

An exploration of factors that influence learners' reluctant participation in extra-mural activities in a low-income primary school.

An Undergraduate Research Study in Occupational Therapy



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Contents Page

Plagiarism Declaration	6
Acknowledgements.....	7
The Researchers.....	8
Abstract.....	9
Definition of Terms	10
Chapter 1 - Introduction	11
1.1 Extra-mural participation in the South African basic education system	11
1.2 Background to the Study.....	12
1.3 The occupation of extra-murals and its importance to Occupational Therapy.....	12
1.4 Purpose	13
1.5 Research Question	13
1.6 Aim	13
1.7 Objectives.....	14
Chapter 2 - Literature Review	15
2.1 Benefits resulting from extra-mural participation.....	15
2.1.1 Impact of extra-mural participation on scholastic performance.....	16
2.1.2 Extra-mural activities and prevention of risk behaviours	16
2.1.3 Psychological benefits of extra-mural activities	17
2.1.4 Extra-mural activities promotes diverse interpersonal relationships.....	17
2.1.5 Summary of benefits of extra-mural participation	18
2.2 Influencing factors on extra-mural participation.....	18
2.2.1 Influence of historical legacy and race on extra-mural participation.....	19
2.2.2 Influence of socio-economic status on extra-mural participation.....	19
2.2.3 Duration of participation	20
2.2.4 Influence of gender on extra-mural participation	21
2.2.5 Influence of peers and teamwork on extra-mural participation	21
2.2.6 Influence of parental involvement on extra-mural participation.....	22
2.2.7 Influence of educators on extra-mural participation.....	22

2.2.8 Influences of motivation and interests on extra-mural participation	23
2.2.9 Summary of influences on participation	24
2.3 Conclusion	24
Chapter 3 - Methodology	26
3.1 Research Approach	26
3.2 Research Design	26
3.3 Selection of the case	27
3.3.1 Description of the school	28
3.4 Participant Selection	29
3.4.1 Sampling of participants	29
3.4.2 Selection criteria	29
3.4.3 Exclusion criteria	30
<i>Diagram 1: diagram representing the selection of participants</i>	31
3.5 Participant Particulars	32
3.5.1 Tracey	32
3.5.2 Shaun	32
3.5.3 Melissa	33
3.5.4 Quinton	33
3.6 Closeness to the case	34
3.7 Research process	34
3.7.1 Data Collection	34
3.7.2 Data management	37
3.7.3 Data analysis	38
3.8 Establishing Trustworthiness	40
3.8.1 Credibility	40
3.8.2 Dependability and confirmability	40
3.8.3 Transferability	40
3.9 Ethical Considerations	41
3.9.1 Beneficence	41
3.9.2 Non-maleficence	41
3.9.3 Autonomy	41
3.9.4 Justice	43

3.9.5 Confidentiality.....	43
3.9.6 Human Rights.....	43
Chapter 4 – Findings	44
4.1 Introduction	44
4.2 Themes, categories and sub-categories.....	44
4.2.1 Many choices, thwarted chance	45
Category One	50
4.2.2 Invisibility of constraints	50
Category two.....	58
4.2.3 Deception of opportunities.....	58
4.2.4 Conclusion to findings.....	67
Chapter 5 – Discussion.....	68
5.1 Capabilities and Functioning.....	68
5.2 Conversion factors impacting on functioning.....	69
5.3 Conclusion.....	71
Chapter 6 - Conclusion.....	72
6.1 Strengths and Limitations	72
6.1.1 Strengths.....	72
6.1.2 Limitations.....	72
6.2 Implications of this study for Occupational Therapy and Occupational Science.....	73
6.3 Recommendations	73
6.4 Conclusion to this study.....	74
Chapter 7 - References.....	75
Chapter 8 - Appendices.....	82
Appendix A.....	83
Appendix B.....	84
Appendix C.....	86
Appendix D.....	88
Appendix E.....	90
Appendix F.....	91
Appendix G.....	92

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Abstract

Title: An exploration of factors that influence learners' reluctant participation in extra-mural activities in a low-income primary school: a qualitative study.

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Introduction: Extra-mural activities are common in school programmes and are known to make a positive contribution to children's development. There are discrepancies in the extra-mural activities between low-income and high-income schools. Thus the experiences of participation and reluctance need to be explored further, particularly in low-income schools.

Aim: The study described learners' reluctant participation in extra-mural activities in a low-income primary school in the Cape Town Metropole.

Methodology: A case study design was used. Purposive sampling was utilised to identify four grade seven learners, two males and two females. Each participant was interviewed by one researcher, for approximately 45 minutes on two occasions. The interviews were voice recorded and transcribed. Further, observations were conducted in order to gain a holistic picture of extra-mural activities. Inductive thematic analysis was conducted to generate a theme.

Findings: The theme "Many choices, thwarted chance" emerged from the data gathered and was constituted of the two categories namely, 'Invisibility of the constraints' and 'The deception of opportunities'. The theme captured the learners' experiences of reluctant participation describing many choices available for learners' participation but they experienced a subverted chance to participate in a manner that was personally meaningful, resulting in their reluctance.

Implications: The research informs future extra-mural programme development to ensure that the structure of the programme does not set up conditions for lower levels of participation but rather sets up the conditions for a focus on quality of participation, encouraging higher levels of participation.

Definition of Terms

Extra-mural activities: “school-based extra-curricular activities engaged in by school students” (Feldman & Matjasko, 2005). These include activities such as sport, drama, music, art and other society or service clubs.

Low income: low-income schools are those schools that have a fee of R500 or less per learner per term.

Occupation: “activities that take up time, energy and interest that people do in their everyday lives” (CAOT, 2007).

Occupational participation: is the involvement in a life situation through occupation and has been defined as engagement in work, play, or activities of daily living (Kielhofner, 2008; Townsend & Polatajko, 2007; WHO, 2001). Occupational participation is vital to maintain control and stability in life and enhance self-development (Palmadottir, 2010).

Occupational Potential: “people’s capacity to do what they are required and have opportunity to do, to become who they have the potential to be” (Wicks, 2005: 130).

Participation: inclusion and performance of activities within a community and societal context and what influences this performance. Activities include the performance of “roles in the domains of social functioning, family, home, financial, work/education, or in a general domain” (Eyssen, Steuljeuns, Dekker & Terwee, 2011:984).

Reluctant Participation: the participant performs extra-mural activities in an unenthusiastic manner and attendance is not personally motivated as participation is compulsory.

Chapter 1 - Introduction

This chapter begins with an explanation of the significance of extra-mural participation to occupational therapy. It progresses to briefly describe the background to the study. Lastly, the research question, aim, purpose and objectives are presented.

1.1 Extra-mural participation in the South African basic education system

The Basic Education Policy framework within the South African Department of Education (2009) proposes that sport and extra-curricular activities should be viewed as integral to the education of learners and therefore, should form part of a holistic education programme. Since participation in such programmes form a significant part of children's occupational repertoires, this study explores aspects of this participation.

Extra-mural activities can be defined as the establishment of activities outside of the school curriculum, most often after school (Penny & Harris, 1997). These activities are considered to be organised activities with structure and adult supervision as well as an emphasis on skill building and the promotion of positive development for the learners (Mahoney, Larson, Eccles & Lord, 2005). Such opportunities may include sport, drama, music, language clubs, debating societies and other interest clubs (Pitts, 2007). This separates extra-mural activities from other unstructured activities, such as watching television (ibid).

In South Africa, a clear distinction can be made in the way that extra-mural programmes are implemented at low and high income primary schools. This situation occurs mostly as a consequence of the historical legacy of apartheid where previously designated black, coloured and Indian schools had fewer resources and opportunities available for extra-mural programmes (Bhana, 2008). Furthermore, participation in extra-mural activities at these schools tended to be voluntary for learners. Only a handful of teachers at these schools contributed to the programmes.

The current systems for extra-mural education in previously designated black, coloured and Indian schools continues to reflect challenges arising from its origins. Most schools do not have

compulsory extra-mural programmes. The Extra-Mural Education Programme (EMEP) is a non-profit organisation who recognised this situation and aims to develop sustainable extra-mural programmes in schools across the Western Cape. This aim is achieved by offering extra-mural programmes for children, youth and community members, supporting schools' continuous development and motivating community upliftment through support for local organisations and individuals. EMEP's approach assists communities to deal with their underlying needs and issues, by using the school as a community resource. To date EMEP has assisted approximately twenty three schools across the Western Cape.

1.2 Background to the Study

The University of Cape Town Knowledge co-operative (Co-op) encourages potential community partners to approach the University of Cape Town for help with a project. If feasible, the Co-op will bring together the appropriate partners, staff and students to facilitate the completion of the project. EMEP had approached the UCT Knowledge Co-op to request that students conduct research about the extra mural programmes that they had supported, through discussions with EMEP and a low income school about their programmes, it became apparent that even though the school had a compulsory extra-mural programme, not all learners participated with equal zest. Therefore, some learners' participated in a minimal and reluctant way. The reasons behind their reluctant participation were unexplored since the programme offered diverse opportunities for participation and participation was compulsory. It was envisaged that, by understanding what factors influenced the learners' experience of reluctant participation, an understanding of how to strengthen extra-mural programmes in the school could be gained.

1.3 The occupation of extra-murals and its importance to Occupational Therapy

As occupational therapists, the researchers were interested in this study as extra-mural activities form a large part of the engagement of the school learners and highlighted the importance of occupation and what people do every day. In this study, the extra-mural activities the learners engaged in could be viewed as part of the occupation of learning. Therefore, the participation in extra-mural activities was important to occupational therapists

as occupational therapy philosophy was based on the belief that participation and engagement in personally meaningful occupations influenced health and quality of life (Wilcock, 2006). Enhancing children's participation in activities of daily life was a main goal for education, health and rehabilitation services (Law, 2002). Thus, occupational therapists were interested in extra-mural participation as this forms part of children's activities of daily life and participation in these activities could have influenced health and well-being (Law, 2002). There was a need to explore whether the nature of participation and reluctance impacted the learners' engagement in the occupation of learning. By being aware of how the learners participated in the extra-mural activities and what factors influenced this participation, conclusions were made about the quality of their engagement in the extra-mural activities. This therefore informs how occupational therapists view the occupation of learning to optimise the learners' engagement in this occupation.

1.4 Purpose

The purpose of this study was to explore the experiences of primary school children who participated reluctantly in extra-mural activities available at a low-income school. Insight into the complexity of the factors that influenced their experiences of reluctant participation in extra-mural activities, would inform the further development of the extra-mural programme. This could assist in promoting fuller participation.

1.5 Research Question

What contributes to reluctant participation in extra-mural activities at a low-income primary school with a compulsory extra-mural programme?

1.6 Aim

To describe learners' reluctant participation in extra-mural activities in a low-income primary school in the Cape Town Metropole.

1.7 Objectives

- To explore the nature of learners' participation in extra-mural activities at the school.
- To explore how the low-income primary school context shapes reluctant participation in extra-mural activities.

Chapter 2 - Literature Review

This chapter presents the reviewed literature, describing the benefits associated with participation in extra mural activities and the factors influencing participation. These factors are considered in light of how they may contribute to the experience of reluctant participation.

The researchers viewed reluctant participation on a continuum of levels of participation. Enthusiastic participation was seen to be situated on one end of the continuum, with reluctant participation on the other end. Enthusiastic participation was characterised by intrinsic motivation, enthusiasm and personally motivated attendance while reluctant participation was characterised by unenthusiastic participation, no desire to master the skills of the activity and attendance was externally motivated. Consequently, within this review, enthusiastic participation was described synonymously with higher levels of participation whereas reluctant participation was seen as equivalent with lower levels of participation. These ways of participation, that is, reluctant or enthusiastic, was seen as framing the quality of the learners' participation in extra-mural activities.

In this literature review international and national research was examined. Limited South African literature on the topic of this study was found. Furthermore there was a scarcity of literature that examined extra-mural participation at the primary school level. Few international as well as national studies have been conducted regarding reluctant participation in extra-mural activities.

2.1 Benefits resulting from extra-mural participation

Many studies have explored the benefits associated with participating in extra-mural activities. These studies have identified that the benefits include scholastic performance, prevention of risk behaviours, psychological and diverse interpersonal relationships (Butcher, 1989; Chung & Elias, 1996; Cooper, Valentine, Nye & Lindsay, 1999; Feldman & Matjasko, 2005; Fredricks & Eccles, 2005; Gellin, 2003; Hartmann, Sullivan & Nelson, 2012; Holland & Andre, 1987; Linver, Roth & Brooks-Gunn, 2009; Jiang & Peterson, 2011; Mahoney & Cairns, 1997; Osgood,

Anderson & Shaffer, 2005; Pitts, 2007; Shulruf, 2010; Silliker & Quirk, 1997; Taylor & Turek, 2010; Zamboanga, Ham, Olthuis, Martins, Grossbard, & Van Tyne, 2012). This section discusses the research into each of these areas of benefits.

2.1.1 Impact of extra-mural participation on scholastic performance

Research was conducted in America with adolescents and aimed to determine if youth experienced outcomes based on the variety of their participation (Linver, Roth & Brooks-Gunn, 2009). The outcome of this study has shown that extra-mural participation makes a meaningful difference in school-going children's lives (ibid).

Similarly, American research on the effect of extra-mural participation on academic performance at school has shown that there was a relationship between extra-mural participation and success in school. The research showed that a positive relationship existed between success in terms of test results and children's attitudes towards school work (Silliker & Quirk, 1997; Cooper, et al., 1999). Further research conducted by Fredricks & Eccles (2005), showed that participation promoted an attachment between American school-going children and their school. This was associated with decreased rates of drop-out from schools (Mahoney & Cairns, 1997; Fredricks & Eccles, 2005).

