Participation in sport and the perceptions of quality of life amongst high school learners in the Theewaterskloof Municipality, South Africa

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A thesis submitted in partial fulfilment of the requirements for the degree of Magister Artium in the Department of Sport Recreation and Exercise Sciences University of the Western Cape.

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KEYWORDS:

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Adolescents
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Schools
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ABSTRACT

In South Africa, sport can unite the country because it can transcend race, gender, politics or language groups. Much of the youth of the country are in the developmental phase where critical decisions are being taken on key life transitions including; education, work, lifestyle, participation in society and other psycho-sociological aspects. In this life phase, learners in high school within the previously disadvantaged communities form a crucial part of South Africa’s future. The purpose of this study, therefore, was to determine how high school learners in the Theewaterskloof Municipality in South Africa, perceived the influence of sport participation on their quality of life. To specify the perceptions of the learners on the influence of sport participation, the research described quality of life according to six domains: drugs, alcohol and crime; mental health; social contact, culture and safety; happiness and wellbeing; physical health and diseases; and academic achievement.

It was hypothesized that learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, who participated in sport, perceived a better quality of life than learners who did not play sport at all. The research was conducted at three high schools located in the Theewaterskloof Municipality of the Western Cape Province. A questionnaire was used to collect information from 484 learners aged 13 to 18 years. The questionnaire was structured according to the six domains of quality of life.

The findings were described for each domain of quality of life and revealed multiple significant outcomes when compared to sport participation. A significant and/or practically significant relationship was noted for variables of each domain, except academic achievement. The domain
of drugs, alcohol and crime was not statistically significant, but is considered to be practically significant. Thus, learners perceived that increasing sport participation resulted in a significantly more positive response of at least one variable for the domains social contact, culture and safety; drugs, alcohol and crime; physical health and diseases; mental health; and happiness and wellbeing.

These findings of the study only addressed actual sport participation, while there were also significant relationships found between the quality of life variables and the question; “I like playing sports and being physically active”. It indicated the relationship between the interest of the participants to play sport and a possible increase on the domains of quality of life. Those variables that were significant to both sport participation and the interest of learners to play sport, were most meaningful.

The general hypothesis was supported and it may be concluded that learners within the previously disadvantaged communities in the Theewaterskloof Municipality, who participated in sport, perceived a better quality of life than learners of the same age group who did not play sport at all. Each domain of quality of life was judged by an independent secondary hypothesis and five of the six domains identified that learners perceived a significantly more positive response for at least one variable of that domain, when they participated in sport.
DECLARATION

I declare that *Participation in sport and the perceptions of quality of life amongst high school learners in the Theewaterskloof Municipality, South Africa* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Roel Cornelis Henricus van Hout                       Date: 17 November 2011

[Signature]

UNIVERSITY of the WESTERN CAPE
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<td>SA</td>
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<td>SRSA</td>
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<td>QOL</td>
<td>quality of life</td>
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<td>TWK</td>
<td>Theewaterskloof</td>
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<td>WCP</td>
<td>Western Cape Province</td>
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<td>TB</td>
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<td>PA</td>
<td>physical activity</td>
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<td>UWC</td>
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<td>DOE</td>
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DEFINITION OF CONCEPTS

For the purpose of this research, the following important concepts were individually defined and described in which way it was applied throughout this study:

**Sport:** Cassman (2010) defines sport as “an athletic activity requiring skill or physical prowess and often of a competitive nature, as racing, baseball, tennis, golf, bowling, wrestling, boxing, hunting, fishing, etc.”.

Steenbergen and Tamboer (1998) divided sport into three components:

1. Physical games, such as soccer and rugby
2. Boundary, non-physical games where PA is not the central issue but skill is involved, for example sports such as chess and tennis
3. The boundary of PA, which includes physical activities without the competitive element, for example fitness and aerobics

The International Sports Federation SportAccord (2010) had four criteria before defining an activity as sport. It should have an element of competition, it should not rely on equipment that is provided by a single supplier, have any “luck” element specifically designed into the sport or be harmful in any way to any living creatures (SportAccord, 2010).

For the purpose of this study sport means every kind of PA, which involves skill and is done individually or in a group for competitive reasons, health benefits, social achievement or as a leisure activity.
**Physical activity:** Any bodily movement produced by skeletal muscles that results in energy expenditure and is positively correlated with physical fitness (Centre for Disease Control and Prevention, 2002). On the other hand, the Department of Health and Human Services (2008) described PA as any bodily movement that enhances health. In this study PA was referred to as any body movement that works your muscles and uses more energy than you use when you are resting for example walking, running, dancing, swimming, yoga, and gardening (National Heart Lung and Blood Institute, 2009).

**Quality of Life:** Standard indicators of the QOL not only include wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging (Gregory, Johnston, Pratt, Watts & Whatmore, 2009). According to the Quality of Life Research Unit (2002) from the University of Toronto, QOL is the degree to which a person enjoys the important possibilities of his/her life. Possibilities result from the opportunities and limitations each person has in his/her life and reflect the interaction of personal and environmental factors (Quality of Life Research Unit, 2002). While, the Ontario Social Development Council (1997) stated that QOL is the product of the interplay among social, health, economic and environmental conditions which affect human and social development.

When referring to ‘quality of life’ in this study, it relates to the holistic personal perception of people on all six domains of QOL that derived out of scientific literature from the different researchers: drugs, alcohol and crime (Tucker & Scott, 1992; Nichols, 1997; Coalter, 2001; DCMS/Strategy Unit, 2002); social contact, culture and safety (Burnett & Litt, 2006; Spaaij, 2009); physical health and diseases (Laforge et al., 1999; Strong et al., 2005; Makiwane &
Kwizera, 2008); mental health (Steptoe & Buttler, 1996; Fredericks & Eccles, 2006); happiness and wellbeing (Kavussanu & McAuley, 1995; Ndlovu, 2009) and academic achievement (Kremer & Scully, 1994; Donaldson & Ronan, 2006).

**Perception:** According to Torkildsen (1986) perception refers to the world as it is experienced—seen, heard, felt, smelt, and tasted. Consequently the way an individual perceives the world will largely determine his or her behaviour (Torkildsen, 1986). Carlin and Kulstad (2007) divided perception into two aspects: on the one hand, there is a representative aspect (perception), by which that the many without are expressed within the one, on the other, there is a dynamical aspect, a tendency or striving towards new perceptions, which inclines us to change our representative state, to move towards new perceptions. Leibniz, a great philosopher in rationalism, defined perception as nothing other than many things in one (Carlin & Kulstad, 2007). For the purpose of this study, the concept of perception was in line with the definition given by Torkildsen.

**Development of sport and using sport as a tool for development:**

Bartlett and Straume (2008) distinguished two aspects within sport development into the development and diffusion of sport itself and sport as a tool in development assistance and poverty reduction for example. The concept of sport within the context of development tends to be broadly defined to include all types of organized PA that may serve as a tool for development and peace (Bartlett & Straume, 2008). Levermore and Beacom (2009) rather use the term ‘sport in development’ as representative of the perception that the use of sport may assist the international development process. Blakemore and Drake (1996) view that people must always strive towards equality in sport and to achieve that extremely difficult value, sport
development policies and practises need to form the core for equality principles. When sport
development was mentioned in this research, this study aimed to use sport in all its diversity
and complexity by using all available tools to develop and achieve a personal and social impact
on South African high school learners.

**Previous disadvantaged schools:** In this study previous disadvantaged schools are defined as
schools that lie within the racial and economical disadvantaged (non-white) communities after
apartheid and the election of a non-racial government in 1994 (Benner, 2010). Since then many
changes within the schools have been imposed. Mitchell (2005) concluded that after
suggestions on new curricula, increased class sizes, changes in systems of assessment and
teaching methods and the abolishment of past procedures, previous disadvantaged schools in
South Africa have barely implemented these changes after 10 years and at some schools the
situation seemed have gotten worse. Lebusa (n.d.) rather describes these schools as
“historically disadvantaged” that are mostly located in poverty-stricken areas and face
enormous challenges in their quest to deliver quality education because physical and
educational resources are poorer than at their historically advantaged counterparts.
Chapter 1

INTRODUCTION

1.1 Background

1.1.1 The influence of sport and sport events in South Africa

South Africans are sports minded people (Booth, 1998) and sport can unite the country by transcending race, gender, politics or language groups (Brand South Africa, 2009). Grundlingh (1998) described Saturday, 24th June 1995 as an historical day for SA when the Springboks managed to beat the All Blacks in the Rugby World Cup final in Johannesburg. While millions throughout the country celebrated together, former President Mr. Nelson Mandela handed the Cup to the captain, Francois Pienaar, as a symbol of unity between black and white (Grundlingh, 1998). As part of a nation-building project by Mr. Mandela, the team played under the banner of ‘One Team, One Nation’. Remarkably, Mr. Mandela’s initiative resulted in an historical connection between black people and the Afrikaner sport, their culture and political vision of the previous apartheid regime (Steenveld & Strelitz, 1998).

On a similar vein, rugby is not the only sport that has been used as an instrument to unite people and stimulate development in a country. The FIFA (Fédération Internationale de Football Association) 2010 World Cup of soccer in South Africa (SA) was the first FIFA World Cup on the African continent since the tournament began in 1930 and the largest sporting event ever to take place on African soil. However, the country needed to ensure that the legacy projects initiated in the run-up to the World Cup would be sustainable after the event was over. Reverend Makhenkesi Stofile, Minister of Sport and Recreation from 2004-2009, promoted the 2010 World Cup African Legacy Program by stating that the initiatives for the promotion of tourism and the development of infrastructure would benefit South
Africans (Stofile, 2010). Mlangeni (2007) further described that the legacy projects developed for the World Cup were aimed to achieve long-term development goals for the whole nation as well as other African countries.

“FIFA has a huge responsibility to reach out and touch the world, using football as a symbol of hope and integration. We see it as our duty to take on the social responsibility that comes hand in hand with our position at the helm of the world's most loved sport. Join us in uniting forces to develop the game, touch the world and build a better future!” (Blatter, n.d.: 1).

Previous research was conducted investigating the potential economic benefits for a host country organizing a mega-event such as the World Cup. According to Bohlmann and Van Heerden (2005) a positive impact has been found for most economic variables of a country when hosting a World Cup and therefore should also result in higher economic growth, more employment and increasing development throughout SA. Nauright (1997) said that international elite sporting success is one of the most important ways for a country to promote itself to the rest of the world. Consequently, the FIFA World Cup event was an ideal opportunity to develop the country’s social structure and improve the children’s vision of the future through sport (Bohlmann & Van Heerden, 2005). Although the actual impact of FIFA World Cup is beyond the scope of this research, it is an important example of how far the impact of the World Cup and sport in general can stretch. This mega event may have not just affected SA’s economy and social structure but it could have also influenced the perception of high school learners in their motivation to play sport and eventually their quality of life (QOL).
1.1.2 Sport on the political agenda

The importance of sport was indicated on the political agenda of the National Government and Sport and Recreation South Africa (SRSA).

“Transformation continues to be a challenge in the environment fundamentally due to a lack of adequate funding being directed in this area. More dedicated efforts by all role players are required and SRSA must set the example through the effective implementation of identified activities aimed at fast tracking this process... If South Africa is to perform well against other major sports achievers, the sport sector must be professionalised across the board... The lack of funding being allocated to sport and recreation facilities through the Municipal Infrastructure Grant has a consequential impact on the ability of sport and recreation to transform” (SRSA, 2010: 7).

Funding for sport does not seem to be a top priority for the South African government. According to SRSA (2010), a strategic alliance with the Department of Basic Education in terms of sport in schools was being developed, as well as with National Federations to support children in a more holistic way. This means that the coaching, administration, medical support, officials and scientific support needs significantly more attention and resources than are available at present (SRSA, 2010). The strategic intent of the SRSA outlines the plan for professionalising sport in SA and relates it to the improvement of the QOL for South Africans (Figure 1).
Figure 1: The strategic intent of the SRSA in sport (SRSA, 2010: 17)
1.1.3 Sport and quality of life

The three following major philosophical approaches that determined QOL were outlined and these theories were also described as elements that could be related to sport. Some researchers, for example Campbell (1981), suggested that well-being depends on the satisfaction of three basic kinds of needs: 1. The need of having; 2. The need of relating; 3. The need for being. Between the 70’s and the 80’s there was a general pattern that satisfaction in ones, standard of living, family life, marriage, friends, and work had the greatest influence on the QOL of people (Campbell, 1981).

The second approach came from an article of Dan Brock entitled ‘Quality of life measures in health care and medical ethics’ that articulated the philosophical orientation that might lie behind objective approaches to health-related quality of life. Brock (1993) drew three conclusions about good life from a more individualistic approach. Self-determination was crucial, people needed a sufficient number of life plans to choose from if they wanted to get the good out of self-determination and lastly, the functioning of an individual could give positive and negative information about their QOL.

In the last major philosophical approach, Nussbaum and Sen (1993) developed the capability approach, derived from an Aristotelian perspective that included issues on development and ethics. Initially the capability approach consisted out of five key components: 1. Importance of real freedom in the assessment of a person's advantage; 2. Individual differences in the ability to transform resources into valuable activities; 3. The multi-variant nature of activities giving rise to happiness; 4. A balance of materialistic and non-materialistic factors in evaluating human welfare; 5. Concern for the distribution of opportunities within society.
(Nussbaum and Sen, 1993). Subsequently, this approach was further developed together with other philosophers and economists to measure human development and QOL.

Diener and Suh (2000) conducted research in South Africa on the most important aspects of quality of life for South Africans and divided it into seven indicators: health and sport; optimism; dignity and self-esteem; employment; basic infrastructure; networks and a varied life with many activities (Figure 2). However, the essence of sport on the QOL for learners in previously disadvantaged schools in South Africa has a different focus than investigating the influence of sport on the QOL in general. Taylor, Sallis and Needle (1985), Steptoe and Buttler, (1996) and Spaaij (2009) all limited their research to the relationship of sport on only one of the domains of QOL, i.e. emotional wellbeing, social impact and mental health. Thereby, White, Wójcicki and McAuley (2009) only focussed their study on the relationship between physical activity (PA) and QOL in general in elderly communities in the United States of America.

This study, however, aimed to give a more complete picture of the influence of sport on the QOL, because it assessed QOL in all its dimensions in relation to sport within previously disadvantaged schools in the Theewaterskloof (TWK) Municipality, part of the Western Cape Province in South Africa. Brandt, Terzoli and Hodgkinson-Williams (2004) noted that the schools in disadvantaged areas often lack basic infrastructure and they are in desperate need of assistance from the government and other organisations and institutes. According to Higgs (2003: 331) “there is a growing emphasis worldwide on corporate social investment initiatives and, particularly in South Africa, on community upliftment and development, poverty alleviation and improving the lives of the disadvantaged”.


Figure 2: QOL for South Africans (Diener & Suh, 2000: 14)
All the studies stated above, have significant positive outcomes on the relationship of sport and aspects of QOL. Yet no study has examined the relationship between sport and all the aspects of QOL on learners in previously disadvantaged schools in South Africa. The topic is therefore worthy of academic investigation and aims to help people, especially youth, in making the right choices in life. Sport can affect people in many different ways. Sport may be seen as an antidote to boredom, which is directly related to QOL. The relationship between sport and QOL can be seen as a virtuous circle, where aspects influence one another in terms of input and outcomes. Furthermore, there is a dependable relationship between the different aspects of sport and QOL, meaning that a slight change can make a difference to all single aspects within the circle.

The framework of this study’s theoretical background is based on the following dimensions which describe the relationship between sport and the domains of quality of life: social contact, culture and safety (Burnett & Litt, 2006; Spaaij, 2009); drugs, alcohol and crime (Tucker & Scott, 1992; Nichols, 1997; Coalter, 2001; Department for Culture Media & Sport (DCMS)/Strategy Unit, 2002); physical health and diseases (Laforge et al., 1999; Strong et al., 2005; Makiwane & Kwizera, 2008); mental health (Steptoe & Buttler, 1996; Fredericks & Eccles, 2006); happiness and wellbeing (Kavussanu & McAuley, 1995; Ndlovu, 2009) and academic achievement (Kremer & Scully, 1994; Donaldson & Ronan, 2006). Each domain has been derived from those researchers who described scientific literature on that specific dimension of sport and QOL.
The purpose of this study, therefore, was to understand what influence sport could have on the lives of the children in the Theewaterskloof Municipality and how it could improve their QOL.

1.2 Research problem

1.2.1 Introduction

Most people in the previous disadvantaged communities of the TWK Municipality do not have enough money to let their children join a local sporting club or pay for transport after school hours in order for them to participate in after school activities. This was concluded after multiple needs analyses and a problem analysis conducted in the field by students of the international Theewaterskloof project (Van Hout & Van Hove, 2006). In the statistical tables of United Nations International Children’s Emergency Fund (UNICEF) (2009) it was described that 26% of the total population of SA live below the international poverty line of $1.25 US Dollar per day between 1992 and 2007. The majority of poverty is to be found in the informal settlements within the previous disadvantaged communities all across the country and in many cases sport is not yet made accessible for children in these areas (UNICEF, 2009).

The TWK Municipality is aware of the situation, both in SA and in their area, and have developed a five year plan (2007-2011) with activities and interventions that need to be implemented every year, to achieve certain goals and address the different problems in their communities. Their vision includes:
“Designing and implementing an Integrated Development Program (IDP) as a means to orchestrate the empowerment of previously disadvantaged individuals and communities and a better life for all, through the facilitation of socio-economic and welfare growth, is a primary task and mandate of third tier governments in South Africa and subsequently also of the Theewaterskloof Municipality” (Alderman, 2009: 4).

Although the IDP was seen as a blessing for the community because of the service delivery approach, Alderman (2009) stated that the position of the regional authority must be strengthened to implement the program successfully and achieve the goals for the TWK Municipality. The Theewaterskloof Local Municipality consists of eight towns and twelve different wards (Figure 3).

1.2.2 Sport as a tool for change

The approach of solving problems must be specified in the certain type of problem. When using sport to tackle problems and develop a disadvantaged region, people should be careful with implementing a project with a top-down approach because of a possible lack of commitment by the community and shared ownership (Skinner, Zakus & Cowell, 2008). To avoid these kinds of commitment problems, Spaaij (2009) suggested sport-for-development programs, self-reliance, empowerment, lingual and cultural knowledge, ethical and moral issues and involvement of people in these sport projects from the beginning to the end. This will ensure an increased understanding and commitment from the people when implementing a project or doing research and that will be needed to achieve the desired results, aims and objectives.
Figure 3: Theewaterskloof municipal area (Alderman, 2009: 12)
All the children deserve the opportunity to participate in sport near their school or home (UNICEF 2009). Sport can be used as a tool to prevent children from getting involved with crime, alcohol, drugs, diseases and obesity, through stimulating the positive effects of sport on their lives. Beutler (2008) was convinced that regular sport participation could benefit public health; universal education; gender equality; poverty reduction; prevention of HIV/AIDS and other diseases; environmental sustainability and even peace-building and conflict resolution.

For the learners in high schools that lie within the disadvantaged communities of the TWK Municipality, which represent the intended target group, it can be said that sport and physical education (PE) are very important. Education is thereby seen as an indicator of a country’s economy and future perspectives (United Nations, 2003). It is assumed that it is important in the adolescent life stage to get proper education and participate in sport regularly. To find out how sport participation has an influence on the QOL of learners between 13 to 18 years of age, this study proposed to determine how these learners perceive the influence of sport participation on their QOL, in high schools within the previous disadvantaged communities of the Theewaterskloof Municipality.

1.3 Aim

The main aim of this study was to determine the perspective of high school learners’ on the influence that sport participation had on their QOL in the TWK Municipality, Western Cape Province of SA.
1.4 Objectives

To more specifically describe the learners’ perceptions of the influence that sport participation had on their QOL, each of the six domains derived from scientific literature of the different researchers, was investigated:

1) Social contact, culture and safety (Burnett & Litt, 2006; Spaaij, 2009)
2) Drugs, alcohol and crime (Tucker & Scott, 1992; Nichols, 1997; Coalter, 2001; DCMS/Strategy Unit, 2002)
3) Physical health and diseases (Laforge et al., 1999; Strong et al., 2005; Makiwane & Kwizera, 2008)
4) Mental health (Steptoe & Buttler, 1996; Fredericks & Eccles, 2006)
5) Happiness and wellbeing (Kavussanu & McAuley, 1995; Ndlovu, 2009)
6) Academic achievement (Kremer & Scully, 1994; Donaldson & Ronan, 2006)

1.5 Hypotheses

It was hypothesised that learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, who participate in sport, would perceive that they have a better QOL than learners of the same age group who do not play sport at all.

1.5.1 Secondary hypotheses

Specifically, it was hypothesised that:

1) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these
2) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain drugs, alcohol and crime.

3) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain physical health and diseases.

4) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain mental health.

5) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain academic achievement.
6) Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain happiness and wellbeing.

1.6 Significance

The significance of this research project will lie in the enlightenment of the role that sport will play for high school learners in schools within the previous disadvantaged communities of the TWK Municipality. The focus of the research is related to QOL and the promotion of sport, with the intention to create awareness among the study sample regarding the value of sport on their lives. Some topics related to the QOL and sport have already been investigated, but not in the same way as this research proposed, which was to focus on all domains of QOL for high school learners in previous disadvantaged schools. The study will be made available online and to different parties to make sure that the findings can be used for further research in the field, so that possible gaps can be addressed.

1.7 Assumptions

The most important assumption that was made by the researcher was the significant impact of sport on the QOL of the learners. It was expected that sport would contribute in multiple ways on their lives and that it could be used as an instrument for individuals to tackle problems and achieve social, physical and mental goals. Furthermore, the researcher assumed that all five schools were willing to participate in the study because the research was mutually beneficial. In return for the cooperation of the schools, the results of the research would be presented to
them. Finally, the researcher expected that it would be difficult to collect all the necessary data within the short period of time that was planned for the field research.

