influence on children’s level of sport participation

The main findings in Chapter 6 showed that peers play a significant role in most children’s lives. Peers should also be involved and considered by the organisers when planning and managing school sport events. Having peers to play with, and having positive relationships with these youths should foster involvement in and possibly facilitate physical education and school sport for children.

**Ho₆:** No significant differences exist between peers’ influence on public primary and secondary school children’s level of sport participation.

The factors influencing the level of sport participation at primary and secondary public schools may continue to escalate if the schools neglect to consider the role and the influence of peers in school sport. Further research should be conducted to establish the role of peers in influencing children to participate in school sport, because peers seem to be playing a significant role in school children’s lives. Determining peers’ role would assist schools to establish sport programmes, events and activities encompassing peers who could also be involved in sport as spectators and supporters.

School children have experienced that peers are always supportive and encourage them to participate in school sport; while some of the secondary school children are not happy with the support they get from their peers. Children indicated that peers play a positive role in creating a favourable environment for them to participate in school sport; and they are always up-to-date about upcoming sport activities at schools.
Primary school children indicated that most of their friends are involved in school sport; while the secondary school children have experienced that most of their friends are not involved in school sport at all.

Primary school children indicated that their peers always support their opinions and involvement in sport activities at schools; while secondary school children experienced that their peers are not always supporting their opinions about sport activities at school; and also they are not always supportive of their involvement. Primary school children are always encouraged by their peers to participate in sport; while some of the secondary school children feel that their peers are not encouraging them to participate in school sport. It is evident that peers play a significant role in primary school children, compared to secondary school children.

The implication is that: School management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to consider the role of peers in children’s lives when planning marketing and promotional strategies of school sport. Peers should be given the opportunity to give inputs and recommendations regarding planning of sport programmes, events and activities for school sport. Schools should understand that children see their peers as much more than mere friends or classmates; they consider them as opinion-leaders, role-models or advisers.

Recommendations: Peers as individuals and friends, and who spend most of the time with school children impact on the level of participation in school sport. Further research should be conducted to determine the role that peers/friends could play in improving the quality of public school sport. That would help schools
to know how to incorporate peers in their planning of school sport. School management (HOD’s and Principal’s), School-Governing Bodies and the DoE should also develop or revise their existing promotional strategies on encouraging peers to also be involved in school sport, as participants or spectators.

School should also encourage and involve peers/friends, class representatives, Student Representative Council’s (SRC’s) when planning school sport programmes, events and activities. They should be part of the marketing teams that promotes school sport. School management should allow the peers to suggest and assist in planning for upcoming school sport activities. Schools should promote and encourages debates and group discussions about the importance and the benefits of sport participation, in order to share with each other about the importance of school sport.

7.3. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS BASED ON THE SCHOOL TEACHERS’ INVOLVEMENT IN SCHOOL SPORT

The findings in Chapter 6 revealed that the demographic or general profiles of the teachers at public primary and secondary schools would assist the school management (HOD’s and Principal’s), SGB, the DoE and the SRSA to understand the role an the kind of teachers school have. An understanding of the demographic or general profiles of the teachers at public primary and secondary schools would assist the schools to align their priorities when it comes to staff development and training. The schools would then be in a position to determine teachers’ interests and needs, and their inclination to become involved in school sport.
7.3.1 Gender of the teachers at schools

The conclusions are that: Both groups of teachers at primary and secondary schools play a significant role in influencing children’s decision to participate in school sport. It was important to determine the gender information of the teachers, in order to gain an insight into their involvement in school sport.

The implications are that: Schools and the DoE need to determine the gender of the teachers involved in school sport at township schools. Of equal importance, is that School management (HOD’s and Principal’s), SGB and the DoE not only need to determine the gender of the school teachers in general, but also to determine whether or not male or female teachers are involved in school sport as coaches and administrators.

Recommendations: School management (HOD’s and Principal’s), SGB, the DoE and the SRSA need to determine whether or not more male or female teachers are involved in school sport as coaches and administrators or not. In this study, primary female teachers are not fully involved in school sport, compared to secondary school teachers. Schools and the DoE need to target the female teachers through sport awareness campaigns and seminars to encourage them to be involved in school sport as volunteers, officials, coaches or administrators.

In accordance with the commission on gender equality, in terms of Section 187 of the Constitution of South Africa, Act 108 of 1996, organisations and institutions should advocate change in their laws, policies and practices, in order to instil,
respect and empower women first. Schools and the School-Governing Bodies should also revise their existing policies and prioritise female teachers’ interests in school sport. Female teachers should be trained as coaches, officials and managers by the SRSA and DoE to co-ordinate school sport. Regular short courses and workshops in sport management should be organised by the government to train and up skill female teachers.

7.3.2 Offering of sport programmes at schools

The main conclusion is that most of the teachers at schools are aware that sport programmes, activities and events are offered at their schools; but primary school teachers are more familiar with school sport programmes compared to secondary school teachers.

The implications are that: the DoE and the SRSA should investigate and understand the reasons why some of the schools are still not offering sport programmes and the reasons why some of the teachers are not aware of the sport programmes at schools. School management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to understand the important role that teachers can play in influencing children to participate in school sport. Teachers are aware of the sport programmes at schools; and it is the responsibility of the government to involve teachers in the management of school sport.

Recommendations: The DoE should establish a task team, consisting of school management, SGB and district co-ordinators to develop strategies to promote teachers’ involvement in school sport. Resources should be allocated to schools.
that are currently finding it difficult to establish sport programmes; and teachers should also be included in the offering of sport programmes at public schools. If schools are not offering sport programmes, it becomes difficult for the teachers to become involved in sport.

If possible, the DoE and the SRSA should conduct an internal Audit and identify schools that do not have, or are struggling to co-ordinate, school sport programmes. To conduct and internal audit, each district of the Gauteng DoE should visit the schools and identify the available resources, skills and programmes. Thereafter, the DoE would be able to identify schools’ facility needs and training needs for the teachers.

### 7.3.3 Teachers’ preferred role in school sport

The findings in Chapter 6 revealed that teachers prefer to volunteer in specific roles during sport activities, events and programmes at schools.

The main conclusion is that teachers preferred roles in school sport as committee members, coaches, officials, managers, spectators, and others could significantly influence the quality of school sport, and also influence children’s level of participation in school sport.

The implications are that: School management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to introduce a variety of sport programmes that are not offered at schools, like baseball, hockey, karate and others, provided
that facilities are also available to attract more teachers to volunteer for their preferred roles in school sport.

Recommendations: Considering the influence that teachers can have in promoting school sport, school management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to focus on involving teachers as volunteers to assist in co-ordinating school sport. The South African Sport Confederation and Olympic Committee (SASCOC) and the SRSA should present or offer short courses to all school teachers in sport officiating, coaching, management and committee management.

The South African Rugby Union (South African Rugby Union), soccer (South African Football Association), in netball (Netball South Africa) and others should be invited to schools by the government to impart knowledge on the co-ordinating specific sport programmes to the teachers.

7.3.4 Teachers’ perceptions with regard to sport participation at schools

It is evident from the findings in Chapter 6 that teachers’ views are positive regarding school sport and its importance to children. Teachers’ perception regarding school sport could significantly influence children’s level of participation in school sport.

Ho7 - No significance differences exist between the perceptions of teachers at public primary and secondary schools with regard to sport participation at schools.
The main conclusions are that: The perceptions of teachers regarding school sport are positive; and that they can influence the quality of school sport. Teachers are positive that sport is important to children and can improve their health. This conclusion supports the view of a previous study that also indicated that sport is important in promoting healthy and strong children (Milteer, Ginsburg, Council of Communications and Media Committee on Psychosocial Aspects of Child and Family Health & Mulligan, 2011:204).

Primary school teachers are highly confident that school sport can assist children to perform better academically, and that schools should play a role in encouraging children to strive for excellence in school sport.

The presumption that regular school sport activities and programmes can minimise antisocial behaviours among children, was also accepted by most of the teachers. School teachers believe that parents should play a significant role in encouraging their children to participate in school sport. The teachers always encourage both boys and girls during academic sessions to participate in sport.

The implications are that: School management (HOD’s and Principal’s), SGB and the DoE need to continuously update the teachers about the current trends and changes in the world of sport with regard to the shortcomings, benefits and opportunities that children can derive from participating in school sport. The Department of Basic Education should conduct regular meetings and workshops to up-skill teachers on the importance and the benefits of sport. School management (HOD’s and Principal’s) and School-Governing Bodies should give
teachers the responsibility to inform children of the role that sport can play in improving their grades or academic achievements. The DoE needs to consider the possibility of using teachers as the main or alternative channel to promote school sport.

Recommendations: School management (HOD’s and Principal’s) and SGB need to consider the positive roles that teachers can play in attracting children to participate in school sport, because they spend most of the time with children during academic progressions. School management should regularly remind teachers to assess children’s knowledge of sport benefits and its importance during academic activities.

School management (HOD’s and Principal’s) and the School-Governing Bodies need to focus their effort in organising regular excursions for the teachers to go and explore how other successful schools establish and manage their sport programmes. The DoE should request all teachers interested in school sport to do at least one short course in physical education or sport management. This could motivate the teachers to become involved in school sport; and when the teachers are motivated, children would also be influenced positively to participate in school sport.