Research conducted in New Zealand to determine whether participation in extra-mural activities impacts educational outcomes has found that participation in extra-mural activities provided relationships and networks that influenced and supported the outcomes for the learners, as well as improved opportunities to access knowledge and skills (Shulruf, 2010). Thus learners experienced the benefits of extra-mural participation in terms of schooling and academic performance (ibid).

2.1.2 Extra-mural activities and prevention of risk behaviours

American research has shown that school-going children that participated in extra-mural activities were less likely to use substances if they believed that using substances would affect their ability to function well in these activities (Chung & Elias, 1996; Zamboanga et al., 2012). Furthermore, Jiang & Peterson (2011) explained that participation in extra-mural activities

could reduce the possibility of risk behaviour, such as involvement in violence. It was found that engagement in such risk behaviour was reduced in American school-going children since the extra-mural activities provided children with structure, organisation and supervision. These individuals had less time available for involvement in violent and risky behaviours (Osgood, Anderson & Shaffer, 2005). Therefore, participation in extra-mural activities may mediate substance use and risky behaviours.

2.1.3 Psychological benefits of extra-mural activities

Extra-mural activities have been shown to have both psychological and behavioural benefits for the American school-going child (Feldman & Matjasko, 2005). It has been shown to increase self esteem and the development of a positive self-concept (Butcher, 1989). In addition, English school-going children stated that participation in extra-mural activities has enhanced their maturity, confidence and emotional development (Pitts, 2007). Moreover, the values of hard work, effort, diligence, delay of gratification and prestige of success are believed to be reinforced by participation in extra-mural activities as found by American school-going children (Hartmann, Sullivan & Nelson, 2012). Therefore, extra-mural participation will allow for the experience of these psychological benefits however, the literature has not explored how these benefits are experienced by learners with lower levels of participation.

2.1.4 Extra-mural activities promotes diverse interpersonal relationships

American research into youth's attitudes and opinions about participation in extra-mural activities has found that participation was linked to an increase in interracial contact (Hartmann, Sullivan & Nelson, 2012; Holland & Andre, 1987). This could have been due to the fact that extra-mural activities provided a context for school-going children of different races to get to know one another by working together towards common goals and therefore this was an opportunity that may not be possible in other settings (Hartmann, Sullivan & Nelson, 2012). Also, this study found that working in a team and competing with peers of different races were strong predictors of positive interracial behaviours and attitudes (Hartmann, Sullivan & Nelson, 2012). Consequently, this literature has provided important information about how extra-mural

programmes should be structured to allow different races to work together while competing in a team.

2.1.5 Summary of benefits of extra-mural participation

The examination of the literature has revealed that there are numerous benefits associated with participation. These include positive school outcomes, decrease in risky behaviours, psychological and behavioural benefits and interracial contact. The literature has illustrated that participation in extra-mural activities allows school-going children to experience many benefits and reinforces extended participation in these activities. These benefits deter learners from engaging in risk behaviours and thus promote more successful school performance and careers. As a result, the above studies highlighted the positive outcomes that may arise from participation in extra-mural activities. This creates a strong case for promoting participation. However, these studies have not focused on how participation should be facilitated for it to be effective. Since this literature has not described the nature and levels of participation and because there was a scarcity of South African literature describing the experience of these benefits, there was a need to understand how these benefits are experienced by reluctant participators in the South African context.

2.2 Influencing factors on extra-mural participation

Extra-mural activities are not isolated from other developmental environments; rather they are embedded within schools and communities and influenced by numerous factors (Feldman & Matjasko, 2005). These include:

The historical legacy in South Africa and the influence of race (Bhana, 2008; Hartmann, Sullivan & Nelson, 2012; Holland & Andre, 1987; Kort-Butler & Hagedorn, 2011), socio-economic status (Covay & Carbonaro, 2010; Estabrooks, Lee & Gyurcsik, 2003; Fejgin, 1994; Hallmann, Wicker, Breuer, & Schonherr, 2012; Simoncini & Caltabiono, 2010; White & McTeer, 2012), the duration of participation (Busseeri et al., 2006; Denault & Poulin, 2009; Hansen & Larson, 2007; Larson & Verma, 1999; Simoncini & Caltabiono, 2010; Simpkins, Vest & Becnel, 2010), gender (Couturier, Chepko & Coughlin, 2005; Hallmann et al., 2012; Slater & Tiggemann, 2010), peers

and teamwork (Couturier, Chepko & Coughlin, 2005; Dotterer, McHale & Crouter, 2007; Macdonald, Rodger, Abbott, Ziviani, & Jones, 2005; Ozturk, 1998; Thomas, Gray, McGinty & Ebringer, 2011), educators (Bowels & O'Sullivan, 2012; Kariyana, Maphosa & Mapuranga, 2012; Koka & Hein, 2005; Laura, Kirstin, Agor & Darnell, 2006; Pitts, 2007; Woods, Tannehill, Quinlan, Moyna, & Walsh, 2010), parental involvement (Feldman & Matjasko, 2005; Simoncini & Caltabiono, 2010; Wallhead, Hagger & Smith, 2010) and motivation for participation (Bhana, 2008; Feldman & Matjasko, 2005; Hansen & Larson, 2007; Hidi & Renninger, 2006; Kirby, Levin & Inchley, 2012; Simpkins, Vest & Becnel, 2010).

2.2.1 Influence of historical legacy and race on extra-mural participation

The historical legacy in South Africa and the prominent role of race within this legacy were influencing factors on the participation of learners in extra-mural activities. During Apartheid in South Africa, resources and participation in various occupations were racially determined (Bhana, 2008). A South African study conducted by Bhana (2008) explored the participation of white and black South African primary school boys. This study concluded that the discrepancies arising from Apartheid still exist today as many schools were disadvantaged in terms of access to resources and facilities to participate in extra-mural activities. Irregularities that resulted from the Apartheid system included the differences in the education systems and the nature of participation in extra-mural activities. The differences varied greatly between higher-income schools and lower-income schools as there was a lack of resources available to them (Bhana, 2008). This was reflective of the dual economy of schooling which refers to the differing government policies for high-income and low-income schools, entrenching the Apartheid discrimination (Shalem & Hoadley, 2009). Therefore, lower levels of participation are expected to be prevalent in lower-income schools (Bhana, 2008). The historical legacy of South Africa could have played a contributing role as the inequalities and limited access to resources influences the reluctant participation of learners.

2.2.2 Influence of socio-economic status on extra-mural participation

Following on from the historical legacy in South Africa, socio-economic status was another factor influencing participation in extra-mural activities at South African schools (McVeigh,

Norris & de Wet, 2004). An American study conducted by Estabrooks, Lee & Gyurcsik (2003) concerning the influence of socio-economic status, indicated that living in low socio-economic areas was predictive of low levels of participation in extra-mural activities at schools. The findings of a South African study were the same as this international research, showing that low socio-economic status influenced the participation of school-going children in extra-mural activities (McVeigh, Norris & de Wet, 2004). The reasons for this were possibly due to the inequitable distribution of resources and unequal access to facilities and resources needed to participate (Shalem & Hoadley, 2009; White & McTeer, 2012). In South Africa, the Apartheid schooling system contributed in that it prepared learners differently based on their race, constraining learners' possible aspirations. An American study conducted by Fejgin (1994), stated that school pupils from lower socio-economic groups had fewer opportunities for engagement in extra-mural activities within schools and enthusiastic participation was not always encouraged. The implication could possibly be that schools that were classified as low income may not have had the resources and amenities to facilitate participation in extra-mural activities at schools and therefore, this could have resulted in lower levels of participation in these schools. Consequently, American research into the participation of primary school learners has found that education level and income were related to higher levels of participation (Covay & Carbonaro, 2010).

2.2.3 Duration of participation

When school-going children were participating in extra-mural activities, one particular American study concerned with the positive and negative experiences within extra-mural activities, found that the duration of participation had an impact on the experience of benefits (Hansen & Larson, 2007). Therefore, the amount of time youth spent in an activity influenced the degree to which they gained the developmental benefits associated with participation in these activities (ibid). Therefore, time spent participating in extra-murals was considered important. In accordance, Australian research exploring primary school children's participation, has found that participating for less than ninety minutes at a time was insufficient to experience the benefits of participating (Simonicini & Caltabiono, 2012). Furthermore, Canadian research examining the intensity and breadth of adolescent participation, has found that

consistent participation in extra-mural activities showed better outcomes in school-going children (Denault & Poulin, 2009). Therefore, if the duration of the extra-mural activities is insufficient, the learners may not experience the benefits of their participation and this may impact the levels of their participation.

2.2.4 Influence of gender on extra-mural participation

According to an Australian study conducted by Slater and Tiggemann (2010) describing the reasons why adolescents do not participate, there were remarkable gender differences in extra-mural participation. Participation was directly influenced by gender expectations. European research describing the importance of sport infrastructure, has found that the way in which men and women value extra-mural participation greatly differs (Hallmann et al., 2012). As a result, girls that participated in the research stated that certain extra-mural activities were deemed as “uncool” or “guy” sports and therefore there were fewer girls participating in these extra-mural activities (Slater & Tiggemann, 2010). Other reasons why girls displayed lower levels of participation were that they had lost interest; they felt they had a lack of competence and a lack of time was also reported (ibid). The American study conducted by Couturier, Chepko and Coughlin (2005), supported the reason behind girls’ reduced levels of participation due to their feelings about their competence. The study found that 19.1% of the sample stated that they do not participate as they feel as if they are not competent enough in extra-mural activities to participate (Couturier, Chepko & Coughlin, 2005). Another finding of this study was that 16.9% of the sample stated that they were not as competent as their classmates and therefore this decreased their participation in extra-mural activities (Couturier, Chepko and Coughlin, 2005). Although this literature was not from South Africa, it was possible that gender might influence participation in a similar manner in the South African context, indicating the need for research in this area.

2.2.5 Influence of peers and teamwork on extra-mural participation

Learners’ peers have also been found to influence participation in extra-mural activities. Peers influenced whether Australian school-going children decided to participate in extra-mural activities (Macdonald et al., 2005). According to Couturier, Chepko and Coughlin (2005), 11.4%

of the study, consisting of both boys and girls, stated that they do not participate in extra-mural activities if their friends think it is “uncool” and therefore, this provided evidence that peer influences played a role in extra-mural participation.

Teamwork highlighted the value of belonging to a group in providing motivation to participate on a regular basis (Thomas et al., 2011). Furthermore, American and Turkish research examining participation stated that participating in extra-mural activities as a member of a team promoted a child’s self-confidence, ability to collaborate, respect for their team members as well as understand the rules of the extra-mural activity (Ozturk, 1998; Dotterer, McHale & Crouter, 2007).

2.2.6 Influence of parental involvement on extra-mural participation

American parental involvement contributed to the participation in extra-mural activities and research stated that parent-adolescent relationships had an effect on school-going children’s participation in extra-murals at primary schools (Feldman & Matjasko, 2005). Likewise, a study conducted in America, found that parents influenced children’s autonomous motives to attend extra-mural activities (Wallhead, Hagger & Smith, 2010) and an Australian study found that parents played a significant role in choosing their children’s activities and children’s involvement in extra-murals may have reflected their parents support (Simoncini & Caltabiono, 2012).

2.2.7 Influence of educators on extra-mural participation

Additionally, a European study conducted by Koka & Hein (2005) examining the effects of teachers on participation, have stated that positive teacher behaviour can positively influence participation in extra-mural activities. Furthermore, research from the United Kingdom has found that teachers played a central role in promoting extra-mural value and interest (Bowels & O’Sullivan, 2012). Moreover, American teachers who facilitated extra-mural activities needed to be trained for effective coaching in order to allow for the school-going learners to develop effective skills within the extra-mural activities and to ensure that the learners were actively engaged in the activities (Laura et al., 2006). These teachers needed to be convinced of the

importance of the extra-mural activities to the children as there was a great deal of time, energy and extra commitments that these teachers needed to provide (Pitts, 2007). Thus, if the teachers were not convinced of the benefits of extra-mural activities their behaviour may have indirectly caused a decline in extra-mural participation (ibid). A South African study describing the educators perceptions of the learners participation, has found that teachers need to play a role in relating concepts learned in extra-mural activities to everyday life (Kariyana, Maphosa & Mapuranga, 2012). This was important to ensure that the school-going children understood the relevance and significance of what they learned in these extra-mural activities. Furthermore, the teacher played a central role in determining the activities selected for the extra-mural programme and how these activities were delivered (ibid). If the teacher was involved in the extra-mural programme on a voluntary basis, it was likely that the teacher's own experiences would influence the type of activities chosen for the extra-mural programme (Bowels & O'Sullivan, 2012). The implication could possibly be that when extra-mural activity selection was decided by teachers and learners' interests were not considered, this may then impact the quality of learners' participation.

2.2.8 Influences of motivation and interests on extra-mural participation

According to a study conducted in the United Kingdom by Kirby, Levin & Inchley (2012) concerning associations between school environment and adolescent girls' participation were found. Learners who attended a school that provided two to three different choices for extra-mural activities were less likely to participate than those in a school that provided four or more different extra-mural activities. Therefore, choice was a critical factor in motivating school-going children to participate (ibid). This meant that by making more options and choices regarding extra-mural activities available, an increase in participation could be expected (ibid). Another study conducted in America by Feldman & Matjasko (2005) reviewing the role of extra-mural activities in adolescent development, found that structured and organised extra-mural activities may have promoted participation and therefore providing more choice, opportunities or structure would have assisted to increase participation levels. Increasing the levels of participation would most likely decrease the prevalence of reluctance.