1.8 Delimitations

To make sure that the study and the field research were manageable and stayed within the expected time-line, boundaries were set. Five previously disadvantaged schools were purposively selected for this study and were situated in the Theewaterskloof Municipality, Western Cape Province of South Africa. To find out what the learners’ perspectives on the influence of sport and their QOL was, learners between 13 and 18 years were selected using stratified sampling. The total population of those learners in the TWK Municipality was 4,079, according to information of the Western Cape Education Department. At least 352 participants were sampled from this population.

Two schools refused to participate in the research and the grade 12 learners of the remaining three schools had to be excluded because of examination. Thus the study sample consisted of high school learners of grade 8 until 11 from three different schools.

1.9 Limitations

The study could perhaps be generalised over a bigger population than the study sample that derived from the three included schools. The outcomes could also be representative and meaningful to other Municipalities within the Western Cape Province and the WCP as a whole and will be shared over as many different researchers, parties and organisations as possible.
So that sport could play a more significant role in improving the QOL of children in S.A. and other countries across the globe.

1.10 Outline of the thesis

Chapter one is an introductory chapter that explains the topic and the motivation for the research. The chapter describes the influence of sport in SA, sport in relation to QOL and the different aspects of the research problem as well as the aims and objectives of the study, hypotheses and the limitations and delimitations.

Chapter two constitutes a literature review to provide a theoretical framework for the relationship between sport and QOL. The research describes six domains of QOL that are related to sport and have been scientifically proven according to different researchers in the field.

Chapter three details the research methodology of the study. This chapter describes the research approach used, gives an overview of the research design and outlines the data collection methods and analyses. This chapter concludes with the ethical and legal considerations.

Chapter four presents and discusses the findings of the research. The main results are described and summarized. This includes the outcomes of the questionnaires and the statistical analyses of these results. Positive and negative patterns and connections are described in terms of the influence of sport on the QOL of the participants.
Chapter five discusses important issues derived out of the findings. Possible reasons are given for the statistical outcomes, surprise findings and other interesting results. Gaps and changes that require further research are outlined. Finally, the possible implications and recommendations are aiming to make the research of greater purpose for the community and further studies, by ensuring it is accessibility and usefulness to as many people as possible.

1.11 Conclusion

Sport can have an important impact on a country such as South Africa, which has been shown with the ‘Rugby World Cup’ in 1995 and the ‘Soccer World Cup’ in 2010. But, these sport events will not solve all problems that South Africa faces. Social, cultural, crime, safety, health, alcohol and drug related problems still flourish and high school learners in the TWK Municipality are an important group that need to be educated and protected to ensure higher QOL standards in the future. This research therefore aims to determine if sport participation influences the QOL of high school learners in previous disadvantage communities within the TWK Municipality.
Chapter 2

LITERATURE REVIEW

2.1 Introduction

According to Hart (2009) the literature review provides the theoretical framework for the study that is directly related to the research question. It further synthesizes results into a summary of what is or is not known and identifies areas of controversy in the literature (Hart, 2009). The relationship between sport and the separate domains of QOL has already been investigated, but this study focused on the influence of sport on all the domains of QOL and examined whether sport playing high school learners in the TWK Municipality perceived higher QOL levels than non-sport participating learners. Hence, the relationship between sport and each domain of QOL is described in this chapter.

Quality of life is a subjective term because each researcher uses it in a different way or has a different method of measuring QOL. This review will focus on outlining the influence of sport on QOL according to different scientific studies conducted on this topic. This research describes six domains, which are derived from other studies on the relationship between sport and the QOL and form the theoretical framework of the research:

1. Social contact, culture and safety
2. Drugs, alcohol and crime
3. Physical health and diseases
4. Mental health
5. Academic achievement
6. Happiness and wellbeing

The relationship between sport and the domains of QOL is drawn in Figure 4, where each domain influences one another. A change in sport or one of the domains can influence all other domains, therefore they are all related to each other.
Figure 4: Sport and the domains of QOL (Van Hout, 2010: 1)
2.2 Sport and the domains of quality of life

2.2.1 Sport, social contact, culture and safety

Important aspects that influence the QOL of South Africans are considered to be social, cultural and safety problems. The apartheid created a difficult governmental system to understand and McKinnon (2010) noted that benefits are delivered through seventeen different “governments” in SA. To address problems in the system such as: accessibility, corruption, inefficiency, racial and cultural discrimination and integrate those results, the social security system within families must be used efficiently and to its full extent (McKinnon, 2010). This means that the social security system could help people to address problems such as poverty and inequality especially in disadvantaged regions. In South Africa poverty and low levels of QOL are a result of causes such as (May, 1998: 4):

- **The impact of apartheid which stripped people of their assets, especially land, distorted economic markets and social institutions through racial discrimination, and resulted in violence and destabilization**

- **Under-mining the asset base of individuals, households and communities through ill health, over-crowding, environmental degradation, the miss-match of resources and opportunities, race and gender discrimination and social isolation**

- **The impact of a disabling state, which included the behaviour and attitudes of government officials, the absence of information concerning rights, roles and responsibilities and the lack of accountability by all levels of government.**

May (1998) concluded that these triggers have made South Africa what it is, and the origin and outcomes of apartheid will be, unlike other aspects, very hard to transform. The socio-
cultural environment and the safety of the high school learners can be seen as important indicators of their QOL and will be included in this research.

There are different views on sport and the social benefits and reasons of participating in sport. Traditionally, people used sport for relaxation, competition and stress relief also categorized as the intrinsic value of sport according to Andres and Van Kleij (2010). Nowadays, sport has a more integral approach because it brings people together and relates to people’s behaviour, education, wellbeing and health (Andres & Van Kleij, 2010). The British Home Office (2003: 16) noted that “sport is just a hook, a means of establishing relationships with marginalized groups”.

While Spaaij and Westerbeek (2009) argued that people do not play sport to achieve societal ends, but rather for health, fun or simply to spend time with friends and family. Sport can produce both positive and negative outcomes as perceived by those affected by it and reflects or even reinforces social inequalities in many cases (Spaaij, 2009). However, sport can have a positive social twist. The major challenge that learners face, according to Vermeulen and Verweel (2009), is to look at the social role of sport from the socio-cultural angle and the perspective of local initiatives and developments of social inclusion and exclusion. In SA, the social and cultural diversity is big and each group places different social expectations and meanings onto different types of sport.

When the apartheid era came to an end, so did the sport boycott that meant that internationally, the South African sport organizations and teams, at the time composed of only whites, were accepted again (Booth, 1998). The legacy of apartheid and racial discrimination
has meant that a lot of ‘black’ and ‘coloured’ adolescents are presently living in impoverished living conditions, which implies that race is still a predominant indicator of the socio-economic status for South Africa (Wegner, Flisher, Muller & Lombard, 2002). Looking at inequalities of the past, sport development initiatives have been launched in previously disadvantaged communities as a strategy to provide such communities access to sport and recreation as a basic human right (Boshoff, 1997).

The South African Democratic Teachers Union (SADTU) general secretary, Mugwena Maluleke stresses that in the development of learners, sport, art and culture are of utmost importance and must be treated as curricular activities (Ndlovu, 2009). Sport is more than pleasure, entertainment and competition, according to SADTU, it is a unifier of different races, cultures, sex and belief and a promoter of a healthy and happy lifestyle (Ndlovu, 2009). So, sport can also play a vital role in the secure and safe feeling that people need to have by reducing crime and stimulating a better lifestyle. Burnett and Litt (2006) assessed the social impact of a sport mass participation program in South Africa. It was clear that the program had a positive impact on human and community development, but to assure sustainability and reflection on an improved QOL, there are still a lot of challenges to overcome (Burnett & Litt, 2006).

Internationally, social impact studies in the field of sport and physical activity were gaining momentum after the United Nations (UN) accepted a resolution where sport was integrated as a vehicle for development and peace (United Nations, 2003). They invited governments, the United Nations, its funds and programs, the specialized agencies and sport-related institutions
to assist developing countries in capacity building in sport and physical education (United Nations, 2003: 2-3):

“(a) To promote the role of sport and physical education for all when furthering their development programs and policies, to advance health awareness, the spirit of achievement and cultural bridging and to entrench collective values;

(b) To include sport and physical education as a tool to contribute towards achieving the internationally agreed development goals, including those contained in the United Nations Millennium Declaration and the broader aims of development and peace;

(c) To work collectively so that sport and physical education can present opportunities for solidarity and cooperation in order to promote a culture of peace and social and gender equality and to advocate dialogue and harmony;

(d) To recognize the contribution of sport and physical education towards economic and social development and to encourage the building and restoration of sports infrastructures;

(e) To further promote sport and physical education, on the basis of locally assessed needs, as a tool for health, education, social and cultural development;

(f) To strengthen cooperation and partnership between all actors, including family, school, clubs/leagues, local communities, youth sports associations and decision makers as well as the public and private sectors, in order to ensure complementarities and to make sport and physical education available to everyone;

(g) To ensure that young talents can develop their athletic potential without any threat to their safety and physical and moral integrity.”
To monitor and measure the success of drugs reduction and crime prevention programs and policies, there was a pressing need to explain and specify the objectives and criteria of the policy to the specific groups of youngsters to realize a safer environment for all people (Smith & Waddington, 2004). It can be concluded that the outcomes of sport and other prevention programs and policies were closely related to what extended to a safer living environment that could be established for people, above all in the disadvantaged communities of SA.

2.2.2 Sport, drugs, alcohol and crime

Children in SA come in contact with crime very early in their lives. This can influence their own barriers and decisions regarding their involvement in criminal activities. Statistics South Africa (1999) found in their Victims of Crime Survey in year 1998 that South Africans and people living in other developing countries are at high risk of experiencing incidents of crime. The survey published results on the year 1997, where 21% of all households had experienced at least one household crime and of the people aged 16 or older, 15% had experienced an individual crime (Statistics South Africa, 1999).

In the TWK Municipality, crime rates were declining fast from 2004, but between April 2006 and March 2009 crime rose in almost all categories (Alderman, 2009). Alderman (2009) indicated that it is evident that more attention needs to be given to social and developmental projects in the TWK Municipality in order to stop the crime from rising even more and to give the youth the opportunity to choose another path. According to the IDP nine percent of the children in the TWK Municipality do not have schooling and approximately 40% of the people in the region are unemployed, of which 21% are black, 14% are coloured and the remaining 5% are white and Indian (Alderman, 2009). Alderman (2009) also noted that unemployed people are often more susceptible to engage in criminal behaviour than the
employed people with murder being the most important and valuable indicator of crime for people in general. Figure 5 indicates a significant increase in the murder of children between 2006/2007 and 2007/2008 within the TWK Municipality.

The number of children murdered, increased by 22.4% and the number of those falling victim to attempted murder increased by 13.7%. Crime rates against children dropped a little between 2006 and 2008, but remained at almost 54,000 recorded cases in one year. The South African Police Service (SAPS, 2009) divided crime figures and ratios over the 9 provinces in an annual report that compares records of 2003/2004, 2007/2008 to statistics over 2008/2009 (Table I). For example, the murder ratio in the WCP is relatively high with 58.6 (average number of murders per 100,000 of the population) compared to the overall average in South Africa of 38.6 murders over the period 2007/2008 and 44.6 compared to 37.3 murders over the period 2008/2009. On the other hand, the Western Cape Province, including the Theewaterskloof Municipality, has the highest decrease in murder in one year of all provinces with 23.9% (SAPS, 2009).

Although there is a positive line in almost all crime categories, drug and alcohol related crime is still increasing in the WCP. Parry et al. (2004) conducted research on the extent and consequences of alcohol and other drugs and noticed a significant increase in the use and misuse of it. Alcohol and cannabis are the most common substances of abuse among the adolescent age group and are sometimes combined with the use of methaqualone, cocaine and heroin (Parry et al., 2004).
Figure 5: Crimes against children under the age of 18 years (South African Police Service, 2008: 1)
Table I: Fluctuations in the ratios of serious crime trends

The South African Police Service (2009: 24)

<table>
<thead>
<tr>
<th>Crime category</th>
<th>Western Cape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>58.6</td>
</tr>
<tr>
<td>All sexual offences*</td>
<td>178.2</td>
</tr>
<tr>
<td>Attempted murder</td>
<td>38.1</td>
</tr>
<tr>
<td>Assault with the intent to inflict grievous bodily harm</td>
<td>514.8</td>
</tr>
<tr>
<td>Common assault</td>
<td>674.9</td>
</tr>
<tr>
<td>Robbery with aggravating circumstances</td>
<td>300.7</td>
</tr>
<tr>
<td>Common robbery</td>
<td>177.2</td>
</tr>
<tr>
<td>Arson</td>
<td>13.0</td>
</tr>
<tr>
<td>Malicious damage to property</td>
<td>564.1</td>
</tr>
<tr>
<td>Burglary at residential premises</td>
<td>875.6</td>
</tr>
<tr>
<td>Burglary at business premises</td>
<td>219.8</td>
</tr>
<tr>
<td>Theft of motor vehicle and motorcycle</td>
<td>36.7</td>
</tr>
<tr>
<td>Theft out of or from motor vehicle</td>
<td>656.6</td>
</tr>
<tr>
<td>Stock-theft</td>
<td>16.4</td>
</tr>
<tr>
<td>Illegal possession of firearms and ammunition</td>
<td>48.5</td>
</tr>
<tr>
<td>Drug-related crime</td>
<td>950.1</td>
</tr>
<tr>
<td>Driving under the influence of alcohol or drugs</td>
<td>240.0</td>
</tr>
<tr>
<td>All theft not mentioned elsewhere</td>
<td>1 879.5</td>
</tr>
<tr>
<td>Commercial crime</td>
<td>199.6</td>
</tr>
<tr>
<td>Shoplifting</td>
<td>306.8</td>
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</table>
Nichols (1997), Coalter (2001) and DCMS/Strategy Unit (2002) believed that the main objective of sport is to create enjoyment and excitement, and thus provide an antidote to boredom for young people. Boredom amongst youth could lead to experimenting with drugs and alcohol on the streets, also referred to as ‘substance abuse’ by Iso-Ahola and Crowley (1991) and Ziervogel, Ahmed, Flisher and Robertson (1998).

Adolescents are very sensitive to external influences from friends, older adolescents, brothers and sisters. Their social environment in combination with boredom can sometimes result in criminal activities. However, no previous research in South Africa has investigated the extent of leisure boredom among adolescents (Iso-Ahola & Crowley, 1991; Ziervogel et al., 1998). Drinking and drug taking are frequently used as general indicators of the QOL in a community (Tucker & Scott, 1992), who stated that the more people who are confronted with the use of drugs and alcohol, the lower the QOL in the community.

The social, physical and mental development in the adolescent life stage occurs rapidly along with the health behaviours like smoking and drinking they have their origins during younger years (Peltzer, 2003). Peltzer (2003) emphasized that there is a growing interest in researching adolescents and health-related behaviour in different cultures and countries across the world since more social factors and risks have an impact on youth and their behaviour. Visser (2006) researched risk behaviour of children and adolescents in South Africa that can cause developmental problems for youth. She described the physical and emotional dangers that drug abuse, unplanned pregnancies, unprotected sexual activities, interpersonal violence and delinquent behaviour can have for their QOL (Visser, 2006).
For example, Flisher, Parry, Evans, Murray and Lombard (2003) described a study of 2,930 school-going adolescents that reported prevalence rates for previous months (or recent) on substances that were used. Of the total sample group 31% used alcohol, 27% smoked tobacco, and seven percent used cannabis (Flisher et al., 2003). Alarmingly, the Department of Health (1995) estimated that 5.8% of the South African population over the age of fifteen years are alcohol dependent and for some disadvantaged communities this percentage can be as high as 30% (Parry, 1994). In trying to tackle these kinds of problems and behaviour abnormalities in the United Kingdom, Robins (1990) initiated that the youth policy should integrate sport elements into an overall program directed at the lower class youth, besides improving educational and employment opportunities.

Cameron and MacDougall (2000) stated that, by providing accessible appropriate activities in a social context, sport can, in combination with other interventions, help to reduce crime in specific groups and communities. In other words, sport must have a positive connection with the social structure and mindset of groups and communities (Cameron & MacDougall, 2000). Morris, Sallybanks, Willis and Makkai (2003) said sport and physical activity (PA) programs are an important way through which personal and social development can occur and stimulate positive behaviour, but it should be used only as a component of a broader plan to have an impact on antisocial behaviour. Focussing on the underlying risk factors that cause such behaviour must be an outcome (Morris et al., 2003). There is little empirical evidence on a direct causal relationship between youth sport and youth crime although there are several reasons as to why sport reduces crime (Nichols, 1997: 187):
• Keeps young people busy and out of trouble
• Meets a need that youth have for excitement
• Meets a need that youth have for risk-taking
• Increases feeling of connectedness
• Fosters teamwork
• Develops cognitive competencies
• Provides positive role-models and mentors
• Develops athletic abilities
• Makes young people feel empowered
• Develops problem-solving skills
• Provides employment opportunities
• Increases self-esteem
• Develops decision-making skills
• Makes youth feel special

Several studies described a positive relationship between the use of sport as part of a program and the decline of criminal activities. Mason and Wilson (1988), Kennedy and O’Brien (1996), Utting (1996), Vibar-Bawzon (1997) and Hawkins (1998) demonstrated in their research that sport does prevent crime amongst youth worldwide. The United Nations established the Global Sport Fund in 2007, particularly to help youth in conflict regions to engage in sports activities (Carmichael, 2008). Sheikh Saud bin Abdulrahman al-Thani, Secretary-General of the Qatar Olympic Committee, noted that the Global Sport Fund focused their sport programs specifically on young adolescents at the age when they are at high risk and therefore need to be prevented from experimenting with drugs and criminal activities worldwide (UNODC, 2007).

Alcohol, drugs and crime have an immense negative impact on the QOL of people and on high school learners in particular. They get confronted with it at a young age and they often do not even have a choice. The current research aimed to determine how the influence of sport on the domains of QOL was perceived by learners and suggests how sport can be used as an instrument to improve their QOL. This includes suggestions on how sport can contribute to
assist, learn and prevent children from getting in contact with drugs, alcohol and crime. People and organisations all over the world seem to realize the use of sport as an important measure to counter boredom, crime, drug and alcohol abuse and other negative behaviour of youths in certain areas.

2.2.3 Sport, physical health and diseases

According to UNICEF (2009), of the total South African population of 2008, there were 18,286,000 people under the age of eighteen. The population in the Theewaterskloof Municipality was estimated at 103,281 in 2009 and it was expected to grow by an average of 1.26% (Alderman, 2009). The problems regarding crime, alcohol, drugs and diseases are immense, especially within this group of vulnerable people. For example, 5.7 million South Africans in 2007 were infected with HIV/AIDS (UNICEF, 2009). Noble (2010) found that the estimated HIV prevalence among children (two-fourteen years of age) dropped from 5.6% in 2002 to 2.5% in 2008 and for youth (15-24 years of age) from 9.3% to 8.7%. But, unlike the children and youth, the percentage of HIV among adults and elderly in South Africa increased (Noble, 2010). This could be explained by the increased education at schools regarding HIV/AIDS and the promotion of safe sex especially to children (Van Hout & Van Hove, 2006).

The mission in the IDP for the TWK Municipality is in line with the problems described above. Alderman (2009) described the IDP mission as providing, developing and promoting equal opportunities for everyone to stay in a safe, healthy, crime free, economically sustainable and liveable environment with the help of an effective government policy, political stability, planning, services and the full use of resources.
In 2006, the World Health Organisation (WHO) discovered the extensively drug-resistant tuberculosis (XDR-TB) and multi-drug-resistant tuberculosis (MDR-TB) in a rural town in South Africa (Singh, Upshur & Padayatchi, 2007). According to the aforementioned researchers these forms of tuberculosis (TB) are extremely dangerous because different types of medicines did not seem to have an effect and South Africa's Medical Research Council (1998) stated that only 50% of adults with TB are cured each year comparing to 80% in other countries with improved resources. Although a lot of people are aware of the risks and are informed about the factors that cause the spread, the situation of TB in the world seems to be worsened as a result of inadequate health-care system response, poverty and global inequity (Verma, Upshur, Rea & Benatar, 2004).

Besides the problems regarding crime, alcohol, drugs and diseases, South African children, adolescents and adults suffer from overweight and obesity, which can affect their QOL. According to the findings from the Youth Risk Behaviour Survey of 2002, 4% of South Africans were obese while 17% adolescents were overweight (Department of Health, 2002). Styne (2001) associated childhood obesity with diseases such as hypertension, type 2 diabetes, depression, orthopaedic problems and sleeping disorders. Obesity in the Western world has been found to be linked to a contemporary increase in energy intake and decrease in energy expenditure (such as sport and PA), specifically during childhood (Shearer, Baxter-Jones, Mirwald & Bailey, 2004).

Laforge et al. (1999) found that of the different aspects of exercise, mainly physical functioning, general health perceptions and vitality were related to the QOL. In the different stages of change in self-perceived QOL, the people who are not willing to regularly exercise
have the lowest levels of QOL (Laforge et al., 1999). Datar and Sturm (2004) stated that school and physical education in the United States plays an important role in keeping obesity among girls under control and perhaps it can even be reduced, especially when they are still at a younger age. These results may be similar for boys and girls in schools within the previous disadvantaged communities of the TWK Municipality.

Makiwane and Kwizera (2008) showed that the QOL among the majority of adolescents in SA remains low (Table II), reflecting the post-apartheid society. This is mainly because of the widespread diseases in South Africa and the fact that many adolescents do not have jobs or are unable to attain one (Makiwane & Kwizera, 2008). In Table II, it is striking that there is a significant difference in QOL perceived by people from different races. ‘Africans’ and ‘Coloureds’ seem to be less satisfied, happy and have the least goods and services to live a good lifestyle in contradiction to ‘White’ and ‘Indian’ people across the country. The results of this study indicate that after the apartheid era, there are still a lot of things that need to be changed in order to achieve more equality within QOL levels among the different races in South Africa.

