



UCT KNOWLEDGE CO-OP

## **A profile of extra-mural activity participation of grade 4 – 7 learners who attend a low income school located in the Western Cape Education Department Metropole East**

**Thesis submitted for a degree in Occupational Therapy**

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## PLAIGIRISM DECLARATION

1. We know that Plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own.
2. We have used the American Psychological Association formatting for citation and referencing. Each significant contribution to, and quotation in, this essay/report/project from the work or works, of other people has been attributed, cited and referenced.
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## DEFINITION OF TERMS

**Extra-mural** - refers to those learning/development activities that take place in the time and space beyond the classroom-based school timetable. Most typically, these occur in the afternoons after formal class but can also comprise early morning activities (e.g. breakfast clubs, study support, games and arts practices). Extramurals are significantly more than traditionally associated sports and clubs (Extramural, 2012).

**Participation** – participation is defined as taking part in something. Embedded in the definition are the elements of participation which include how it involves sharing, being involved with, being active, or experiencing something. The dimensions of where, with whom, levels of enjoyment and intensity are viewed to be key characteristics of participation. (Law, Petrenchik, Ziviani, & King, 2006).

**Learners**-those children attending the grades of 4,5,6,7 of a low income school, who are typically between the ages of 8 – 13 years old.

**Low income schools** – these are schools in which the annual school fees fall below R10000. The school that is in this study has an annual fee of R1980 per child.

## ABBREVIATIONS

**CAPE**- Children's Assessment of Participation and Enjoyment

**PAC**- Preferences for Activities of Children

## ABSTRACT

**Introduction:** *South Africa faces a vast amount of violence and crime in both private and public schools. The benefits of extra-mural activities are well documented in literature and descriptive profiles of participation in extra-mural activities have been*

generated, but not in the South African context. Occupational Therapists understand occupation and it is with their contribution and research that organizations providing extra-mural activities can be enhanced and their services can be meaningful and purpose fulfilling for their consumers.

**Objectives:** This study aimed to provide a demographic profile of learners who participate in extra-murals in terms of age, gender and school grade. It describes the array and distribution of extra-mural activity participation, as well as the intensity of participation in these activities. The study furthermore aimed to describe the preferences for extra-mural participation, as well as associated levels of enjoyment.

**Description:** This study was exploratory and descriptive in nature and it adopted a quantitative cross sectional survey based approach. Data collection involved 138 participants from grade 4 – 7. Convenience sampling was used to select the school and learners were selected on the basis of who had consent from parents and who were present at the date and time of data collection. Participation in extra-murals and their preference for participation was captured using the Children's Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC).

**Results:** CAPE: The learners engaged in a large array of activities. Learners in the higher grades had a greater diversity, indicating participation in more activities as they grew older. Differences in gender were observed as girls engaged in more activities than boys. There were low intensity scores across all grades and genders indicating decreased frequency of participation. Most learners participated in activities with other relatives and their families and this participation happened mostly in their neighborhoods. High enjoyment levels were placed on the activities that the learners participated in. PAC: Activity preferences as analysed by PAC showed that social activities were the most preferred activities across all the grades and genders, while physical, self- improvement and skill based activities were selected as moderately preferred activities across all the grades by both girls and boys.

**Practice Implications:** The results provide evidence for enhancing the value and effectiveness of services provided by organisations that promote extra-mural activity participation in schools.



**CHAPTER ONE**  
**INTRODUCTION**

## 1.1 Introduction

The National Schools Violence Study undertaken by the Centre for Justice and Crime prevention in 2007/2008 highlighted a vast amount of violence and crime in both primary and secondary South African schools. This study indicated that children attending low income schools had been exposed to a greater incidence of violence in their communities, neighbourhoods and homes with children having easier access to alcohol, drugs and knives. Their exposure to violence at home was seen to be related to their violent behaviour at school. Lawrie (2009) confirms that many South African children growing up in low income areas are faced with high rates of poverty and community violence that are significantly associated with anti-social behaviour.