Interest was one of the main reasons American learners reported for their participation in extra-mural activities (Simpkins, Vest & Becnel, 2010). Learners' interests and their need for competence would drive them to seek out situations in which they could build and express their competencies within the extra-mural activities (ibid). However in a Canadian study, a learner's interests were subject to changes if there was no opportunity for repeated engagement or support for their participation (Hidi & Renninger, 2006). Therefore, if learners' were not interested in an activity, their levels of participation may have been affected resulting in reluctance. International research has found that intrinsic motivation led to higher levels of participation in extra-mural activities (Hansen & Larson, 2007). Therefore, if learners were motivated to participate in certain extra-mural activities then their quality of participation would be increased (Hansen & Larson, 2007).

2.2.9 Summary of influences on participation

In light of the argument above, there are many influencing factors on extra-mural participation and it has been shown that some of these factors were historical legacy, socio-economics, duration, gender, peers, educators, parents, motivation and interests. These influencing factors were shown to either hinder or support participation in extra-mural activities. Due to the number of factors influencing participation, it is unclear from this examination whether these factors have varying degrees of impact on participation and the level of participation in extra-mural activities. Also, it has not been shown how these influencing factors interact to impact on reluctant participation, indicating the need for research in the South African context.

2.3 Conclusion

The literature examined in this chapter revealed that there were benefits resulting from participation in extra-mural activities as well as influencing factors on this participation. The benefits described were scholastic performance, prevention of risk behaviours, psychological benefits and diverse interpersonal relationships. This literature argued that if school-going children participated in extra-mural activities, they would experience these benefits however, the literature did not take into account the experience of benefits related to lower levels of

participation and thus did not take into account the quality of participation. Furthermore, the literature demonstrated the influencing factors on extra-mural participation which included: historical legacy, socio-economic status, duration of participation, gender, peers and teamwork, parents, educators, motivation and interests. The impact of these influencing factors were examined by the literature in terms of how they influenced participation however, once again, the influences on quality of participation were not described. Finally, this literature review confirmed that there is a shortage of literature relating to participation in the South African context.

In conclusion, research into the benefits of participation for reluctant participators and the factors that result in reluctant participation is needed. The quality of participation in the South African context needs to be the focus of research in order to understand how these benefits and influencing factors are related to reluctance within this context.

Chapter 3 - Methodology

In this chapter the methodology will be described. This description will include the research approach, research design, participant and school selection, participant and school descriptions as well as data collection and data analysis. Ethical considerations throughout the research will also be described.

3.1 Research Approach

A qualitative research approach assumed that there were different interpretations of reality and therefore there were multiple realities to be discovered (Gwyer, Jensen, Hack & Shepard, 2004). Qualitative research endeavoured to discover the understanding that already exists in people's experience (Smythe & Giddings, 2007). Therefore qualitative research occurred in a naturalistic environment to ensure that a thorough understanding of the person's experiences was gained (Gwyer, Jensen, Hack & Shepard, 2004). This research approach was suitable for this study as the researchers want to gain an in-depth understanding of the reasoning behind reluctant participation as well as the ability to observe the learners in their natural environment so as to ensure that the behaviour of the learners was as natural as possible. Without using a qualitative research approach, this understanding could not be gained through alternative approaches as the researchers were able to discover the meaning, experiences and thoughts behind reluctant participation.

3.2 Research Design

A case study research design was selected as it allowed the researchers to explore the factors that influenced learners' reluctant participation in extra-mural activities and allowed the researchers to use multiple sources of information in a specific, time-bound context to gain an in-depth understanding of the factors influencing reluctant participation (Creswell, 2007). Therefore this allowed the researchers to draw conclusions about the meaning of these factors and experiences (Creswell, 2007). According to Stake (1995), a case is a specific, complex and functioning thing. A single instrumental case study was used as this allowed the researchers to

identify the boundaries of a particular case that enabled exploration of the factors shaping reluctant participation in a particular school context. The school context was that of a low-income school that offered an extra-mural programme to all of its learners and participation in the extra-mural programme was compulsory.

In this study, the case was viewed as reluctant participation of the learners' in a compulsory extra-mural programme at the school. The case of reluctant participation was instrumental to learning about the factors that influenced the way that learners' participated in extra-mural activities (Stake, 1995). This research design enabled the researchers to identify how reluctant participation in extra-mural activities came about, including the way in which the context contributed to the prevailing circumstances. Through applying the case study design, the underlying factors influencing the quality of participation in extra-mural activities could be explored.

3.3 Selection of the case

The boundaries of the case were that it should:

- Be a low-income primary school that experienced disadvantage in terms of resources as a result of the historical context in South Africa.
- Have a compulsory extra-mural programme that had a diverse range of extra-mural activities (that is more than two activities) on offer for the learners. By ensuring that the school had a diverse programme of extra-mural activities available, this eliminated the reasons for reluctant participation being that there was nothing on offer in order to allow the researchers to gain knowledge about why learners are choosing to participate reluctantly in extra-mural activities when opportunities were readily available to them.

The Extra-Mural Education Programme (EMEP) was a key informant in the selection of the school as EMEP had an intimate knowledge of which school had a diverse range of extra-murals on offer. Further, EMEP was also involved in the development of the extra-mural programme of the selected school. Since the school offered a compulsory extra-mural programme, learners were obliged to participate in extra-mural activities and levels of

participation may have varied between the learners. Given the positive impacts that were known to result from participation, this study intended to gain more insight into what the experiences were for those who participated with indifference. Therefore, the case was that of reluctant participation which allowed the researchers to explore these experiences.

3.3.1 Description of the school

The school was assigned a pseudonym to ensure confidentiality. Rose Primary School was situated in a low-income community in the Cape Town Metropole. The school was a primary school with grades R to seven and followed the Curriculum Assessment Policy Statement (CAPS). The school was classified as low-income as the school fees were R500 per term. The school consisted of classrooms for each grade, a hall for assemblies, a computer room and a library. There were two intervals, one mid-morning and one at lunch time. The school was dismissed at half past two on a Monday to Thursday and half past twelve on a Friday. The school had a structured compulsory extra-mural programme offering a diverse range of extra-murals which were run by teachers interested in the particular extra-mural. Extra-murals were facilitated from Monday to Thursday from half past two until four o'clock. At the start of the new term, each learner was given an extra-mural form which detailed the extra-murals available for that term, when the extra-mural would be held and who the teacher in charge would be. There were different extra-murals available to each grade and therefore, not all grades could have participated in all the extra-murals available. Each learner was then able to make three choices about which extra-murals they would like to participate in. These forms were then signed off by each learners' parents allowing them to participate. By signing these forms, parents were also acknowledging that they were required to make necessary transport arrangements for their children after extra-murals. The extra-mural staff then allocated learners to each extra-mural depending on their choices. However, if a first choice extra-mural was full, learners would either be allocated their second or third choice. The school had three, large unmarked fields where certain extra-murals take place. The school also had two marked netball courts with the poles. The hall, library and various classrooms were also used for indoor extra-mural activities. Due to the high demand for the fields, the soccer practice took place on a

field outside of the school. The learners walked to this field with the entire team and the coach after school had been dismissed. The large fields, at the school, did not have any poles or markings for the extra-mural activities and cones were used instead. This allowed for many different types of extra-murals to take place on the fields. Large black fences surrounded the entire school and there was an intercom at the front entrance.

3.4 Participant Selection

3.4.1 Sampling of participants

Purposive sampling was used with the grade seven learners at this school, so as to ensure that only learners who reluctantly participated in the extra-mural activities were included in the study. The researchers approached a teacher involved in the extra-mural programme and explained the selection criteria for this study. The teacher was then interviewed about learners who reluctantly participated in the extra-mural programme. Therefore, the teacher was a key informant in providing the researchers with learners who reluctantly participated. These learners were then asked whether or not they were willing to partake in the study and ethical procedures were commenced if they were willing.

The participants of the study were four grade seven learners who were aged 12 and older and who were participating reluctantly in the compulsory extra-mural activities at the school. Four participants were selected as the researchers were interested in gaining enough data to ensure a thorough and in-depth understanding of the case. Further, grade seven learners were selected over other grades as the researchers felt that grade seven learners would be more able to provide accurate accounts of their experiences as well as engage more effectively with the researchers. The participants were both male and female learners at the school.

3.4.2 Selection criteria

The selection criteria for this study were based on the definition of reluctant participation (which can be found in the definition of terms). The selection criteria were:

- Learners were frequently absent or late in the weekly extra-mural sessions they had signed up for.
- Learners were disinterested or lacked enthusiasm in the extra-mural activity.
- Learners displayed minimal effort in trying to master the skill required for the extra-mural activity.

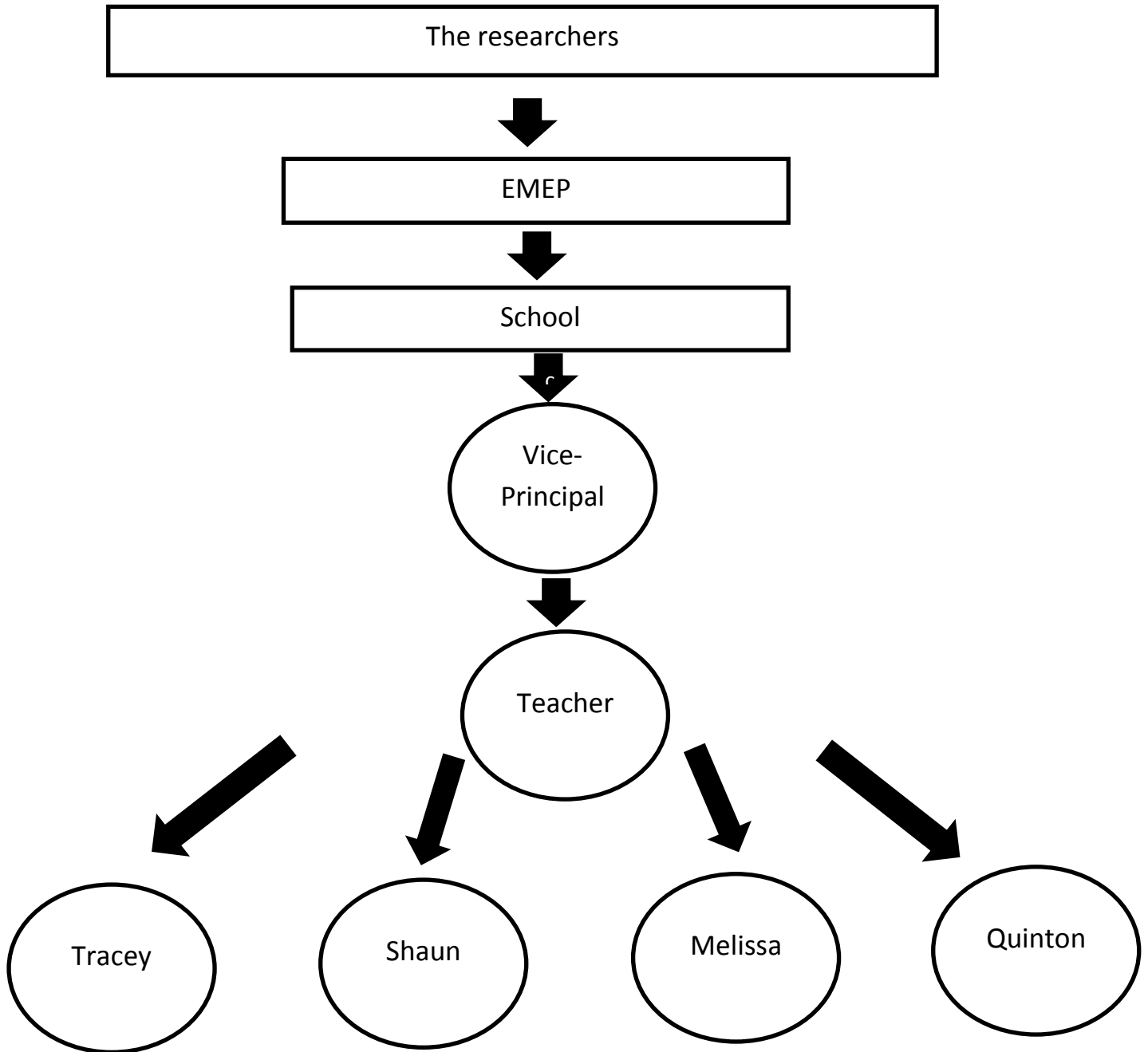
As the teachers observed the learners participating in the extra-mural activities, they were able to identify learners who met the selection criteria, according to their observations.

3.4.3 Exclusion criteria

- Participants with intellectual disabilities were excluded from the study as the researchers assumed that these learners would not be able to provide in-depth accounts of reluctant participation.

The process of the sampling and selection of the participants is represented in the diagram (diagram 1). In order to ensure the adherence to ethical principles, pseudonyms have been used to keep the identity of the participants confidential. The participants are referred to as Tracey, Shaun, Melissa and Quinton.

Diagram 1: diagram representing the selection of participants



3.5 Participant Particulars

Participant particulars will describe the participants involved in the research study and their academic profile. This information will assist the reader in understanding the findings which will follow.