Strong et al., (2005) examined the effect of PA on multiple aspects that have an influence on the QOL of youth, such as: normal weight, overweight and obesity, cardiovascular health, adiposity, mental health, asthma, academic performance, injuries and musculoskeletal health and fitness. Most of these health and behavioural outcomes are positively or negatively related to the perceived QOL.
Table II: Measures of QOL by race

Compiled from the South African Social Attitude Survey, 2007
(Makiwane & Kwizera, 2008: 240)

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<th></th>
<th>Mean</th>
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<th>Upper bound</th>
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<td>How satisfied are you</td>
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<td>with your life as a</td>
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<tr>
<td>whole these days? a</td>
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</tr>
<tr>
<td>African</td>
<td>3.13</td>
<td>3.06</td>
<td>3.21</td>
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<tr>
<td>Coloured</td>
<td>2.62</td>
<td>2.48</td>
<td>2.76</td>
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<tr>
<td>Indian</td>
<td>2.20</td>
<td>2.02</td>
<td>2.38</td>
</tr>
<tr>
<td>White</td>
<td>2.18</td>
<td>2.01</td>
<td>2.34</td>
</tr>
<tr>
<td>Total</td>
<td>2.93</td>
<td>2.87</td>
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<tr>
<td>Living standard</td>
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<tr>
<td>African</td>
<td>1.72</td>
<td>1.67</td>
<td>1.76</td>
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<tr>
<td>Coloured</td>
<td>2.28</td>
<td>2.19</td>
<td>2.37</td>
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<tr>
<td>Indian</td>
<td>2.86</td>
<td>2.78</td>
<td>2.93</td>
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<tr>
<td>White</td>
<td>2.96</td>
<td>2.91</td>
<td>3.01</td>
</tr>
<tr>
<td>Total</td>
<td>1.96</td>
<td>1.92</td>
<td>2.00</td>
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<tr>
<td>Taking all things</td>
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<tr>
<td>together, how happy</td>
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<tr>
<td>African</td>
<td>2.84</td>
<td>2.77</td>
<td>2.91</td>
</tr>
<tr>
<td>Coloured</td>
<td>2.34</td>
<td>2.21</td>
<td>2.48</td>
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<tr>
<td>Indian</td>
<td>2.10</td>
<td>1.94</td>
<td>2.27</td>
</tr>
<tr>
<td>White</td>
<td>1.92</td>
<td>1.74</td>
<td>2.09</td>
</tr>
<tr>
<td>Total</td>
<td>2.66</td>
<td>2.60</td>
<td>2.72</td>
</tr>
</tbody>
</table>

Quality of life levels in this study were determined using three measures, which were answers to the following questions:

a) The first question asks ‘‘How satisfied are you with your life these days?’’ The answers to the question range from a possible one (very satisfied) to five (very unsatisfied);

b) Living standard measure gives a score for number goods and services young people have in their household. The score range was from ten for a young person staying in a household with most goods and services, and therefore living a comfortable lifestyle, to 1 on the opposite side of the scale;

c) ‘‘Taking all things together, how happy are you?’’ The scaling of the answers range from 1 (very happy young persons) to 5 (very unhappy).
Furthermore, evidence found by Bailey (2006) that besides physical aspects, sport also has an impact on lifestyle, social, affective and cognitive aspects. He used a framework and some of the data derived from a recent international research project. The research drew evidence from over 50 countries, including a meta-analysis of statements of aims and standards, and national curricula, to argue for the inclusion of physical education (PE) within the curriculum and share information on the benefits of it among administrators, parents, and policy makers (Bailey, 2006).

In a nationally representative survey, the Medical Research Council (1998) found that the South African population of fifteen years and older will lead to an estimate of about 3.3 million hypertensive people in the coming years. Moreover, 25% of all South Africans were overweight, while 20% was categorized as obese and lung cancer was responsible for 24% of all deaths from cancer in men and 10.6% of all such deaths in women (Medical Research Council, 1998).

In South Africa HIV/AIDS is one of the diseases, which is a very important factor for people to determine their QOL. Not only are young people most vulnerable to infection, but there is also a growing consensus that the best way to halt the spread of HIV/AIDS, is to focus on youth to prevent new infections (Joint United Nations Program on HIV/AIDS, 2002). Sexual activity and prevention programs play a vital role in this problem. Ebersohn and Eloff (2002) noted that unprotected sexual activity could contribute to a risk of teenage pregnancy and HIV contraction that could have a severe impact on the lives of young people involved. Estimated in 2001, was that over 60% of HIV infections in South Africa occurred before the age of 25 years (Leclere-Madlala, 2002). According to critics such as Sherriffs (1997) the
government approach towards the HIV/AIDS epidemic was too slow and not translated into proper actions, therefore the country has lost half a generation of time to act significantly.

The amount of PA and sport, overweight and diseases such as HIV/AIDS, are not the only indicators of a person’s health. To determine the ‘health’ of an adolescent and future health status, people should also look at other behavioural aspects such as eating, drinking and the use of tobacco as possible cause of chronic diseases including heart disease and cancer (Nutbeam, 1997). Considering the versatile problem of physical health and diseases as mentioned in SA, the way sport is currently used as a weapon to tackle these problems, will be outlined. Datar and Sturm (2004) stated that physical education and sport often has a positive and profound effect on combating obesity. But, sport can only be effective when the motivational readiness of people to adopt PA and sport is part of their lifestyle, as a more open-minded approach results into a higher self-reported QOL for physical health (Laf forge et al., 1999).

There are many programs and organizations in SA that are integrating sport as an instrument for better communication and more prevention activities in tackling diseases and improve the physical health of people. UNICEF for example, is one of the organisations that use sport to teach children skills and knowledge for a healthy lifestyle (UNICEF, 2008). They cooperate with other organisations and combine sport activities and education to prevent children from contracting HIV, focusing especially on those groups of children between 10 and 14 years of age because of the low HIV prevalence rate, creating an opportunity to stop the epidemic (UNICEF, 2008). The International Platform on Sport and Development (2011) claimed that two programs in Liberia and Southern Sudan have shown that HIV/AIDS knowledge and
protective attitude levels of participants were higher after involvement in the one of the programs. None of the sport-based programs provided direct treatment for HIV/AIDS, although evidence is found that sport managed to slow down the disease in people who are HIV positive (International Platform on Sport and Development, 2011).

Sport and physical exercise can be positively related to physical health in general. In this domain of the study, the perceptions of the learners on their own general health and the possible influence of sport were investigated. Sport and the outcomes of the research could perhaps be used as a tool to provide crucial information regarding the fight against HIV/AIDS, TB, other diseases and an unhealthy lifestyle.

### 2.2.4 Sport and mental health

Steptoe and Buttler (1996) assessed emotional wellbeing by the malaise inventory and the 12-item general health questionnaire. The malaise inventory is a 25-item list of psychological and somatic symptoms. They concluded that emotional wellbeing is positively associated with the extent of participation in sport and vigorous recreational activity among adolescents (Steptoe & Buttler, 1996). However, there were psychological considerations such as motivation and knowledge of the possible effects of PA, which occur before one’s actual participation in PA (McAuley, Bouchard, Shephard & Stephens, 1994).

Regarding the successful promotion of sport, Marttila, Laitakari, Nupponen, Miilunpalo and Paronen (1998) suggested that one should get to know the contextual, behavioural and personal psychological aspects of an activity or type of sport in order to establish the connection that is needed for someone to make the decision of participating or not. For
example, outcome expectations (personal expectations of the effect of a particular sport or PA) and emotional aspects (related to single emotions clearly bonded to a certain PA or type of sport) influence behavioural change (Marttila et al., 1998). Another behavioural characteristic, which is important to the impact of sport on a person, lies in the simplicity of the sport. When the mind receives signals either social, physical or psychological, for behaviour change and they are easy to manage, there is an immediate positive consequence that is more likely to be repeated in similar situations (Willis & Campbell, 1992). In other words, when looking at participation in physical activities, the aim of sport for development or disease prevention programs should not only be on skills development, but also the mental aspects and motivation should be included in order to achieve the desired behaviour change within people.

A different point of view regarding PA and behaviour comes from the study of Laitakari, Vuori and Oja (1996). They pointed out that a lot of physical activities and sports are not needed for everyday living and they require time and effort (Laitakari et al., 1996). Higgs (2003) examined how South Africans perceived their way of living, considering poverty and the related stress of individuals. Figure 6 distinguishes the perceived poverty in different regions.

The results show that people living in the rural areas lived more often in severe hardship and poverty-ridden circumstances compared with people in the cities and smaller urban areas. Stress levels in the disadvantaged communities were higher and could be associated with lower levels of QOL because stress has a harmful effect on the human body (Higgs, 2003).
Figure 6: Poverty and stress in specific regions (Higgs, 2003: 347)
Recent studies from Ferron, Narring, Cauderay and Michaud (1999), Larson (2000), Kirkcaldy, Shephard and Siefen (2002) and Bowker (2006) provided empirical evidence that sport participation can have a reliable, beneficial effect on adolescent’s positive self-beliefs. A positive self-belief is subsequently associated with more PA and better subjective health a couple of years later in life (Dodge & Lambert, 2009). Conclusively, Fredericks and Eccles (2006) stated that participation in sport during the adolescent lifetime has proven to be related to better mental health in general.

2.2.5 Sport and academic achievement

Physical education is no longer a subject on its own and therefore it loses importance in South African schools. Ndlovu (2009) was of meaning that the promotion and accessibility of sport was very important and that the degrading of PE could prevent sport being integrated into the lifestyles of high school learners, in order to influence their QOL. The South African Youth Risk Behaviour Survey conducted by the Department of Health (2002) found that 29% of high school children had no PE in schools and 25% watched TV for over three hours per day, since 2002. An increase in inactivity could be possible due to the lack of PE in schools. In a study conducted in the United States by Sallis et al. (1999), several significant favourable effects on academic achievement were found although those effects were no direct improvements in the academic achievement scores, but indicated smaller decrease of good grades of the learners than usual.

Carlson et al. (2008) found that only among girls, higher amounts of physical education might be associated with an academic benefit. More time spent on physical education therefore, could help students perform better in class. Fear of negative effects on academic achievement,
does not seem to be a legitimate reason to reduce or eliminate programs in physical education (Carlson et al., 2008). On the other hand, Strong et al. (2005) stated that the addition of physical education to the curriculum results in small positive gains in academic performance for girls as well as boys. Studies of cognitive functioning suggested a positive effect of PA on concentration, memory, classroom behaviour and intellectual performance of learners (Strong et al., 2005).

Other effects of sport on academic achievement relate to school attendance and school performance. Burnett and Litt (2006) assessed a sport program in SA and recorded a school attendance of hundred percent where sport was regularly offered and available nearby the particular school. Besides that, sport during adolescence is associated with positive results on higher educational aspirations, educational accomplishment and grades (Eccles & Barber, 1999; Fredericks & Eccles, 2006). However, there were studies that did not agree and showed no relationship between sport and academic achievement. Din (2006) used 225 students from rural high school districts in Kentucky, USA and compared pre-season grades in English, maths, science and social science with their postseason grades in the same courses, but found no increase in achievement when participating in sport activities. In terms of the relationship between sport participation of students and their academic achievement, some researchers suggested that sport either contributed positively in a small way or did not influence academic achievement at all (Din, 2006). But, they also suggest further research into the topic.

Multiple studies examined why sport is important in the adolescent stage of life and in school. Kavussanu and McAuley (1995), for example, noticed that individuals that are very physically active are significantly more optimistic and experience efficiency than less active
people. In school, it is not enough just to focus on teaching literature and facts without giving children practical examples, because the translation of this information into actions, meanings and values will assure that the child stays motivated (Levitt, Selman & Richmond, 1991). In a report of the American Sports Institute, Kirsch (2002) explained that sport on its own, has the strength to make a difference in a student’s perception more than traditional programs. The unique program; Promoting Achievement in School through Sport (PASS) was developed, to assist students with improving in all aspects of their life’s and that is only a small part of all opportunities sport can offer to reform the current schools into a total and meaningful educational system (Kirsch, 2002).

This domain looked at the perceptions of the learners: Whether they believed that their participation in sport influenced their academic achievement in some way or not. For South Africa, there was no scientific evidence that proved that there was a positive impact of PE directly on academic achievement of learners in previously disadvantaged communities. However, everyone can gain the health benefits of PA as neither age, ethnicity, shape or size matter (Centers of Disease Control and Prevention, 2011). Finally, Griffin (1991) was convinced that sport and education could be mutually beneficial to achieve success in all domains of QOL.

2.2.6 Sport, happiness and wellbeing

Happiness and wellbeing are very broad, subjective definitions and can be interpreted and measured in multiple ways. Higgs (2003) integrated the Everyday Quality of Life Index in his study; it included measurements in socio-economic status (with special reference to poverty),
urbanisation, health (nutrition, exercise and fitness), stress/pressure, quality of the environment, satisfaction of human needs, connectivity, optimism, and subjective well-being. Mattes and Christie (1997) believed that cultural aspects are of great influence on the perceived happiness and wellbeing of South African people and aspects such as historical background and race can have an impact on their QOL. Research on the concepts and perceptions of human well-being by Clark (2002) found that people in SA see money, good jobs, adequate housing, food and clothing, a solid family and recreation as important things in facilitating happiness, pleasure and joy. They also named the importance of relaxation, avoiding stress and frustration, self-confidence and status (Clark, 2002).

Table III shows results out of a research conducted in two South African towns in the Western Cape Province on the most important aspects of a good life. They asked the respondents from Murraysburg and Wallacedene to rank each of the thirty aspects from most important too least important. Jobs, housing and an education seem to be very important aspects of a good life, while furniture, acquiring skills/qualifications and communication were not considered crucial to many people. Sport on its own was ranked in 23rd place and could be considered as no primary need to most people in those communities. On the other hand, good health and happiness/joy were both ranked in the top ten and were more necessary in living a good life. Sport could be seen as a combination of positive and negative emotions and gives participants opportunities for self expression, personal achievement, competitive strivings and fun and joy (Jackson, 2000).
Table III: Normative Ranking of the Top 30 Aspects of a ‘Good Life’ in Murraysburg and Wallacedene

Fieldwork database (Clark, 2002: 36)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aspect</th>
<th>Rank</th>
<th>Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jobs</td>
<td>16</td>
<td>Support of family</td>
</tr>
<tr>
<td>2</td>
<td>Housing</td>
<td>17</td>
<td>Relaxation</td>
</tr>
<tr>
<td>3</td>
<td>An education</td>
<td>18</td>
<td>Good area to live/ live elsewhere</td>
</tr>
<tr>
<td>4</td>
<td>Adequate/ regular income</td>
<td>19</td>
<td>Nice/ good clothes</td>
</tr>
<tr>
<td>5</td>
<td>A good family</td>
<td>20</td>
<td>Security/ safety</td>
</tr>
<tr>
<td>6</td>
<td>Living a religious/ Christian life</td>
<td>21</td>
<td>Having/ caring for children</td>
</tr>
<tr>
<td>7</td>
<td>Good health</td>
<td>22</td>
<td>Respect (especially for others)</td>
</tr>
<tr>
<td>8</td>
<td>Enough food</td>
<td>23</td>
<td>Sport(s)</td>
</tr>
<tr>
<td>9</td>
<td>Happiness/ joy</td>
<td>24</td>
<td>To get married</td>
</tr>
<tr>
<td>10</td>
<td>Love (each other)</td>
<td>25</td>
<td>Independence (especially financial)</td>
</tr>
<tr>
<td>11</td>
<td>Good friends</td>
<td>26</td>
<td>Peace in the household/ community</td>
</tr>
<tr>
<td>12</td>
<td>Education for children</td>
<td>27</td>
<td>Recreation</td>
</tr>
<tr>
<td>13</td>
<td>Motor car</td>
<td>28</td>
<td>Communication (between people)</td>
</tr>
<tr>
<td>14</td>
<td>Owning a business</td>
<td>29</td>
<td>Acquiring skills/ qualifications</td>
</tr>
<tr>
<td>15</td>
<td>Understanding (between people)</td>
<td>30</td>
<td>Furniture</td>
</tr>
</tbody>
</table>
“Joy is a concept that brings to mind high levels of positive experiencing and a special type of experience involving feelings of intense happiness and possible spiritual qualities” (Jackson, 2000: 137).

Most people associate sport with positive feelings and emotions. Argyle and Lu (1990) noted that extraverts seemed to enjoy and participate more in social activities such as sport, then people who were introverted. Argyle and Lu’s research showed that 50% of happiness of extraverts comes out of greater participation in social activities (Argyle & Lu, 1990).

According to Kremer and Scully (1994) the general message derived from literature on sport is that there is often a positive relationship between regular exercise and the ‘feel good’ effect that derives out of emotional well-being. This is underlined by the research of Donaldson and Ronan (2006) who, besides emotional well-being, also reported the positive relationship between sport and enhanced behavioural well being. Although results regarding indicators of internalizing behaviours were mostly found to be non-significant, increasing sport participation reported lower levels of depression and anxiety (Donaldson & Ronan, 2006). That will most certainly have an impact on perceived happiness and well being of a person.

2.3 South African youth

Makiwane and Kwizera (2008) stated that youth represent the developmental phase where critical decisions are taken on the key life transitions, including; continuing education, entering work, adopting healthy lifestyles, starting a family and participating in society. The learners in high schools within previously disadvantaged communities form a crucial part of South Africa’s future and the schools are the most important way of reaching them. The fact
remains, however, physical education (PE) is no longer a subject on its own and therefore it loses value in South African schools. This research, therefore, used scientific literature on the importance and promotion of sport to make the youth aware of the benefits to their QOL.

In 2005, the Government’s statistical service StatsSA estimated that there were 46.9 million people in South Africa (with an annual growth rate of about 1%) of which 27 million were aged 18 and over. This meant that there were about 20 million children in South Africa at that time, of which 63% lived in smaller towns and rural areas (StatsSA, 2005). Sport integrated in a positive way, could have an influence on the youth’s vision towards drugs, crime, obesity and diseases (Makiwane & Kwizera, 2008). Especially for youth, there are many different positive effects that sport can have on their QOL and their future. Makiwane and Kwizera (2008) stated in their study that the Department of Social Development concluded that past policies had an immense impact on the current generation of youth and that it had affected their opportunity to live good life’s, realize their potential, and participate meaningfully in the social, political and economic activities of the communities.

Adolescence, in particular, is a very important period in life, because at that time people are looking for, experimenting with and also establishing, their lifestyle, attitudes, concepts, beliefs and habits that may have long-term influences on their health (Geckova et al., 2001).

Youth played an important political and social role during the apartheid. On 16th June 1976, in Soweto, the white minority in power, fired at thousands of black children who were peacefully demonstrating against change in the educational system (Stephens, 1995). According to Stephens (1995) that particular protest had an impact on the rest of the country,
despite the death of many children that day. It began as a protest of school children against the education system and it ended with the transformation of the whole South African society (Thomas & Gail, 1990). Thus it can be concluded that children and adolescents can have tremendous impact on politics, QOL and the future of fellow South Africans.

2.4 South African sport structure

The SRSA’s current mission is strongly related to the framework of this study. Sport and recreation could be used to improve QOL of all South Africans, establish more social cohesion and enhance nation building, when accessibility, development and excellence at all levels of sport would be maximized to its full potential (SRSA, 2010).

Unfortunately, there is often a lack of facilities, resources and training, especially in the rural areas, to integrate school sport (Ndlovu, 2009). The last couple years there has been a decline in the participation of learners in school sport, therefore the SADTU wants to give sport/PE the same level of importance as any other subject in school (Ndlovu, 2009). In particular, South Africans who work with learners or are related to school policies realize the need for physical education as a separate subject in the school curriculum.

General Director Hindle of the Department of Education (DOE) said PA and sport have significant advantages to health, self-image, general well-being and can even contribute to academic achievements of learners (Hindle, 2009). Conform Hindle (2009), offering a comprehensive program of curricular and extra-curricular PA, will result in a definite decline in incidences such as substance abuse, sexual activities and crime because sport will channel youth energy in positive directions. The current structure of sport in South Africa is shown in
Figure 7. This will give an indication as to how the decision-making is done regarding sport, nationally and internationally. School sport is included in the structure of the department.

2.5 Conclusion

The beneficial outcomes and the relationship between sport and the domains associated with QOL have been outlined in the different sections above. Some researchers, however, found different results compared with that described by the majority of researchers. The domains of drugs, alcohol and crime, social contact, culture and safety, physical health and diseases have more specific literature research outcomes. In these domains, it was easier to find a direct influence of sport on that particular domain of QOL. Mental health and happiness and well-being were more difficult to measure and had more psychological and emotional indicators that needed to be considered while designing the research method, field approach and describing the findings.

Not all studies agreed on the relationship between sport and academic achievement. But most findings have a positive relationship with aspects of academic performance, notably adolescent concentration and motivation seemed to benefit from regular participation in sport. Although some specific topics and indicators within the domains had not yet been proved to be significantly different, sport and each of the six domains were positively related to QOL in general. The literature reviewed in this chapter will form the theoretical framework on which the research instrument is based and will be used to reflect on the discussion of this study.
Figure 7: Structure of sport in South Africa (SRSA, 2010: 24)
Chapter 3

METHODOLOGY

3.1 Introduction

This chapter described the research methodology used in this study. Research methodology could be defined as the study of a strategic system on which way to collect raw data and analyze it by set standards and infer on the hypothesis to conclude with an outcome (Answers Corporation, 2011). The main aim of the study was to determine the perspectives of high school learners’ of the influence of participation in sport on their quality of life. More specifically, to describe the perceptions of the learners on the influence of sport participation on quality of life it was divided into the following six domains: drugs, alcohol and crime, social contact and safety, physical health and diseases, mental health, happiness and wellbeing and academic achievement.

Chapter three also included a variety of aspects related to specific research methods and techniques utilized in this investigation. It included information regarding the pilot study, research design, sample and sampling procedure, data collection and the administration of the questionnaires. Furthermore, it also provided justification for the use of specific statistical procedures in this study and described limitations in the data.