The DoE needs consider the possibility of designing information sessions within the subject life-orientation that addresses the importance and the benefits of sport. Teachers should be trained and take the responsibility to conduct those sessions. Schools should create a platform during the school meetings, parents’ meetings
and cluster meetings for parents and teachers to interact and to engage on issues and strategies of improving school sport. Teachers’ views on school sport should assist the school management and the DoE to create new innovative ways to motivate and attract children’s involvement in school sport activities.

7.3.5 Teachers’ reasons for not being involved in school sport

It could be seen from the main findings in Chapter 6 that teachers have their own different reasons for not involving themselves in school sport. Financial constraints, time and the availability of resources are some of the predominant factors influencing teachers not to become involved in school sport. There is also an observable difference between primary and secondary school teachers regarding their reasons for not participating in school sport.

**Ho₉ - No significant differences exist between public primary and secondary school teachers with regard to their reasons for not becoming involved in school sport.**

The main conclusions are that: Teachers are interested in school sport, and are aware that sport is taken seriously at their schools. Time constraints and the lack of variety in sport programmes, events and facilities affect teachers’ involvement in school sport. School teachers feel that there is a lack of communication between them, the school management (HOD’s and Principal’s), School-Governing Bodies and the District offices of the DoE regarding the planning of school sport programmes. Secondary school teachers agree more with the statement that government do not encourage and motivate teachers to become involved in school sport, than did some of the primary school teachers. Teachers also feel that they
are not given enough incentives to become involved in school sport, and the government is not training them to become professionals in the management of school sport.

A literature survey by Singh and Surujlal (2010:118) also found that some of the coaches and administrators at schools do not meet the minimum requirements to enable them to co-ordinate school sport, due to their lack training or qualifications. Teachers indicated that they make use of their spare or free time to assist in developing school sport; but their efforts are not recognised. Both groups of teachers from primary and secondary schools are not happy with the fact that the parents are not adequately supporting school sport.

The implications are that: School management (HOD’s and Principal’s), School-Governing Bodies, the DoE and the SRSA, need to become involved, and listen to teachers’ views and opinions regarding plans and strategies on developing school sport. School management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to understand that teachers are also professionals in dealing with children; so they could assist in motivating and encouraging children to participate in school sport.

School management (HOD’s and Principal’s), School-Governing Bodies and the DoE need to regularly communicate to teachers and parents in decision-making processes that involve the development of school sport. Schools, the DoE and the SRSA and SASCOC should take teachers’ needs, wants and desires into consideration when drafting policies, programmes, strategic plans and marketing.
plans for school sport (National Sport and Recreation Plan & White Paper on Sport and Recreation).

Recommendations: The DoE, the SRSA and SASCOC should use these findings to adopt and implement their school sport policies (e.g. National Sport and Recreation Plan and White Paper on Sport and Recreation), in order to increase teachers’ interest and their involvement in school sport.

Considering the positive relationship teachers have with school children, the school management (HOD’s and Principal’s) and the School-Governing Bodies (SGBs) need to allocate a compulsory hour for school sport in the academic timetable, from Monday to Friday during school hours. The teachers should coordinate the process of conducting school sport and physical education activities.

School principals should include sport as an item in all the school and parents’ meetings to effectively communicate with them about the activities, challenges and opportunities in school sport. Regular cell-phone messages, e-mails, Facebook messages and memorandums should be sent to teachers and parents regularly, updating or informing them about the current and the upcoming school sport events, activities and programmes.

The DoE should consider revising the existing practices of offering all teachers 1% annual salary increase across the board as incentives for being involved in extracurricular activities. Instead, the school management and the DoE should increase the allowance of those teachers who are regularly involved and spend
more time co-ordinating school sport programmes. Teachers regularly involved in school sport should be given logbooks to capture the time and the programmes that they co-ordinate.

The logbook would confirm the time teachers spend in school sport, compared with others not involved. School management (HOD’s and Principal’s) and the SGBs need to also raise funds or get sponsors from local businesses and give teachers travel or uniform allowances. Parents who are not members of the School-Governing Bodies should also be invited as observers in all other committees. As observers they would get an opportunity to gain an insight into school sport.

It is important for the DoE and the South African Government to understand teachers’ reasons for not being involved in school sport. Teachers play a huge role in school children’s daily lives.

7.3.6 Teachers’ influence on children’s level of participation in school sport

The main findings in Chapter 6 revealed that teachers have an influence on children’s decision to participate in school sport. Primary school teachers demonstrated a positive influence, compared to secondary school teachers towards school sport.

**Ho₉:** No significant differences exist between public primary and secondary school teachers’ influence on children’s level of participation in school sport.
The main conclusions are that: Teachers believe that a variety of sport facilities and good quality equipment could positively influence them and the children to become involved in school sport. Teachers feel that the relationship between schools and community sport clubs could improve the quality of school sport and also attract teachers, parents and children to become involved in school sport. Secondary school teachers strongly believe that schools should conduct fund-raising events that would generate funds to offer sport bursaries to excelling children in sport.

Teachers would like to see schools appointing security guards, to protect the environment after hours, when they involved in school sport activities; and they also think that government is not contributing enough funding towards school sport; they would like to see government contributing enough funding towards the development of school sport. They support an idea that schools and the DoE should involve all of them, when dealing with any issues and decisions concerning school sport. Teachers would like to be given the opportunity to be elected as members of the sport-governing bodies.

The implications are that: School management (HOD’s and Principal’s), School-Governing Bodies (SGBs), the DoE and the SRSA, should come up with strategies to encourage teachers to become involved in school sport. The schools should establish the kind of reward or incentive that teachers would like to receive to be positively influenced (e.g. sport uniform, travel allowance and further training). School management, School-Governing Bodies, the DoE and the SRSA needs to
consider the facilities and equipment needed for schools to improve the quality of sport.

Recommendations: School management, School-Governing Bodies and the DoE should establish sport-governing bodies consisting of teachers from different schools in Tshwane that could share ideas and assist in the development of sporting programmes, and if possible, the facilities at schools. Greater budgetary allocations and stricter spending of monies by the government would assist in terms of allocating money for equipment and facilities at schools, which are currently lacking resources. The SRSA, the DoE and SASCOC need to work together with the local federations, like the South African Football Association, the South African Rugby Union, South African Golf, Athletics South Africa and others to source funding and donors to upgrade the facilities and the equipment at public township schools.

School-Governing Bodies and the DoE should recruit volunteers from communities to assist with the marketing, sponsorship and fund-raising of school sport programmes. Volunteers from communities should assist the schools to draft marketing and sponsorship proposals that would be able to identify the specific needs to successfully co-ordinate sport programmes at schools.

Schools should liaise with local community sport clubs to assist each other with the development of sport in general. Both parties should formalise the relationship by signing a Memorandum of Understanding (MoU). These kinds of relationships would assist schools to attract and encourage children to participate in sport; and
communities’ sport clubs could also assist the school with the needed sport resources.

School management, SGB and teachers should lead by example, and be physically active by organising their own sport teams at schools. Teachers should also have their physical activity and sport programmes that are co-ordinated weekly by school management. That would motivate children to be involved in school sport.

7.4 CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS BASED ON PARENTS’ INVOLVEMENT IN SCHOOL SPORT

The findings in Chapter 6 revealed that the demographic or general profiles of the parents with children at public primary and secondary schools would assist the school management (HOD’s and Principal’s), SGB, the DoE and SRSA to understand the background of parents with children at township schools and the roles.

An understanding of the demographic or general profiles of the parents at public primary and secondary schools would assist the schools to understand the parents and their roles in encouraging their children to participate in school sport. The school management would then be in a position to determine parents’ interest and needs to become involved in school sport.
7.4.1 Gender of the parents with children at schools

The conclusions revealed that: Mothers with children at both primary and secondary schools play a significant role in influencing their children’s decisions to participate in school sport. It is important to determine the gender information of the parents – to gain an insight into their involvement in school sport. Mothers are the ones that normally bring their children to school and collect them. This may be the reason why more respondents were females. This does not mean that fathers/males are not involved.

The implications are that: Schools and the DoE need to determine the gender of the parents involved in school sport at township schools. Of equal importance, is that School management (HOD’s and Principal’s), School-Governing Bodies and the DoE not only need to determine the gender of the parents in general, but also to determine which gender is involved in their children’s school sport more than the other.

Recommendations: School management (HOD’s and Principal’s), School-Governing Bodies, the DoE and the SRSA need to determine the gender that is not involved in school sport. In this study, it was the male parents or fathers that were not fully involved in their children’s lives or in school sport. Once a group has been identified, Schools and the DoE need to target the male parents, and start inviting them to volunteer in school sport.
Schools should invite all parents at schools and give them a responsibility as volunteers at school sport events. That would help them realise that they have a role to play in the development of their children in sport.