3.5.1 Tracey

Tracey was a thirteen year old female grade seven learner at the school. She lived five minutes from the school and walked home after school or extra-murals every day. The extra-murals she was interested in were of a creative nature. She further enjoyed extra-murals which allowed her to be physically active. In the first term she participated in her second choice which was mural painting. This extra-mural involved brainstorming and practicing ideas which were then painted on the walls of the school. As mural painting was her second choice, she felt disappointed at not being able to participate in her first choice, soccer. In the second and third term Tracey participated in her first choice, hockey.

In terms of Tracey's academic profile, based on the national coding system that the school used (Appendix F), in the first term she achieved an average of substantial achievement. In the second term she achieved an average of adequate achievement and therefore her marks decreased from the first term to the second term.

3.5.2 Shaun

Shaun was a thirteen year-old male grade seven learner at the school. He lived five minutes away from the school and was fetched by one of his parents after school or extra-murals. The extra-mural he was interested in was soccer and has chosen this as his first choice each term this year. In the first term, Shaun participated in board games as his second choice but felt that he would have enjoyed soccer more than board games. In the second term he participated in soccer as his first choice and thoroughly enjoyed it. Shaun had chosen soccer as his first choice, once again, in the third term.

In terms of Shaun's academic profile, based on the national coding system that the school used (appendix F), he achieved an average of a meritorious achievement in the first term as well as the second term. This illustrated that his marks did not differ between the two terms.

3.5.3 Melissa

Melissa was a thirteen year old female grade seven learner at the school. She lived five minutes from the school and attended the aftercare at the school on days that she did not participate in extra-murals. Her father fetched her from aftercare or extra-murals. Melissa was interested in trying different extra-murals each term in order to learn new skills. In the second term, Melissa participated in jewellery making as her first choice however, she did not enjoy this extra-mural as much as she anticipated. In the third term, Melissa participated in paper making which was, once again, her first choice.

In terms of Melissa's academic profile, based on the national coding system used by the school (appendix F), she achieved an adequate achievement in the first term and second term and therefore her marks did not change.

3.5.4 Quinton

Quinton was a thirteen year-old male learner at the school. He lived quite a distance from the school and was usually fetched by a driver after school and extra-murals. On occasion the driver was unable to fetch him after extra-murals and he was then required to take public transport to get home. In the first term, Quinton participated in his second choice which was cricket and enjoyed this extra-mural. In the second term, he participated in rugby which was, once again, his second choice. Quinton was not too enthusiastic initially about rugby due to his fear of getting hurt however, he started enjoying the extra-mural towards the end. In the third term, Quinton participated in his second choice, which was rugby.

In terms of Quinton's academic profile, based on the national coding system that the school used (appendix F), he received a moderate achievement in the first term. In the second term he, once again, received a moderate achievement.

3.6 Closeness to the case

The closeness to the case referred to the researchers' frame of reference with regards to extra-mural activities. This was influenced by the researchers' past experiences of extra-mural activities. Two of the researchers participated enthusiastically in many extra-mural activities throughout their school career. These researchers believed that extra-mural participation was important for school-going children and they valued the benefits of this participation. The remaining two researchers participated in extra-mural activities in primary school however, this participation did not continue for the entire duration of high school due to numerous factors. However, the researchers' participation in the extra-mural activities still led to the experience of benefits and these researchers felt that extra-mural activities were important for numerous reasons.

3.7 Research process

The research process is described below highlighting the steps the researchers took throughout the data collection process. Additionally, the data management and data analysis is described.

3.7.1 Data Collection

3.7.1.1 Permission to conduct research

Permission was gained from the education department within the Western Cape before the research was initiated. This was completed by contacting the relevant person within the education department and forwarding a copy of the protocol for this study with the relevant ethical approval.

Secondly, permission was gained from the school to conduct the research by contacting the vice-principal of the school and facilitating a discussion about what the research entailed and how the findings of the research would be beneficial to the school.

3.7.1.2 Teacher selection and interview

One teacher involved within the extra-mural programme was identified by the vice-principal. The teacher signed an informed consent form allowing us to interview them about the learners in the grade seven classes that participated reluctantly in the compulsory extra-mural programme. Once the informed consent form was returned to the researchers, a semi-structured interview with the teacher was conducted and took approximately thirty minutes. This interview entailed the teacher identifying the four participants of the study. The interview was transcribed so as to ensure the content of the interviews was recorded for future reference.

3.7.1.3 Participant informed consent and assent

As the participants were minors, an informed consent form was sent to their parents informing them about the study and asking for permission to allow their child to participate in the study. The participants were given informed assent forms, which they signed, showing their willingness to participate in the research. The researchers ensured that all participants in the study had signed an informed consent and assent form and had a thorough understanding of the purpose of the research.

3.7.1.4 Data collection: Participant interviews

Due to the fact that only one participant brought their form back on the scheduled interview day, only this participant could be interviewed. This interview was semi-structured and took approximately thirty minutes. The interview was voice recorded to ensure accurate transcriptions for further data analysis. This interview was conducted in order to gain an understanding of the participant's experiences. Open-ended questions were used within this interview to allow the participant a space to share their thoughts, feelings and experiences openly (see appendix E).

Once all forms were returned, semi-structured interviews took place with all of the participants and included further open-ended questions used to ensure that in-depth accounts of the

learners' views were gathered (see appendix E). These interviews were approximately forty-five minutes and were once again voice recorded and transcribed for further data analysis.

A final semi-structured interview was conducted with all the participants using open-ended questions derived from familiarisation of the data from the first interviews (see appendix E). These interview were approximately forty minutes long and were once again voice recorded and transcribed.

Throughout all the interviews, the researchers remained aware of the age of the participants and ensured that all questions were pitched at a level in which they could understand. This ensured that the participants felt comfortable sharing their feelings, thoughts and experiences with the researchers. Further, the researchers listened attentively to the accounts that the participants shared about their experiences of the extra-mural programme. As far as possible, the researchers ensured that the interviews took place in a quiet, non-distracting environment to allow a level of comfort during the interview session. However, due to limited availability of space this could not always be fully ensured.

3.7.1.5 Data collection: Observation

The school context and how extra-mural activities are performed was observed in order to assist in creating a holistic picture of extra-mural activities along with the interviews. This observation entailed walking through the school premises, determining the amount of resources available for the extra-mural programme, observation of the learners after school to determine what activities took place and what the dynamics were after school. Observation of the extra-mural activities took place by noting how many participants there were, how intensive the activity was, how the activity was facilitated and whether or not the physical environment was conducive for the activities. The researchers asked all participants whether they would be comfortable with the observations which then took place after the final interview with the participants of the study. Due to the schedule of the extra-mural programme, two of the participants were observed while participating in their assigned extra-mural. During the observations, the researchers situated themselves according to the structure

of the extra-mural environment. Therefore, during one of the observations, the researchers positioned themselves as a part of the extra-mural and engaged with the participants while, during another observation the researchers were not able to engage with the participants and therefore, observed from the side-lines. Although the researchers observed from the side-lines, it was not obvious that the researchers were there to collect data. The reasoning behind situating themselves in this manner was to ensure that the participants did not change their levels of performance. The observations were recorded in a written manner by each researcher and written observations were discussed amongst the researchers to gain an overall view of the school and the extra-mural programme.

Therefore the different data sources required in order to understand the above stated case included: learners who participated reluctantly as the primary data source; interviews with the teachers to understand the quality of the participation of these learners and observation of the extra-mural participation at the school. Data sources two and three support the first data source and assisted in gaining knowledge about the reluctant participation of the learners.

3.7.1.6 Establishing trustworthiness: Member checking interview

Once the data was analysed and findings emerged from the data, a member checking interview was conducted with all of the participants in order to ensure that the findings were correct and representative of the case.

3.7.2 Data management

The raw data of this study were in the form of transcriptions from the voice recordings as well as the written field notes. This data was managed in the following ways:

- Back-up copies of all interview recordings were made and stored electronically.
- All transcriptions were printed and stored in one file which was the responsibility of one researcher. Additionally, electronic copies of the transcriptions were kept in a password protected file.

- Pseudonyms were used for the interview recordings as well as the transcriptions ensuring the confidentiality of the participants throughout the research process.

3.7.3 Data analysis

An inductive, thematic analysis approach was used in order to analyse and interpret the data (Creswell, 2007). Thematic analysis consisted of the following phases:

- Familiarizing oneself with the data
- Generating initial codes
- Searching for themes
- Reviewing the themes
- Defining and naming themes
- Writing up the findings

3.7.3.1 Familiarising oneself with the data

The researchers familiarised themselves with the data by actively collecting the data which ensured a knowledge of the background from which the data originated was gained. The interviews were transcribed verbatim directly onto paper and the researchers were therefore able to begin to familiarise themselves with the data and begin interpreting the data. This familiarisation involved the researchers immersing themselves in the data in order to gain a detailed understanding of the case being studied (Creswell, 2007). Further, the researchers continued to familiarise themselves with the data after repeatedly reading through the transcriptions and identified common threads of meaning within the data.

3.7.3.2 Generating initial codes

Once the researchers were familiar with the data, they began to read through the electronic copies of the transcripts thoroughly in order to identify common threads of meaning between the data, therefore generating initial codes (Creswell, 2007). The initial codes represented units of the data that were broken up in order to understand their meaning (Creswell, 2007). Coding occurred from the data about the factors that influenced reluctant participation and the

researchers extracted units of meaning in relation to this. Codes were, then, matched up with the data extracts that demonstrated the codes.

3.7.3.3 Searching for themes

The numerous codes were reflected on by the researchers and manually sorted into five sub-categories along with the coded data extracts. These sub-categories represented common threads of meaning (Creswell, 2007). The five sub-categories were further reflected upon and merged together in order to create two categories. Based on the two categories, one theme emerged which spoke to the experiences and factors related to reluctant participation. In order to visually represent the codes, sub-categories, categories and the theme, a mind-map was drawn up.

3.7.3.4 Reviewing themes

The sub-categories, categories and the theme were further reflected upon and discussed between the researchers. The theme and categories were re-arranged to ensure that it spoke to the experiences and factors influencing reluctant participation.

3.7.3.5 Defining and naming themes

The sub-categories, categories and theme were named in order to portray the experiences and factors influencing reluctant participation. Quotations from the transcripts were used in order to further describe the theme and portray the experiences of reluctant participation. Therefore, the story behind the theme was explained.

3.7.3.6 Writing up the findings

The final phase of thematic analysis was to write up the findings and discussion which included the final analysis of the themes. Here the sub-categories, categories and theme are described in order to understand the factors influencing reluctant participation. Data extracts were embedded within these descriptions in order to accurately portray the experiences of reluctant participation. The findings can be found in Chapter 4.

3.8 Establishing Trustworthiness

The following methods were used to establish trustworthiness:

3.8.1 Credibility

Credibility was established by using reflexivity and member checks. The researchers acknowledged their own preconceptions and biases of the context in which the study took place in order to ensure reflexivity. The researchers therefore entered the context as a clean slate with no expectations and assumptions of the information they wished to obtain. This process is known as bracketing (Tufford & Newman, 2012). Member checks occurred when the researchers paraphrased their understanding of the information back to the participants in a member checking interview. This was to ensure that the correct deductions had been made from the data and therefore to ensure that the information was correct and credible. During the member checking interview, the participants agreed with the findings that emerged from the data and the participants felt that the findings were correct representations of their experiences of the case.

3.8.2 Dependability and confirmability

Dependability and confirmability were determined by using peer debriefing. A peer debriefer was an external colleague such as the researchers' supervisors who were impartial and knowledgeable in qualitative research. The peer debriefer discussed the research process with the researchers in order to check the themes that emerged from the research and to allow the researchers to reflect on the data.

3.8.3 Transferability

Transferability was determined by using a thick description. Thick description of the case entailed providing elaborate and detailed descriptions of the case such as the details about the observations of the extra-mural activities, the factors that influence extra-mural participation and the low-income nature of the school.

3.9 Ethical Considerations

The values that were considered in terms of ethics were beneficence, non-maleficence, autonomy, justice, confidentiality and no abuse of human rights. How these ethical principles were considered is discussed below.

3.9.1 Beneficence

Beneficence was used to ensure that the benefit always outweighed the risk of the research study and therefore the participants were not exposed to any risks within this research and there were no known risks of this research study. The benefits of this study were that the findings from this research would be made available to the schools so that more effective extra-mural programmes can be established and therefore participation and occupational engagement can be increased. Further, the findings of the study were also made available to the Extra-Mural Education Programme (EMEP) to allow them to use, with their discretion, the findings of the study in their future work with extra-mural programmes in various schools.

3.9.2 Non-maleficence

Non-maleficence was used to ensure that no harm was caused to the participants of this study. This was ensured by ensuring beneficence of the research study, keeping the identity of the research participants confidential and by conducting the research within a safe environment on the school premises.

3.9.3 Autonomy

Autonomy was ensured by respecting the decisions of the participants of the study about whether or not they wished to continue participating in the study. Autonomy was also used to ensure that no participant was persuaded to give more desirable answers. However, learners at the schools might feel a sense of obligation to participate in the study due to pressures from teachers to participate or being approached by the researchers. This was prevented by informing teachers about remaining neutral and by using an informed consent which allowed

the learners an opportunity to gather information about the study and what would be required of them before agreeing to the study. Coercion to participate was therefore prevented.