The hypothesis stated that learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, who participated in sport, perceived that they had a better QOL than learners of the same age group who did not play sport at all. In order to address the research aim and investigate the hypotheses, a quantitative approach was
adopted (Verschuren & Doorewaard, 2005). Mouton (2001) described the aim of quantitative data as providing a broad overview of a representative sample from a larger population.

3.2 Study design

Empirical research is the process of gathering data and knowledge by observation or experience in to support insights in a study (Easterby-Smith, Thorpe & Lowe, 1991). In this study an empirical, self-administered cross-sectional survey method was used to collect quantitative information on learners’ perceptions of the influence of sport on their quality of life. These data were analysed to provide statistical evidence on the findings of the survey conducted during October and November 2010.

The intention was to purposively select five previously disadvantaged schools for this study. To ascertain information on the learners’ perspectives on the influence of sport and their QOL, learners between 13 to 18 years were selected with the gender of the participants being unequally divided.

3.3 Study population and Sampling procedures

Initially five previously disadvantaged schools situated in the Theewaterskloof Municipality Western Cape Province of South Africa, were selected for this study but, due to the withdrawal of two schools, only three schools participated in the research. At the beginning of 2010, when this research commenced, the total population of learners in high schools and combined schools within the TWK Municipality were 4,079, according to information gained from the Western Cape Education Department (Cornelissen, 2010).
Confidentiality of the three schools was ensured; therefore the schools are labelled as schools A, B and C. According to the last statistics before the field research took place, school A was the largest school of the three with 1460 learners, then school C with 705 learners and school B with 661 learners in total. All schools were located in the Overberg district and were open high schools. The language of teaching was Afrikaans for school A and B, but school C was bilingual with Afrikaans and English as teaching languages. All schools mentioned that physical education was part of their curriculum and once in a while out of school sport was organised for the learners.

For this population, the official marketing research calculator (reliability of approximately 95%) that is based on the research population, sample size margin and expected research outcome, computed a sample size of 352 participants (Alles over Marktonderzoek, 2009). After gaining consent from the parents/guardians and assent from the learners, a total of 484 learners from grade eight, nine, ten and eleven were sampled. This final sample size was representative for a reliability of 98%.

The researcher applied stratified sampling when selecting the participants. Hitchcock (2011) stated that a stratified sample is a more precise estimate of a sample without increasing the sample size. In addition, it is more likely to produce a representative number of variables and it is easier to divide research results into different segments of the research population (Hitchcock, 2011). The population of 4,079 was broken down into particular groups sharing common factors (learners of grade eight-eleven from three previously disadvantaged schools). Participants were supposed to be randomly selected from these groups in the appropriate proportions so that each person of the four different grades from the participating
schools had an equal chance of being selected. However, in practise, it was impossible to get an equal number of boys and girls from each grade in every school because every learner within the particular grade, who was willing to participate, was ultimately included in the study in order to reach the intended sample size. Therefore, a small part of the sampling method could be considered convenience sampling as the researcher chooses to include the participants at the schools that were available and easy to reach during the field research (Wisegeek, 2011).

3.4 Research instrument

According to Verschuren and Doorewaard (2005) there are two main ways of questioning techniques, the questionnaire and the interview. The questionnaire is much more structured and can have closed and open-ended questions, as opposed to the interview which has less structured, open-ended questions with a higher degree of freedom for the interviewer to collect data. Making use of questionnaires however allows the researcher to reach a larger group of people and is less time consuming (Verschuren & Doorewaard, 2005).

For the purpose of this study, the researcher only used questionnaires that were related to sport and QOL (Appendix D), to collect data. The questionnaire that was utilised had structured sections and corresponding questions specifically to determine the perception on the influence of sport on each of the six domains of quality of life. On request of the schools, the questionnaire was translated into Afrikaans (Appendix E) as the participants of all schools were predominantly Afrikaans speaking. All schools agreed with their Xhosa speaking learners that they could fill out the questionnaire in Afrikaans or English, therefore it was not translated into Xhosa.
The questionnaire was developed using different scientific research methods and multiple questionnaires on QOL and health related behaviour in an attempt to make the instrument more valid. The School Health Education Unit (2007) developed the Health Related Behaviour Questionnaire (HRBQ) within the Department of Community Medicine at Nottingham University (Balding, 2001). Some statements included in this questionnaire were specific to the situation of South African children in previously disadvantaged communities. This was done with the support of UNICEF, the Convention of the Right of the Child documents and statistics (UNICEF 2009). The TNO AZL Child Quality of Life questionnaire was specifically designed for children and was also used to phrase statements in an understandable way for the target group (Vogels et al., 1999). Makiwane and Kwizera’s South African Social Attitudes Survey (2007) for young people and the McGill QOL questionnaire (Cohen, 1997) were also used as sources. Other statements were formulated with the support of Bigelow, Gareau and Young (1991) and their QOL Questionnaire, Respondent Self-Report Version.

To make it measurable and simple for the learners, every question had five answering options that were related to a number ranging from one to five, one being “strongly disagree” and five being “strongly agree”. The researcher cooperated with other organizations such as the Theewaterskloof Project Organisation and the Hogeschool van Arnhem and Nijmegen (HAN) during the field research.

3.5 Data collection

After approval from the Higher Degrees and Senate Committees of the UWC, Western Cape Education Department and the School Governing Bodies, the researcher spent five weeks in
the field collecting data in South Africa. The researcher ensured that appropriate training and preparation for conducting the research took place and possible cultural differences that could affect the outcome of the research were taken into account. The intention of the research was discussed with all principals, teachers and participants of the schools before the field research took place.

A meeting was held with the principals of each of the three schools for a brief introduction where the information sheet, consent forms were handed out to learners and a date was set to distribute the questionnaire at each school. Only a few questionnaires were completed in English and the rest, approximately 99%, in Afrikaans. The data collection was executed without any noticeable problems and the results of the questionnaires were all processed into Excel for statistical analyses. Eventually, the outcomes of the study will be shared with all participants and other interested learners at the three schools.

3.6 Data analysis

All 484 questionnaires were coded and captured into an Excel worksheet. In order to clean the data, a cross reference check was used where a second data entry of all questionnaires was completed by an external person and both worksheets were then compared for accuracy. Any discrepancies were then corrected and the data were re-checked for any anomalies. Similar questions were grouped together per domain within the questionnaire to see how the study sample perceived certain aspects of QOL in relation to their sport participation. The grouping of questions was done to make any statistical differences that were derived out of the questionnaires more meaningful and easier to interpret.
This study investigated the perception of the sample group (high school learners) and tried to draw relevant conclusions of the outcomes that were a representation for the total population of the TWK Municipality. Different statistical methods were used to describe correlations and significant outcomes of multiple variables of sport participation and QOL that derived out of the questionnaire. To find possible significant differences, Analysis of Variance (ANOVA) was used to compare the amount of sport that learners indicated they participated in per week with the different outcomes on all question groups for every domain of quality of life. The Cochran-Mantel-Haenszel test was used to find significant results between the three schools as it gives a stratified statistical analysis of the relationship of two groups on a binary response, adjusting for control variables (SAS Institute Inc., 1999).

Trochim (2006) noted that inferential statistics were used to make inferences from our data to more general conditions, while descriptive statistics simply describe what's going on in the data. Inferential statistics derived from the sample data on what the population might think and judgements were made on the probability that an observed difference between groups is a dependable one (Trochim, 2006). Descriptive statistics were conducted in terms of frequencies, means and standard deviations, while an ANOVA was used to analyse these data inferentially.

In looking at associations and correlations, the Spearman Rank Correlation and the Pearson’s Chi-Square test were used. Lehmann and D'Abrera (1998) described the Spearman Rank Correlation as a test where the coefficient is a nonparametric (distribution-free) rank statistic that measures the strength of the associations between two variables. There are several kinds of chi-square tests but the most common is the Pearson Chi-Square test. Creech (2011) noted
that it tests the independence of two categorical variables and therefore the significance level alpha or ‘p’ was used to decide whether or not to reject the null hypothesis.

Many different tests were done for the analysis of the results of this study. To make the outcomes as meaningful as possible for this research, alpha or ‘p’ was set at 0.01. Coefficients above 0.01 were not considered significant in this research. Data out of Statistical Analyses System (SAS) Version 9 were ordinal in nature, so nonparametric procedures were appropriate and utilised for the statistical analysis.

3.7 Validity and reliability of the research

Dane (1990) defined a pilot study as a small scale version of a research project in which the researcher tests the procedures to be used in the subsequent full-scale project. The researcher tested the questionnaire initially with students in South Africa during the field research portion of the study. This pilot study was conducted to ensure validity and reliability of the questionnaire before actual field research took place.

It is vital for a test to be valid in order for the results to be accurately applied and interpreted. Cherry (2011) refers to validity as the extent to which a test measures what it claims to measure and reliability as the consistency of a measure. Thus, validity is used to describe the accuracy of measurements made, to ensure that the instrument measures what it is suppose to measure and that the results are in line with the rest of the research. In the same vein, the instrument is reliable when the results are the same after multiple tests.
The researcher and his assistants distributed 52 questionnaires (approximately 11% of the sample population) and conducted the pilot study at two schools, which were not included in the sampling for this research study. The researcher captured all the data into an Excel database. To measure internal consistency (how closely related a set of items are as a group) or reliability, the Cronbach's alpha measure was used. Gliem and Gliem (2003) described Cronbach’s alpha, as the average value of the reliability coefficients someone would obtain for all possible combinations of items when split into two half-tests. Cronbach's Alpha was calculated with the Statistical Package for the Social Sciences (SPSS) Version 17 and resulted in a reliability coefficient of 0.745. After the questionnaire was accepted as reliable, it was used for data collection.

3.8 Ethical considerations

Ethical clearance was obtained from the University of the Western Cape Research Ethics Committees and permission was granted from the Western Cape Department of Education (Appendix A) and the School Governing Bodies to conduct the study. Parents/guardians as well as the participants were informed of the study (Appendix B) and informed written consent/assent was obtained from all participants and their parents/guardians (Appendix C). Possible cultural differences which could affect the outcome of the research were taken into account and to ensure proper understanding of the content, the information sheet and consent form were clarified to the learners in class by a native Afrikaans speaker and the questionnaire was translated into Afrikaans (Appendix E), as this was the predominant language spoken in the area and the medium of instruction within the educational institution. Translations were completed with the assistance of a fluent Afrikaans speaker and translated back into English by an independent translator to ensure accuracy and understanding.
The rights and welfare of the human subjects were protected at all times and the participants were informed that their participation in the research was voluntarily and that, at any time during the research, they were able to withdraw from the research without any consequences. The research took place when the specific schools agreed with the date and time, so as not to interfere with their coursework. Furthermore, it was ensured that the identities and interests of those participants involved were protected and that the information remained confidential. Anonymity and confidentiality were ensured by not requesting the participants to reveal their names on the questionnaires. The completed questionnaires are being kept in a locked filing cabinet of the researcher and will be retained for five years, and then they will be destroyed. This information was and will not be misused and will not harm or negatively influence anyone involved in the research.

3.9 Limitations in the data

The main limitation when conducting this study was the fact that the researcher was living in the Netherlands during most of the research process, limiting the researcher’s direct contact with the sample, supervisors and other important contact persons for the research. Although there was a limited amount of time, all the data was collected during a five week period in which the researcher lived in South Africa. Only three of the initial five schools agreed to participate in the study.

Another limitation was the fact that two of the five schools initially identified to participate in this research, refused to cooperate. The excuse was given by the principals of both schools that it was a busy period of the year and there was no time for them to be involved. However, a remark for this motivation needs to be made, because multiple reliable sources mentioned that
the actual reason of the schools not participating was the lack of sport being offered at these specific schools. The school principals were perhaps cautious because they were afraid that the dire sport situation at the school was going to be exposed and might damage the school’s image.

Cultural differences only played a minor role during the field research. During the explanation of the research to the learners, the researcher worked together with a local research assistant to ensure that the participants knew exactly what was expected from them, so any lingual issues were avoided. Furthermore, principals, teachers and the research supervisor also assisted at times in the field research, with translating and breaking down possible cultural barriers.

3.10 Conclusion

After months of preparation in the Netherlands, the empirical research in South Africa’s TWK Municipality took place from the 18th of October until the 22nd of November 2010. There were no problems or issues that interfered with the research. A pilot study took place to ensure the reliability of the questionnaire. Four hundred and eighty four questionnaires were collected from three different high schools, after two other schools had refused to participate. Data collection was done at schools A, B and C and the information was captured into an Excel worksheet and checked by a second data entry. Findings of the captured data will be discussed in chapter four.
Chapter 4

RESULTS

4.1 Introduction

This chapter will begin with the background of the study sample, based on the statistics of all questionnaires. Data that were gathered from the questionnaires were analysed using SAS V.9. Tables and Figures were integrated appropriately to give a clear visual image of the statistics and outcomes of the research. The most important results were summarized and outlined according to descriptive and inferential statistics for each of the six domains of quality of life in this study.

In establishing an overview of the cohesion between all the results, main patterns and connections were discussed. Finally, the most important outcomes were summarized for each of the domains of quality of life (QOL).

4.2 Demographical information

This demographical information provided a background of the participants. A total sample size of 484 high school learners from three different schools within the Theewaterskloof (TWK) Municipality, participated in the study. For the purpose of this study and ethical considerations, the schools have been referred to as school A, B or C. Demographic data indicated that there were 44.8% (n=213) males compared to 55.2% (n=263) female participants, all aged between 13-18 years. Eight frequencies were missing because these participants did not answer the question on gender in the questionnaire. The gender of the participants is shown for each of the schools (A, B and C) and is listed in Table IV.
Table IV: Gender per school

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
<th>Total learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
<td>Percent</td>
<td>Number of students</td>
</tr>
<tr>
<td>A</td>
<td>71</td>
<td>47</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>59</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>C</td>
<td>83</td>
<td>45</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td></td>
<td>263</td>
</tr>
</tbody>
</table>
In Table V the age categorization of the study sample is shown from all of the participants between 13 to 18 years old. The mean age of the total group of 477 high school learners was calculated to be 15.86 years (seven frequencies were missing for this particular question). To be able to identify if cultural differences exist, participants were also asked to indicate their race and these statistics were included in Table V. Out of 484 questionnaires, 475 respondents indicated their race. The majority 87.58% (n=415) of those respondents said they were coloured, while 10.11% (n=48) were black, 2.11% (n=10) white and only 0.21% (n=1) Indian/Asian. These minority groups among the study sample were too small to draw comparisons between the different race groups and no meaningful significant differences were expected, hence data on this aspect was not included.

4.3 Main results

4.3.1 Sport participation

The participation in sport of the study sample was crucial information for achieving the main aim of this study and testing the hypothesis. The main topic of this research was to investigate the perceptions of high school learners at schools in the previous disadvantaged communities within the TWK Municipality on the influence of sport on their QOL. In order to investigate possible significant differences, sport participation was categorized into four different answering options: 1. More than twice a week; 2. One-two times per week; 3. Very occasionally; 4. Not at all. All the participants choose the option that they thought was most suitable to their personal situation. Table VI summarizes the results and frequencies.
Table V: Age and race statistics

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Race</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>2</td>
<td>0.42</td>
<td>Coloured</td>
<td>416</td>
<td>87.58</td>
</tr>
<tr>
<td>14</td>
<td>85</td>
<td>17.82</td>
<td>Black</td>
<td>48</td>
<td>10.11</td>
</tr>
<tr>
<td>15</td>
<td>84</td>
<td>17.61</td>
<td>White</td>
<td>10</td>
<td>2.11</td>
</tr>
<tr>
<td>16</td>
<td>149</td>
<td>31.24</td>
<td>Indian/Asian</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>17</td>
<td>122</td>
<td>25.58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>35</td>
<td>7.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of learners = 475
### Table VI: Sport participation of high school learners

<table>
<thead>
<tr>
<th>Participation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;2 a week</td>
<td>79</td>
<td>16.70</td>
</tr>
<tr>
<td>1-2 a week</td>
<td>91</td>
<td>19.24</td>
</tr>
<tr>
<td>occasionally</td>
<td>214</td>
<td>45.24</td>
</tr>
<tr>
<td>none</td>
<td>89</td>
<td>18.82</td>
</tr>
<tr>
<td>total learners</td>
<td>473</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Of the total 484 participants, 97.7% (n=473) responded to the question of the four sport participation categories. Table VI also shows that 18.82% (n=89) stated that they do not play any sport at all. The majority of 45.24% (n=214) of all participants played sport occasionally at school or outside the school on the streets or at a sport organisation, while 16.7% (n=79) of the respondents participated in sport at least three times per week. Although this might be seen as a sign of lack of interest in sport, this was not the case. On the statement “I like playing sport and being physically active”, almost 40% (n=181) of the total 456 respondents agreed, while another 34% (n=155) strongly agreed. Furthermore, around 12% (n=56) of all high school learners indicated that they disagreed in some way with this statement.

Of the 476 learners who responded, 24% (n=114) played sport at a sporting club or organization. On the other hand, 77.3% (n=313) of the respondents indicated that they wanted to play at a sporting club. Therefore the research looked at the main reasons why learners could not play at a sporting club or organization and these results are inserted in Figure 8.

Participants could tick multiple reasons since they probably experienced numerous problems that prevented them from joining a sporting club or sport organization. For the first reason, 143 participants stated there was no club located in their living area for them to play sport. One hundred and forty-nine learners indicated that their families could not afford the membership of a club. The majority of the respondents (n=163) stated that the sporting club or organization is just too far from their home; hence it was inaccessible for them. The last reason was lack of money for transportation to the club and back home again, which was ticked by 156 of the respondents.
Figure 8: Reasons for not playing at a sporting club/organization

- No club (143)
- No money (149)
- Club too far (163)
- No money for transport (156)
The learners who were playing sport could tick multiple reasons for being active in sport in general and these are shown in Table VII. The main reason for playing sport was because it is healthy (n=352) and secondly, 67% (n=326) stated that it keeps them away from drugs, alcohol and/or crime related activities. While making friends, feeling happy, feeling strong and staying mentally fit were also considered important reasons to play sport by around half of all 484 participants. Only, 26% (n=128) of all respondents actually participated in sport because they thought it was fun.

Table VIII indicates the outcomes of how sport could play a more important role in the lives of the participants. Almost half of all participants, 47.31% (n=229), indicated that they would like to see physical education getting a bigger role in school. The results from the study sample pointed out that most learners are willing to play sport more often because of various reasons, but they denoted especially that accessibility and opportunities to play sport must contribute more to increase sport participation.

4.3.2 Social contact, culture and safety

The first aspect of QOL included questions and statements on social contact, culture and safety. They were categorized because some questions/statements were similar of nature and the outcomes of the SAS statistical program became of more value. Analyses and inferential statistics were described and correlations between the different questions and variables were made. The first three statements ―problems at school‖, ―problems with family‖ and ―problems with other learners‖ were combined under the variable ‘social problems’. To get the correct outcomes and results scores were reversed for this variable because the questions/statements in the questionnaire were negatively stated.
Table VII: Reasons to play sport

Main reasons to play sport:

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have fun</td>
<td>128</td>
<td>26.45</td>
</tr>
<tr>
<td>To make friends</td>
<td>278</td>
<td>57.44</td>
</tr>
<tr>
<td>To be healthy</td>
<td>352</td>
<td>72.73</td>
</tr>
<tr>
<td>Nothing else to do</td>
<td>101</td>
<td>20.87</td>
</tr>
<tr>
<td>Keep away drugs/alcohol/crime</td>
<td>326</td>
<td>67.36</td>
</tr>
<tr>
<td>To feel happy</td>
<td>253</td>
<td>52.27</td>
</tr>
<tr>
<td>To feel strong</td>
<td>238</td>
<td>49.17</td>
</tr>
<tr>
<td>To keep mentally fit</td>
<td>256</td>
<td>52.89</td>
</tr>
<tr>
<td>To perform better at school</td>
<td>189</td>
<td>39.05</td>
</tr>
</tbody>
</table>
Table VIII: How can sport become more important?

Arguments to enlarge the role of sport in the community:

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide more places for sport</td>
<td>279</td>
<td>57.64</td>
</tr>
<tr>
<td>reintroduce physical education</td>
<td>229</td>
<td>47.31</td>
</tr>
<tr>
<td>create more fields near home</td>
<td>214</td>
<td>44.21</td>
</tr>
<tr>
<td>provide free transport</td>
<td>208</td>
<td>42.98</td>
</tr>
<tr>
<td>provide more clubs</td>
<td>186</td>
<td>38.43</td>
</tr>
<tr>
<td>provide more info where to play</td>
<td>188</td>
<td>38.84</td>
</tr>
<tr>
<td>provide more info about benefits</td>
<td>168</td>
<td>34.71</td>
</tr>
<tr>
<td>more sport promotion by government</td>
<td>151</td>
<td>31.20</td>
</tr>
<tr>
<td>learners or their families have money</td>
<td>119</td>
<td>24.59</td>
</tr>
<tr>
<td>when sport is more accessible for me</td>
<td>229</td>
<td>47.31</td>
</tr>
</tbody>
</table>
Statements “make friends when I participate in sport at school” and “make friends when I participate in sport in the area I live” were combined under the variable ‘making friends’. Within this domain ‘social problems’ and ‘making friends’ were considered primary QOL measures because they addressed the research problem and hypothesis of the study directly.

Secondary QOL measures could be explained as less important variables because there is an indirect link to the research problem and the hypothesis of the study. The statement that regarded the concern of what other people think of the learner was considered a secondary QOL measure in this domain and is summarized as ‘insecurity’ in Table IX. Two statements that addressed safety during the day and night are combined and fall under ‘safety’ in Table IX. For each of the three schools descriptive statistics were shown and based on the Likert scale (1-5), where the maximum and minimum score per variable derived from the number of statements that were combined together. Meaning, that the minimum score for the social problems variable is three (three times one) and the maximum score is fifteen (three times five).