### 7.4.2 Relationship of the parents to their children

The findings of the study demonstrate that mothers are more involved in their children’s lives more than their fathers are. It is evident that mothers are the ones spending more time with their children at school, compared to fathers. Therefore, there are more mothers than fathers among the parents at primary and secondary schools who participated in the study. The implication is that: Schools and the SGB need to consider the possibility of inviting parents and other family members to attend all the sport activities and events hosted by the schools in a year.

Recommendations: School management, School-Governing Bodies and the DoE need to determine whether there are any specific demands from the parents to be involved in school sport or not. Schools should regularly send out invitations to parents, inviting them to support and become involved in school sport. Parents could be sent flyers via their children on how they could play an active role in motivating their children to participate in sport. The schools and the DoE should further conduct research on the role of grandparents in school sport who could help the DoE revisit the existing practices of inviting parents only.

Schools should come up with school sport events that would attract parents and family members’ involvement. Some of the school events should acclaim parents’
physical participation in school sport (e.g. Netball games between parents and teachers against the school’s netball team).

7.4.3 The offering of sport programmes at schools

The conclusion that can be drawn is that parents should acknowledge that schools offer sport programmes. Parents with children at primary schools are predominantly aware of the school sport programmes compared with parents who have children at secondary schools.

The implication is that schools and the School-Governing bodies (SGB) need to understand that parents’ involvement in school sport is critical; so, they should come up with a marketing and promotional strategy to attract parents to become involved in school sport.

Recommendations: Considering the influence parents have on school children’s decision to participate in school sport, schools, the School-Governing bodies (SGBs) and the DoE need to focus their efforts on convincing and motivating parents to become involved in school sport. If possible, schools should specifically target fathers and grandparents who have children at primary and secondary school and invite them to be spectators at the schools’ events. School management and School-Governing bodies should organise fund-raising events (e.g. gala dinners) and invite parents to discuss academic and sport issues affecting their children.
7.4.4 Awareness of the children’s involvement in sport

The main conclusion that could be drawn is that most parents know and are aware that their children participate in school sport.

The implications are that most parents are aware of their child or children’s involvement in sport; so schools and the DoE should investigate the reason why the parents are not supporting or getting involved in school sport.

Recommendations: Schools need to promote school sport activities to parents and invite them as spectators or supporters at schools’ events. Schools should send annual sport calendars to parents as a notification of the upcoming school sport events. This could be a powerful instrument and a reminder to motivate parents and their children to become more deeply involved in school sport.

7.4.5 Parents’ perceptions regarding school sport

The main findings in Chapter 6 revealed that parents have positive perceptions about school sport. Parents’ perceptions regarding school sport could significantly influence children’s level of participation. Parents’ views about school sport would assist the schools and the DoE to create innovative ways to motivate and attract parents and other family members to become involved in school sport.

**Ho_{10}** - No significant differences exist between parents’ perceptions with regard to public primary and secondary school sport in townships.
The conclusions indicated that: The perceptions of parents regarding school sport can influence children’s decisions to participate in school sport. Mothers with children at primary and secondary schools are convinced and happy that sport is important to their children. The parents with children at primary schools are encouraging their children to participate more in school sport more than the parents with children at secondary schools. Some of the parents financially support their children to participate in school sport; but they do not regularly attend sport events and activities at their child’s/children’s schools.

Parents indicated that they hardly visit the schools to support school sport. The parents with children at primary schools are happy with the fact that they regularly get feedback regarding sport activities at schools than are the parents with children at secondary schools.

The implications are that: School management (HOD’s and Principal’s), SGB and the DoE should consider parents’ roles when drafting sport marketing plans and strategies to improve school sport. School management (HOD’s and Principal’s) and SGB should consider the possibility of using parents as the main motivators or influencers in children’s decisions to participate in school sport. Schools should consider involving strategic role (parents, teachers, community members, public and private sector) players in promoting school sport.

Recommendations: School management (HOD’s and Principal’s) and SGB need to consider the positive roles and responsibilities that parents can play in school sport, in order to influence the children to participate. At school meetings between
school management and teachers, parents should also be given a platform to raise their concerns about the management of schools, and specifically school sport.

School management and the DoE need to consider the possibility of coming up with a promotional strategy for attracting parents to support sport. Schools and the DoE need to organise workshops during the week, and at weekends to invite parents to address, and to discuss the issues and future developments in school sport. Parents should be given the responsibility to organise fund-raising events monthly or quarterly, in order to raise funds for school sport.

7.4.6 Parents’ reasons for not supporting school sport

It is important that parents’ reasons for not supporting their children in school sport should be understood. By understanding their reasons, school management, School-Governing Bodies and the DoE would be in a position to come up with a strategic plan to build good and interactive relationships with parents regarding school sport.

\( \text{Ho}_{11} \) - No significant differences exist between parents with children at public primary schools and parents with children at public secondary schools with regard to their reasons for not supporting their children in school sport.

The conclusions are that parents do not have any problems that their children are involved in school sport; and they are not concerned much about injuries that could affect their children, while participating in school sport. Parents with children at secondary schools think that their children are not interested in school sport,
and do not have time to participate, compared with parents with children at primary schools, who think that their children are always excited and happy about school sport.

Parents think that sport is not taken seriously, and is not even well-organised at their children’s schools. Parents seem not to be visiting schools to support school sport. The parents with children at primary schools indicated that they always get feedback from schools regarding the sport activities compared with parents with children at secondary schools.

Parents with children at secondary schools think that sport facilities are limited at schools, compared with parents with children at primary schools, who generally feel that the facilities at schools are in good order. Parents have experienced that schools lack or have only a limited number of qualified sport personnel to manage school sport, and that this fact negatively affects their support in school sport. They furthermore indicated that practice arrangements at schools are inconvenient, and that they are not given the opportunity to volunteer in school sport as officials.

The implications are that: School management, School-Governing Bodies and the DoE should know how parents feel about the quality and the standard of school sport. Schools need to understand the important role that the parents can play in influencing and assisting schools to get more children to participate in school sport activities and events.
Recommendations: Schools and the DoE must determine parents’ needs and consider their wants and desires seriously, because they are extremely influential in motivating children to eventually participate in sport. If they are happy, children will also be involved. Schools and the DoE might consider the possibility of coming up with promotional strategies (e.g. fun run or sport day events that incorporate parents, teachers, sponsors and community members in general), and that would improve the relationship between parents, teachers and their children.

School management and the DoE need to organise workshops that would inform and update parents about the importance and the benefits of sport to children. Children always look up to their parents and teachers as role models; and if parents understand the importance and the benefits of sport they would be able to convince their children to make time for school sport. School management should take time and listen to parents and children’s views regarding the standard to maintain in sport facilities and equipment at schools.

They should also allow parents to suggest and set standards of the required sport equipment and facilities at schools. These would give parents enough confidence; and they would believe that they are one of the decision-makers in school issues.

Schools management, SGB, the DoE, the SRSA and SASCOC need to engage with tertiary institutions (e.g. Universities and Colleges) to assist them in placing qualified graduates at schools to volunteer for managing school sport. Schools’ management, the DoE, the SRSA and SASCOC need to appoint people with sport-management qualifications to manage and co-ordinate school sport, people
with sport didactics and coaching to coach different sporting codes, and people with sport science to monitor and enhance the physical fitness of the children participating in school sport. Schools should regularly communicate and invite parents to volunteer as officials. They should regularly invite parents well in advance, so that the parents could make time to assist the schools.

7.4.7 Parents’ opinions regarding children’s level of participation in school sport

Parents’ opinions regarding children’s level of participation in school sport would assist schools and the DoE to develop new processes, adapt the policies and directives and structures that could help school sport to be a success.

\[ \text{Ho}_{12}: \text{No significant differences exist between parents’ opinions regarding children’s level of participation in sport at public primary and secondary schools in townships.} \]

The conclusions have shown that parents are concerned about their children’s safety at schools after hours when participating in school sport. They are not always happy with the way schools inform them about upcoming sport activities and events at schools.

Parents with children at primary schools are in favour of the idea that children should be given the opportunity to compete against other children at different schools, compared to parents with children at secondary that do not fully support the idea, maybe because they are only interested in seeing their children playing sport socially rather than competing.
Parents are of the opinion that sport participation at schools, should be compulsory to all the children; and a range of sport activities and programmes should be made available. Parents accept the responsibility that they also have a role to play in influencing their children to participate in school sport. They also agree that for the school sport to be successful, they should be involved in different sport committees at schools. Parents are of the opinion that they could play a significant role in helping schools plan and organise sport events and activities. They believe that schools should engage with community sport clubs to improve the quality of school sport.

The implications are that: School management, School-Governing Bodies and the DoE have to understand that they need to consider involving all the parents in their process of drafting sport strategies aimed at school children.

Recommendations: School management and the DoE must consider and involve parents, when conducting strategic planning sessions for school sport. School management, SGB and the DoE should think about establishing a forum consisting of parents only, which would be responsible for assessing and the evaluation of the school sport programmes and their infrastructure. Schools and the DoE need to assess the number of sporting programmes at schools, and if possible to introduce a range of sport facilities and programmes to accommodate all children and their parents’ interests. School management and the DoE should institute compulsory sport committees for various sporting codes at school in order to assist the SGB to manage school sport programmes.
All parents with children at schools should be involved to address and deal with issues, challenges and new developments affecting school sport. The DoE districts should establish a multi-inter-regional sport league consisting of those schools and community sport clubs that could give the children the opportunity to compete against each other in sport.