Youth living in a socially impoverished area of South Africa often have limited opportunities to become involved in leisure activities due to the lack of leisure resources within the environment. This results in many young people spending their time sitting around or “hanging out” in groups outside and on the streets because they have nothing else to do (Wegner & Magner, 2002; Wegner, Flisher, Muller & Lombard, 2006; Ward & Bakhuis, 2009; Flisher & Chalton, 1995; Galvaan, 2012; Lawrie, 2009).

The above mentioned studies suggest that these youth are at risk of experiencing leisure boredom which occurs when available leisure experiences are not sufficient to satisfy needs and when youth perceive their leisure activities to be insufficiently challenging (Iso-Ahola, 1990).

There is evidence that leisure boredom among South African youth is high and is a significant motive for youth binge drinking, drug use, gang behaviour and school drop-out (Ziervogel, Ahmed, Flisher & Robertson, 1998; Ward & Bakhuis, 2009; Wegner, Flisher, Chikobvu, Lombard, & King, 2008).

The above concerns relating to lawlessness and undesirable behaviour in many South African low income school environments prompted the South African National Department of Education (DoE) to acknowledge the need for planned, coordinated and consistent extra-mural activities in all schools as a way to involve learners in positive activities and reduce their exposure to gangs, violence and/or criminal activities. The Western Cape Province Education Department and Department of

Social Development recognized the value of extra-mural activities when they funded the Extra-Mural Education Project (EMEP, 2010). EMEP is a "Cape Town based NGO that uses extra-murals at schools to try and develop schools as hubs of lifelong learning, recreation and support for their communities" (Cooper, 2010, p. 4).

The benefits of extra-mural participation for children are well documented in literature studies across different countries such as South Africa (Lawrie, 2009); Israel (Engel-Yeger, Jarus, Anaby, & Law, 2009) and Canada (Friis, 2009). The recent growing trend of research studies on the benefits of extra mural participation highlights the growing awareness of its importance. Extra-murals are seen to be key to a balanced curriculum, a healthy lifestyle, an enhanced school experience and personal, social, and community development (Lawrie, 2009; Boemfield & Barber, 2010; Fredericks & Eccles, 2008). They include a wide range of activities which provide safe and healthy spaces and trigger positive change in young lives and in whole-school communities (Extra-mural, 2012). Children's involvement in extra-mural activities has been shown to increase their resilience serving as a protective buffer against the negative influences of poverty, crime and abuse (Lawrie, 2009; Boemfield & Barber, 2010, Fredericks & Eccles, 2008; Mahoney, 2000; Larson, 2000; Eyer, Manney, Brownson, Lohman & Haire-Joshu, 2006; Fredericks, Hackett & Bergman, 2010 & Eccles & Gootman, 2002).

## **1.2 Background of EMEP and this study's focus**

EMEP aims to help schools in the Western Cape by training teachers and principals to develop extra-mural activities in their schools. They also help these schools to form connections with pertinent people and organizations, which may be of help to these schools in terms of extra-mural activities, resources and services.

According to Gevisser, EMEP founder and director (Extra-mural, 2012) in order for these extra- mural programmes to be effective they must be aligned with the needs and interests of the learners and be specific and relevant to their particular context. The importance of learners being involved in designing appropriate activity programs in order to ensure their participation in these activities is further supported by data generated in the National Schools Violence study.

EMEP recognizes the importance of promoting meaningful extramural participation and this corresponds with the philosophical foundations of occupational therapy, a profession which aims to facilitate children's participation in desired life roles and environments at home, at school and in their wider community context (American Occupational Therapy Association, 2008 as cited by Graham, Rodger & Ziviani, 2009). Prominent pediatric occupational theorist, Mary Law (2002) states that in order for participation and engagement in occupations to be maximized, the occupations must be meaningful to the people and provide fulfillment and engage them in everyday life with others. As such it is important to consider how location, gender, culture and age (developmental stage) have an impact on patterns of participation and participation preference.

The examination of the impact that these above mentioned factors have on patterns of extra mural participation and preference, will promote a client-centered approach which will ensure that extramural intervention programs are better aligned with the participation needs and interests of learners; more specific and appropriate for their particular context, developmental stage and interests; and thus making programs better positioned to facilitate participation, satisfaction and improved results (Law et al., 1998). This study's focus on uncovering these aspects of extra mural activity participation in early adolescent learners will aim to contribute to the abovementioned client-centered approach.