The process of informed consent was to ask the parents or guardians of the participants to sign an informed consent form which stated that they were allowing their child to partake in the study and they were aware of what was required of their child (a copy of the informed consent form can be found under appendix B). This was necessary as the participants were minors. The participants were asked to sign an informed assent form stating that they were aware of what the study entailed and that they were willing to participate (a copy of the informed assent form can be found under appendix C). The informed consent and assent forms were provided in either English or Afrikaans so as to ensure that a thorough understanding of the purpose and requirements of the research was gained in the home language of the participants. However, both participants and parents of the participants selected English informed assent and consent forms. The parents were not spoken to in person and understanding was ensured by providing English and Afrikaans forms, the information was presented in lay-mans terms and if the parents had any queries, questions or required any further information, the contact details of the researchers were provided. The informed consent and assent forms included an information sheet that described in detail the procedure of the research, justified why the research was taking place and what information the participants were required to give. The requirements of the research within the informed consent and assent forms explained the time, behaviour of the participants and what the participants would be subjected to within the research. Within the informed consent and assent forms the participant and their parents were reassured that all their responses would remain confidential. Furthermore, these forms ensured that it was clear that no one was obliged to participate and withdrawal could occur at any stage with no cost to the participant. The risks and benefits of the study were described and the participant was reassured that the no risks or harm would come to them. The participants were made aware of why they were selected and they were made aware that they would not receive compensation for participating.

3.9.4 Justice

Justice was used by ensuring that all the initial open-ended research questions were the same. Justice was also ensured by allowing each participant to share as much as they are comfortable with and comparisons were not made between the participants and the responses they provided during the interview. The utilisation of the research results also ensured justice as the findings were presented to the school to inform future development of the extra-mural programme.

3.9.5 Confidentiality

Confidentiality was ensured by giving each participant a pseudonym. The participants were identifiable from the pseudonym given and therefore their identities remained confidential. The school was kept confidential by assigning a pseudonym and by describing the school in terms of its socio-economic status.

3.9.6 Human Rights

The study ensured that all human rights were respected and no human rights were abused by giving the participants an informed consent and ensuring that the participants did not feel obliged and had the right to withdraw from the study at any time if they wished. Participants were debriefed after the interview to ensure that they were contained.

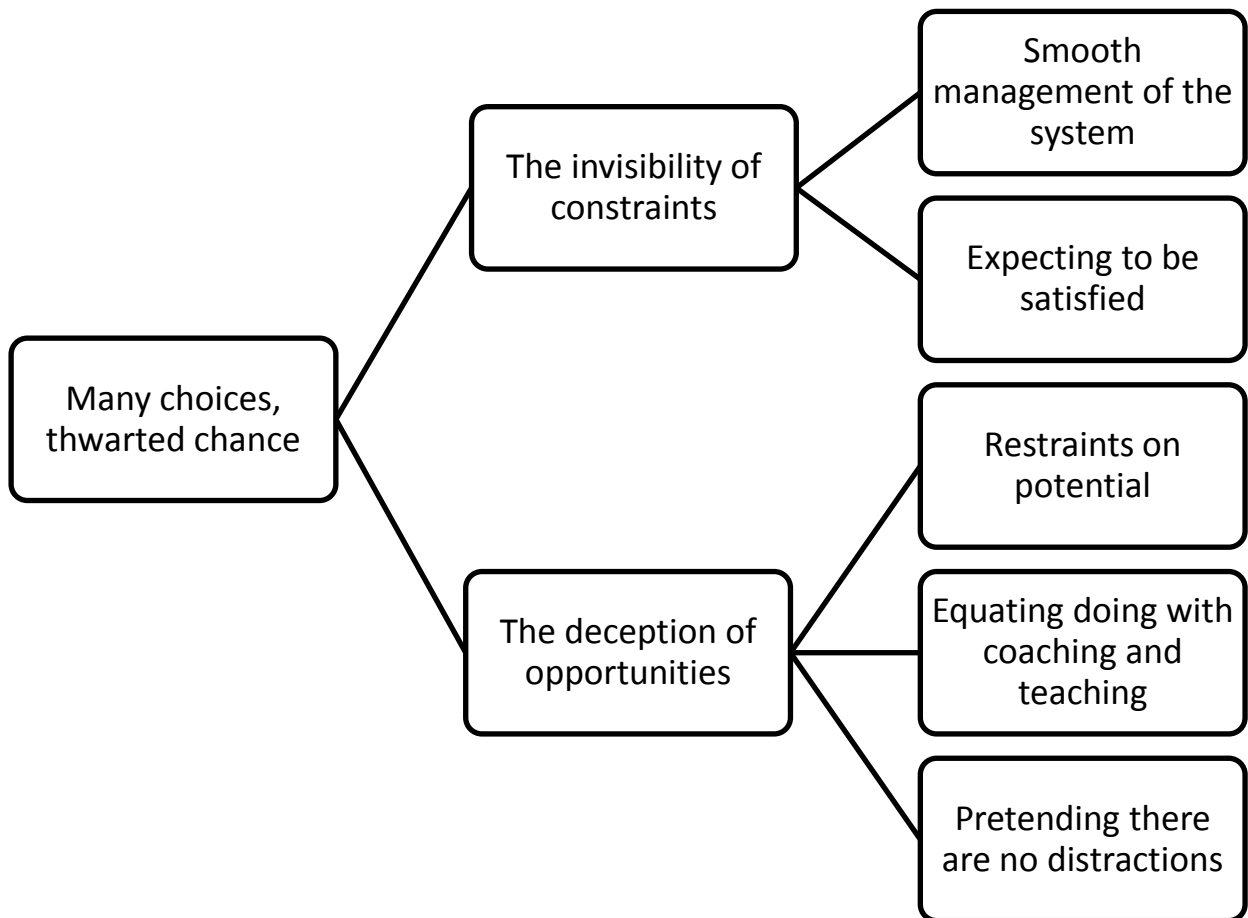
Chapter 4 – Findings

4.1 Introduction

This chapter describes the findings emerging from the data. It begins with discussing the main theme that is “Many choices, thwarted chance” and progresses to explain how the categories “The invisibility of constraints” and “The deception of opportunities” contributes to the reluctant participation of the primary school learners.

4.2 Themes, categories and sub-categories

The flowchart below offers a summary of the theme, categories and sub-categories.



4.2.1 Many choices, thwarted chance

This theme describes the tension between the many choices within the extra-mural programme and the actual chance that learners have to develop their skills or themselves through their participation. The system of education and the way in which the extra mural programme was implemented contributed to the participants' experiencing limitations of this system in their participation, creating tension.

As a low-income primary school, Rose Primary School, appropriately subscribed to the Department of Basic Education's policy (DoE, 2009) that states that opportunities for participation in extra-mural activities should be present in all schools. In accordance with this guideline, the school had implemented a compulsory extra-mural programme, with the help of a non-profit organisation, Extra-Mural Education Programme (EMEP). Mr Wafer described this in the following quote:

"As a school, our goal is to develop holistic learners. We wanted to develop a more effective extra-mural programme with the help of EMEP"

The quote above reflects the school's positive intentions in providing a diverse extra-mural programme for the learners to participate in. From the school's point of view, successfully implementing a compulsory extra-mural programme was an achievement compared to other low-income schools which lacked such programmes. Mr Wafer expressed that the school was able to provide numerous opportunities to enhance learners' development.

"It is widely known that low-income schools do not always have a successful extra-mural programme however, we have implemented one in the hope of achieving our goal of developing holistic learners"

The intention of and investment in developing learners through extra-mural activities was reflected in the variety of choices available. Melissa and Tracey echoed this in their observation of the diverse range of activities:

“There was a lot of choices for extra-murals and every term there’s, like, different kinds of extra-murals”

“There’s soccer, hockey, flower arranging, mural painting, drama, rugby, computer club, zumba, technical drawings, sailing...”

Similarly, Shaun highlighted that sport, cultural and craft activities were available:

“There’s gymnastics, table tennis, soccer, chess, board games, paper making...”

The privilege of access to a range of choices was supported by the researchers’ observations of diverse opportunities available to the learners in the extra-mural programme. It appeared that the reasoning that learners should have many opportunities, led to a focus on ensuring access to a number of activities. However while the school made a wide selection of opportunities available for the learners to participate in and enforced compulsory participation for each learner to participate in one extra-mural activity per term, the choices available were determined by the teacher rather than the learners. The extra-mural activities made available on the extra-mural quarterly registration form (appendix G) were dependent on what the teachers were interested or skilled in. The school had adopted this strategy so that teachers could facilitate extra-mural activities that they had a preference for. Mr Wafer reflected this below:

“The teachers are asked what they would like to do”

The positive spin off of this was that teachers could apply their areas of interest in the extra-mural programme and when teachers expressed interest, then these selected activities became part of the extra-mural programme. However, when no teachers were interested in an extra-

mural activity then the activity would be removed from the extra-mural list as stated by Mr Wafer:

“Activities are cancelled because of man power”

Furthermore, although there were opportunities, the number of learners who could participate in an extra mural activity at any one time was limited by the staff available to facilitate a particular extra-mural activity. Mr Wafer explained this:

“Learners may not always get their first choice as there are not enough teachers to run the extra-murals with large numbers of learners and we, then, have to assign learners their second or third choice”

This led to the situation where the participants sometimes felt as though there were activities that they would have liked to participate in, but that these may not have been available. Therefore, although there were many choices between available activities, the available choices were not necessarily one's that the learners would have chosen. Melissa explained:

“Coz its like...few extra-murals but not actually stuff that I would want to do”

Shaun echoed Melissa in the following statement reflecting on the choices he had put down on the extra-mural form:

“I chose [name of extra-mural] because there wasn't [name of extra-mural] or anything else I wanted to do”.

Shaun was less interested in the available activities, but had to choose from what was available. Melissa had a similar experience:

“There was, like, a lot of extra-mural choices but I wasn't actually interested in any”

This shows that despite there being many choices available, these learners still felt that their choices were not represented.

Furthermore, the available extra-mural activities were divided according to grades so that only learners from certain grades were able to participate in certain extra-mural activities. This led learners to feel that despite the variety of choices available, they had no choice because of the grade restrictions. Melissa described how certain extra-mural activities were only available for particular grades:

"It was only for grade four to six so we couldn't choose it"

"But most of the things weren't for our grade"

In the statement below Tracey expressed similar sentiments:

"Because on the form there's lots of things that maybe you want to do but then they only do it for certain amount of grades and then we feel very left out"

In addition to reflecting on the restriction of activities to certain grades, Tracey described how this restriction of extra-mural activities, according to the grade, has made her feel "left out".

Melissa described her affective response to not being able to do what she chose:

"I was upset and most children are upset because they wanted to do that extra- mural so badly because it was our first choice but then we don't get it"

Shaun also expressed feeling sad:

"I felt sad because I ask for my first choice and I get a different choice"

The limitation in choice led to feelings of disappointment at not always being given the chance to participate in their first choice extra-mural activities. The disillusionment resulted as learners did not have the chance to participate in the way that they expected to in extra-mural activities.

“I would not actually be upset but kind of upset if I didn’t get my first choice”

Quinton expressed how he did not feel as competent in his second choice extra-mural as compared to his first choice extra-mural. This led to a thwarted chance for him to develop his competence within his first choice extra-mural activity. Consequently, Quinton expressed feelings of ambivalence towards the extra-mural system.

“I was a bit comfortable but not as comfortable”

The thwarted chance the participants experienced as well as the feelings of ambivalence towards the programme was evident in their reluctant participation. Thus, despite being satisfied with the wide range of choices available, the participants were dissatisfied at times with the choices that they may have been assigned to. This dissatisfaction manifested as less enthusiastic participation. This was illustrated by Quinton in the following statement:

“It affected me that I didn’t get my first choice”

It was evident that the extra-mural programme at the school was exceptionally well managed in an attempt to capitalise on the chance of promoting the learners development through affording a wide range of activity choices. As has been illustrated, the choices provided were not always suitable, whether for operational reasons or reasons of personal preference. This, in concert with the learners’ expectations that they would be satisfied, but then were not, resulted in a situation where the constraints experienced, despite the many choices available, were not immediately evident. The way in which these constraints operated will be illustrated in the category “The invisibility of constraints”.

Since many opportunities were provided for participating in the extra-mural programme, the benefits of that participation were automatically assumed. However, given the way in which

certain opportunities were constituted, these benefits were not always realised. This is explained in the category “The deception of opportunity.”

Finally, “the invisibility of the constraints” together with “the deception of opportunity” created a situation where the learners’ chance for more enriched and rewarding participation, despite the numerous choices available, was jeopardised.

Category One

4.2.2 Invisibility of constraints

This category describes how the constraints of the extra-mural system are rendered invisible. It demonstrates how these constraints were recognised through the learners’ experiences of the education and extra-mural system. Two sub-categories constituted this category namely: “smooth management of the system” and “expecting to be satisfied”.

4.2.2.1 Smooth management of the system

This sub-category describes the manner in which the school implemented an efficient, smoothly managed extra-mural programme. The extra-mural system is constituted by a choice system in which the teachers decide on which extra-mural activities would be made available to the learners. The teachers facilitated the extra-mural activities of their choice since the inclusion of certain activities was based on the teachers’ interests and skills. The operational aspects of the system are communicated with the learners by explaining that the learners may not always be assigned their first choice and hence, the system encourages the learners to choose three options of interest as they may be assigned any one of these. Both the learners and teachers were in agreement about the effective management of the system.

In the statement below, Quinton shared his thoughts on this:

*“There are no problems in the way that the extra-murals are run.
It’s organised and everything is run well”*

The smooth management was particularly noticeable to the researchers during their observations of the school context. The extra-mural administration was efficient in providing all

of the learners with their extra-mural forms on the second day of the term and by the end of the first week of term, all of the learners had returned their forms, signed by their parents and they proceeded to receive feedback on the outcome of their application.

Quinton described the slick process as:

“You get an extra mural form... for your mommy to sign. You’ve got three choices, you pick the number one, two and three.”