Schools and parents should request monthly or quarterly meetings with community leaders and community sport clubs to request an assistant with sourcing and acquiring financial, security and community support in the development of school sport. School management, SGB and parents should request funding from local businesses and institutions to award bursaries for children excelling in school sport; and in return, schools can assist in the marketing of the businesses and institutions.

7.4.8 Parents’ influences on children’s level of participation in school sport

Parents are the first contact with children; they are responsible for helping children to make informed decisions about their lives. Parents’ influence on children in school sport would assist schools and the DoE to come up with planning and marketing strategies that would involve parents in school sport.

Ho$_{13}$: No significant differences exist between parents’ influences on children’s level of participation in sport at public primary and secondary schools in townships.

The conclusions are that the level of sport participation at township schools in the City of Tshwane may decline even further if the schools and the DoE do not
involve parents in making resolutions concerning school sport. School management and the DoE should invest time and effort to encourage and to inform parents about the importance of sport to children. If parents can be well-informed about the benefits and the importance of sport, they will be in a position to influence and financially contribute towards their children’s participation in school sport. The degree of parental involvement in sport can influence children’s involvement in sport positively.

The implications are that: School management and the DoE should consider a communication strategy that can be used to inform parents about upcoming school sport events and activities. Schools should come up with a strategy of motivating parents to contribute financially towards school sport. Most of the parents support the idea that they should volunteer in school events as officials; and they are all in favour of the idea that some of the school sport events and activities should take place at the weekends.

Parents with children at primary schools support the idea that schools should regularly keep them up-to-date on school sport schedules and the upcoming events, more than the parents with children at secondary schools; and they prefer that their invitation to be involved in school sport should be transparent to everyone.

Recommendations: Schools and the DoE should involve all parents in the school-governing bodies for sport. Subcommittees for different sporting programmes, consisting of parents, should be established at schools. School management and
the School-Governing Body, should put together a list of all the parents with children at schools who are interested in volunteering as officials, and include them in the planning sessions of school sport programmes.

The DoE and the SRSA should conduct volunteer workshop for parents that would prepare them to be good volunteers in school sport. School management should schedule some of the sport events and activities for the weekends, and during school holidays to accommodate the parents. Bulk cell-phone messages should be sent to parents on a regular basis to keep parents updated about sport schedules at schools. Formal invitations and application forms should be presented to parents, as a way of inviting them to become involved in school sport.

7.5 RECOMMENDATIONS FOR THE THEORETICAL FRAMEWORKS DEVELOPED IN THIS STUDY

The following are recommendations concerning the theoretical frameworks developed in this study:

7.5.1 Theoretical framework on children’s participation in school sport

The theoretical multi-level framework of participation in school sport, as recommended for this study is presented in detail In Chapter 3, (vide Figure 3.3:143). Some of the concepts used in this theoretical framework were based on previous research (Wicker, Breuer & Pawlowski, 2009:103; Shank, 2009:100; Haug et al., 2008:249; Chad et al., 2005:1775; Downward, 2007; Breuer’s, 2006).
The framework would assist public township schools; the DoE and the SRSA to identify possible micro- and macro-factors influencing children’s level of participation in sport at township schools.

It would also assist the DoE, the SRSA and SASCOC to revise the existing policies or practices on school-sport promotion, and to reinforce the involvement of parents, teachers and community members as the stakeholders in co-ordinating school sport. The SRSA should revise and incorporate the micro- and macro-level factors in the National Sport and Recreation Plan, in order to improve the level of participation in sport at Township schools.

Previous studies have also indicated that micro- and macro-level factors can influence children’s, teachers’ and parents’ level of interes and participation in school sport (Wicker, Breuer & Pawlowski, 2009:103; Shanks, 2009:100; Haug et al., 2008:249; Chad et al., 2005:1775; Downward, 2007). Figure 3.3 in Chapter 3 provides a clear practical and detailed discussion on the theoretical multi-level framework for participation in school sport.

7.5.2 Theoretical framework on children’s behaviour and decision making process regarding school sport

The theoretical framework on children’s behaviour and decision-making process in school sport, as recommended for this study, is presented in more detail in Chapter 4 (vide Figure 4.4:230). Some of the concepts used in this theoretical framework were based on previous literature studies of (San & Yazdanifard,
The framework would assist schools, the DoE and the SRSA to understand children’s behaviour and their decision-making steps regarding sport participation. The framework is a strategic tool to assist schools and the DoE to identify and evaluate children’s, teachers’ and parents’ needs and demands to participate in school sport.

Schools and the DoE should revise or amend their policies and incorporate strategic consumer processes, in order to improve the quality of school sport. Moreover, the framework would also assist the schools and the DoE to improve their method/s for promoting and marketing school sport to children, teachers, parents and communities.

The framework could be used by schools and the government to draft a plan for promoting and marketing school sport.

7.6 LIMITATIONS OF THE STUDY

The study solicited data from public primary and secondary schools (Township) and left out those in the private schools. The study was narrowed to primary and secondary school children, teachers and parents; while those district officials from head office, and community leaders, who could also have offered important information on factors influencing children’s level of sport participation in school
sport, were left out. Another limitation was the small number of primary school children that participated in the study compared to secondary school children. This was inevitable, because it was based on the number of parents who gave their consent for their children to participate in the study.

Due to matric (grade 12) preliminary examinations at schools, only a small number of grade 12 learners participated in the study. The permission letter granted by the Gauteng Department of Basic Education (DoE) to conduct the research, gave the researcher a specific timeframe to collect the data. The researcher was granted permission from 26 July to 20 September 2013, during which time most of the matric students were preparing to write their mock examination (see Annexure G). The data collection was confined to schools in the City of Tshwane. The replication of the study in all the schools in Gauteng province would enable better generalisability of the findings of the study.

The sample for the present study comprised 773 primary and secondary school children. This sample is only a very small proportion of the entire school children in Gauteng Province. Therefore, research study with larger sample sizes should be required to ensure better representation of the findings of the study. The present study has relied mainly on the quantitative methodology of data collection, and is therefore restrictive. In order to address this shortcoming, a qualitative methodology should be undertaken in future to provide a wider perspective than that of the present study. For instance, the research design could employ content analysis to further elucidate the findings.
7.7 SUMMARY

In summary, from the findings and recommendations presented in this study regarding the level of children’s participation in sport at public township schools in the Tshwaga region, it may be assumed that the school children, at primary and secondary schools, are influenced by factors, which either enabled or disabled their participation in sport. The children's teachers and parents were also affected by similar factors. The primary school children viewed sport participation positively regardless of the detracting factors. Also highlighted are the important roles that were undertaken by various stakeholders (SRSA, DoE, SASCOC, School-Governing Bodies and Communities).

In terms of the results concerning teachers, the findings were contradictory. Whilst primary school teachers were convinced that the DoE and parents are doing enough to motivate and encourage them to participate in sport, the secondary school teachers were not convinced that the DoE and the parents are doing enough to encourage them to become involved in school sport. Both parents with children at primary and secondary schools were familiar and positive about the role that school sport can play in improving their children's lives. Nevertheless, parents believe that the schools do not involve them in school sport activities; and some also feel that the school sport structures are not well organised. The results of this study suggest that proper promotional tools should be developed to encourage more children, teachers, and parents, as well as communities in general to participate in school sport. Furthermore, sport infrastructures at schools should be developed and maintained, in order to attract more participants.
Schools, District offices, officials and the sport officials from the DoE should attend further training and development programmes that specifically address new trends in school-sport promotion.

The application of a framework for children’s participation in sport at public township schools in the City of Tshwane (CoT) is probably the first study to be done in the City of Tshwane, the capital city of South Africa. Therefore, the contributions of this study should benefit both primary and secondary public schools, Gauteng DoE, SRSA, SASCOC, and the relevant sport federations and clubs in Tshwane to understand, develop relevant structures, policies and operational plans for school sport. Future investigations should consider the possibility of replicating this study in other municipalities and provinces in the Country. Similar research could also be done to determine the factors influencing the level of sport participation among children with disabilities at special schools in the Tshwaga region.
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Dear Students

I am doing research for my doctorate in Marketing at Tshwane University of Technology. 

- The title of the thesis is: “A framework for children’s participation sport at public township schools in the City of Tshwane.”
- CATHSSETA (Culture, Arts, Tourism, Hospitality, Sport Sector Education and Training Authority) is funding the research project.
- The success of the project will be determined by your cooperation. It is important that you respond frankly and honestly to each statement or question.
- You will benefit from participating in this research in the sense that you will have an opportunity to verbalise your experience and perception of school sport at schools in the City of Tshwane.
- All information will be treated as confidential. We undertake to ensure your anonymity by omitting the use of names and places.
- We will ensure confidentiality by erasing the database as soon as the data have been extracted.
- It will take approximately thirty (30) minutes to complete the questionnaire.
- Please complete the questionnaire and give it back to the fieldworker or assistant.