### **1.3 Assessing Extramural Activity Participation**

There are relatively few measures of children's participation in life situations (World Health Organization 2001). Existing measures vary in scope, with some focusing on children's physical activities (e.g. Hay 1992), others on play (e.g. Henry 2000), and some including school-based activities (e.g. Diller et al. 1981; Hay 1992; Posner & Vandell 1999).

These assessments are dominated by observational scales of play and leisure behavior and although they provide important information that contributes to the understanding of a child's involvement in play and or leisure, they fail to include the child's perspective regarding his or her play preferences and participation.

According to Parham & Fazio (2008) it is important to use self-administered tools which help provide an understanding of the child's perspective regarding their participation and preference in play and leisure since play and leisure are by definition determined by the individual.

The Children's Assessment of Participation and Enjoyment (CAPE) and Preferences for Activities of Children (PAC) is useful because it enables extra mural programs to be aligned with child interests. This is important as the self-determination theory states that individuals are more motivated to become involved in activities that are self-determined rather than being guided by those which are externally imposed (Ryan & Deci, 2000). This point is illustrated by a study by Fredericks, Hackett & Bergman (2010) who in exploring the factors that increase participation in extra mural sport clubs of children from two low income communities in America found that common reasons why the youth reported not attending and dropping out of the programs was due to the fact that the activities offered did not represent their interests. They argued that children were more likely to continue participating at extra mural clubs if they experienced some degree of choice and had some say in the activities that were offered and had opportunities to make choices about how to spend time in both structured and unstructured activities.

It is therefore important to consider the diversity of interests and preferences of the different children in order to promote continual involvement and participation in extra mural clubs and programs.

The Children's Assessment of Participation and Enjoyment (CAPE) is a 55-item measure of five dimensions of participation (diversity, intensity, with whom, where and enjoyment) providing three levels of scoring: (i) overall participation scores; (ii) domain scores reflecting participation in formal and informal activities; and (iii) scores reflecting participation in five types of activities (i.e. recreational, active physical, social, skill-based and self-improvement activities) determined through principal component analyses (King , et al., 2004).

According to Law (2002) it is important to assess all these various dimensions of participation in order to glean a thorough understanding of meaningful participation. The CAPE provides information about the behavioural, contextual, environmental and affective aspects of participation. The information that the CAPE provides on

these dimensions of activity participation is considered to be as important as the activities they participate in (Whiting, 1988). The Preferences for Activities of Children (PAC) is a parallel measure of preference for activities. The CAPE and PAC provide a comprehensive assessment of the multiple dimensions of participation. It is a direct measure of participation not a measure which quantifies children's level of competence in activities (e.g. Achenbach 1991; Henry 2000; Noreau et al. 2003). These measures are in line with the World Health Organization's (2001) conceptualization of participation as actual performance of an activity in the context of an individual's normal environment (Forsyth & Jarvis, 2002).

Both measures are appropriate for children and youth with and without disabilities between 6 and 21 years of age, as the items reflect activities done by any child. The items were developed through a review of the literature, expert review and pilot testing of the CAPE and PAC with children both with and without disabilities.

#### **1.4 Problem Statement and rationale for this study**

Despite the positive benefits of extra mural participation being touted from studies worldwide, there is very little information detailing the types of activities children tend to engage in and prefer, who they do them with, how much they enjoy their participation and the extent to which their participation takes place at home, school or in the community. Descriptive information that does exist relating to children's extra-mural participation patterns is largely represented by middle class children in Western contexts (Bazyk et al, 2003) such as America (Fredericks & Eccles, 2008), Australia (Graham, Rodger, & Ziviani, 2009), and Spain (Colon, Rodriguez, Ito & Reed, 2008). Often there are negative value judgments placed on children's play patterns if they differ from the American, middle class mainstream (Fleer, 1996). Due to the particular importance that extra mural participation can play against the negative influences of poverty, crime and abuse in low income schools (Lawrie, 2009; Boemfield & Barber, 2010, Fredericks & Eccles, 2008; Mahoney, 2000; Larson, 2000; Eyler, Manney, Brownson, Lohman & Haire-Joshu, 2006; Fredericks, Hackett & Bergman, 2010 & Eccles & Gootman, 2002), there is a need to generate information on what extra mural activities are in place both inside and outside of

schools and the preference that children attach to participating in these activities currently available to them.