Respondents who indicated they perceived few social problems came out with a higher score (max. 15=100%) than the respondents that perceived more social problems (Min. three). The mean scores on the social problems variable varied from 12.63 for school A, 12 for school B and 11.36 for school C. The majority of the participants did not experience a lot of problems for this variable because they disagreed in general on the negatively stated social problem statements. The connection between making friends and participating in sport was confirmed by most of the respondents.
Table IX: Descriptive statistics social contact, culture and safety

<table>
<thead>
<tr>
<th>School</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total nr. of respondents</td>
<td>152</td>
<td>142</td>
<td>190</td>
</tr>
</tbody>
</table>

**Variable: Social problems**
- Nr. of results for variable: 143, 131, 180
- Minimum score: 3, 3, 3
- Maximum score: 15, 15, 15
- Mean: 12.63, 12.00, 11.36

**Variable: Making friends**
- Nr. of results for variable: 146, 133, 181
- Minimum score: 2, 2, 2
- Maximum score: 10, 10, 10
- Mean: 7.62, 7.38, 7.53

**Statement: Insecurity**
- Nr. of results for statement: 143, 136, 185
- Minimum score: 1, 1, 1
- Maximum score: 5, 5, 5
- Mean: 3.51, 3.64, 3.47

**Variable: Safety**
- Nr. of results for variable: 146, 131, 180
- Minimum score: 2, 2, 2
- Maximum score: 10, 10, 10
- Mean: 7.58, 7.89, 7.58
Ninety five percent (n=460) of all participants responded on this variable and those learners of the three schools had an average mean score of around 7.5 out of 10. Regarding ‘insecurity’, learners of the three schools seemed to worry a little bit about what their friends think of them because the average mean score of the variable was 3.5, in between the neutral and agree answering category. The 457 respondents on the ‘safety’ variable indicated an average mean score of 7.68. This meant that most learners agreed that their living environment was safe during the day and night, in general.

The last statement regarding social contact, culture and safety addressed ethnical backgrounds (for example: My ethnic background has negatively influenced my opportunities to play sport) and are stated separately in Figure 9. Of the 450 learners who responded in total, 42.89% (n=193) strongly disagreed with the statement, while 16% (n=72) disagreed and another 19.1% (n=86) participants indicated to be neutral. On the other hand 22% (last two categories combined) of all respondents of schools A, B and C, agreed somehow that their ethnical background influenced their opportunities to play sport in a negative way. In Figure 9, the percentages of the five answering options are drawn in a line for each of the three schools and the total respondents are indicated in the brackets.

4.3.3 Drugs, alcohol and crime

The second aspect of QOL described statements on drugs, alcohol and crime in the questionnaire. The first two statements were considered background information on the participants’ working activity and money spending. A job means that the participant has an income somehow, it keeps them busy and it could perhaps keep them away from bad influences on the street.
Figure 9: My ethnic background negatively influenced my sport opportunities
Figure 10 and 11 show the results of statements for schools A, B and C, where participants could answer “yes” and “no”. In total, 32.4% (n=154) of the 475 participants answered the question and indicated that they had a paid job at the time. Keeping the age of the sample group in mind, it can be concluded that still 67.6% (n=321) of the learners do not have a paid job. Besides, the majority of 62.4% (n=297) from the 476 respondents seemed to have less than R10 to spend every day.

The questionnaire also integrated questions regarding the use of or experimenting with alcohol and drugs. Seventy one percent (n=339) had never used drugs before, while 29% (n=138) did experiment with it. Almost 60% (n=280) of all participants had tried using alcohol before. But it must be noted that these statistics do not mean that the respondents are still using drugs and/or alcohol or that they used it very often, it simply represents if they had ever tried using it before.

Three statements were combined into one variable because they addressed sport in relationship to drugs, alcohol and crime (‘sport influences DAC’). The intention of the ‘sport influences DAC’ variable was to see if sport could have an impact on drug, alcohol and criminal activities according to the study sample. Of the total sample size 94.2% (n=456) of the participants responded to these statements. The mean score for school A was 13.1, for school B=12.4 and 12.9 for school C out of the maximum of 15. Meaning that the majority of the learners agreed or strongly agreed that sport could be a positive influence on drugs, alcohol and crime. The last statement of this domain asked the participants if they perceived that sport could help to stop learners from doing drugs, alcohol and criminal activities (‘sport prevent DAC’).
Figure 10: Responses for “I got a paid job”
Figure 11: Responses for “I got R10 or more to spend every day”
Of the three schools the average mean score was high (approximately 4.4 out of 5) according to the 474 respondents, indicating that the most prevalent answering categories were four and five. So, most participants agreed or strongly agreed that sport could help to prevent learners from getting involved with drugs, alcohol or criminal activities. Table X shows the outcomes on drugs, alcohol and crime.

4.3.4 Physical health and diseases

In this domain, statements of the questionnaire on physical health and diseases were divided in three different variables. The first three statements ―I am completely healthy‖, ―I feel physically fit‖ and ―I take good care of myself by eating healthy‖, were categorized under the variable ‘physical health’ and were considered a primary QOL measure. The second variable was named ‘sport health’ and consisted of two statements; “I take good care of myself by participating in sport activities” and “Sport participation is important for me to keep physically healthy and fit”. The third variable of this domain on physical health and diseases addressed knowledge of HIV/AIDS. Statements “I have heard about a disease called HIV/AIDS”, “I know a lot about HIV/AIDS: the cause, transition, prevention, effects and living with it”, “I think sport can be used to inform people about diseases such as HIV/AIDS” and “When I play sport and I am physically active, I can get infected with HIV/AIDS”, were added together. For this last statement, scores were reversed, then added with the other statements under ‘HIV knowledge’ and integrated with the other two variables in Table XI.

Almost 95% (n=459) of the high school learners of all schools responded and perceived their own physical health, with average mean score of around 12 points out of 15 (Table XI). Thus, most of the respondents classified themselves as physically healthy in general.
Table X: Sport and the prevention of drugs, alcohol and crime (DAC)

<table>
<thead>
<tr>
<th>School</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total nr. of respondents</td>
<td>152</td>
<td>142</td>
<td>190</td>
</tr>
<tr>
<td>Variable: Sport influences DAC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nr. of results for variable</td>
<td>145</td>
<td>133</td>
<td>178</td>
</tr>
<tr>
<td>Minimum score</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Maximum score</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Mean</td>
<td>13.10</td>
<td>12.40</td>
<td>12.94</td>
</tr>
<tr>
<td>Statement: Sport prevent DAC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nr. of results for statement</td>
<td>150</td>
<td>139</td>
<td>185</td>
</tr>
<tr>
<td>Minimum score</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maximum score</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>4.45</td>
<td>4.28</td>
<td>4.51</td>
</tr>
</tbody>
</table>
Table XI: Descriptive statistics physical health and diseases

<table>
<thead>
<tr>
<th>School</th>
<th>Variable: Physical health</th>
<th>Variable: Sport health</th>
<th>Variable: HIV knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nr. of results for variable</td>
<td>Minimum score</td>
<td>Maximum score</td>
</tr>
<tr>
<td></td>
<td>148</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>131</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>180</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>
Considering the ‘sport health’ variable, the mean scores were rounded at eight for school A and B, and were even rounded at nine out of ten for school C. These scores were all relatively high and indicate that the respondents perceived that they participated in sport because they thought it was good for their health and that they take good care of themselves in this way.

In school A, 92% (n=140), school B, 96% (n=136) and school C, 97% (n=185) of the total sample size of the schools replied on the variable regarding HIV/AIDS. Around 80% of each group was informed about HIV/AIDS and agreed that sport could be an important instrument to educate people about diseases. Also their knowledge about HIV/AIDS and other diseases comes mainly from the education they get from their schools. Besides, the mean scores above (16 from each school) suggested that the majority of the respondents knew that sport participation could normally not result into an HIV/AIDS infection.

### 4.3.5 Mental health

In the first question of this domain on mental health the study sample asked the learners if the school informed them about depression, loneliness, self-esteem and other characteristics of mental health. Only 11.43% (n=51) of the 446 participants from all three schools reported that they got no education on the different aspects of mental health. Consequently, 88.6% (n=395) of the respondents were informed about this subject by their teachers at school.

In order to compare the different mental health variables and sport participation, as many questions/statements possible were categorized together. To find out about the general mental health perception and life satisfaction of the study sample, this variable was composed of eight different statements, which are outlined below:
- I feel happy and motivated most of times
- I have been feeling depressed lately (Negatively stated; scores were reversed)
- I have been feeling nervous or worried lately (Scores were reversed)
- I have been feeling sad lately (Scores were reversed)
- Most of times I am feeling good about myself as a person
- I think positively when I think of the future
- I am satisfied with my life most of the time
- I am feeling bored and worthless (Scores were reversed)

This variable was a primary indicator of QOL and the total maximum score of this variable was 40 points (eight times five). Of the total sample group, 91% (n=441) of the three schools indicated their perception of this mental health and life satisfaction variable. The mean scores of school A and C were rounded at 32 points, while school B had a mean score of 30 points. The average mean score equals almost 80% of the participants, who perceived to be relatively positive about their own mental health and satisfaction with life in general. Therefore, most of the study sample was positive about their own future. However, these are mean scores, which indicated that there is a small minority at each school that is less satisfied with their life and perceived that they have at least some mental problems. For example, one person indicated the minimum score of 8 and perceived to have serious problems in his/her life.

In the questionnaire the link between sport and mental health was established with the combination of two questions; “Do you think sport can help learners to stay mentally fit?” and “Do you think sport can influence mental health of learners in and outside school?” This variable was considered a primary QOL measure and if the respondents answered, “yes” on
the first question they were asked to give an explanation. Reversed scoring was used to get a total score of the variable, with a total maximum of two (two times “yes”) and a minimum of zero (two times “no”). Learners of school A had a mean score of 1.49, school B=1.55 and C=1.63 on this variable. Thus, most of the participants thought that sport could help them to stay mentally fit and it could influence mental health both in and outside school.

Their motivation on how they thought sport could help them to stay mentally fit differed widely. Figure 12 categorizes a total of 425 main reasons according to the study sample. Participants were allowed to give multiple reasons in their explanation and some reasons were combined together because they were similar. The top 10 reasons stated by all respondents of the schools together are processed into Figure 12. Only 2.4% (n=10) reasoned that sport and QOL could influence mental health. Of all respondents, 11 learners indicated that sport brings them closer to god which results into better mental health. Twenty-one participants stated that sport resulted in positive feelings and was positively related to mental health aspects. A further 5.4% (n=23) indicated that sport was seen as a positive distraction from their daily problems and struggles according to those participants. By far the majority (45 learners) thought that sport is good for their body and physical health and will automatically result in better mental fitness. Almost 20% (n=83) argued for reason number three, which explained that more participation in sport and exercising daily could help to stay mentally fit.
Main Reasons

1. Be healthy and stay fit (100)
2. Keeps away from bad things (94)
3. Practise sport & exercise (83)
4. Physical health leads to mental health (45)
5. Makes forget about problems and keeps busy (23)
6. Good for mental health aspects (21)
7. Sport results in positive feelings (21)
8. Eat healthy (17)
9. Religion (11)
10. Sport can improve QOL (10)

Figure 12: Main reasons how sport can help learners to stay mentally fit
Of all the reasons, 22% (n=94) of the respondents indicated that they saw sport as an important tool that kept them away from bad things. The participants perceived themselves to be mentally stronger because sport prevented them from getting involved with alcohol, drugs and/or crime and they explicitly wrote down that sport was more than just a way of keeping them busy. The number one reason, according to 24% (n=100) of the respondents, to stay mentally fit was that sport keeps them fit, makes them live healthier and makes them feel healthy in all possible ways.

4.3.6 Academic achievement

The first statement in this domain addressed the perception of the study sample as to the influence of sport, physical and mental health on the academic achievements of learners at school in general. The statistics of each of the three schools barely differed when looking at the mean scores according to the participants of school A=3.0, B=3.1 and C=3.2. It indicated that they were generally neutral on that statement. However, on the specific question “Do you think that learners perform better in school if they are physically active or actively involved in sport at school or in the community?” the majority of learners in each school answered “yes”. Of the 464 respondents, over 78% (n=363) of the learners perceived that they performed better in school when they participated in sport.

Another question asked the participants how sport could play a more important role in the academic achievement of learners. Seventy three percent (n=354) of the total participants suggested that more sport could result in a bigger influence on academic achievement for varying reasons. Of all participants, 105 individuals indicated that they wanted to see an increase in sport participation through more opportunities to play sport, more sport facilities
and more stimulation and explanation regarding sport from the schools. Others felt that all sports should be compulsory for all learners. Additionally, almost 30% (n=104) perceived that better focus, concentration and health increased the value of sport on academic achievement. But, they reasoned that sport could be even more beneficial to their academic performances if the physical and mental benefits of sport were better explained to them. Thirty-two respondents agreed with the final reason, which defined that sport kept learners away from bad influences and subsequently lead to better performance in academics.

The variable ‘school importance’ combined the two statements “I am happy that I can go to school and learn more” and “School provides me with information so I can get a good job in the future”. Mean scores of each school were extremely high (school A=9.5, B=9.3 and C=9.6), which indicated that learners had faith in their own school and realized the importance of education. The following four statements represented a primary QOL variable and fall under the term ‘academic’, because they were all related to sport, health and academic achievement:

- When I feel mentally and physically healthy, I can concentrate better in school
- When I feel mentally and physically healthy, I can understand everything better in school
- When I feel mentally and physically healthy, I have less problems with reading, writing and learning
- Sport, physical and mental health have an influence on my academic achievements at school

Of the total sample, 95.45% (n=462) responded on this variable. The mean score from school A was 15.6 points, B=16.0 and C=16.4. For each statement, the average mean score according
to the participants was 4 points, meaning that, generally, they perceived that sport, in combination with physical and mental health, benefits their academic achievements.

### 4.3.7 Happiness and wellbeing

The last domain of QOL consisted of happiness and wellbeing. To establish a link between sport and happiness, statement “Sport plays an important role in my personal well-being and happiness” and “I want sport to play a more important role in my life in general” were grouped together. This variable was considered a primary QOL variable and was indicated by 468 respondents. The average mean score of all the schools was around 84%, hence the majority of participants strongly agreed that sport played an important role in their life and wanted sport to play an even more important role in their lives in the future. For measuring ‘satisfaction with life’ two statements were combined; “I am satisfied with my life these days” and “I am happy with the things such as products, clothing, toys, I have in my house”. The average mean score of all three schools for this primary QOL measure was 8.1 out of 10, indicating the study sample were satisfied with life and the things they possessed.

The last two statements were combined into a secondary QOL variable and addressed sport facilities and happiness; “There are enough places and opportunities nearby for me to play sport” and “More sport facilities and opportunities for me and my friends will make me happier”. Of all participants, 96.5% (n=467) stated their opinion on this variable and many were not convinced about the sport opportunities and that more facilities would make them happier. Looking at the statistics, the mean scores of the three schools (A=6.8, B=6.7 and C=6.1) could be explained as reasonable optimism about the current opportunities to play
sport. On the other hand, learners perceived that more opportunities would most probably be a positive change.

4.4 Analysis of Variance and inferential statistics

4.4.1 Sport participation

In this study the Cochran-Mantel-Haenszel test gives a stratified statistical analysis of the relationship of two groups on a binary response, adjusting for control variables, to find significant results between the three schools (SAS Institute Inc., 1999). This test was used to see if there were possible significant differences in sport participation and other variables of QOL amongst the schools, so that interesting outcomes for this study could be described. School C had a significant (p<0.0001) larger percent in the two most active categories of participation in sport compared to school A and B. At school C, 23% (n=42) of the total 184 respondents participated in sport more than twice a week and 26% (n=47) between one and two times per week.

To be able to test the hypothesis of the thesis, this study investigated the relationships between sport participation and the QOL variables that were significant for two main variables. The first and most important variable was sport participation, where learners indicated one of the four categories for the amount of times they participated in sport each week. For the second variable, participants stated to which degree (strongly disagree until strongly agree) they liked to play sport. Table XII compares the outcomes of both questions into an overview, to see to what extent these variables overlap.
Table XII: Sport participation and “I like to play sport”

<table>
<thead>
<tr>
<th>I like to play sport</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total (row)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport participation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than twice per week</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>23</td>
<td>48</td>
<td>75</td>
</tr>
<tr>
<td>Frequency</td>
<td>0.00</td>
<td>0.00</td>
<td>0.89</td>
<td>5.11</td>
<td>10.67</td>
<td>16.67</td>
</tr>
<tr>
<td>Once/twice per week</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>42</td>
<td>33</td>
<td>86</td>
</tr>
<tr>
<td>Frequency</td>
<td>0.44</td>
<td>0.00</td>
<td>2.00</td>
<td>9.33</td>
<td>7.33</td>
<td>19.11</td>
</tr>
<tr>
<td>Occasionally</td>
<td>5</td>
<td>12</td>
<td>34</td>
<td>90</td>
<td>64</td>
<td>205</td>
</tr>
<tr>
<td>Frequency</td>
<td>1.11</td>
<td>2.67</td>
<td>7.56</td>
<td>20.00</td>
<td>14.22</td>
<td>45.56</td>
</tr>
<tr>
<td>None</td>
<td>26</td>
<td>10</td>
<td>16</td>
<td>24</td>
<td>8</td>
<td>84</td>
</tr>
<tr>
<td>Frequency</td>
<td>1.11</td>
<td>2.67</td>
<td>7.56</td>
<td>20.00</td>
<td>14.22</td>
<td>45.56</td>
</tr>
<tr>
<td>Total (column)</td>
<td>33</td>
<td>22</td>
<td>63</td>
<td>179</td>
<td>153</td>
<td>450</td>
</tr>
<tr>
<td>Frequency</td>
<td>7.33</td>
<td>4.89</td>
<td>7.56</td>
<td>20.00</td>
<td>14.22</td>
<td>100</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Table XII the frequencies and percentages of 450 learners who responded to both variables are integrated. Not all responses appeared to be consistent because eight individuals indicated they did not play sport at all while they strongly agreed with the statement “I like to play sport and being physically active”. Similarly, 24 respondents stated “none” on sport participation, but agreed that they liked to play sport and 34% (n=153) of all respondents strongly agreed that they liked to play sport, while 64 of those participants only played sport occasionally. Looking at the row percentages, 19.11% (n=86) participated in sport between once or twice per week and only 16.67% (n=75) more than twice a week. While, this was a contradiction compared to 39.78% (n=179) of participants who agreed and 34% (n=153) who strongly agreed that they liked to play sport. However, this could be a sign that these particular learners did not participate in sport very often or not at all, would very much like to but can’t for various reasons.

On the question of how sport can be of greater importance for the sample group, there were significant differences found between the schools as to why the study sample participated in sport. The Kruskal-Wallis test was used to identify significant differences by comparing several independent random samples and can be used as a non-parametric alternative to the one way ANOVA (Stats Direct Statistical Software, 2011).

Significantly more learners (p<0.01) from school B (61%; n=86) ticked “makes me feel happy” as the main reason for playing sport, compared to 42% (n=62) of the learners from school A and 42% (n=77) from school C. Another significant difference was found on “fun”, between school A (82%) and B (67%). The last difference was found for the reason “it keeps me mentally fit and focused”. Of the learners from school B, 62% (n=87) stated that they play
sport because it keeps them mentally healthy and strong, while only 40% from school A and 41% of the participants from school C thought the same way.

Spearman Rank Correlation Coefficient (rho= ρ) was used to determine statistical dependence between the sport variables and all QOL variables. In this study alpha was set at 0.01. The negative rho values for the significant sport participation variables showed a positive profound pattern, because it indicated that a decrease in sport participation also decreased the mean scores of the QOL variables along with the sport participation categories. On the other hand, a positive rho/ρ value for ‘I like to play sport’ showed a positive correlation because the mean scores of that QOL variable increased when learners agreed more that they liked to play sport.

4.4.2 Sport participation and social contact, culture and safety

For the domain of social contact, culture and safety, a comparison was made between the schools on the different variables and statements. There were no significant differences found on ‘making friends’, ‘insecurity’, ‘safety’, ‘ethnic’ and the different ‘reasons’ for not playing at a club. ‘Ethnic’ (p=0.03) and ‘reasons’ (p=0.04) were not significantly different per school but, there were significant differences on ‘social problems’ (p=0.0049) and ‘willing to play at a club’ (p=0.0014) among the three schools. However, the correlation between all the variables and statements of this domain and sport participation was of higher importance because it addressed the main aim of the study directly, by looking at the possible relationship between the primary QOL variables and sport participation perceived by the respondents.
For the domain social contact, culture and safety, significant correlations were noted between sport participation ($\rho = -0.18849; p \leq 0.0001$) and the interest of sport ($\rho = 0.37095; p \leq 0.0001$) for the ‘making friends’ variable and between sport participation ($\rho = -0.31658; p \leq 0.0001$) and the interest of sport ($\rho = 0.36865; p \leq 0.0001$) for the variable ‘willing to play at a club’. However, there was no significant relationship between the children that had social problems and their participation in sport or to which degree they liked to play sport. This was similar for insecurity, safety, ethnicity and the reasons for not playing at a club. However, the relationship between playing and being willing to play at a sporting club was consistent with sport participation. The most interesting result was the negative correlation between sport participation and ‘making friends’. A decrease in the amount of sport participation resulted in lower mean scores for ‘making friends’. In other words, learners who participate in sport more often seemed to make friends easier than the other learners who are less physically active.