Tracey and Quinton, further entrenched their view that the programme is well run by expressing their positive feelings and experiences towards the management of the extra-mural programme:

“I feel the extra-murals are successful and that they are always on time”

and

“I’m satisfied with the way things are and I don’t think that anything in the extra- murals needs to be changed”

The efficient administration of the forms ensured that extra-mural participation could begin promptly in the second week of the term. This is beneficial as this ensured that the amount of time spent participating in the extra-mural activity is maximised. Furthermore, a large notice board containing key information about the learners’ activity choice was up in the main foyer and accessible to everyone. This notice board had all of the learners’ names on it so that the staff could easily track where the learners were at a particular time. This allowed the staff and learners to locate each other efficiently if needed. This was important since learners rotate between extra-mural activities available during each term.

The extra-mural activities available on the list changed each term, which provided a variety of activities for the learners to participate in. This was described by Melissa in the following statement.

“Every term there’s, like, different kinds of extra-murals on the list. Like, this year it’s only been the first term so there was hospitality and cricket and soccer and paper-making, crafts, technical drawing, jewellery making, yoga, tae-bo and I can’t remember the others”

During the researchers’ observations of the facilitation of the extra-mural activities, it was noted that the teachers arrived at the extra-mural site as soon as the bell rings, signalling the end of the day and the start of the extra-mural programme. The teachers were also observed to be organised as they had all the necessary equipment ready and they began register promptly. This ensured that the extra-mural activity got under way as soon as possible.

Quinton reflected on the initial procedures of the extra-mural activity and how this was managed efficiently by the teacher:

“When you get to the extra-mural they get the register and call out the names and then you say that you are present or not present and then they tick your name and then you get dressed”

The researchers’ observed that the school has the basic resources to run the extra-mural programme as it was noted that the school has three large, open fields where sport extra-murals could take place, as well as netball courts. It was reflected by the participants and noted by the researchers that the school has the basic equipment that the learners required in order to participate in particular extra-mural activities such as cones, balls, cricket bats and hockey sticks. Tracey confirmed the researchers’ views of the availability of the basic resources at the school, in the following statement:

“Most of the time we use the school’s [equipment]. They have a whole bunch, like, twenty odd. The school has everything I need to play. It doesn’t really matter that I don’t have my own [equipment]”

Furthermore, the researchers' observations revealed that the school accessed the necessary resources in order to compensate for the resources that they did not have. For instance, since the school may not have had sufficient space to facilitate the variety of extra-mural activities, they arranged with the community to make use of a field in close proximity to the school. This ensured that all the extra-mural activities could be facilitated efficiently.

In the statement below, Shaun reflected on how some extra-mural activities are facilitated outside of the school premises.

"We don't have a field to practise on here at school. When we practised we go on the field here by the road every Monday"

The statement above reflected how the school had arranged with the community to make use of the field near the school and therefore, this reflected how the school has accessed the necessary resources in order to allow efficient facilitation of the extra-mural programme. Quinton echoed this by describing how the school arranged transport for learners to attend the [name of extra-mural] match at another school and therefore accessed the necessary resources:

"We took a bus there, a minibus to [name of school] to play a match. In the minibus the coaches spoke to us, told us how we must play and what's gonna happen. We also sang in the bus, we sang our school songs".

This quote further reflects the ethos of the programme and this will be discussed further in the sub category "equating doing with coaching and teaching".

The data presented above reflected the participants' positive thoughts, feelings and experiences within the extra-mural system. These positive experiences, together with researchers' observations, have highlighted the smooth management of the system. However, the importance placed on the smooth management of the system masked the underlying challenges of the programme and associated negative experiences that the learners have had within it. The constraints of the programme that prevented the opportunity to access the right

kinds of chances for participation were therefore, made invisible by the smooth management of the system.

4.2.2.2 Expecting to be satisfied

This sub-category described how the learners expectations of being satisfied through their participation in the extra-mural programme did not always materialise. The participants felt that their needs for a certain kind of participation within the extra-mural programme were not always met and that they were not satisfied as a result.

This was reflected by Tracey in the following statement where she was describing her experiences at [name of extra-mural]:

“...because we didn’t get to do what we wanted to do and I did not get to express myself at [name of extra-mural]. It is also more strict here at school.”

The way in which opportunities to choose were constructed in the programme created feelings of disappointment for some learners. This was reflected by Shaun in the following statement where he expressed his negative feelings towards this aspect:

“I was not really fine with getting my second choice... I felt a little sad”

These feelings are created as the learners expect to be assigned their first choice and might not be happy with their second or third choices as they might not have considered participating in these choices. This was illustrated by Melissa in the following statement:

“[Name of extra-mural] was my second choice but I didn’t actually want to do it because it’s a bit boring”

The above statement shows evidence that the learners usually put an option of interest down as their first choice due to the fact that they expect to be assigned their first choice, but may not have considered other options of interest on the form for their second and third choices. This led to feelings of disappointment and unmet expectations as the learners had an

expectation to be assigned their first choice. Participants may still have experienced these feelings even though the operational aspects of the system were communicated with them. Melissa further illustrated this point in the quote below:

“Most children are upset about not getting their first choice because they wanted to do that extra-mural so badly but then they don’t get it”

Mr Wafer was aware that learners were, at times, disappointed with not being able to get their first choice. He identified this as being inherent in the restraints of the human resources available for the extra mural programme.

When learners were provided with the opportunity to participate in their first choice extra-mural activity, they had further expectations of experiencing satisfaction from participating in their first choice. These expectations were not always met. This led to feelings of disappointment and negative feelings towards the extra-mural programme. This was described by Melissa after her expectations of her participation in her first choice of extra-mural activity were not met:

“Like, I thought we going to just use string and put something gold on like the ones in...those shops. We didn’t get to make the chains. The whole class was quite upset that we didn’t get to make the chains”

Melissa expectations were based on a misconception about what the extra-mural activity entailed and showed her feelings of disappointment when these expectations were not satisfied. Tracey echoed Melissa’s feelings in the following statement where she described how her expectations in the extra-mural activity were not met:

“The first day all we did was talk. When it comes to [name of extra-mural] only some children do it and other children just watch”

Tracey was expecting to participate actively in all aspects of the extra-mural and therefore she was not satisfied when she was not able to be active. When their expectations were not met, the participants started experiencing negative feelings towards the extra-mural.

In the following statement Quinton expressed what he feels about [name of extra-mural] at the school and how he expected there to be more variety within the extra-mural activity:

“At [name of extra-mural] they do the same thing over and over and you don’t get to practise everyday and correct your mistakes”

Quinton explained that the activity did not allow him the chance to grow more and learn different skills. He was not satisfied as a result.

The participants also expressed their expectation that they would compete in their chosen extra-mural. When this did not occur they expressed some negativity and disenchantment towards the extra-mural.

Shaun and Tracey expressed how they had chosen the same extra-mural activity again in another term with the hope of their expectations of competing to be satisfied:

“I chose [name of extra-mural] again this term, maybe I might get a chance to play a match this term”

“We must choose [name of extra-mural] again and then we can play matches”

However, at the time of the interviews neither participant’s expectations for competitive participation had been satisfied. Although the choice to participate in the same extra-mural again arose from dissatisfaction, learners may still have experienced some level of satisfaction from their participation as they chose the same extra-mural activity for a second time. Although they experienced some level of satisfaction, overall participants expressed that their expectations for participation in the programme were not completely met.

In conclusion, the learners have described how they were expecting to be satisfied. Firstly, the learners expressed how they expected to be satisfied by the choice system so that they could be assigned their first choice and when the system assigned the learners their second or third choice, they began feeling dissatisfied with the system. Secondly, the learners expressed how, even though they were assigned their first choice, they still had expectations to be satisfied within the extra-mural activity due to misconceptions about what participation they would engage in within the activity. These misconceptions could have come about as the system does not describe what each extra-mural activity entails before the learners make their selections. This sub-category highlighted the invisible constraints as the choice system created expectations that the learners would be satisfied by receiving their first choice and avoided dealing with the disappointment that inevitably arose when learners did receive their first choice. Furthermore, the constraints of the extra-mural activity were made invisible by the fact that the learners felt that by getting their first choice they would automatically be satisfied within that activity because of their misconceptions about what the activity entails and they did not expect their experience to be negatively influenced by other constraints.

4.2.2.3 Conclusion of Category One: Invisibility of Constraints

The two sub-categories within the category of 'invisibility of constraints' have described the various feelings and experiences of the learners together with the researchers' observations. The smooth management of the extra-mural system has been described and may have led to masking the constraints of the system, rendering these invisible. Additionally, the learners expected to be satisfied within the extra-mural system, both by being assigned their first choice as well as their expectations within their first choice being met. Furthermore, the management of the system expected the learners to be satisfied with choice system and therefore expected the learners to be satisfied even though they may be assigned their second or third choice. The constraints of the system were rendered invisible by the fact that the learners did not take into account that they may not receive their first choice and their expectation may not necessarily be met within their first choice which led to feelings of disappointment in the system. Therefore, the learners did not expect constraints to be present within their first choice,

rendering these constraints invisible. The variety of choices was extensive and diverse which rendered the constraints invisible as the learners did not expect there to be restrictions on their participation according to their grade and learners felt that activities were not always of interest to them.

Category two

4.2.3 Deception of opportunities

The second category describes the manner in which opportunities within the extra-mural programme are subverted, resulting in an inability to utilise the opportunity to enrich participation for the participants. The available choices appeared to offer substantial gain and opportunity for the participants but in many instances they did not. For example, the participant expected there to be certain opportunities for competitive participation and further skills development available within the extra-mural activity. However, once they had participated in the extra-mural activity these opportunities were limited and not always made available to the learners. The deception of opportunities was illustrated in the following quote by Tracey, where she described how she thought she could participate in certain extra-mural activities however, these activities were not available:

“Because sometimes they say you can choose anything but they change the activities”

Three sub-categories constituted this category, namely: “restraints on potential”, “equating doing with coaching and teaching” and “pretending there are no distractions”.

4.2.3.1 Restraints on potential

This sub-category describes the restraints inherent within certain types of extra-mural participation which prevented the participants from reaching their potential.

The short time period for participation in a particular extra-mural activity prevented the participants from developing their skills in the particular activity, limiting the possible fulfilment

of their potential. Melissa and Tracey reflected on the short amount of time spent participating in a particular extra-mural activity in the statements below:

“Every extra-mural is only four weeks and we only practice once a week”

Since the time spent on a particular extra-mural was rather short, the learners argued that they could not develop their skills within the particular extra-mural activity.

“It will feel better if it’s longer because if it’s now a shorter time and you want to...do something you have less time and you have to play fast. It would be better to have more time to do things right”

Therefore, the duration of the extra-mural activity offered a taste of the extra-mural rather than offering a definite sense of what the extra-mural activity is about.

Furthermore, participants missed the competitive element within the extra-mural activities. Participants lamented the absence of such opportunities. In the quote that follows, Tracey described how she desired to participate in matches within the extra-mural activities in order to display her developed skills.

“I really want to play a match... to show off my new moves”

This form of participation may have allowed her to experience feelings of accomplishment within the extra-mural activity and therefore, develop her potential.

Similarly, Quinton described the importance of competitive participation:

“A good sportsman is someone who can compete”

The structure of the extra-mural activity programme prevented this from occurring. When participants do not have enough opportunity for competitive participation, their potential to be a “good sportsman” and develop holistically as intended by the programme, may have been restrained.

Quinton, Tracey and Shaun illustrated the lack of opportunity for competitive participation within the extra-mural activities:

“We never participate in tournaments”

“We didn’t play matches against other schools”

“It made me feel bad that I didn’t get to play in a team against another school”

The participants may have experienced negative feelings and disappointment when they were not given these opportunities. Learners’ need to participate competitively may have motivated them to select the same extra-mural in the next term in order to allow the learners to experience playing matches against other schools. This is reflected in the following statement by Tracey:

“Next term we must choose [name of extra-mural] again and then we can play matches at different schools”

Some participants did participate in sport extra-mural activities and expressed that sport extra-murals did play matches against other schools if the coach was able to organise these matches. However, due to limited duration of the extra-mural activities, there may not have been enough time for the learners to develop the necessary skills and for the coaches to arrange matches. This partially explained why many of the participants selected the same extra-mural activity in subsequent terms as they might have developed the necessary skills in the previous term, and hoped that this would have allowed enough time within the extra-mural activity to afford them the opportunity for competitive participation.

For the participants who did not participate in sport related extra-murals, there may still have been a need to participate in a more competitive environment in order for them to show the skills that they have developed within the extra-mural activity.

In the statement below, Melissa is describing how [name of extra-mural] was structured at the school and she was reflecting on her feelings about this structure:

“Like, [name of extra-mural] was too easy, like, stuff that I will remember and, like, I want to get the real action and stuff like that”

In the above statement, Melissa was reflecting on how she did not feel as though participating in this extra-mural activity was a challenge to her. Further she was also describing what she desired from this extra-mural activity and this is also reflected in the statement below:

“I like to go with different people from different schools and have, like, lots of [competition] but we only have one [competition] at the end of the year”

Participants may also have had role models within a particular extra-mural activity and the participants desired to be similar to their role models. The fact that the extra-mural programme only ran once a week for four weeks each term and the fact that learners had limited opportunities for competition, may not have provided the participants with enough opportunity to practice being similar to their role model. Therefore, competitive participation would allow the participants to assume similar roles to their role models as participants see these role models engaging in competitive participation. However, limited opportunities for engagement in competitive participation restrained their potential further. This is reflected by Quinton in the following statements:

“I watch [name of extra-mural] on TV... I would see Ronaldo and Messi do something on TV... that provided me with someone I can look up to”

“I also want to score many goals and be successful”

This sub-category related to the deception of opportunities as the participants thought that by participating in certain extra-mural activities that they would have the opportunity to reach their potential. However, there were restraints on their potential as they were unable to engage in competitive participation as well as the fact that there was a limited amount of time

available for them to develop their skills. Therefore, the restraints on participants' potential is a result of deception of the opportunities available.