In ongoing discussions with EMEP via UCT's Knowledge Co-Op the thesis group decided to investigate the extra mural participation patterns and preferences of children in grade 4-7 attending a low income school where EMEP were currently running one of their extra mural programs. In this way information gained could guide an evaluation of the existing program and guide possible inclusions or amendments to the program.

The CAPE/PAC used in this study has been used in studies to compare the activity preference and participation patterns of children of different ages and genders. These studies did however not include the critical contextual features of participation - such as the dimensions of where and with whom this activity takes place. This is an importance dimension of participation to consider as it as has an impact on the meaning and experience of participation (Whiting & Edwards, 1988). There is therefore a need to produce a study such as ours that includes these critical dimensions.

## 1.6 Research Question

The following research question was decided upon: **What is the extramural participation profile and preferences of children in grade 4 to 7 attending a low-income school in the Metro East Education District, Western Cape?**

## 1.7 Aim

The aim of this study was to generate a descriptive profile of participation in extra-mural activities for learners in Grades 4 - 7 who attend a low income school in WCED Metropole East.

## 1.8 Objectives

The study objectives were to:

- Provide a demographic profile of learners who do participate in extra-murals in terms of their gender and school grade

- Describe the array and distribution of extra-mural activity participation
- Describe the intensity of participation in extra-mural activities
- Describe the learners' preferences for extra-mural participation
- Describe the levels of enjoyment associated with participation in extra-mural activities
- Describe with whom and where this participation occurs.

### **1.9 Purpose**

This profile will describe learners' participation in and preferences for extra-mural activities. Knowledge of the extra-mural participation patterns and preferences of learners who attend a low income school will provide information to support our understanding of young adolescent participation and preference in extra-mural activities. It will guide initiatives such as EMEP and the WCED to promote and develop extra-mural activity programs which are aligned with the interests of primary school learners attending low income schools in WCED Cape South Metropole. For occupational therapists who have a vested interest in participation, the results will provide detailed information on the actual participation of children, that is what that do, where they do it, with whom and how often, as well as their preferences for extramural activities occurring in their context. This information will guide occupational therapists to build on existing extramural participation for children in low income contexts, drawing on children's assessment of preferences to include activities which children would like to do most.



**CHAPTER TWO**  
**LITERATURE REVIEW**

## 2.1 Introduction

The literature review will present studies which espouse how extra-mural programs are especially important for children living in high-risk and low income contexts such as the participants in our study. The studies show how extra mural activity participation increases child resilience (Fredericks & Eccles, 2008) and prevents anti-social behaviour such as gangsterism (Ward & Bakhuis, 2009). This reinforces that extra mural programs should be key sites for intervention for persons working with children in low income settings.

The profession of occupation therapy aims to ensure all individuals have the opportunities, resources, privilege and rights to participate to their potential in their desired occupations (Townsend & Wilcock, 2000). Therefore it is important to understand children's preferences for activity choices as well as factors which impact these choices as children are more motivated to become involved in activities that are self-determined rather than being guided by those which are externally imposed. The review contains studies which illustrate this by showing that children are more likely to participate in activities they value (Newman et al, 2007; Eyler, Manney, Brownson, Lohman & Haire-Joshu, 2006). These studies highlight the value of creating an inventory of children's preferred activities to guide effective interventions.

As occupational therapy students, these values and aims of occupation therapy guide and locate our role within this study which is to explore participation in extra mural activities which are meaningful and contextually relevant to the children living in low income environments and to consider factors which have been shown by literature to impact participation patterns and preferences such as age, gender and context.

Studies show that gender has been found to be a statistically significant predictor of patterns of extramural participation diversity, intensity, enjoyment and preference (Larson & Verma 1999; Medrich et al. 1982; Garton & Pratt 1991; Posner & Vandell 1999; Jarus et al., 2010; Offord et al., 1998; King, Law, King, Hurley, Hanna, Kertoy & Rosenbaum, 2006). Despite this trend, none of these studies were conducted in a

South African context and we therefore wanted to confirm these results in our context.