4.4.3 Sport participation and drugs, alcohol and crime

In this domain, with regard to sport and the relationship with drugs, alcohol and crime, daily activities outside school, such as a job and the amount of money learners could spend, were also investigated. About 49% (n=69) of all learners from school B had more than R10 to spend every day, compared to only 28% (n=42) from school A. The Chi-Square test resulted in a significant difference of $p=0.0011$ for this comparison. For other statements, like “I got a paid job”, “I tried drugs before” and “I tried alcohol before”, no differences were found between the schools. Table XIII gives an overview of the results of both sport participation variables compared to the statements “I tried drugs before” and “I tried alcohol before” and the variables ‘sport influences DAC’ and ‘sport prevents DAC’.
Table XIII: Sport participation and correlation (rho) with drugs, alcohol and crime

<table>
<thead>
<tr>
<th>Statements and variables</th>
<th>I tried drugs before</th>
<th>I tried alcohol before</th>
<th>Sport influences DAC</th>
<th>Sport prevents DAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman Coefficients; sport participation (p-value)</td>
<td>0.0791 [0.0330]</td>
<td>[0.0154]</td>
<td>0.5026</td>
<td></td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>-0.08141</td>
<td>-0.09892</td>
<td>-0.11474</td>
<td>0.03123</td>
</tr>
<tr>
<td>Number of observations</td>
<td>466</td>
<td>465</td>
<td>445</td>
<td>463</td>
</tr>
<tr>
<td>Spearman Coefficients; ‘I like to play sports’ (p-value)</td>
<td>0.0945 0.0011*</td>
<td>0.0037*</td>
<td>0.0616</td>
<td></td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>0.07901</td>
<td>0.15423</td>
<td>0.13948</td>
<td>0.08860</td>
</tr>
<tr>
<td>Number of observations</td>
<td>449</td>
<td>448</td>
<td>432</td>
<td>446</td>
</tr>
</tbody>
</table>

*= significant at p<0.01
[ ]= practically significant
Table XIII shows a significant relationship between learners experimentation with alcohol and ‘I like to play sport’ ($\rho= 0.15423; \ p=0.0011$). The percentage of learners who did not try alcohol compared to those who did increased when the interest in sport increased. But, these results were not meaningful because there was no actual decrease of respondents who had tried alcohol before, and the higher percentage and frequency could be explained by the majority of the study sample which was represented in the “agree” and “strongly agree” categories for the statement “I like to play sport”. Figure 13 illustrates this, where the size of the bubble indicates higher frequencies for that particular answer.

Another significant correlation ($\rho = 0.13948; \ p=0.0037$) was calculated between the learners who liked to play sport and their perception of the influence sport could have on drugs, alcohol and crime. However, increasing sport participation was not significant ($\rho = -0.11474; \ p=0.0154$) to the perceived positive influence of sport on drugs, alcohol and crime. But, respondents who participated in sport more often perceived that sport had a bigger impact on DAC. Therefore, a Box Plot is created in Figure 14 to clarify this practically significant result that was found. For the other statement and variable in Table XIII (“I tried drugs before” and ‘sport prevent DAC’), no significant differences were found considering sport participation.

In the descriptive statistics it was described that the minimum data value possible was three and the maximum was 15. In Figure 14, the connecting line drawn through the boxes indicates the median per answer category. The upper edge of the box indicates the 75th percentile of the data set and the lower edge the 25th percentile (NetMBA.com, 2002-2010). The top end of the whiskers indicates the maximum data value that was captured and the lower end the minimum data value within these Figures.
Figure 13: Responses for “I like to play sport” and “I tried alcohol before” (a large bubble indicates a large percentage of responses)
Figure 14: Sport participation and the influence on drugs, alcohol and crime

<table>
<thead>
<tr>
<th>Sport part.</th>
<th>&gt;2 times per week</th>
<th>1-2/week</th>
<th>occasionally</th>
<th>None</th>
</tr>
</thead>
</table>

The chart shows the relationship between sport participation frequency and the influence on drugs, alcohol, and crime. It indicates a trend where sport participation decreases with an increase in drug and alcohol use and crime incidents.
The Box Plot in Figure 14 illustrates that an increase in sport participation resulted in more learners perceiving that sport could help to keep them away from drugs, alcohol and crime. When learners participated in sport more than twice a week, the vast majority strongly agreed with the three statements of that variable. Furthermore, the lowest part of the box (25th percentile) was marked at 12, which means that the sport participants with the lowest scores still indicated that they agreed in general that sport could help to keep people away from bad influences such as drugs, alcohol and crime.

4.4.4 Sport participation and physical health and diseases

Physical health and diseases consisted of three variables; ‘physical health’ (their current health status), ‘sport health’ (importance of sport for physical health) and ‘HIV knowledge’. Among the three schools that participated, the results were compared using Pearson’s Chi-Square method. Only for ‘sport health’ ($p \leq 0.0001$) the p-value was smaller than 0.01 and the means were significantly different between each of the schools.

To find out the exact influence of sport on all domains of QOL, according to the learners, the comparison between sport participation and physical health and diseases was made. Correlation coefficients for sport participation and ‘physical health’ ($\rho = -0.18184; p \leq 0.0001$), sport participation and ‘sport health’ ($\rho = -0.44795; p \leq 0.0001$) and for the interest in sport and ‘physical health’ ($\rho = 0.24757; p \leq 0.0001$) and ‘sport health’ ($\rho = 0.53921; p \leq 0.0001$), were all significant. In Figure 15, the Box Plot illustrates the outcomes on the physical health status of learners and their amount of sport participation. This Figure also shows that the median decreased when the amount of sport participation of the learners decreased.
Figure 15: Sport participation and physical health
Although, the median is similar for the first two categories of sport participation, the general majority of the respondents perceived themselves to be healthier when they participated in sport more often. No significant correlation was found on ‘HIV knowledge’ and sport participation.

A connection was made in the ‘sport health’ variable, between sport, sport importance and the perceived relationship with physical health. In Figure 16 the results of this variable were consistent with the four categories of sport participation. This signified that means, lower 25th percentiles and minimum data values were higher for each category that indicated the increase of sport participation. According to the study sample, the majority agreed strongly on the relationship between sport and physical health. Meaning that the more often respondents seemed to participate in sport, the more they perceived the actual relationship between these two variables and acknowledged the importance of sport.

4.4.5 Sport participation and mental health

In this subparagraph the relationship between mental health and sport participation is explained. Again the Chi-Square method was used to determine any differences among the schools. The ‘mental health’ variable combined eight statements to get an indication on the perceived mental health status of the learners. The second variable was ‘influence of sport’, which included two statements on the influence of sport on mental health. None of the outcomes were significant on either of the variables ‘mental health’ and ‘influence of sport’ between the three schools.
Figure 16: Sport participation and the perceived relationship between sport and physical health
More important was the possible relationships between sport participation and ‘mental health’ and ‘influence of sport’. The Spearman Rank Correlation identified the association with the sport variables in Table XIV. Sport participation was significantly related ($\rho = -0.15431$; $p=0.0013$) to ‘mental health’ and it can be said that the more learners who participated in sport, the more mentally fit and stronger they perceived themselves to be when compared to other learners who participated less or not at all. There was no significant relationship with sport participation and ‘influence of sport’. But, the coefficient in Table XIV for sport participation and ‘influence of sport’ ($\rho = -0.09994$; $p=0.03$) was worth mentioning because of its practical significance whereby. Increasing sport participation suggested that it influenced mental health, according to these high school learners.

4.4.6 Sport participation and academic achievement

In the domain of academic achievement and sport participation, three variables were investigated to find possible differences among the schools. The first was a statement that indicated the direct influence of sport on academics. Secondly, the ‘academic’ variable linked physical health, mental health and sport with aspects of academic achievement such as concentration, understanding and learning. ‘School importance’ included the happiness of the learners for the opportunity to go to school and the positive outcome school could have for them in the future. There were no significant differences found between schools A, B and C.

In comparing the academic achievement variables, a significant correlation was only noted on the interest in sport for the variables ‘academic’ ($\rho = 0.17696$; $p=0.0002$) and for ‘school importance’ ($\rho = 0.12539$; $p=0.0084$). This means that learners who liked to play sport, perceived sport to be beneficial for academic achievement of the learners.
Table XIV: Sport participation and the relationship (rho) with mental health

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mental health</th>
<th>Influence of sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman Coefficients;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sport participation (p-value)</td>
<td>0.0013*</td>
<td>[0.0343]</td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>-0.15431</td>
<td>-0.09994</td>
</tr>
<tr>
<td>Number of observations</td>
<td>431</td>
<td>449</td>
</tr>
<tr>
<td>Spearman Coefficients;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘I like to play sports’ (p-value)</td>
<td>0.0888</td>
<td>0.0849</td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>0.08365</td>
<td>0.08299</td>
</tr>
<tr>
<td>Number of observations</td>
<td>415</td>
<td>432</td>
</tr>
</tbody>
</table>

*= significant at p<0.01
[ ]= practically significant
However, there was no direct link found between the amount of sport participation of a learner in combination with physical and mental health that resulted in better academic achievements.

4.4.7 Sport participation and happiness and wellbeing

This last domain addressed happiness and wellbeing and the variables were compared again with sport participation as perceived by the respondents. Six statements were divided in three variables; ‘happiness’, ‘satisfied’ and ‘facilities’. Out of the Chi-Square method came significantly different (p ≤ 0.0001) mean scores between the schools on ‘happiness’ and ‘facilities’. School B had a mean score of 8.08 (out of 10) on ‘happiness’, school A=8.24 and School C=8.84. These scores were significantly different from each other. Thus, learners of school C perceived that sport played a significant more important role in their happiness and wellbeing or wanted sport to play a bigger role in their lives, than learners from the other two schools. Mean scores on ‘facilities’ also differed significantly among the schools, while no significant results were calculated for ‘satisfied’.

Table XV summarizes all the coefficients from the three variables of happiness and wellbeing and compared them to sport participation. There were no significant and meaningful relationships between ‘facilities’ and both sport variables. The p-value for ‘satisfied’ appeared to be not significant for participation in sport, but did relate significantly (ρ = 0.12811; p=0.0072) to the degree in which learners indicated they liked to play sport. So, the increasing appreciation for sport perceived by the participants, was positively and significantly related to the satisfaction of their own life and products they posses.
Table XV: Sport participation and the relationship (rho) with happiness and wellbeing

<table>
<thead>
<tr>
<th>Variables</th>
<th>Happiness</th>
<th>Satisfied</th>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman Coefficients; sport participation (p-value)</td>
<td>&lt;.0001*</td>
<td>0.1600</td>
<td>0.7364</td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>-0.24753</td>
<td>-0.06598</td>
<td>-0.01577</td>
</tr>
<tr>
<td>Number of observations</td>
<td>459</td>
<td>455</td>
<td>458</td>
</tr>
<tr>
<td>Spearman Coefficients; “I like to play sports” (p-value)</td>
<td>&lt;.0001*</td>
<td>0.0072*</td>
<td>[0.0229]</td>
</tr>
<tr>
<td>Rho (ρ)</td>
<td>0.38799</td>
<td>0.12811</td>
<td>0.10824</td>
</tr>
<tr>
<td>Number of observations</td>
<td>443</td>
<td>439</td>
<td>442</td>
</tr>
</tbody>
</table>

*= significant at p<0.01
[ ]= practically significant
More meaningful were the outcomes of sport participation ($\rho = -0.24753; p \leq 0.001$) and ‘I like to play sport’ ($\rho = 0.38799; p \leq 0.001$) on the ‘happiness’ variable, clearly illustrated in the Box Plots of Figure 17 and Figure 18. Mean scores on ‘happiness’ were lower when learners indicated to be less active in sport. Interestingly, learners who participated in sport more than twice a week scored a median of the maximum of 10 points. While, learners who weren’t active in sport at all had the median on eight points and a far lower 25th percentile point of the data value (between six and eight points).

These Figures explained the significant impact sport participation had on the perceived happiness of the learners within the study sample and even the minority that didn’t participate in sport at all, considered themselves to be reasonably happy in general. Figure 18 shows an ascending line in happiness for each category in which learners liked to play sport more. In other words, participants that stated they liked sport indicated that sport played a bigger role in their happiness and wellbeing, compared to the ones who didn’t like sport that much. Furthermore, the vast majority of the respondents would like to have sport playing a more important role in their life.

### 4.5 Patterns and connections

This section explains possible patterns and connections that emerged out of the results. Only the statistically and practically significant results of all three schools together were used to describe the relationships and trends.
Figure 17: Sport participation and happiness
Figure 18: I like to play sport and happiness
It focused on the relationships between sport participation, “I like to play sport” and the variables and statements of all six domains of QOL:

1. Social contact, culture and safety
2. Drugs, alcohol and crime
3. Physical health and diseases
4. Mental health
5. Academic achievement
6. Happiness and wellbeing

Of each aspect of QOL, at least one variable or statement was found significant to sport participation or the level of interest in sport. In all cases, a significant relationship indicated a positive profound pattern between one of the two sport variables and the specific variable of a QOL domain. For ‘physical health’, the majority of the respondents perceived themselves to be healthier when they participated in sport more often and/or when they indicated a higher degree in which they liked to play sport (p=0.0001). On the other hand, the link between sport participation and drugs, alcohol and crime indicated a practically significant result. Since sport participation was actually not significant (p=0.0154), but both sport participation and ‘I like to play sport’ variables showed a trend, where the increase of sport participation lead to a higher believe that sport could be of positive influence on drugs, alcohol and crime.

Even though, the outcomes were of more meaning when significant for both sport variables, when addressing the research aims and hypothesis, the study focus lay on the actual participation in sport per week. The significant outcomes for sport participation and the QOL variables were;
1. ‘Making friends’ and ‘willing to play at a club’ domain social contact, culture and safety
2. ‘Physical health’ and ‘sport health’ domain physical health and diseases
3. ‘Mental health’ domain mental health
4. ‘Happiness’ domain happiness and wellbeing

All the other values of the variables and statements were only significant for “I like to play sport”, were practically significant, or were not significant at all. Significant correlations of all the variables above on sport participation were all in line with the expectations of the researcher. Learners that played sport more often were more likely to make friends during sport then learners of the other sport participation categories. Similar consistency existed with respondents that wanted to play at a sporting club and the relationship with the amount of sport participation they indicated.

The study sample also confirmed the relationship between sport participation and the positive influence on physical health. Thereby, most theories of researches on mental health aspects and benefits of participating in sport, were in line with the significant value for the ‘mental health’ variable of this study. ‘Happiness’ was the last significant result found, the result related to sport participation, where the study sample perceived to be happier with their life when they played sport more often. These findings support the secondary hypotheses, which stated that learners of high schools within the previously disadvantaged communities in the TWK Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable for the domains of social contact, culture and safety, physical health and diseases, mental health and happiness and wellbeing.
In the domain of drugs, alcohol and crime, the link between sport participation and the ‘sport influences DAC’ variable was practically significant. Since, it indicated a trend where a large group of all respondents agreed that sport could help to keep people away from bad influences such as drugs, alcohol and crime, but slightly too little learners agreed with it to let it become a significant correlation (p=0.0154). Therefore, this finding supports the secondary hypothesis because increasing sport participation resulted in a significantly more positive response of a variable for the domain of drugs, alcohol and crime.

For the variables of the academic achievement domain, no significant relationship or link was noted on sport participation. In other words, the findings of this study rejected the following secondary hypothesis; learners of high schools within the previously disadvantaged communities in the TWK Municipality, would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable of the academic achievement domain. However, this does not necessarily mean that sport could not be of positive influence on academic achievement in general.

### 4.6 Summary of results

#### 4.6.1 Sport participation and social contact, culture and safety

The only significant correlations noted between sport participation and the interest to play sport was for the variables ‘making friends’ (p<0.0001) and ‘willing to play at a club’ (p<0.0001). Thus, there was no significant relationship between the learners who had social problems and their participation in sport, nor for ‘insecurity’, ‘safety’, ‘ethnicity’ and the ‘reasons’ for not playing at a club.
4.6.2 Sport participation and drugs, alcohol and crime

A significant relationship was identified between the interest in sport and the ‘sport influences DAC’ variable. Although the coefficient for level of sport participation and this variable was not statistically significant, the fairly large relationship between the amount that learners participated in sport and the assistance that sport could offer regarding drugs, alcohol and crime is practically significant.

4.6.3 Sport participation and physical health and diseases

No significant correlation was found for ‘HIV knowledge’ and the levels of sport participation. Both ‘physical health’ ($p \leq 0.0001$) and ‘sport health’ ($p \leq 0.0001$) were significant for sport participation and the interest in sport.

4.6.4 Sport participation and mental health

Sport participation was significantly related to ‘mental health’ ($p=0.0013$). Hence, it can be said that learners who participated in sport more often perceived themselves to be more mentally fit and strong than other learners who participated less in sport or not at all.

4.6.5 Sport participation and academic achievement

The academic achievement variables (‘academic’ and ‘school importance’) were also compared to sport participation and the interest of the learners in sport. A significant correlation was only found for both variables and the interest to play sport, but not for the various levels of sport participation.

4.6.6 Sport participation and happiness and wellbeing
For those who participated in sport, there was no significant relationship with the responses ‘satisfied’, but there was a relationship for those who were interested in sport. On the other hand, there was a significant correlation found between the interest in sport and the amount of sport participation compared to the ‘happiness’ variable in this domain of the study.
Chapter 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study tried to determine how high school learners, within the previous disadvantaged communities of the Theewaterskloof (TWK) Municipality, perceived the influence of sport participation on their QOL. In the preceding chapter, the most important findings and outcomes of the research were discussed, summarized and explained for each of the six domains derived from scientific literature, so that the perspective of high school learners’ of the influence that sport participation had on their QOL, could be determined. According to that information, the hypotheses for each domain of QOL were statistically tested.

Unexpected findings, which contrasted with existing theories and researches, were also mentioned and the researcher explained possible reasons for these deviations, with the literal background of this study in mind. Possible implications for policy and practice were described, followed by the final conclusion and the recommendations of the study based on the main results and the discussion.

5.2 Discussion

All the most important outcomes were compared with some of the main theories that were described in the literature review, for all the six domains of quality of life. Both examples of theories from researchers who agreed with the findings of this study as well as contradicting statements are discussed to address the findings of this study. The researcher then made suggestions as to the possible reasons for these deviations in the findings, where possible.
5.2.1 Sport participation

According to Booth (1998) South Africans are extremely sports orientated people. Outcomes of sport participation of this study were generally in line with this statement because only 18.9\% (n=89) of all participants did not participated in sport at all. The majority of 214 (45.24\%) of the total 473 respondents, played sport occasionally and the remaining learners participated in sport between one or two times a week or at least three times a week. Learners underlined this when they were asked to respond to the statement “I like playing sport and being physically active”. Almost 75\% (n=342) of the 456 respondents showed their interest in sport by agreeing with this statement.

Sport is also very valuable to many South Africans and it can unite the country because it can transcend race, gender, politics or language groups (Brand South Africa, 2009). This study looked at possible differences considering race, gender and language groups. Results showed that the majority, 88\% (n=416) of the study sample, were of mixed race, i.e. coloured, and spoke Afrikaans. Minority groups (black, white and Indian) were too small to draw comparisons between the different race groups, so it was not possible to investigate whether sport transcends race or language groups or not. No significant differences were found on gender and political influences and were not included in the research.

Ethnicity and racial problems are still common in SA, but the respondents perceived to have no problems with those aspects when dealing with sport. Although, there were still around 20\% of the respondents of each school that experienced that their ethnic background negatively influenced their participation in sport. So, there is still a lot of work to be done on this matter.
Nichols (1997), Coalter (2001) and DCMS/Strategy Unit (2002) believed that the main objective of sport is to create enjoyment and excitement, yet 67% (n=326) of the learners in this study perceived the main reason for them participating in sport was that it kept them away from bad influences such as drugs, alcohol and crime and only 26% (n=128) of the respondents stated fun as the main reason to play sport. This was especially surprising because the above researchers mentioned ‘people’ in general, while the age group of this study was between 13 and 18 years of age and relatively young. The perception of the learners in this study seemed to be very responsible and mature compared to the general idea that people in the above mentioned researches had regarding their motivation to play sport. This could be the result of proper education and advice of the teachers in their schools regarding the major problems in SA with drugs, alcohol, crime, health and the risk of diseases.

To see if sport was valuable for the sample group and to examine which aspects related to QOL, each of the six domains of QOL was addressed separately in relation to sport participation level.

### 5.2.2 Sport participation and social contact, culture and safety

The major challenge that learners face, according to Vermeulen and Verweel (2009), is to look at the social role of sport from the socio-cultural angle and the perspective of local initiatives and developments of social inclusion and exclusion. Because the social-cultural approach cannot be investigated in this research, it is especially interesting to look at the social influence of sport. Spaaij and Westerbeek (2009) argued that people do not play sport to achieve societal ends, but for health, fun or simply to spend time with friends and family.
This study looked at the main reasons to play sport and it indeed seemed that most learners indicated ‘health’ as the main reason. Moreover, 67% stated that it keeps them away from drugs, alcohol and/or crime related activities. This means that sport was definitely a distraction and an antidote for boredom among the learners and their friends and therefore plays an important social role.

A significant relationship was noted for sport participation and ‘making friends’ and ‘willing to play at a club’ within this domain. In contradiction to what Spaaij and Westerbeek (2009) stated, this variable of ‘making friends’ identified a meaningful and significant relationship between sport and achieving societal ends. Respondents indicated that sport participation was related to making friends and therefore consequently achieve social goals and strive towards social inclusion. The relationship between sport participation and ‘willing to play at a club’ was consistent and logical. Respondents who participated in sport more often showed a higher correlation with wanting to play at a sporting club, than learners who played sport once in a while or not at all. For the other QOL variables on social contact, culture and safety, there was no significant relationship found between sport participation and ‘social problems’, ‘insecurity’, ‘safety’ and ‘ethnic’.

The integral approach of sport that Andres and Van Kleij (2010) described definitely has similarities with this study because the relationship of sport and people’s behaviour, education, well-being and health was partly underlined in this domain. Mainly, the connection between sport, the behaviour of people and health derived out of the outcomes. However, the correlation between sport, education and well-being was not included in this section of the
research, but was discussed in the domains academic achievement and happiness and wellbeing.