I thank you in anticipation for your assistance.

Kind regards;

Eric Pule
(012) 382 5884
0823035850

---

**Questionnaire for school children**

This questionnaire has been developed to determine factors influencing sport participation among children at public primary and secondary schools in the City of Tshwane. **This questionnaire is in a self-administrative format and it will take approximately 30 minutes to complete.**

**GENERAL INSTRUCTIONS:**

Please note the following instructions:

1. You are kindly requested to answer all questions. It should take about 30 minutes of your time.
2. Indicate your choice by putting a cross (X) in the appropriate space. In a few instances you will be required to write a few words.
3. Do not write your name on the questionnaire.

Your co-operation in this important research project is highly appreciated.

**SECTION A - GENERAL INFORMATION**

1. What is your age?

<p>| | |</p>
<table>
<thead>
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<td>13-15</td>
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<td>3</td>
<td>16-18</td>
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</table>

2. What is your gender?

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<tbody>
<tr>
<td>1</td>
<td>Male</td>
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<tr>
<td>2</td>
<td>Female</td>
</tr>
</tbody>
</table>

3. What is your home language?

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Afrikaans</td>
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<tr>
<td>2</td>
<td>English</td>
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<td>3</td>
<td>Ndebele</td>
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<td>Northern Sotho</td>
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<td>Shangaan</td>
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<td>Swati</td>
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<td>8</td>
<td>Tswana</td>
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<td>9</td>
<td>Venda</td>
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<tr>
<td>10</td>
<td>Xhosa</td>
</tr>
<tr>
<td>11</td>
<td>Zulu</td>
</tr>
</tbody>
</table>

4. Are you at primary or secondary school?

<p>| | |</p>
<table>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary</td>
</tr>
<tr>
<td>2</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

5. What is your grade level?

<p>| | |</p>
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<tbody>
<tr>
<td>1</td>
<td>Grade 4</td>
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<td>2</td>
<td>Grade 5</td>
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<td>Grade 6</td>
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<td>4</td>
<td>Grade 7</td>
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<td>Grade 8</td>
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<td>Grade 9</td>
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<td>7</td>
<td>Grade 10</td>
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<tr>
<td>8</td>
<td>Grade 11</td>
</tr>
<tr>
<td>9</td>
<td>Grade 12</td>
</tr>
</tbody>
</table>
SECTION B - BEHAVIOURAL INFORMATION

B1: Do you participate in any sport offered by your school?

1 Yes
2 No

IF YES: Choose the appropriate sport (You can choose more than one)

1 Athletics
2 Basketball
3 Baseball
4 Boxing
5 Cricket
6 Karate
7 Gymnastics
8 Hockey
9 Netball
10 Rugby
11 Soccer
12 Tennis
13 Other

B2: Do you currently participate in any sport outside of your school?

1 Yes
2 No

IF YES: Why do you prefer to participate in sport outside your school?

B3: Participation in sport offered by the school

The following statements below are aimed at determining reasons for participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagrees</th>
<th>Neither-agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>

Example of the scale
1. Participating in school sport brings joy in my life. 1 2 3 4 5
2. Participating in school sport improves my health. 1 2 3 4 5
3. All my friends participate in school sport. 1 2 3 4 5
4. I participate in school sport to lose weight. 1 2 3 4 5
5. Parents encourage me to participate in school sport. 1 2 3 4 5
6. I enjoy individual sport (e.g. Tennis, boxing, Karate). 1 2 3 4 5
7. I enjoy group sport (e.g. soccer, rugby, basketball). 1 2 3 4 5
8. I participate in school sport, because I like to compete against other children. 1 2 3 4 5
9. A variety of sport facilities is available at my school, therefore I take part. 1 2 3 4 5
10. I participate in school sport to meet new friends. 1 2 3 4 5
11. Everyone in my family participates in sport. 1 2 3 4 5
12. All my siblings (brothers and sisters) participate in sport. 1 2 3 4 5
13. My teachers encourage me to participate in sport offered at school. 1 2 3 4 5
14. It is compulsory at my school to participate in sport. 1 2 3 4 5
15. School sport is important to all children. 1 2 3 4 5

**B4: Reasons for non participation in school sport**

The following statements below are aimed to determine the reasons for non participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

**Example of the scale**

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

For office use only
1. I personally do not like sport.  
2. My parents do not want me to participate in school sport.  
3. My school offers limited sport programmes.  
4. There is no access to sport facilities at my school.  
5. Practice facilities for sport are too little at school.  
6. I cannot pay for sport equipment.  
7. I am not aware of sports activities offered at my school.  
8. I am not motivated to participate in school sport.  
9. I do not have time to participate in school sport.  
10. There are a limited number of coaches to coach school sport.  
11. There are a limited number of qualified managers to manage school sport.  
12. The terrain outside school is unsafe after hours.  
13. Sport participation causes lots of injuries.  
14. There are no sporting programmes of my choice at school.  
15. The sporting equipment at my school is old.  
16. There is lack of financial support from my parent(s) in school sport.  
17. Practice times are inconvenient for me to participate in school sport.

SECTION C - PERCEPTION INFORMATION

C1: Determine children’s perceptions regarding sport participation.

The following statements below are aimed to determine children’s perceptions regarding sport participation.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

608
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

1. Participating in school sport is important to me.  
2. It is not important for my school to have good sporting facilities.  
3. Qualified sport personnel (e.g. coaches, administrators or managers) can improve the quality of school sport.  
4. Government should develop teachers to become professional sport coaches.  
5. Participating in school sport can help children achieve better grades (academically).  
6. Awareness campaigns about school sport can encourage more children to participate in sport.  
7. Sport should be compulsory in all schools.  
8. Children do not participate in sport because there is limited sporting equipment at schools.  
9. Children need to understand the importance of sport, so that they can make informed decisions about sport participation.  
10. Financial support from local businesses towards school sport can influence children to participate.  
11. Government should put more money into school sport, to encourage more children to participate.  
12. Schools and communities should work closer together to promote school sport.  
13. All children should be given the opportunities to participate in school sport.  
14. The availability of technologically advanced sport equipment can encourage more children to play sport.  

**SECTION D - INFLUENCIAL INFORMATION**

D1: Determine if schools have influence on children’s level of participation in sport.  
The following statements below are aimed to determine if schools have influence on children’s level of participation in sport.
Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

<table>
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<tr>
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<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>For office use only</th>
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</table>

1. Schools should regularly inform children about sport opportunities offered by the school. 1 2 3 4 5
2. Sport facilities should always be kept clean and in good condition. 1 2 3 4 5
3. Good quality sport equipment should be made available to all children at schools. 1 2 3 4 5
4. Sport activities (e.g. practice sessions, games times etc.) should be made more convenient for all school children. 1 2 3 4 5
5. Teachers should be passionate about school sport. 1 2 3 4 5
6. Schools should give children the opportunity to compete against other schools in sport. 1 2 3 4 5
7. Schools should have security, to protect the terrain for those playing sport after hours. 1 2 3 4 5
8. All schools should participate in school sports leagues. 1 2 3 4 5
9. Community sports teams should recruit players from schools. 1 2 3 4 5
10. Schools should establish committees for each sports programme. 1 2 3 4 5
11. School should give sport bursaries to children excelling in school sports. 1 2 3 4 5
12. Schools should find a way to offer/present sports or physical activities during normal schooling hours. 1 2 3 4 5
13. Schools should motivate children to participate in sport. 1 2 3 4 5
14. Schools should hire/appoint people to specifically teach children about sport. 1 2 3 4 5

D2: Determine if parents/guardians has influence on children level of participation in school sport.
The following statements below are aimed to determine if parents/guardians has influence on children level of participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

<table>
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</table>

1. My parent(s)/guardian(s) always encourage me to participate in school sport. 1 2 3 4 5 V81

2. My parent(s)/guardian(s) are aware of the sports activities offered at my school. 1 2 3 4 5 V82

3. My parent(s)/guardian(s) regularly attend school sport activities to support me. 1 2 3 4 5 V83

4. My parent(s)/guardian(s) are involved in the school sport committees/governing body. 1 2 3 4 5 V84

5. My parent(s)/guardian(s) continuously buy me necessary sporting equipment. 1 2 3 4 5 V85

6. My parent(s)/guardian(s) frequently volunteer in sports activities as officials (e.g. scorekeeper, coaches, etc.) at my school. 1 2 3 4 5 V86

7. My parent(s)/guardian(s) encourage me to speak to them about difficulties encountered in sport at school. 1 2 3 4 5 V87

8. My parent(s)/guardian(s) find it difficult to financially contribute towards sport activities at my school. 1 2 3 4 5 V88

9. My parent(s)/guardian(s) are always willing to transport me to school sports events. 1 2 3 4 5 V89

10. My parent(s)/guardian(s) do not have time to attend sport activities at my school. 1 2 3 4 5 V90

11. My parent(s)/guardian(s) are always up to date about the sport schedules at my school. 1 2 3 4 5 V91

12. My parent(s)/guardian(s) always allow me enough time to participate in sport. 1 2 3 4 5 V92

D3: Determine if peers have an influence on children’s level of participation in school sport.
The following statements below are aimed to determine if peers have an influence on children’s level of participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

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<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

1. My friends always encourage me to participate in sport.
2. My friends do not judge me about my physical ability when participating in school sport.
3. My peers (friend, class mates) always update me about upcoming sports activities at school.
4. Most of my friends are involved in school sport.
5. My friends are always supportive of me in school sport.
6. My friends always talk positive about my performance in sport.
7. My peers (friend, class mates) always support my opinions about sport activities at school.
8. My peers (friend, class mates) always create a favourable environment for me to participate in school sport.
9. My peers (friend, class mates, etc.) always advise me positively on how to improve my skills in sport.