4.2.3.2 Equating doing with coaching and teaching

This sub-category described how the extra-mural programme was structured in such a way that it assumed that if a teacher can do the extra-mural, they can coach the extra-mural. Equating doing with coaching means that the coach of a particular extra-mural activity is too involved in participating with the learners rather than standing back and observing the learners to ensure that effective skills development was occurring. When the coach was too involved it might have been difficult for the coach to notice mistakes and to assist learners who were struggling with the extra-mural activity. This was noted in the researchers' field notes while observing the extra-mural practise session:

“The coach joined in the practise match that was being played and had her back turned to some of the learners. This did not allow her to notice when the girls needed extra attention or assistance with their skills”

In the statement below, Tracey described how her [name of extra-mural] coach was supportive during the practice and the coach occasionally joined in the activity and participated with the learners:

“Because she will now cheer for the... team or sometimes she will join in”

The researchers' observations and field notes however, noted that the coach did not only occasionally join in but rather spent the majority of the extra-mural practice participating with the learners. Therefore, doing may have been equated with coaching in this instance:

“The coach spent a great deal of time participating with the learners rather than standing back and coaching them”

As the teacher was too involved in the practise session, little attention may have been paid to what the learners were doing as well as little attention being paid to how they were participating in the extra-mural. During the observations of the same extra-mural activity, the learners were engaged in many conversations instead of actively participating. This is reflected in the researchers' field notes:

"While the coach is giving the instructions, many of the learners are conversing with one another. There are many on going individual conversations and some of the learners are not always concentrating on the task at hand"

It was further noted from the researchers' observations and field notes that many of the learners were not using the equipment correctly and this was not attended to by the coach as evidenced in an excerpt from the researchers' field notes presented below:

"The learners were standing around and not holding the [equipment] properly however, no remarks were made by the coach".

This creates a situation where learners are not made aware of their mistakes and the areas in which they could improve.

In further observations of another extra-mural activity, it was observed that the assistant took over the extra-mural activity and completed the extra-mural tasks for many of the learners which limited opportunities for the learners to complete the tasks themselves. This led to a case of doing being equated with teaching. Therefore, the learners were unable to learn the necessary skills for the extra-mural participation and instead of teaching the learners how to complete the tasks, the assistant rather completed the tasks for them. This might have influenced the quality of the learners' participation as they were not actively involved in the activity if the assistant was completing the tasks for them. This might have, further, led to feelings of inadequacy as the learners felt discouraged by the fact that they were not able to complete the tasks independently. Therefore, the learners' potential was restrained as they were not able to master the skills necessary for the extra-mural participation.

Quinton reflected on the following quote (mentioned above):

“In the minibus the coaches spoke to us, told us how we must play and what’s gonna happen. We also sang in the bus, we sang our school songs”.

This quote reflects that although, the researchers’ observations and interviews with some of the participants described equating doing with coaching and teaching, Quinton reflects how this may not always be the case and some coaches may be more effective than others.

In conclusion to this sub-category, the researchers noted during the observations that equating doing with coaching and teaching may have led to differences in the quality of participation from the learners. Learners might not have been enthusiastically participating when the coach was too involved in the extra-mural activity as these learners’ mistakes were not corrected and their skills within the extra-mural were not developed further. Furthermore, if a teacher or teacher’s assistant completed the tasks for the learners or if the learners were not allowed to make mistakes they were not able to develop their skills within the extra-mural activity. This may have led to decreased quality of participation as the learners may have felt demoralised at not being able to participate in the activity themselves. This sub-category relates to the category of “deception of opportunities” as there may not have been opportunities for participation and skills development when coaching and teaching was equated with doing. However, these opportunities were not always present due to the coaches and teachers’ over-involvement within the extra-mural activity and therefore, less emphasis was placed on the quality of participation and skills development.

4.2.3.3 Pretending there are no distractions

This sub-category described how there may have been many distractions during extra-mural participation which may have affected how the learners were able to participate in the extra-mural. However, in many observations it was noted that no attempt was made to limit these distractions and rather, there may have been a case of simply pretending that there were no distractions.

From the researchers' observations, it was noted that the learners' engaged in many conversations with their friends rather than listening to the coach's instructions. This is illustrated by an excerpt from one of the researcher's field notes:

"The coach does not stop the individual conversations and does not attempt to improve the seriousness of the practice".

This illustrated that the learners may have been unable to follow the coach's instructions while individual conversations were on-going and therefore, the development of skills during the extra-mural participation may have been limited. Further, during one extra-mural practice, no attempt was made by the coach to put an end to the distraction impacting on learners' participation. This is described in the researchers' field notes:

"People not involved in the extra-mural practice are walking across the field while the learners are attempting to practise. A group of boys are also standing on the side-lines conversing with the girls."

"As the practise progressed the boys moved closer to the girls and became more distracting. The coach did not attempt to stop these conversations with the boys. The boys then began 'booing the girls' while they were playing a practise match"

Pretending there are no distractions would limit the opportunities available for the learners as the distractions detract from the experiences within the extra-mural activity. Therefore, the distractions weaken their experiences of developing effective skills within the extra-mural activity.

In an observation of another extra-mural activity, the researchers noted that the teacher's assistant was distracting the learners by taking over the participation of the extra-mural activity from the learners. The teacher may have been pretending that this distraction was not occurring as no attempt was made to limit this distraction even though learners voiced their need to actively participate rather than the teacher's assistant participating for the learners.

In conclusion to this sub-category, these distractions negatively influenced participation as the learners became more focused on the distractions rather than participating actively within the extra-mural activity. This could have led to limited skills development within the extra-mural activity as the time was occupied more by the distraction within the extra-mural activity. As no attempt was made by the coaches to limit these distractions, the distractions continued to influence the learners' quality of participation. This sub-category relates to the "deception of opportunities" as the learners hoped for opportunities for skills development and increased quality of participation however, the distractions limited these opportunities. The opportunities were deceived as these opportunities did not materialise within the extra-mural activity due to the distractions.

4.2.3.4 Conclusion of category two: deception of opportunities

In the category of "The deception of opportunities", the participants' voices and the researcher's observations have been used to describe how it may initially seem as though quality of opportunities to participate were present but at a closer glance, the learners were able to express the restraints on their potential as they may not always be able to participate competitively. Further, equating doing with teaching may have restricted the learners' skills development as the coaches and teachers may not necessarily have been as focussed on allowing the learners to develop their skills. Finally, the coaches and teachers pretending that there were no distractions may have impacted on the learners' participation as they may have been too distracted to participate fully in the extra-mural activity. Therefore, the three sub-categories described how the learners may have thought that they would have had certain opportunities for participation but they may have been deceived due to the restricted amount of time for participation, due to the distractions that limited their opportunities for participation as well as how the teaching and coaching styles may have limited their opportunities for skills development.

4.2.4 Conclusion to findings

The participants' experienced many choices but a thwarted chance to participate optimally. The learners expressed that there were many choices within the extra-mural programme however, they still experienced subverted chance as there were invisible constraints and misconstrued opportunities within this programme. This became evident in the reluctant quality of their participation.

Chapter 5 – Discussion

In this chapter, the overarching theme of “Many choices, thwarted chance” is discussed. The capability theory (Sen, 2009) is used to argue that the experience of reluctance during participation in extra-mural activities was shaped by the nature of the system of choices available to the learners and the subverted chance that these learners had to experience optimal participation.

5.1 Capabilities and Functioning

According to Sen (2009) capability refers to the actual ability to do the different things that individuals’ value. It relates to the quality of life that individuals are actually able to achieve (ibid). The capability theory was applied to interpret the findings of this research in order to understand how the case of reluctant participation came to be for learners who had the opportunity to participate in a compulsory extra-mural programme at a low income school. Using the capability theory as a lens, it became apparent that opportunities, capability set, functioning and conversion factors (Sen, 2009) may contribute to the way in which “Many choices, thwarted chance” shaped reluctant participation

According to Sen (2009), functioning refers to ‘being’ and ‘doing’ when engaging in activities. The participation in extra-mural activities was the ‘doing’. The findings revealed that this ‘doing’ was impacted by the invisibility of constraints (page 49) within the extra-mural programme as well as the deception of opportunities (page 57) for the learners, therefore resulting in the functioning of reluctant participation.

Furthermore, due to the dual economy of schooling, lower-income schools do not always have sufficient resources (Shalem & Hoadley, 2009). It was assumed based on literature (Bhana, 2008), that insufficient resources would impact on the quality of participation however, the study found that, although resources were present at the school, there was still reluctance. Therefore, these findings revealed that resources do not necessarily play a role in the quality of participation but rather, the constraints within the system that were rendered invisible and the deception of opportunities available to the learners, sets up the conditions for the functioning

of reluctant participation. Sen (2009) highlighted that functioning was impacted both positively and negatively by conversion factors.

5.2 Conversion factors impacting on functioning

Conversion factors are defined as the degree to which a person is able transform a resource into a functioning (Sen, 2009). The conversion factors thus represent the degree of functioning one can get out of a resource (ibid). For the learners in this study, the resources related to the opportunities that the learners were afforded within and through the extra-mural activities. Therefore, the conversion factors influenced how these opportunities were transformed into a functioning for the learners. Sen (2009) described that there are three different kinds of conversion factors that have diverse sources. These conversion factors are environmental conversion factors which relate to the context, social conversion factors which relate to the norms and policies within the context as well as personal conversion factors which relate to the individual's skill set. Each of these are discussed below in relation to how they influenced participation.

The findings revealed that there was a diverse range of extra-mural activities available for the learners to participate in. This aligned with the literature which stated that if more options and choices were available for the learners to participate in extra-mural activities, there was an increase in the learners' participation in these activities (Kirby, Levin & Inchley, 2012). However, in this case these choices were not always valued by the learners as the teachers made the selection regarding which extra-mural activities would be made available. The learners' chances of engaging in the activity that they valued was subverted, since their choices may not have been available to them. This was evident in the category invisibility of constraints (page 49). Environmental conversion factors emerge from the physical or built environment in which a person lives (Sen, 2009). The nature of the environmental conversion factors was reflected in that the extra-mural programme was structured in such a way that it led to the feelings of disenchantment and disappointment. Furthermore, the way in which the extra-mural programme preferred the teachers through allowing them to select the activities offered, related to a social conversion factor. The social conversion factors refer to the factors from the

society in which one lives such as public policies and social norms (Sen, 2009). The school had created a social norm as the teachers select the extra-mural activities that are made available rather than the learners. This related to the social hierarchy Sen (2009) describes as the teachers are given the power to make the decision regarding activity selection. The findings revealed that the learners desired to choose their own extra-mural activities however, this was not the case at the school due to the social norms constructed by the school. This resulted in the functioning of reluctant participation.

According to Sen (2009), the personal conversion factors include an individual's capabilities. This could relate to occupational potential, which is defined as: "people's capacity to do what they are required and have opportunity to do, to become who they have the potential to be" (Wicks, 2005, p. 130). Personal conversion factors have contributed to the functioning of reluctant participation as the findings revealed that the learners have been limited in developing their skills, abilities and therefore, they have been limited in developing their occupational potential. The theme has described that the learners experienced a limitation in chance due to the invisibility of constraints and the deception of opportunities, which informed the way the opportunities were constructed. This restricted the learners' chance to transform these opportunities and their occupational potential into a functioning of enthusiastic participation. This was not articulated by the learners in the findings, but was evident in the reluctant participation of the learners.

Due to the historical legacy in South Africa (Bhana, 2008), there are inequalities between the high-income schools and low-income schools exist. This study has only highlighted the situation from a low-income perspective. Shalem and Hoadley (2009), argue that there is a dual economy of schooling in which lower-income schools do not benefit while higher income schools do. The poor implementation and the nature of other post-Apartheid government policies have perpetuated these past inequalities (Shalem & Hoadley, 2009). This post-Apartheid schooling system has not been a pro-poor system (Seekings & Natrass, 2005) since lower-income schools continually experience the inequalities of this dual economy and therefore, may experience a misrepresented chance to reach their potential. Furthermore, the

dual economy has created a system in which any participation in low-income schools was good enough, whereas, in higher income schools there was more focus and more expectations on the quality of participation. This relates to the social conversion factors (Sen, 2009) as the dual economy of schooling is a policy that has been entrenched by the government which impacts the structuring of extra-mural programmes in low-income schools. This influenced the functioning, resulting in reluctant participation of learners. Furthermore, this relates to the environmental conversion factors as this dual economy of schooling has created a situation in which lower-income schools do not necessarily have the resources to facilitate extra-mural participation. Finally, the dual economy of schooling related to the personal conversion factors as these policies have determined what was possible for the learners and therefore, these policies could have restricted lower-income learners from reaching their occupational potential in the occupation of learning.

5.3 Conclusion

This study has illustrated that learners expected to be satisfied within the extra-mural programme however, due to the dual economy of schooling, invisibility of constraints and deception of opportunities as well as the impact of the various conversion factors, this was not always possible, therefore resulting in reluctant participation. Moreover, there was a misrepresented chance because of the environmental, social and personal conversion factors. Therefore the chance to convert the opportunities to a functioning of enthusiastic participation, for the learners, was missed.