5.2.3 Sport participation and drugs, alcohol and crime

Boredom among youth can lead to experimentation with drugs and alcohol on the streets, also referred to as ‘substance abuse’ by Iso-Ahola and Crowley (1991) as well as Ziervogel et al., (1998). Sport could be an antidote to boredom for young people (Nichols 1997; Coalter, 2001; DCMS/Strategy Unit, 2002). However, in this study, the relationship between sport participation and drugs, alcohol and crime was not statistically significant.

Yet, the interest in playing sport and the amount of sport participation showed that an increase of both variables lead to a higher belief that sport could be a positive influence on drugs, alcohol and crime. So, even though the relationship with sport participation was not statistically significant, the results were practically significant and indicated a definite pattern between sport participation and drugs, alcohol and crime. This was exactly what the theory of Cameron and MacDougall (2000) stated, that accessibility to appropriate activities in a social context sport could, in combination with other interventions, help to reduce crime in specific groups and communities.

The essence of this variable was to look at the perceived positive influence of sport according to the sample group, instead of a direct positive outcome of sport participation on drugs, alcohol and crime. In other words, sport on its own is insufficient to achieve the desired change and it must therefore be combined with other interventions. Further research is needed
to determine what other interventions are most effective to combine with sport participation in practice.

The Department of Health (1995) estimated that 5.8% of the South African population over the age of 15 years is alcohol dependent and for some disadvantaged communities this percentage can be as high as 30% (Parry, 1994). This research concluded that 60% (n=280) of the high school learners between 13 and 18 years of age, had tried using alcohol before. However, these statistics do not mean that the respondents are still using alcohol or are dependent in any way as this question was not included in the questionnaire. This study did look at the relationship between experimenting with alcohol and sport. The results of this study showed that a lot of learners who liked to play sport had also tried alcohol before, but the relationship was not significant or meaningful. Furthermore, there were no meaningful or significant relationships found for sport participation and the experimentation with drugs or the direct influence of sport on preventing trying drugs, alcohol and being involved in criminal activities.

In the research problem, the facts and Figures clearly described the existing problems on the domains drugs, alcohol and crime and physical health and diseases. Especially the high crime rate that involved young children and made an impact on their lives was alarming. Perhaps this made the learners realize that sport could be an outcome for their problems or a distraction from getting involved in similar situations they have seen around them or even in their own family. The underlying motivation for learners that did not indicate fun as one of the main reasons to play sport was unclear. Therefore, this topic was suggested for further research.
5.2.4 Sport participation and physical health and diseases

Of all reasons to participate in sport, 73% (n=352) of the learners indicated health as the most important aspect. The Centre for Disease Control and Prevention in America (2011) noted that sport participation reduced the risk of dying early as a result of heart problems and diseases such as cancer. Physical activity is one of the few lifestyle choices that have a large impact on health and people would have a 40% lower risk of dying early if they participated in sport 7 hours a week compared to the recommended minimum of 30 minutes per week, or less (Centre for Disease Control and Prevention, 2011). Bailey (2006) found evidence that, besides physical aspects, sport also has an impact on lifestyle, social, affective and cognitive aspects. These aspects were outlined in the other domains on happiness and well-being, social contact, culture and safety and mental health.

To determine the ‘health’ of an adolescent and future health status, people should also look at other behavioural aspects such as eating, drinking and the use of tobacco as possible causes of chronic diseases including heart diseases and cancer (Nutbeam, 1997). The ‘physical health’ variable of this domain consisted of three statements, which included the person’s health, physical shape and diet, but it did not link the use of tobacco and alcohol directly to a person’s perceived health status. Interestingly, the research found a positive significant correlation between the ‘physical health’ variable and sport participation. Respondents who participated more often perceived themselves to be significantly healthier. Datar and Sturm (2004) stated that physical education and sport often have a positive and profound effect on combating obesity, especially among girls. However, the research did not experience any significant results for boys.
Sport can only be effective when the motivational readiness of people to adopt physical activity and sport is part of their lifestyle, as a more open-minded approach results in a higher self-reported QOL for physical health (Laforge et al., 1999). This study did not investigate the motivational readiness of the learners to adopt sport, but did note a significant relationship between sport participation and ‘sport health’. It indicated the relationship between sport and physical health by learners in this research that embraced sport as a structural part of their life, because they experienced a higher self-reported QOL for physical health similar to what Laforge et al. (1999) described in their research. These learners looked after their own health in a better way when they participated in sport and they realised sport is important to their physical health and helps them to stay fit.

Sport assisted the learners to reflect on their own state of physical health and it could be used as an intervention to prevent learners from getting diseases such as HIV/AIDS. UNICEF for example, uses sport to teach children skills and create knowledge of a healthy lifestyle (UNICEF, 2008). Ebersohn and Eloff (2002) noted in their research, that HIV contraction could have a severe impact on the lives of young people and Leclere-Madlala (2002) noted that over 60% of HIV infections in South Africa occurred before the age of 25 years. However, the results of this study did not find a significant correlation between sport participation and ‘HIV knowledge’. Thus, even though learners participated in sport more often, there was no significant connection to their knowledge of HIV/AIDS and the way sport can be used as a preventative instrument. This does not necessarily mean that sport could not be used as a way to educate learners about diseases, because the questionnaire used in this study did not specifically asked learners if they wanted to get education on how sport can be used in the fight against HIV/AIDS and other diseases. Besides, learners might have never
linked sport with HIV/AIDS prevention before. Therefore, more information on this topic needs to be gathered.

5.2.5 Sport participation and mental health

Physical activities and sport are not needed for everyday living and they require time and effort (Laitakari et al., 1996). Sport participation did not seem to be a high priority in the lives of the learners in the high schools in this research. The significant results found in this study were not crucial for everyday living, but may be considered to be beneficial to multiple variables in the various domains of QOL. Steptoe and Buttler (1996), for example, concluded that emotional well-being is positively associated with the extent of participation in sport and vigorous recreational activity among adolescents. This noted a similar outcome with a significant relationship between sport participation and the ‘mental health’ variable. This variable addressed different aspects of mental health such as happiness, state of mind, self belief, depression, boredom and future perspectives in life. It can therefore be said that, if learners increased their amount of sport participation, they perceived themselves to be more mentally fit and stronger than those learners who participated less or not at all.

Recent studies by Ferron, Narring, Cauderay and Michaud (1999), Larson (2000), Kirkcaldy, et al., (2002) and Bowker (2006) affirmed that sport participation could have a reliable, beneficial effect on adolescents’ positive self-belief. Another theory in accordance with the results out of this study came from Donaldson and Ronan (2006). They concluded that increasing sport participation reported lower levels of depression and anxiety.
The schools in this study were located in the previous disadvantaged communities of the TWK Municipality. According to Higgs (2003), people living in the townships and rural areas of SA often face more severe hardship and poverty circumstances compared to others living in cities and smaller urban areas. Stress levels in the disadvantaged communities were higher and could be associated with lower levels of QOL, because stress has a harmful effect on the human body (Higgs, 2003). This study investigated the relationship of sport participation on the domains of QOL and excluded the comparison between the QOL of people from different regions. However, it was noted that sport participation had a significant relationship with perceived mental health status of learners on the schools in the previously disadvantaged communities. Hence, an increase in sport participation could possibly have an impact on the mental health of people who live in low income and rural communities compared with those who are living in more developed areas. This is a topic that would need further research in the future.

5.2.6 Sport participation and academic achievement

Significant correlations and a direct relationship were less likely to be expected between sport participation and academic achievement. Scientific research and sources described in the literature review, suggested that there was less evidence for the relationship of this domain with the participation in sport. Some researchers even argued that there was no direct link. On the other hand, Carlson et al. (2008) found that higher amounts of physical education among girls might be associated with an academic benefit. Thereby, Strong et al. (2005) stated that the addition of physical education to the curriculum resulted in small positive gains in academic performance for girls as well as boys.
This study however, did not distinguish between the responses from boys and girls and no significant relationships were noted between sport participation and the variables of academic achievement. But, a significant correlation was noted between the level of interest in sport and the ‘academic’ and ‘school importance’ variables of this domain. The more respondents liked to play sport, the more they perceived sport to be beneficial for the academic achievement of the learners and realized the importance of education.

Studies of cognitive functioning suggest a positive effect of PA on concentration, memory, classroom behaviour and intellectual performance of learners (Strong et al., 2005). Besides this, sport during adolescence is associated with positive results on higher educational aspirations, educational accomplishment and grades (Eccles & Barber, 1999; Fredericks & Eccles, 2006). Finally, Griffin (1991) was convinced that sport and education can be mutually beneficial to achieve success in all domains of QOL, however this research concluded that there was no direct link between participation in sport, physical and mental health that resulted in better academic achievements. Din (2006) underlined that research which looked at the relationship between sport participation of students and their academic achievement, suggested that sport either contributed positively in a small way or did not influenced student achievements at all.

In investigating different theories and research, numerous contradictions on this topic were described. The amount of sport participation on the variables of academic achievement did not seem to be significant. However, increasing interest in sport of the learners showed that they perceived sport to be more beneficial for their academic achievement. Obviously, a lot of the learners who played sport did not always like it. But, when the learners were informed in a
better way about the mental benefits of sport, they could realise that mental health is strongly related to educational skills such as concentration, learning, memory, and classroom behaviour. That can subsequently improve academic achievements of the learners in school. To acquire more information on the role of sport on academic achievement, further research is suggested.

5.2.7 Sport participation and happiness and wellbeing

Clark (2002) found that people in South Africa see money, good jobs, adequate housing, food and clothing, a solid family and recreation as important things in facilitating happiness, pleasure and joy. They also included the importance of relaxation, avoiding stress and frustration, self-confidence and status (Clark, 2002). In the same vein, Campbell (1981) described a general pattern between the 70’s and the 80’s that satisfaction in ones, standard of living, family life, marriage, friends, and work had the greatest influence on the QOL of people. Brock (1993) had a more individualistic approach then the other researchers, where self-determination was evident, people needed a sufficient number of life plans to choose from and the functioning of an individual could give positive and negative information about their QOL. The current research study found a significant relationship between the ‘satisfied’ variable and the level of interest in sport. For the ‘happiness’ variable, a significant positive correlation was found for both the level of interest in sport and the amount of sport participation. A higher interest level in sport was related to satisfaction with life and goods of the study sample and happiness and wellbeing.

Further, learners who indicated they participated in sport more often and where sport played a bigger role in their lives experienced increasing happiness and wellbeing. Sport can therefore
be seen as a combination of positive and negative emotions and gives participants’ opportunities for self-expression, personal achievement, competitive strivings, fun and joy (Jackson, 2000). According to the respondents, sport participation was not significantly related to the satisfaction of life, the satisfaction with products or how learners experienced if there were sufficient sport facilities in their neighbourhood.

Furthermore, the current study sample stated that they would like sport to play a more important role in their lives. Happiness, emotional well-being and mental health were closely related to each other in this research and these variables probably have an influence on one another. Kremer and Scully (1994) described the general message out of literature on sport, as a positive relationship between regular exercise and the ‘feel good’ effect that derives out of emotional well-being. This was also concluded out of the results on the ‘mental health’ and ‘happiness’ variables of those certain QOL domains of this study.

5.2.8 Summary of salient points

This research collected information on QOL from high school learners from three different schools located in previous disadvantaged communities within the TWK Municipality through 484 questionnaires. The number of boys and girls per school was unequal. In the descriptive statistics, results were sometimes described per school, but for the comparison of each domain of QOL with sport participation, the results of high schools A, B and C, were combined together. When analysing the results, no differences were made in gender, age and race because the sample was insufficient for doing this.

The focus of the study lay in determining possible differences in perceived QOL between the
learners who participated in sport and the ones that did not play sport at all. In the results, different statistical methods were used to describe differences, correlations and significant outcomes for multiple variables of sport participation and QOL that derived out of the questionnaire. The most important results were those outcomes that reflected significant results of sport participation on the QOL domains, which were subsequently used to determine whether to reject the hypothesis or not. The hypothesis of this study was supported in that learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, who participate in sport, would perceive that they had a better QOL than learners of the same age group who do not play sport at all.

In chapter four the significant correlations of the QOL variables to sport participation and the interest to play sport, were described. The most important findings and significant results were briefly summarized again in this paragraph. This study described QOL according to six domains that were significantly different from each other. Therefore, each of these domains was addressed separately and the specific hypotheses were tested. The significant outcomes indicated a positive correlation between certain QOL variables and statements and increasing sport participation.

### 5.2.8.1 Social contact, culture and safety

There were significant correlations noted between sport participation for the variable ‘making friends’ (p≤0.0001) and the statement ‘willing to play at a club’ (p≤0.0001). The following hypothesis was therefore supported:
Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain social contact, culture and safety.

5.2.8.2 Drugs, alcohol and crime

Although the coefficient for level of sport participation and this variable was not statistically significant, the fairly large relationship between the amount that learners participated in sport and the assistance that sport could offer regarding drugs, alcohol and crime is practically significant. The following hypothesis was therefore supported:

Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain drugs, alcohol and crime.

5.2.8.3 Physical health and diseases

Both ‘physical health’ (p≤0.0001) and ‘sport health’ (p≤0.0001) were significant on sport participation. The following hypothesis was therefore supported:

Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain physical health and diseases.
5.2.8.4 Mental health

Sport participation was significantly related to the ‘mental health’ variable (p=0.0013). The following hypothesis was therefore supported:

Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain mental health.

5.2.8.5 Academic achievement

A significant correlation was only found for ‘academic’ and ‘school importance’ and the interest to play sport, but not for the various levels of sport participation. This hypothesis was therefore rejected:

Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain academic achievement.

5.2.8.6 Happiness and wellbeing

There was a significant correlation found between the amount of sport participation and the ‘happiness’ variable in this domain of the study. The following hypothesis was therefore supported:
Learners of high schools within the previously disadvantaged communities in the Theewaterskloof Municipality, would perceive that increasing sport participation among these learners would result in a significant improvement in at least one variable out of the domain happiness and wellbeing.

5.2.8.7 General hypothesis

In all domains of QOL significant and/or practically significant results were described for sport participation, except for academic achievement. The other five domains identified that learners perceived a better QOL for at least one variable of that domain, when they participated in sport more often.

The general hypothesis was therefore supported in that learners of high schools within the previously disadvantaged communities in the TWK Municipality, who participated in sport, perceived that they had a better QOL than learners of the same age group who did not play sport at all.

5.3 Limitations

- The researcher lives in the Netherlands and was therefore limited in his time in South Africa, for direct contact with his supervisors and other important contact persons linked to the research.

- Communication with the supervisors and other contacts during the research was predominantly via email and telephone contact. The disadvantage of this form of communication was the fact that it took more time and effort to sustain proper and
quick communication continuously throughout the process of thesis writing and more face-to-face meetings with all people involved would have been more effective.

- Only three of the initial five schools agreed to participate in the study, which meant that a smaller and less diverse sample group was formed. More participants from different schools and from another race could have lead to more significant results. The two schools that refused to take part in the research stated that they did not have enough time to participate.

- Cultural differences had the potential to be limiting, but in the end, only played a minor role during the field research. The assistance of supervisors, research assistants and all teachers and principals of the schools helped to avoid lingual issues and to break down possible cultural barriers.

5.4 Implications of the study

The total number of 484 participants was representative for the total research population of 4,079 learners in schools within the whole TWK Municipality. Significant results and outcomes of the study can be seen as a representation of the learners of all schools in previous disadvantaged communities in the TWK Municipality, because the sample size was large enough (reliability of 98 percent) and the populations were not identical because the study sample was divided into four sport participation categories. Perhaps, the findings of this study can also be representative and meaningful to the other Municipalities within the Western Cape Province.

The researcher hopes that the knowledge gathered as a result of this study will contribute to the scientific research that has already been done on sport and QOL. It is important that this
information will be widely spread hence numerous publications in both the popular press and peer reviewed journals will be attempted. In this way, it can assist others to implement sport programs and initiatives to improve the QOL of communities in the Western Cape, South Africa and globally.

The most important outcomes of this study will be summarized and presented to the three schools that participated in the research. All participants, teachers, principals, supervisors and possible stakeholders will be invited to the presentation as a token of appreciation of the contribution of the schools and all the participants. The main goal of this presentation is to inform everybody as to the positive influence of sport on QOL in general. It is important for schools and communities to realise that it is not enough to just focus on teaching literature and facts without giving children physical activity, especially in school, because the translation of this information into actions, meanings and values will assure that the child stays motivated (Levitt et al., 1991). Hopefully, the learners will understand the important role that sport can play in their lives and that it will eventually have a positive influence on their behaviour.

5.5 Conclusion

Social, cultural, crime, safety, health, alcohol and drugs related problems still flourish and high school learners in the TWK Municipality are an important group that need to be educated and protected to ensure higher QOL standards in the future. Therefore, the main aim of the research was to determine if sport participation influences the QOL of high school learners in previous disadvantage communities within the TWK Municipality. It was divided into a research objective, which was stated as; “to more specifically describe the learners’
perceptions of the influence that sport participation had on their QOL, each of the six domains derived from scientific literature of the different researchers, was investigated.”

With the use of different statistical methods, outcomes were all analysed from the statistics that derived out of the questionnaire. This resulted in at least one variable that had a significant and/or practically significant relationship with sport participation of the domains on: drugs, alcohol and crime, social contact, culture and safety, physical health and diseases, mental health and happiness and wellbeing. Only for academic achievement, there was no significant relationship noted on sport participation. Sport participation does influence QOL of high school learners in previous disadvantage communities within the TWK Municipality and all six domains of QOL were investigated. Therefore, the main aim and the research objectives of the study were achieved.

Learners who resided in previously disadvantaged communities of the TWK Municipality and participated in sport, perceived a better QOL than learners who did not play sport at all, for five of the six domains of quality of life. An increase of sport participation resulted in a significantly more positive response for at least one QOL variable of each domain, except for academic achievement. However, differences between the interest in sport and sport participation for the different variables, indicated that learners need to be more enthusiastic to play sport and get better encouragement from their teachers and the schools.

The researcher is satisfied with the results, because he hoped to find a perceived positive influence of sport participation on QOL, and for most domains that was found in this study. It means that sport could play a bigger role in the future for learners who want to achieve more
positive results in all of the domains of QOL and especially in academic achievement. The findings of the study will be presented to all learners at the three schools, so that the crucial role of sport could be shown and promoted. Hopefully, learners, teachers and the principals of the schools will understand the important role sport could play in their life’s, increase the amount of sport participation and also provide information on the benefits of sport in schools. This might eventually result in an improved QOL of the learners that would hopefully be reflected in a positive way on themselves, the school, their social life, the community, their future and South Africa’s future. When people experienced the positive outcomes of sport participation themselves, they should educate and promote sport to others, so that as many people as possible can improve their QOL in this way.

5.6 Recommendations

The significant results indicated a pattern between sport participation and the specific QOL variables. Although there were four sport participation categories included in the research, no analysis was made between the different categories because that was not the intention of this research. It is strongly recommended that further research will be done on the differences between the amounts of sport participation. Especially, because researchers used different standards and measurements for sport participation and distinguished between different categories when dividing sport participation. For example, the differences between playing sport occasionally and at least three times a week could be investigated.

The main reasons to participate in sport differed widely, according to the study sample. In general, children between 13 and 18 years of age often play sport for their enjoyment and excitement, but this was not the case for study sample because only twenty six percent
indicated fun as the main reason. Their general conception on this topic was that sport had a positive influence on their physical health and it keeps them away from bad influences. The researcher could only speculate on the possible underlying causes for these differences in motivation. But, it would be strongly recommended that this aspect should be further investigated to find out the actual motivation of the learners, who perceived sport participation as a useful and serious tool to improve their QOL.

In the literature review, the influence of sport participation on drugs, alcohol and crime was discussed. The theories addressed different aspects and each research had a different view if and how sport could contribute to this specific domain of QOL. The study sample perceived that results were related to a positive contribution of sport participation on drugs, alcohol and crime, but a direct investigation on the direct relationship of sport to this domain of QOL did not take place. Therefore, further study is needed to look at the possible direct relationship between the influence of sport on drugs, alcohol and crime, in a way that sport can be combined with other interventions to achieve the desired behavioural change.

An integral approach of sport could result into positive changes for all the domains of QOL. Sport promotion and education regarding the important positive values of sport, must therefore be integrated into the school’s curriculum to let the learners realize the full potential and long term benefits of PA and sport to their QOL. Researchers could also look at the specific outcomes of sport on people’s heritage and the different situations South Africans find themselves in these days.
Another recommendation described the fact that there were no significant results found between sport participation and knowledge about HIV/AIDS, yet research has shown that sport is a good instrument to educate people about lifestyle, behaviour and the prevention of diseases. Although the results of this study will be presented to the schools, learners were not asked if they were interested in lessons about HIV/AIDS and other diseases. Future studies could address adolescents regarding possible education on sport, diseases and prevention.

Unfortunately, no significant results were found on sport participation and academic achievement, but there was a significant relationship noted for the interest in sport. Besides contradictions and different findings in the theory, it is clear that more research on this topic is necessary. The relationship between mental health and sport was more accepted by researchers in general and learners who are mentally fit are more likely to do better in school. But, a direct link between the increase of sport participation and achievements in academics is still not certain and needs further research. Thereby, it is important to find out how often people need to participate in sport, to be able to achieve more in school or at work. These outcomes could be interesting for a lot of people in different age groups, sections and out of different cultural backgrounds.

In investigating the influence of sport on the QOL according to high school learners, the research excluded religion and political views as aspect that could influence their QOL. During the demarcation of the study there was decided that political views were of secondary interest looking at the age of the study sample. Religion was mentioned in the mental health domain, but no specific statements were included in the questionnaire. The connection of
religion and God with sport participation and the perceived QOL was not made and could therefore be recommended for future researches.