THE END....

THANK YOU FOR PARTICIPATING IN THE STUDY
Dear Teachers

I am doing research for my doctorate in Marketing at Tshwane University of Technology.  
- The title of the thesis is: "A framework for children's participation sport at public township schools in the City of Tshwane."
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3. Do not write your name on the questionnaire.

Your co-operation in this important research project is highly appreciated.

**SECTION A - GENERAL INFORMATION**

6. **What type of school are you teaching at?**

<table>
<thead>
<tr>
<th></th>
<th>Primary school</th>
<th>Secondary school</th>
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<tr>
<td>2</td>
<td>V1</td>
<td></td>
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</tbody>
</table>

7. **Which grade are you teaching?**

<table>
<thead>
<tr>
<th></th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</table>

8. **What is your gender?**

<table>
<thead>
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<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<td>V11</td>
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9. **Does your school offer sport programmes?**

<table>
<thead>
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<th></th>
<th>Yes</th>
</tr>
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</table>
10. Are you involved in sport programmes at school?

1 Yes
2 No

IF YES: Choose the appropriate field
(More than one can be selected)

1 Official
2 Coach
3 Manager
4 Committee member
5 Supporter / spectator
6 Volunteer
7 Score keeper
8 Other

SECTION B - PERCEPTION INFORMATION

B1: Determine teacher’s perception about school sport.

The following statements below are aimed to determine teacher’s perception about school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

<table>
<thead>
<tr>
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16. Sport is important to children.
17. School sport can improve children’s health.
18. School sport can assist children to perform better academically.
19. Regular school sport activities can minimise antisocial behaviours among children.
20. Children participating in school sport are always well disciplined.
21. Participation in school sport can develop children to become good leaders for the future.
22. Parents play a big role in encouraging their
B2: Indicate reasons for not being involved in school sport

The following statements below are aimed to determine the reasons for not being involved in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

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</tbody>
</table>

1. Time to be involved in school sport is limited.
2. A range of sports activities are not provided at school.
3. Teachers are not developed to become sport professionals (e.g. coaches, administrators or managers).
4. I am not interested in school sport.
5. Sport at my school is not taken seriously.
7. Sport at my school is not well organised.
8. There are limited sport facilities for me to be involved in school sport.
9. There is minimal communication regarding sporting programmes at my school.
10. Government does not encourage teachers to be involved in school sport.
11. Teachers do not receive incentives when involved in school sport.
12. Financial constraints affect my involvement in school sport.
13. Most parents/guardian(s) are not supporting school sport.
14. Practice schedules and game times are inconvenient.
C1: Determine if schools has influence on children level of participation in school sport

The following statements below are aimed to determine if schools has influence on children level of participation in school sport. Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

**Example of the scale**

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

15. Teachers should be given the opportunity to manage sport activities.  
16. Teachers should continuously emphasise the importance of sport to children at school.  
17. Extra remuneration can motivate teachers to be involved in school sport.

18. All the teachers should be involved (e.g. consulted, listened to) regarding issues concerning school sport.  
19. Teachers should form part of governing body managing schools sport.  
20. Government should contribute enough funds towards school sport.

21. Good quality sport facilities can encourage teachers to be more involved in school sport.  
22. Proper sport equipment can motivate me to be involved in sport.  
23. Schools should have security, to protect the terrain for those teachers involved in sport after hours.  
24. Schools and communities sport teams should work together to promote sport.

25. School must give sport bursaries to children excelling in sport.  
26. Schools should also influence children to participate in sport.

THE END...THANK YOU FOR PARTICIPATING IN THE STUDY
Dear Parents

I am doing research for my doctorate in Marketing at Tshwane University of Technology.

- The title of the thesis is: “A framework for children’s participation sport at public township schools in the City of Tshwane.”
- CATHSSETA (Culture, Arts, Tourism, Hospitality, Sport Sector Education and Training Authority) is funding the research project.
- The success of the project will be determined by your cooperation. It is important that you respond frankly and honestly to each statement or question.
- You will benefit from participating in this research in the sense that you will have an opportunity to verbalise your experience and perception of school sport at schools in the City of Tshwane.
- All information will be treated as confidential. We undertake to ensure your anonymity by omitting the use of names and places.
- We will ensure confidentiality by erasing the database as soon as the data have been extracted.
- It will take approximately thirty (30) minutes to complete the questionnaire.
- Please complete the questionnaire and give it back to the fieldworker or assistant.

I thank you in anticipation for your assistance.

Kind regards;

Eric Pule
(012) 382 5884
0823035850
This questionnaire has been developed to determine factors influencing sport participation among children at public primary and secondary schools in the City of Tshwane. **This questionnaire is in a self–administrative format and it will take approximately 30 minutes to complete.**

**GENERAL INSTRUCTIONS:**

Please note the following instructions:

1. You are kindly requested to answer **all** questions. It should take about 30 minutes of your time.
2. Indicate your choice by putting a cross (X) in the appropriate space, in a few instances you will be required to write a few words.
3. Do not write your name on the questionnaire.

Your co-operation in this important research project is highly appreciated.

**SECTION A - GENERAL INFORMATION**

1. **What grades is/are your children at school?**

|   | Grade 4 |   | Grade 5 |   | Grade 6 |   | Grade 7 |   | Grade 8 |   | Grade 9 |   | Grade 10 |   | Grade 11 |   | Grade 12 |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|
| 1 |         |   | 2       |   | 3       |   | 4       |   | 5       |   | 6       |   | 7       |   | 8       |   | 9       |

**2. What is your gender?**

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<thead>
<tr>
<th></th>
<th>Male</th>
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<th>Female</th>
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**3. What is your relation to these child/children?**

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<th>Father</th>
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<th>Grandfather</th>
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</tbody>
</table>
4. Does your child/children’s school offer sport programmes?

1. Yes
2. No

5. Do your child/children participate in school sport?

1. Yes
2. No

IF YES: Choose the appropriate sports

1. Athletics
2. Basketball
3. Baseball
4. Boxing
5. Cricket
6. Karate
7. Hockey
8. Netball
9. Rugby
10. Soccer
11. Tennis
12. Other

SECTION B - PERCEPTION INFORMATION

B1: Determine parent’s perception about school sport

The following statements below are aimed to determine parent’s perception about school sport

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
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</table>

26. Sport is one of the reasons; I took my child/children to that school.

27. I believe that sport can improve my child/children’s health.

28. I am always invited to the school sport activities.
29. I regularly attend sport events at school.  
30. I always get feedback about sport at my child/children school.  
31. I am communicated to on a regular basis regarding school sports by the school.  
32. I always encourage my child/children to participate in school sport.  
33. I normally go to my child/children’s school to support school sport.  
34. I financially support my child/children to participate in school sport.  
35. Children participating in school sport are always well disciplined.  
36. Participation in school sport can develop children to become good leaders in the future.

SECTION C - BEHAVIOURAL INFORMATION

C1: Indicate reasons for not supporting your child’s participation in school sport.

The following statements below are aimed to determine the reasons for not supporting your child’s participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

Example of the scale

<table>
<thead>
<tr>
<th>Strongly disagree</th>
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</table>

15. I don’t want my child/children to participate in school sport.  
16. Sport can cause lots of injuries to children.  
17. My child/children is/are not interested in sport.  
18. School sport is not taken seriously.  
19. My child/children do not have time to participate in school sport.  
20. Sport at my child/children’s school is not well organised.
### 21. There is limited number of sport facilities at school for my child/children to participate.

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### 22. There is a limited number of qualified sport staff (e.g. coaches and managers) in my child/children's school.

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### 23. Financial constraints affect my involvement in school sport.

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### 24. Parents/guardian(s) are not given the opportunity to volunteer as officials (e.g. coaches, score keepers or managers) at school.

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### 25. Teachers are not supporting school sport.

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### 26. Practice arrangements (e.g. schedules, practice sessions and game times) are inconvenient.

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## SECTION D - OPINION INFORMATION

### D1: Parents/guardian's opinions children level of participation in school sport

The following statements below are aimed to determine parent's/guardian's opinions regarding children level of participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

#### Example of the scale

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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1. Equal opportunities in school sport should be provided for both male and female children.

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2. Schools should make sport participation compulsory for all the children.

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3. A range of sports activities should be provided for children at schools.

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4. Schools should encourage children to strive for excellence in sport.

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5. Schools should regularly inform parent(s)/guardian(s) about sport activities, events and competitions offered.

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6. Parents/guardian(s) should encourage children to participate in school sport.