In conclusion, this study focused on reluctant participation and provided valuable insights into participation that suggest that occupational therapy philosophy regarding participation may need to be reconceptualised in order to understand how capability theory and conversion factors might influence participation. Therefore, if participation is not reconceptualised, then reluctance within participation may remain the case in similar contexts.

Chapter 6 - Conclusion

This chapter will describe the strengths and limitations of this research study, the implications for the discipline of occupational science and the profession of occupational therapy and recommendations for future research. The chapter ends by concluding the study.

6.1 Strengths and Limitations

6.1.1 Strengths

- This study is relevant for the South African context as understanding extra-mural activities will allow for improvement of the extra-mural programmes and ultimately, improvement in the education system.
- This study is relevant for occupational therapists as it will allow for occupational therapy theory to re-conceptualise the understanding of participation in extra-mural activities.
- The method of inquiry was suitable for this study as it allowed the researchers to gather various forms of data to gain an in-depth understanding of the case of reluctant participation.
- The participants in the sample were both male and female, therefore allowing both male and female perspectives on the case of reluctant participation.

6.1.2 Limitations

- As this study forms part of undergraduate research, there was limited time available which restricted the extent to which the researchers were able to explore the learners' experiences of reluctant participation.
- The findings of the study are not generalisable due to the nature of the method of inquiry (Creswell, 2007).

- The participants voluntarily participated in the research study and this may have impacted on the data collected from the participants.

6.2 Implications of this study for Occupational Therapy and Occupational Science

This study aimed to explore and understand the factors influencing reluctant participation in extra-mural activities in a low-income school. The research findings suggest that resources do not necessarily impact reluctant participation but rather, a misrepresentation of a chance to participate in a personally meaningful manner impacts on participation in extra-mural activities. This research has highlighted how occupational therapy theory can reconceptualise participation to take into account the various reasons why learners may be reluctant in their participation. It draws attention to an expanded contribution of the profession of occupational therapy to equal education in South Africa. This study has, in particular, highlighted the value of exploring the occupation of extra-mural participation in order to allow occupational therapists to promote optimal engagement in this occupation.

6.3 Recommendations

- Future qualitative research in higher-income schools to determine the factors influencing reluctant participation in extra-mural activities in this context in order to complement the context of this research study.
- Qualitative research to understand the experience of enthusiastic participation in extra-mural activities in order to allow for schools to implement programmes related to why learners enthusiastically participate.
- Quantitative research examining and comparing the experiences of enthusiastic and reluctant participation in extra-mural activities in schools to inform future extra-mural programme development.

- Ethnographic study to understand and explore the ‘culture’ of participation in low-income schools as well as high-income schools.
- It is recommended that low-income schools take into account the findings of this research and the factors influencing reluctant participation when designing and implementing extra-mural programmes.

6.4 Conclusion to this study

This study used a qualitative case study design to describe and understand the factors influencing the case of reluctant participation in extra-mural activities at a low-income primary school. The purpose of this study was informed by both international and South African literature regarding participation in extra-mural activities. The methodology was comprehensively outlined and described the research process that was followed. An inductive, thematic analysis revealed the overarching theme “Many choices, thwarted chance” which described the reasons why learners were reluctantly participating. This theme described how the smooth management of the extra-mural system rendered the constraints invisible and opportunities made available to the learners were deceiving ultimately, leading to the case of reluctant participation. Furthermore this study has revealed that the factors contributing to reluctant participation in extra-mural activities at a low-income school are learners’ expectations not being met within the extra-mural programme, teachers selecting activities available for learners’ participation, restraints on the learners potential to develop within extra-mural activities due to the structure of the programme and teaching and coaching styles within extra-mural activities.

Therefore in conclusion, this study demonstrated how the extra-mural system was constituted and how this set up the conditions resulting in the case of reluctant participation in extra-mural activities. This consequently, informs future extra-mural programme development to ensure that the structure and constitution of the programme does not set up conditions for lower levels of participation but rather sets up the conditions for a focus on quality of participation, encouraging higher levels of participation.

Chapter 7 - References

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Chapter 8 - Appendices

Appendix A - Human Research Ethics Committee approval letter

Appendix B – Participant informed consent in English

Appendix C – Participant informed assent in English

Appendix D – Teacher informed consent in English

Appendix E – Initial interview and follow-up questions

Appendix F – National Coding System

Appendix G - Extra-mural form for learners and parent information slip

Appendix A

HREC Ref 019/2012 – 14Jan2013

UNIVERSITY OF CAPE TOWN



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14 January 2013

HREC REF: 019/2013

A/Prof R Galvaan
Division of Occupational Therapy
Health & Rehab

Dear A/Prof Galvaan

PROJECT TITLE: AN EXPLORATION OF FACTORS INFLUENCING LEARNERS' NON PARTICIPATION IN EXTRA MURAL ACTIVITIES IN LOW-INCOME PRIMARY SCHOOLS

Thank you for submitting your study to the Faculty of Health Sciences Human Research Ethics Committee for review.

It is a pleasure to inform you that the HREC has **formally approved** the above-mentioned study.

Approval is granted for one year till the 30th January 2014

Please submit a progress form, using the standardised Annual Report Form if the study continues beyond the approval period. Please submit a Standard Closure form if the study is completed within the approval period.

(Forms can be found on our website: www.health.uct.ac.za/research/humanethics/forms)

We acknowledge that the following students are also involved in the study:
Ms C Van Zuydam, Ms A Whittle, Ms N Gabela & Mr N Mohapelo.

Please note that the ongoing ethical conduct of the study remains the responsibility of the principal investigator.

Please quote the HREC. REF in all your correspondence.

Yours sincerely

pp T. Burgess

PROFESSOR M BLOCKMAN
CHAIRPERSON, FHS HUMAN ETHICS
Federal Wide Assurance Number: FWA00001637.

Institutional Review Board (IRB) number: IRB00001938
This serves to confirm that the University of Cape Town Human Research Ethics Committee complies to the Ethics Standards for Clinical Research with a new drug in patients, based on the Medical Research Council (MRC-SA), Food and Drug Administration (FDA-USA), International Convention on Harmonisation Good Clinical Practice (ICH GCP) and Declaration of Helsinki guidelines.

s.thomas

Appendix B

Participant informed consent in English

Information Form for Parents

The title of our research is an exploration of the factors influencing the reluctant participation in extra-mural activities in a low-income primary school. This study is focusing on exploring the views of primary school children in order to understand why they reluctantly take part in the extra-murals activities available at the school. This information will help the school in developing more effective extra-mural programmes .The researchers are final year occupational therapy students from the University of Cape Town. Your child has been chosen to participate in this study because they participate reluctantly in the extra-mural activities available to them. Your child has indicated that they are willing to participate in this study. Your child will be required to participate in two, approximately hour long interviews during March, April and May. During these interviews your child will be asked about their views of the extra-mural activities at their school and why they participate reluctantly. The interviews will be voice recorded so that the researchers can use these recordings to remember what was said in the interviews. These interviews will take place at school and all the information your child gives during the interview will not be shared with others. Your child will not be at any risk or will not be harmed during the interviews. The benefit of your child participating in this study will be to help in planning future extra-mural programme at schools so that more children will take part in the extra-mural activities. It will not cost any money to allow your child to participate and no money will be given to your child for participating.

Participation in this study is voluntary and your child will not be forced to participate if they do not want to. Your child can leave the study at any time and this will not cost anything.

If you have any questions about this study and what is needed from your child contact the researchers on: 082 300 9166 (Chanelle van Zuydam) or 078 645 8234 (Neo Mohapelo).

Informed consent form

I _____ have read and understood the above information sheet. I understand what is required of my child and I have had all my questions answered. I do not feel that my child is forced to take part in this study and I am allowing my child to participate out of my own free will. I know that my child can leave the study at any time if they so wish and that it will have no bad consequences.

Parent/guardian of participant

Date

Researcher

Date

Appendix C

Participant informed assent in English

Information Sheet for Participants

The title of our research is an exploration of the factors influencing the reluctant participation in extra-mural activities in a low-income primary school. This study is focussing on why young children are reluctantly taking part in extra-mural activities at school. This information will help the school in planning extra-mural programmes that more children will want to participate in. The researchers are final year occupational therapy students from the University of Cape Town. The children are chosen because they take part reluctantly in extra-mural activities at school. The children will be interviewed twice during March, April and May. These interviews will be about one hour long. During these interviews the children will be asked about their views of the extra-mural activities at their school and why they participate reluctantly. The interviews will be voice recorded so that the researchers can use these recordings to remember what was said in the interviews. These interviews will take place at school and all the information given during the interview will not be shared with others and will be private. There will be no risks to the children during the interviews. The benefit of this study is that better extra-mural activities can be planned for the future. It will not cost any money to take part in this study and no money will be given after the interviews.

Taking part in this study is your choice and no one is forced to take part or stay in the study. If you do leave there will be no costs to you.

If you have any questions about this study and what is needed contact the researchers on: 082 300 9166 (Chanelle van Zuydam) or 078 645 8234 (Neo Mohapelo).

Informed assent form

I _____ have read and understood the above information sheet. I understand what is needed and all my questions have been answered. I do not feel that I am forced to take part in this study. I know that I can leave the study at any time if I so wish and that it will have no bad consequences.

Participant

Date

Researcher

Date

Appendix D

Teacher informed consent in English

Information Form for Teachers

The title of our research is an exploration of the factors influencing the reluctant participation in extra-mural activities in low-income primary schools. This study is focusing on exploring the views of primary school children in order to understand why they take part reluctantly in the extra-murals activities available at the school. This information will help the school in developing more effective extra-mural programmes .The researchers are final year occupational therapy students from the University of Cape Town. You have been chosen to be interviewed as the researchers need to find out about the children who are participating reluctantly. You will be required to participate in one interview for approximately thirty minutes in March. During the interview questions will be asked about children who participate in this manner as well as questions about the extra-mural programme. The interviews will be voice recorded so that the researchers can use these recordings to remember what was said in the interviews. These interviews will take place at school and all the information given during the interview will not be shared with others. There will be no risk of participating. The benefit of participating in this study will be to help in planning future extra-mural programme at schools so that more children will take part in the extra-mural activities. It will not cost any money to participate and no money will be given to you for participating.

Participation in this study is voluntary and you will not be forced to participate if you do not want to. You can leave the study at any time and this will not cost anything.

If you have any questions about this study and what is needed from your child contact the researchers on: 082 300 9166 (Chanelle van Zuydam) or 078 645 8234 (Neo Mohapeloa).

Informed consent form

I _____ have read and understood the above information sheet. I understand what is required of me and I have had all my questions answered. I do not feel that I am forced to take part in this study and I am participating out of my own free will. I know that I can leave the study at any time if I so wish and that it will have no bad consequences.

Teacher

Date

Researcher

Date

Appendix E

Initial Interview and follow up Questions

- Do you know what extra-murals are?
- What extra-murals are at your school?
- How do you feel about these extra-murals? Why?
- Which extra-murals have you participated in? This term and in the past?
- What made you choose this extra-mural?
- Describe the way you feel about the choice you got?
- Give me an example of a time when it was a nice day at the extra-mural.
- Tell me about a typical afternoon at the extra-mural or your most memorable one.

Appendix F

National coding System Grade Seven – Nine

Rating Code	Percentage (%)	Description of Competence
7	80 – 100	Outstanding achievement
6	70 – 79	Meritorious achievement
5	60 – 69	Substantial achievement
4	50 – 59	Adequate achievement
3	40 – 49	Moderate achievement
2	30 – 39	Elementary achievement
1	0 – 29	Not achieved

Appendix G

Extra-mural form for learners and parent information slip

Please note :

- Learners must choose three (3) extra-mural activities.
- These choices must be numbered 1 – 3 in order of preference. No ticks (✓) please.
- We will endeavour to accommodate a learner’s first choice, but this may not be possible.
- The teacher in charge of an Extra-mural activity will communicate any requirements, if needed.
- Please return the registration form to your class-teacher as soon as possible.

Name of learner: **Grade:** 3 4 5 6 7 **Class teacher:**.....

<i>Grade/Age group/boys/girls</i>	<i>Extra mural activity</i>	<i>Day</i>	<i>Choice</i>
Gr.6 - 7	Crafts with sticks	Monday	
Gr.3 - 4	Mini-Tennis	Monday	
Gr.5 - 7	Computer Club	Monday	
Gr.4 - 7	Technical drawings	Monday	
Gr.3 – 5	Board Games	Monday	
Gr.3 – 7	Table Tennis	Monday	
Gr.4 – 7	Jewellery making	Monday	
Gr.4 – 7	Themed parties	Monday	
Gr.6 – 7 boys	Rugby	Monday & Wednesday	
Gr.3 – 7	Chess	Monday	
Gr.3 – 7	Glass-painting	Monday	
Gr.4 – 7	Soccer	Monday	
Gr.3 - 5	Scrap-booking	Monday	
Gr.3 - 5	Knitting	Monday	
Gr. 5 – 7 girls	Flower arranging	Monday	
Gr.3 – 7	Paper-making	Tuesday	
Gr.4 – 7	Creative Arts	Tuesday	
Gr.3 – 5	Taebo	Tuesday	
Gr.4 – 6	Cake décor	Tuesday	
Gr.6 girls	Hockey	Tuesday	
Gr.5,6 girls	Softball	Tuesday	
Gr. 5 - 7	Book Club	Tuesday	
Gr. 4 - 7	Chess	Tuesday	