This research included learners from high schools in previous disadvantaged communities of the TWK Municipality. The last recommendation considers the impact of sport on the domains of QOL in more developed areas. Will the influence of sport participation be higher or lower on the QOL for learners of the same age group that go to schools in more developed regions in the TWK Municipality? It would be interesting to see if there are significant differences that are related to the conditions under which the learners are living and studying.
REFERENCES


http://www.statisticallysignificantconsulting.com/Chi-Square-Test.htm


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Van Hout, R. & Van Hove, P. (2006). Strong points/weak points and the needs of all the primary schools in Grabouw 2006. How can we work together to improve the situation at the schools? Unpublished manuscript.


APPENDICES

Appendix A: Approval Western Cape Education Department

Navrae
Enquiries
IMibuzo
Telefoon
Telephone
IFoni
Faks
Fax
IFeksi
Verwysing
Reference
ISalathiso

Dr RS Cornelissen
(021) 467-2286
(021) 425-7445

Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebelMfundoleNtshona Koloni

Mr Roel Van Hout
Department of Sport, Recreation and Exercise Science
University of the Western Cape
Private Bag X17
BELLVILLE
7535

Dear Mr R. Van Hout

RESEARCH PROPOSAL: PARTICIPATION IN SPORT AND THE PERCEPTIONS OF QUALITY OF LIFE AMONGST HIGH SCHOOL LEARNERS IN THE THEEWATERSKLOOF MUNICIPALITY, SOUTH AFRICA.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. The programmes of Educators are not to be interrupted.
5. The Study is to be conducted from 27th September 2010 to 30th June 2011.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as submitted to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.

11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

   The Director: Research Services
   Western Cape Education Department
   Private Bag X9114
   CAPE TOWN
   8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: HEAD: EDUCATION
DATE: 27th September 2010
DEAR PARTICIPANT,

Kindly accept my sincere thanks for taking your time to read about this research. A description of the research study is being given and your potential involvement. The research is being conducted for a Full-Thesis fulfillment of my Masters Degree in Sports, Recreation and Exercise Science. If you need further clarity, of anything you might not have understood, please do not hesitate to contact me or my Supervisor, whose details are at the end of this memorandum.

**Title of research**
Participation in sport and the perceptions of quality of life amongst high school learners in the Theewaterskloof Municipality, South Africa

**Purpose of the Study**
This is a research project conducted by Roel van Hout from the University of the Western Cape. We are inviting you to participate in this research project because you will be able to provide valuable information on the research topic. The purpose of this study is to help people understand what influence sport participation can have on their lives and how it can improve their quality of life.

**Description of the study and your involvement**
The study will include questionnaires completed by learners at secondary schools within the Theewaterskloof Municipality. Your knowledge and experiences will be vital in making this research useful for your fellow South Africans.

**Confidentiality**
Your name will be kept confidential throughout the research. I will personally handle the records of your participation, inclusive of a signed Consent form from you and your parents/guardians, should you agree to assist in this research study. Records will be locked away at all times and used only for research purposes only.

**Voluntary participation and withdrawal**
Your participation in this research is entirely voluntary. If you participate, you are free to withdraw at any stage. You may also choose not to answer specific questions. If you wish not to discuss a certain item, do feel free to let me know.
Benefits and cost
You may not benefit directly from the study, but the information and knowledge you will provide will be useful for future use to educate people on the quality of life through sport.

Informed Consent
Before the completion of the questionnaire, I will need you and your parent/ legal guardian to sign a Consent Form to participate in the study. The consent form is enclosed for you to go through and decide whether you would like to participate or not.

Questions
If there is any clarity needed, or anything you wish to know more about, please contact or my Supervisor or myself:

My contact detail:
Roel van Hout
Student number: 2675907
vanhoutroel@hotmail.com

I am accountable to Ms. M. Young, my Supervisor, at the University of the Western Cape (UWC). Her contact details are:

Ms. M. Young
University of the Western Cape
Private Bag X17, Belville 7535
Telephone: (021) 959-2377
Cell: 078 702 9028
Fax: (021)959-3688
Email: myoung@uwc.ac.za

Thank you for your time and effort, it is much appreciated.

Roel van Hout

This research has been approved by the University of the Western Cape’s Senate Research Committee.
Title of Research Project: Participation in sport and the perceptions of quality of life amongst high school learners in the Theewaterskloof Municipality, South Africa

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participants name…………………… Signature ………………………

Date……………………

Parent/ Guardian name………………….. Signature …………………….

Date……………………

Witness Name………………………… Signature …………………….

Date……………………

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:
Study Coordinator’s Name: Ms. M. Young
University of the Western Cape
Private Bag X17, Belville 7535
Telephone: (021) 959-2377
Cell: 078 702 9028
Fax: (021)959-3688
Email: myoung@uwc.ac.za
APPENDIX D: QUESTIONNAIRE IN ENGLISH

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959. Fax: 27 21-959.

Questionnaire

Research Title: Participation in Sport and the perceptions of Quality of Life amongst High School learners in the Theewaterskloof Municipality, South Africa

There is no right or wrong answers in this questionnaire and it is not about getting the most points. Different types of questions will be asked. Some questions will need you to answer by circling a 'yes' or 'no' or other by providing you with 5 options, which you must choose the answer you feel is most suitable. The meaning of the scaled questions is as follows:

SD = Strongly disagree  D = Disagree  N = Neutral  A = Agree  SA = Strongly agree

Example:

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy with my life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please try to be as honest as possible with your answers
Thank you!

SECTION A: Personal background:
1. Age:

2. Gender:

Male/boy  Female/girl
3. Race:

<table>
<thead>
<tr>
<th>Black</th>
<th>Coloured</th>
<th>White</th>
<th>Indian/Asian</th>
<th>Other: Please Specify:</th>
</tr>
</thead>
</table>

4. Do you participate in sport?

- More than twice a week
- 1-2 times per week
- Very occasionally
- Not at all

Please circle your answer

5. I like playing sports and being physically active

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<thead>
<tr>
<th>SD</th>
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<th>A</th>
<th>SA</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

SECTION B: Social contact, culture & safety

<table>
<thead>
<tr>
<th>1</th>
<th>I have a lot of problems at school being bullied, teased, threatened or punched by other learners</th>
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<tbody>
<tr>
<td>2</td>
<td>I have problems getting along with my family</td>
</tr>
<tr>
<td>3</td>
<td>I have problems getting along with other learners</td>
</tr>
<tr>
<td>4</td>
<td>I make friends when I participate in sport at school</td>
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<tr>
<td>5</td>
<td>I make friends when I participate in sport in the area I live</td>
</tr>
<tr>
<td>6</td>
<td>I am concerned of what my friends think of me</td>
</tr>
<tr>
<td>7</td>
<td>I feel safe in the area that I live during the day</td>
</tr>
<tr>
<td>8</td>
<td>I feel safe in the area that I live during at night</td>
</tr>
<tr>
<td>9</td>
<td>My ethnic background has negatively influenced my opportunities to play sport</td>
</tr>
</tbody>
</table>

10. I play sports at a sports club or organisation

Yes

No

If No, continue with questions 11-15. If YES, please proceed to question 16.
11. I want to play at a sports club or organisation
   Yes  No

12. I can’t play sports at a club or organisation because there is no club located in my area
   Yes  No

13. I can’t play sports at a club or organisation because me and my family don’t have the money for the club membership
   Yes  No

14. I can’t play sports at a club or organisation because it is too far away from my home
   Yes  No

15. I can’t play sports at a club or organisation because me and my family don’t have the money for transport to a club or organisation
   Yes  No

16. I have attended sport lessons, tournaments, after school sport or other sport experiences that were organised by the students from the Netherlands
   Yes  No

   **If YES, please continue with question 17, if NO, please proceed to section C.**

17. The sport experiences where students from Netherlands were involved were enjoyable
   Yes  No

18. I have learned a lot being involved in the sport experiences offered by the students from the Netherlands
   Yes  No

19. I want the students from the Netherlands to keep developing sport in the region and on my school
   Yes  No
### SECTION C: Drugs, alcohol and crime

1. I have a paid job after school or during the holidays to keep me busy
   - Yes
   - No

2. I have R10 or more to spend every day
   - Yes
   - No

3. I have tried using drugs before
   - Yes
   - No

4. I have tried using alcohol before
   - Yes
   - No

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<tr>
<td>5</td>
<td>I am feeling bored and worthless</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>When I play sports I don't think about crime, drugs or alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>When I have nothing to do, I experiment with drugs and alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>When I have nothing to do, me and my friends sometimes fight or break/steal things</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I think sport can help to stop learners from doing drugs, alcohol and criminal activities</td>
<td>1</td>
<td>2</td>
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### SECTION D: Physical health & diseases

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<tbody>
<tr>
<td>1</td>
<td>I am completely healthy</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>2</td>
<td>I feel physically fit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>I take good care of myself by eating healthy</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>4</td>
<td>I take good care of myself by participating in sport activities</td>
<td>1</td>
<td>2</td>
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<tr>
<td>5</td>
<td>I have heard about a disease called HIV/AIDS</td>
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<td>6</td>
<td>I know a lot about HIV/AIDS: the cause, transition, prevention, effects and living with it</td>
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<td>7</td>
<td>When I play sport and I am physically active, I can get infected with HIV/AIDS</td>
<td>1</td>
<td>2</td>
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<td>8</td>
<td>I think sport can be used to inform people about diseases such as HIV/AIDS</td>
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<td>2</td>
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<tr>
<td>9</td>
<td>Sport participation is important for me to keep physically healthy and fit</td>
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SECTION E: Mental health

1. Does the school inform the learners about depression, loneliness, self esteem and other characteristics of mental health?

   Yes  No

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2. I feel happy and motivated most of times
   Yes  No

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3. I have been feeling depressed lately
   Yes  No

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4. I have been feeling nervous or worried lately
   Yes  No

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5. I have been feeling sad lately
   Yes  No

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6. Most of times I am feeling good about myself as a person
   Yes  No

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7. I think positively when I think of the future
   Yes  No

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8. I am satisfied with my life most of the time
   Yes  No

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9. Do you think sport can help the learners stay mentally fit?
   Yes  No

   If yes, how?
   ..............................................................................................................................

10. Do you think sport can influence mental health of learners in and outside school?
    Yes  No

SECTION F: Academic achievement

1. Sport, physical and mental health have an influence on the academic achievements of learners at school
   Yes  No

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2. Do you think that learners perform better in school if they are physically active or actively involved in sport at school or in the community?
   Yes  No
3. What does the school do to stimulate learners to perform better academically?

4. How can sport and physical activity play a bigger role in the achievement of learners in school?

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</thead>
<tbody>
<tr>
<td>6</td>
<td>I am happy that I can go to school and learn more</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>School provides me with information so I can get a good job in the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>When I feel mentally and physically healthy, I can concentrate better in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>When I feel mentally and physically healthy, I can understand everything better in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>When I feel mentally and physically healthy, I have less problems with reading, writing and learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Sport, physical and mental health have an influence on my academic achievements at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
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SECTION G: Happiness & wellbeing

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<tbody>
<tr>
<td>1</td>
<td>Sport plays an important role in my personal wellbeing and happiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>There are enough places and opportunities nearby for me to play sports</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>More sport facilities and opportunities for me and my friends will make me happier</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>I am satisfied with my life these days</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5</td>
<td>I am happy with the things (such as products, clothing, toys) I have in my house</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>I want sport to play a more important role in my life in general</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>
Pay attention! In these last two questions you can select more than one answer by colouring the circles. If you want to add some more reasons, do so under ‘other’.

8. If you play sports what are the main reasons that you play it? Because ……
   o It’s fun
   o I can make new friends and meet other people
   o It’s healthy
   o I have nothing else to do otherwise
   o It keeps me away from alcohol, drugs or crime
   o It makes me feel happy
   o It makes me feel strong
   o It keeps me mentally fit and focussed
   o It makes me perform better in school
   o Other
   ……………………………………………………………………………………………………..
   o Other
   ……………………………………………………………………………………………………..

9. Sport can play a more important role in my life by/when:
   o Having more places/fields where I can play sports
   o Reintroducing physical education/gymnastics on school
   o Creating more sport fields near my home
   o Having free transport to the sport field and back home
   o Having more and different sporting clubs in the region
   o Getting more information on where I can play sports
   o Getting more information on the benefits of sport
   o It is more promoted and stimulated by the government or other organizations
   o Me or my family has money
   o Sport is more accessible for me
   o Other
   ……………………………………………………………………………………………………..
   o Other

This is the end of the questionnaire. Thank you very much for your participation!
Vraelys

Navorsings Titel: Deelname in sport en die perspektiewe van hoërskool leerlinge in die Theewaterskloof Munisipaliteit, Suid-Afrika, aangaande die Kwaliteit van Lewe

Daar is geen reg of verkeerde antwoorde in hierdie vraelys en ook nie om die meeste punte in te samel nie. Verskillende vrae sal gevra word. Somige vrae vereis dat jy ‘Ja’ of ‘Nee’ antwoord deur die regte antwoord te omring terwyl ander vrae jou met 5 opsies voorsien waarvan jy die antwoord moet omring wat die mees van pas is. Die 5-punt skaal is soos volg:

VS = Verskil ten sterkste
V  = Verskil
N  = Neutraal
S  = Stem saam
SS = Stem ten sterkste saam

Voorbeeld:

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<tr>
<th></th>
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<tbody>
<tr>
<td>Ek is gelukkig met my lewe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Probeer om so eerlik as moontlik te wees met jou antwoorde

Dankie!

Afdeling A: Persoonlike agtergrond

1. Ouderdom:

   [ ] [ ]
2. Geslag:

Manlik/ Seun  Vroulik/ Meisie

3. Ras:

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<th>Ander: Spesifiseer asseblief:</th>
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<tbody>
<tr>
<td>Swart</td>
<td>Bruin</td>
<td>Wit</td>
<td>Indier/ Oosters</td>
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4. Neem jy deel aan sport?

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<tr>
<td>meer as twee keer per week</td>
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<td>1-2 keer per week</td>
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<tr>
<td>Met geleentheid</td>
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<tr>
<td>Geensins nie</td>
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Omring asseblief jou antwoord:

<table>
<thead>
<tr>
<th>5</th>
<th>Ek hou daarvan om sport te speel en fisies aktief te wees</th>
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Afdeling B: Sosiale kontak, kultuur en veiligheid

<table>
<thead>
<tr>
<th>1</th>
<th>Ek het baie probleme by die skool in dat ek geboelie, gespot, gedreig of geslaan word deur ander leerlinge</th>
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<td>2</td>
<td>Ek kom moeilik met my familie oor die weg</td>
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<td>3</td>
<td>Ek kom moeilik met ander leerlinge oor die weg</td>
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<td>4</td>
<td>Ek maak vriende wanneer ek deelneem aan sport by die skool</td>
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<td>5</td>
<td>Ek maak vriende wanneer ek deelneem aan sport in die omgewing waar ek bly</td>
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<td>6</td>
<td>Ek is besorg oor wat my vriende van my dink</td>
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<td>7</td>
<td>Ek voel veilig gedurende die dag in my residensië area</td>
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<td>8</td>
<td>Ek voel veilig gedurende die nag in my residensië area</td>
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<td>9</td>
<td>My etniese agtergrond het my geleenthede om sport te speel negatief beinvloed</td>
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</table>
10. Ek speel sport by ‘n sports klub of organisasie

| Ja | Nee |

Indien Nee, gaan voort en beantwoord vrae 11-15. Indien Ja, gaan voort na vraag 16.
11. Ek wil graag sport speel by ‘n klub of organisasie

| Ja | Nee |

12. Ek kan nie by ‘n sport klub of organisasie sport beoefen nie want daar is nie ‘n klub of organisasie in my residensiele area nie

| Ja | Nee |

13. Ek kan nie sport beoefen by ‘n sport klub of organisasie nie, want my ouers en familie kan nie die lidmaatskap fooie bekostig nie

| Ja | Nee |

14. Ek kan nie sport by ‘n sport klub of organisasie beoefen nie, want dit is te ver van my huis af

| Ja | Nee |

15. Ek kan nie sport by ‘n sport klub of organisasie beoefen nie, want my ouers en familie het nie geld om my daarna toe te vervoer nie

| Ja | Nee |

16. Ek het sport klasse, toernooie, naskoolse sport en ander sport ervaringe gehad wat deur die studente van Nederland georganiseer was

| Ja | Nee |

Indien Ja geantwoord, gaan asseblief voort en beantwoord vraag 17-19. Indien Nee geantwoord, gaan asseblief foort na Afdeling C

17. Ek het die sport ervaring geniet waar die Nederlandse studente betrokke was

| Ja | Nee |

18. Ek het baie geleer deur die sport ervaringe wat deur die Nederlandse studente aangebied was

| Ja | Nee |
19. Ek sou graag wou sien dat die Nederlandse studente voort gaan om sport in my omgewing en my skool te ontwikkel

Ja  Nee

Afdeling C: Dwelms, alkohol en kriminele aktiwiteite

1. Ek het ’n betalende werk wat ek na skool en gedurende die vakansie ophou om my besig te hou

Ja  Nee

2. Ek het R10 of meer om elke dag te spandeer

Ja  Nee

3. Ek het voorheen al probeer om dwelms te gebruik

Ja  Nee

4. Ek het voorheen al probeer om alcohol te gebruik

Ja  Nee

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Afdeling D: Fisieke gesondheid en Siektes

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</table>
5 Ek het al van die siekte HIV/AIDS gehoor 1 2 3 4 5
6 Ek weet baie van HIV/AIDS: die oorsaak, oordrag, voorkoming, die effek daarvan en om daarmee saam te lewe 1 2 3 4 5
7 Wanneer ek aan sport deelneem en fisies aktief is, kan ek die HIV/AIDS virus opdoen 1 2 3 4 5
8 Ek dink sport kan gebruik word om mense in te lig oor siektes soos HIV/AIDS 1 2 3 4 5
9 Sport deelname is belanrik vir my fisiese gesondheid en om fiks te bly 1 2 3 4 5

**AFDELING E:**  **Geestes Gesondheid**

1. Word leerders deur die skool ingelig aangaande depressie, eensaamheid, selfbeeld en ander karaktersituasie van geestes gesondheid?

   Ja   Nee

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9. Dink jy sport kan leerders help om geestelik fiks te bly?

Ja   Nee

Indien Ja geantwoord, hoe?

... ..................................................................................................................

10. Dink jy sport kan die geestelike gesondheid van leerders binne en buite skool verband beinvloed?

Ja   Nee
Afdeling F: Akademiese Vordering

1. Sport, fisiese en geestelike gesondheid beïnvloed die akademiewe vordering van leerders op skool

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</table>

2. Dink jy dat leerders beter op skool vaar indien hulle fisies aktief of fisies betrokke by sport by die skool of in die gemeenskap betrokke is?

   Ja  Nee

3. Wat doen die skool om leerders te stimuleer sodat hulle beter academies kan vaar?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

4. Hoe kan sport en fisiese aktiwiteite 'n groter rol speel om leerders academies in die skool te beforder?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

5. Ek is gelukkig dat ek kan skool toe gaan en meer leer

   1  2  3  4  5

6. Die skool voorsien my met inligting sodat ek 'n goeie werk in die toekoms kan kry

   1  2  3  4  5

7. Wanneer ek geestelik en fisiek gesond is, konsentreer ek beter in die skool

   1  2  3  4  5

8. Wanneer ek geestelik en fisiek gesond is, verstaan ek alles beter op skool

   1  2  3  4  5

9. Wanneer ek geestelik en fisiek gesond is, het ek minder probleme om te lees, skryf en leer

   1  2  3  4  5

10. Sport, fisiese en geestelike gesondheid het 'n invloed op my akademiewe fordering op skool

    1  2  3  4  5
Afdeling G: Geluk en Welstand

<table>
<thead>
<tr>
<th></th>
<th>Sport speel ‘n belanrike rol in my persoonlike welstand en geluk</th>
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<tr>
<td>2</td>
<td>Daar is genoeg plekke en geleenthede naby aan my om sport te beoefen</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>Meer sport fasileite en geleenthede vir my en my vriende sal my gelukkig maak</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4</td>
<td>Ek is die afgelope tyd gelukkig met my lewe</td>
<td>1</td>
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<tr>
<td>5</td>
<td>Ek is gelukkig met goed (soos produkte, klere en speelgoed) soos dit tans in my huis uitsien</td>
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<tr>
<td>6</td>
<td>Oor die algemeen sal ek graag wil hê dat sport ‘n meer belanrike rol in my lewe speel</td>
<td>1</td>
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Gee aandag! Jy kan meer as een antwoord kies van die volgende antwoorde deur die sirkel in te kleur. Indien jy redes vir jou antwoorde wil verskaf, voeg dit by onder ‘Ander”.

8. Wat is die hoof redes vir jou deelname aan sport indien jy deelneem? Want….

- Dit is genotvol
- Ek kan nuwe vriende maak an ander mense ontmoet
- Dit is gesond
- Ek het niks anders om te doen nie
- Dit hou my weg van dwelms, alkohol en kriminale aktiwiteite
- Dit laat my gelukkig voel
- Dit laat my sterk voel
- Dit help my om geestelik fiks en gefokus te bly
- Dit help my om beter op skool te vaar
- Ander

…………………………………………………………………………………………

- Ander
…………………………………………………………………………………………

- Ander
…………………………………………………………………………………………

9. Sport kan ‘n meer belanrike rol in my lewe speel deur/ wanneer:

- Daar meer fasileite of areas beskikbaar is waar ek sport kan beoefen
- Ligaamlike opvoeding/ gymnastiek weer deel word van die skool kurrikulum
- Daar meer sportvelde naby my huis beskikbaar gestel word
- Daar vervoer na sport velde toe en terug huis toe verskaf word teen geen koste
- Daar meer en verskeidenheid sport klubs in die omgewing beskikbaar is
- Daar meer inligting beskikbaar is oor waar ek aan sport kan deelneem
Daar meer inligting beskikbaar gestel word oor die voordele van sport
Die regering en ander organisasies sport deelname meer motiveer en stimuleer
Ek of my familie geld het
Sport meer toeganklik is vir my
Ander

Dit is die einde van die vraelys. Baie dankie vir jou deelname!