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7. Parent(s)/guardian(s) can influence children to participate in school sport.

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8. Parent(s)/guardian(s) should be involved (e.g. support, coaching, volunteering) in school sport.

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Consulted, listened to) regarding the issues affecting school sport.

9. Involvement of parent(s)/guardian(s) in school sport can encourage children to perform better academically.

10. A sport governing body involving parent(s)/guardian(s) should be formed at each school.

11. Schools should provide adequate communication about the progress of sport.

12. Schools should give children the opportunity to compete against other children in school sport.

13. Schools should provide security, to protect the school terrain for those playing sport after hours.

14. Parent(s)/guardian(s) should assist in organising sporting activities at schools.

15. Parent(s)/guardian(s) should engage with community sport clubs to improve sport at schools.

16. Parents/guardian(s) should form part of schools sport committee for each sporting activity.

17. Schools should give sport bursaries to children excelling in sport.

18. Schools should put effort in promoting sport to children.

**SECTION E - INFLUENCIAL INFORMATION**

**E1: Parents/ guardians influence on children level of participation in school sport.**

The following statements below are aimed to determine parents/ guardians influence on children’s level of participation in school sport.

Please indicate to what extent you agree or disagree with the statements below, using the five-point scale 5 (strongly agree), 1 (strongly disagree) by putting an “X” on the appropriate number(s) of your choice on the scale. For example:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>For office use only</th>
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1. Invitations for parental involvement in school sport should be transparent.

2. School sport activities should be regularly communicated to parents/guardian(s).
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<tr>
<th></th>
<th>Statement</th>
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<td>Schools should motivate children to participate in sport.</td>
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<td>4</td>
<td>Parents/guardian(s) who financially contributing towards success of sport programmes are doing a good job.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>5</td>
<td>Parents/guardian(s) should be involved in school governing body.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>6</td>
<td>Parents/guardian(s) should be given the opportunity to volunteer as officials</td>
<td>1</td>
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</tr>
<tr>
<td>7</td>
<td>Children should always inform parents/guardian(s) about sports events taking place at schools.</td>
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<tr>
<td>8</td>
<td>Most sports activities must take place on weekends.</td>
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<tr>
<td>9</td>
<td>Parents/guardian(s) should be kept up to date about the sport schedules at the school.</td>
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INFORMATION LEAFLET AND INFORMED CONSENT

PROJECT TITLE: A FRAMEWORK FOR CHILDREN’S PARTICIPATION IN SPORT AT TOWNSHIP SCHOOLS IN THE CITY OF TSHWANE

Primary investigator: Mr R.E.J Pule, M-Tech (Parks and Recreation)
Study leader: Dr. GAP Drotsky, D-Tech Marketing, Department of Marketing, Logistics and Sport Management, Tshwane University of Technology, Pretoria
Co-study leader: Prof. AL Toriola, PhD Sport and Physical Sciences, Department of sport, Rehabilitation and Dental Sciences, Tshwane University of Technology, Pretoria

Dear Parent (s)/Guardian(s)

Your child is invited to participate in a research study that forms part of my formal D-Tech studies at Tshwane University of Technology. This information leaflet will help you to decide if you would like your child to participate. Before you agree that your child can take part, you should fully understand what is involved. You should not agree for your child to take part unless you are completely satisfied with all aspects of the study.

WHAT IS THE STUDY ALL ABOUT?

Children at schools, today, are confronted with various social and antisocial activities. The level of sport participation at schools has declined in the past years. The problem that thus initiated this research revolves around factors influencing children towards sport participation at schools.

In examining the influence of sport participation on children at schools, for example, the researcher determined the relationship between motivation, influence and frequency, assess the level of social support, and differentiate between types of sports and the level of competition at township schools.

- The primary objective of this study is to determine the factors that influence the children’s’ participation in sport at public primary and secondary township schools in the City of Tshwane.
- To identify differences in the levels of perception pertaining to demographical attitudes of children in primary and secondary public schools located in townships areas within the City of Tshwane towards sport participation.
- To determine the perceptions of children in primary and secondary public schools located in township areas within the City of Tshwane towards sport participation.

WHAT WILL YOUR CHILD ARE REQUIRED TO DO IN THE STUDY?

The participants (children) volunteering to participate in the research study will be given a consent form to be completed by parent(s)/guardian(s), then when the permission is granted they will be required to complete the questionnaire related to the study. Appointed field
workers and teachers will assist the children to complete the questionnaires. Participants will be required to complete a once-off questionnaire which will take approximately 30 minutes of their time. In the selected school or schools the researcher will use the classrooms to brief the participants and give them time to complete the questionnaire. The participants won’t incur any cost for participating or completing the questionnaire. Trained field workers and teachers will assist the children to complete the questionnaire. Furthermore, if you decide that your child should take part in the study, he/she will be required to do the following:

- To sign this informed consent form
- To complete a questionnaire related to sport participation at the school. The child/children will be asked to respond to questions regarding sport and physical activities offered at the school(s) and their perceptions regarding school sport and sport participation. They will be required to complete the questionnaire in a classroom during the time allocated by the school principal. It should not take more than 30 minutes to complete.

ARE THERE ANY CONDITIONS THAT MAY EXCLUDE YOU FROM THE STUDY?

Your child will not be eligible to participate in this study if he/she is not currently attending public primary or Secondary School in the Tshwaga region.

CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVIENCE?

*Questionnaires:* The study and procedures involve no foreseeable physical discomfort or inconvenience to your child or your family.

*Minimal risk/discomfort/inconvenience:* Participation in the study involves minimal risks, discomforts and/or inconveniences that are no more than the risks, discomforts and/or inconveniences one encounter in daily living.

WHAT ARE THE POTENTIAL BENEFITS That MAY COME FROM THE STUDY?

The benefits of your child’s participation in this study are:

- Your child will make a contribution towards factors influencing sport participation at public primary and secondary schools at Township schools in the City of Tshwane.
- He/she will make a contribution towards advising the government Sport and recreation South Africa and the Department of Basic Education about your perceptions and the importance of sport at schools.
- Your child’s school will be sent the finding of the research presented by the researcher.

WILL YOU RECEIVE ANY FINANCIAL COMPENSATION OR INCENTIVE FOR PARTICIPATING IN THE STUDY?

Please note that your child will not be paid to participate in the study. The child will not be financially compensated for participation in the study; however the researcher will provide one Pen to each research participant.

WHAT ARE YOUR RIGHTS AS A PARTICIPANT IN THIS STUDY?

Your child’s participation in this study is entirely voluntary. He/she has the right to withdraw at any stage without any penalty or future disadvantage whatsoever. The child doesn’t even have to provide the reason/s for his/her decision to withdraw. The child/children’s withdrawal will in no way influence the research team. Note that you are not waiving any legal claims, rights or remedies because of your child’s participation in this research study.

HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?
All information obtained during the course of this study is strictly confidential. The study data will be coded so that it will not be linked to your child’s name. Your child’s identity will not be revealed while the study is being conducted or when the study is reported in scientific journals. All the data sheets that have been collected will be stored in a secure place. Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission or as required by law. The information received during the project will only be used for research purposes and not released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

**IS THE RESEARCHER QUALIFIED TO CARRY OUT THE STUDY**

The researcher is an adequately trained and qualified researcher in the study fields covered by this research project, specifically in sport and recreation environment.

**HAS THE STUDY RECEIVED ETHICAL APPROVAL?**

The study has received ethical approval from the Faculty Higher Degrees Committee and the Research Ethics Committee of the Tshwane University of Technology has approved the formal study proposal. Also, the management of the Department of Basic Education for the Tshwaga Region has granted written approval for the study. All parts of the study will be conducted according to internationally accepted ethical principles.

**WHO CAN YOU CONTACT FOR ADDITIONAL INFORMATION REGARDING THE STUDY?**

Contact for additional information regarding the study, the primary investigator, Mr R.E.J Pule, can be contacted during office hours at Tel (012) 382-5884, or on her cellular phone at 082 303-5850. The study leader, Dr. GAP Drotsky, can be contacted during office hours ON Monday and Tuesday at Tel (012) 382-3549 or e-mail: drotskygap@tut.ac.za. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the TUT Research Ethics Committee, Dr WA Hoffmann, during office hours at Tel (012) 382-6265/46, E-mail: hoffmannwa@tut.ac.za

**DECLARATION: CONFLICT OF INTEREST**

Culture, Arts, Tourism, Hospitality, Sport, Sector Education and Training Authority (CATHSSETA) established in terms of section 9 of Act, with the objective of contributing to the social and economic development and growth of the country by enabling educating and training of the highest quality in the culture, arts, tourism, hospitality and sport sectors of the economy, to the benefits of employers, employees and learners in collaboration with Sport and Recreation South Africa (SRSA) has allocated a sponsorship to the value of R200 000-00 to the study. Additionally, the sponsorship is allocated for research purposes only. The final results of the study should be made available immediately to CATHSSETA and The Department of Sport and Recreation South Africa (SRSA), through a hard and an electronic copy of the final publication.

**A FINAL WORD**

Your child’s co-operation and participation in the study will be greatly appreciated. Please sign the underneath informed consent if you agree to participate in the study. In such a case, you will receive a copy of the signed informed consent from the researcher.

**PARENTAL INFORMED CONSENT**

(Applicable when participants are younger than 18 years old)

I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study, including personal details regarding my child, will be anonymously processed into a research report. I understand that his/her participation is voluntary and that he/she may, at any stage, without prejudice, withdraw his/her assent and participation in the study. He/she had sufficient opportunity to
ask questions and I, of my own free will, declare that my child can participate in the above mentioned study.
Research participant’s name: __________________________ (Please print)
Research participant’s parent/guardian’s name: __________________________ (Please print)
Research participant’s parent/guardian’s signature: __________________________
Date: ________________

Researcher’s name: __________________________ (Please print)
Researcher’s signature: __________________________
Date: ________________

CHILD ASSENT FORM
(Applicable when participants are younger than 18 years old)
I, __________________________ (Print full name), understand that my parent(s)/guardian(s) has given permission (said it is okay) for me to take part in the research project. I am taking part because I want to and not because I’m forced to do so. I have been assured that I can stop at any time I want to without getting into any trouble (nothing bad will happen to me and nobody will be mad at me if I want to stop). Also, I can always ask the researcher any question about the study.

______________________________
Name

______________________________
Signature
Dear Research participant (Teacher),

You are invited to participate in a research study that forms part of my formal D-Tech studies. This information leaflet will help you to decide if you would like to participate. Before you agree to take part, you should fully understand what is involved. You should not agree to take part unless you are completely satisfied with all aspects of the study.

WHAT IS THE STUDY ALL ABOUT?

Children at schools, today, are confronted with various social and antisocial activities. The level of sport participation at schools has declined in the past years. The problem that thus initiated this research revolves around factors influencing children towards sport participation at schools.

In examining the influence of sport participation on children at schools, for example, the researcher determined the relationship between motivation, influence and frequency, assess the level of social support, and differentiate between types of sports and the level of competition at township schools.

- The primary objective of this study is to determine the factors that influence the participation of children in sport at public primary and secondary township schools in the City of Tshwane.
- To identify differences in the levels of perception pertaining to demographical attitudes of children in primary and secondary public schools located in townships areas within the City of Tshwane towards sport participation.
- To determine the perceptions of children in primary and secondary public schools located in township areas within the City of Tshwane towards sport participation.

If you decide to take part in the study, you will be required to complete the paper-based questionnaire. You will be asked to respond to questions regarding your perception about sport participation at public township schools. It should not take more than 30 minutes to complete it.
WHAT WILL YOU BE REQUIRED TO DO IN THE STUDY?

If you decide to take part in the study, you will be required to do the following:

- To complete a questionnaire related to sport participation at public township schools in the Tshwaga region. You will be asked to respond to questions regarding your general perception on sport participation at township schools and your involvement in school sport. You will be required to complete the questionnaire individually. Participants will be given a day to complete the questionnaire, then the next day the researcher will personally collect the questionnaires.

ARE THERE ANY CONDITIONS THAT MAY EXCLUDE YOU FROM THE STUDY?

You will not be eligible to complete the questionnaire if you are not employed by the Department of Basic Education or not living in City of Tshwane, Tshwaga Region.

CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVENIENCE?

Questionnaires: The study and procedures involve no foreseeable physical discomfort or inconvenience to you or your family. Due to the personal nature of the questions, you may experience some emotional discomfort.

Minimal risk/discomfort/inconvenience: Participation in the study involves minimal risks, discomforts and/or inconveniences that are no more than the risks, discomforts and/or inconveniences one encounters in daily living.

WHAT ARE THE POTENTIAL BENEFITS THAT MAY COME FROM THE STUDY?

The benefits of participating in this study are:

- You will make a contribution towards factors influencing sport participation at public primary and secondary schools at Township schools in the City of Tshwane.
- You will make a contribution towards advising the government Sport and recreation South Africa and the Department of Basic Education about your perceptions and the importance of sport at schools.
- Your school will be sent the findings of the research presented by the researcher.

WILL YOU RECEIVE ANY FINANCIAL COMPENSATION OR INCENTIVE FOR PARTICIPATING IN THE STUDY?

Please note that you will not be paid to participate in the study. You will not be financially compensated for participation in the study.

WHAT ARE YOUR RIGHTS AS A PARTICIPANT IN THIS STUDY?

Your participation in this study is entirely voluntary. You have the right to withdraw at any stage without any penalty or future disadvantage whatsoever. You don't even have to provide the reason/s for your decision. Your withdrawal will in no way influence the research team. Note that you are not waiving any legal claims, rights or remedies because of your participation in this research study.
HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?

All information obtained during the course of this study is strictly confidential. The study data will be coded so that it will not be linked to your name. Your identity will not be revealed while the study is being conducted or when the study is reported in scientific journals. All the data sheets that have been collected will be stored in a secure place. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. The information received during the project will only be used for research purposes and not released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

IS THE RESEARCHER QUALIFIED TO CARRY OUT THE STUDY?

The researcher is an adequately trained and qualified researcher in the study fields covered by this research project, specifically in sport and recreation environment.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Yes. The Faculty Higher Degrees Committee and the Research Ethics Committee of the Tshwane University of Technology have approved the formal study proposal. Also, the management of the Department of Basic Education for the Tshwaga Region have granted written approval for the study. All parts of the study will be conducted according to internationally accepted ethical principles.

WHO CAN YOU CONTACT FOR ADDITIONAL INFORMATION REGARDING THE STUDY?

The primary investigator, Mr R.E.J Pule, can be contacted during office hours at Tel (012) 382-5884, or on her cellular phone at 082 303-5850. The study leader, Dr. T Drotsky, can be contacted during office hours at Tel (012) 382-3549. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the TUT Research Ethics Committee, Dr WA Hoffmann, during office hours at Tel (012) 382-6265/46, E-mail hoffmannwa@tut.ac.za

DECLARATION: CONFLICT OF INTEREST

Culture, Arts, Tourism, Hospitality, Sport, Sector Education and Training Authority (CATHSSETA) established in terms of section 9 of Act, with the objective of contributing to the social and economic development and growth of the country by enabling educating and training of the highest quality in the culture, arts, tourism, hospitality and sport sectors of the economy, to the benefits of employers, employees and learners in collaboration with Sport and Recreation South Africa (SRSA) has allocated a sponsorship to the value of R200 000-00 to the study. Additionally, the sponsorship is allocated for research purposes only. The final results of the study should be made available immediately to CATHSSETA.
Dear Research participant (Parent),

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**ARE THERE ANY CONDITIONS THAT MAY EXCLUDE YOU FROM THE STUDY?**

You will not be eligible to complete the questionnaire if you are older than 60 years or not living in City of Tshwane, Tshwaga Region.

**CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVENIENCE?**

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Annexure F
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Date: 26 July 2013

Validity of Research Approval: 26 July 2013 to 20 September 2013

Name of Researcher: Pule R.E.J; Dr GAP Drotsky GAP & Professor A.L. Toriola

Address of Researcher: P.O. Box 93231
Boorfontein
0201

Telephone Number: 012 382 5884; 011 771 4173 / 082 303 5850

Email address: puleesj@tut.ac.za / sasreenter1@gmail.com

Research Topic: A Framework for children’s participation in sport at township schools in the city of Tshwane

Number and type of schools: TWO HUNDRED AND SEVEN Primary and TWO HUNDRED AND SEVEN Secondary Schools

District/s/HO: Gauteng North; Gauteng West; Tshwane North; Tshwane South and Tshwane West

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 schools and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher 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:

Annexure G

GDE RESEARCH GROUP APPROVAL LETTER

For administrative use: Reference no. D2014/169 G

Gauteng Province
Department of Education
Republic of South Africa

635
To: Mr. R.E.J Pule (Researcher)  
From: H.E. Kekana (Director: Tshwane South District)  
Date: 96 August 2013  
Subject: Request to conduct research.

Mr. R.E.J Pule  
Researcher  
P.O Box 93531  
Hennopspark  
1681  
Telephone: 012 363 9504; 011 771 1173  
Mobile: 082 303 0909  
Email: pule.rej@durak.co.za  
Date: GCIB

To: The Principal and SGB  

Dear Sir/Madam,

**PERMISSION TO CONDUCT RESEARCH: R.E.JPULE**

Your research application has been approved by Head Office. The full title of your Research: "A Framework for children's participation in sport at township schools in the City of Tshwane". You are expected to adhere strictly to the conditions given by Head Office. You are also advised to communicate with the school principals and/or SGB's of the targeted schools regarding your research and time schedule.

Our commitment of support may be rescinded if any form of irregularity or non-compliance to the terms in this letter or any other departmental directive! If any risk to any persons or property or our reputation is realised, observed or reported.

**Terms and conditions:**

1. The safety of all the learners and staff at the school must be ensured at all times.
2. All safety precautions must be taken by the researcher and the school. The Department of Education may not be held accountable for any injury or damage to property or any persons resulting from this process. The schools must ensure that sound measures are put in place to protect the well-being of the researcher and their property.

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