Studies also show that age is also an important determinant in what children do, with whom and where as well as determining preferences for particular activities (King et al., 2007; Larson & Richards, 1991; Brown and Gordon 1987; Posner & Vandell, 1999; Jarus et al. 2010). For example, there was a consistent trend in all these studies which showed statistically significant results of social activities increasing with age and a decrease in recreational activities and in watching television. These studies were all conducted outside of South Africa and therefore we wanted to confirm these results in a South African context.

The impact of socio-economic status, context, culture and location on occupational choice and the diversity and intensity of extra mural participation patterns as well as where and with whom the activities are performed is also presented by various studies (Offord, Lipman, & Duku, 1998; Cooper, 2010; Galvaan, 2010, Brown & Gordon, 1987; Law et al., 2006; Dearing, Simpkins, Caronongan, Weiss, Kreider, Lund, Wiemer, 2009).

## **2.2 Positive contributions of extra mural activities**

Research outlined below consistently shows that children's participation in meaningful occupations is associated with positive influences on their health and well-being and development (Case-Smith, 2005). For these reasons, participation is increasingly considered as one of the primary aims of pediatric rehabilitation and is believed to contribute to child health, development, and quality of life. Children who engage in extra-mural activities are less likely to develop delinquent behaviour and more likely to be healthy, to complete school and to progress to tertiary education (Lawrie, 2009, Mahoney, 2000). Involvement in extra-mural activity is related to increases in child resilience and self-esteem (Fredericks & Eccles, 2008) and associated with positive developmental outcomes such as higher motivation and academic performance, lower occurrences of problem behaviour, improved social competence and mental health (Eccles & Gootman (2002). Mahoney, Larson & Eccles (2005) identify school-based and community-based extra-mural programs as strong promoters of positive youth development that is especially important for children residing in high-risk and low-income contexts.

Extra-mural activities that are structured provide supportive relationships, positive social norms and provide children with the developmental opportunities to foster initiative, achievement motivation and social competency (Larson, 2000) and a lack of structured after-school activities results in children engaging in unsupervised socializing which has been shown to lead to anti-social behaviour such as gangsterism (Ward & Bakhuis, 2009). This links to Larson and Verma (1999) distinction of activities being classified as either formal or informal. Formal activities often require a payment fee due to the fact that they are usually conducted by a coach, instructor or leader. They also require prior planning and transportation to attend these activities. Therefore family's income status and time availability has a big impact on a child's ability to have access to these types of activities. This was illustrated in the study by Ward & Bakhuis (2009) which found that children from low-socio economic communities in Cape Town do not have access to formal activities. These children's participation repertoire is therefore restricted to informal activities which have little or no prior planning for attendance and are frequently initiated by the child and have no cost involvement.

According to Larson (2000) children that have limited opportunities to participate in formal activities are at a disadvantage as they are considered to be more enjoyable to children and have advantages with respect to the development of initiative, intrinsic motivation and competence.

Bazyk & Bazyk (2009) explored the meaning attached to extra-murals by interviewing low income urban youth who attended a 9-week after care program providing a range of meaningful structured leisure activities including music, dance and organized sports. The findings of this study suggest that for this group of children, engagement in these structured leisure occupations provided increased happiness, enjoyment, life satisfaction and opportunities for enhanced development and occupational enrichment.

Extra-mural activities have a particular buffering effect against the adverse effects of growing up in low income and violent, at-risk communities, providing opportunities for positive development despite dire environmental situations. They should thus be seen as key sites for intervention for persons working with children in low income settings (Lawrie, 2009; Boemfield & Barber, 2010, Fredericks & Eccles, 2008;

Mahoney, 2000; Larson, 2000; Eyler, Manney, Brownson, Lohman & Haire-Joshu, 2006; Fredericks, Hackett & Bergman, 2010 & Eccles & Gootman, 2002).

### **2.3 Preference for extra mural activity participation**

An important component of exploring participation in extra murals is that of the meaning and preference children place on participation in extra murals. Hands, Larkin, Rose, Parker, & Smith (2011) provide strong evidence that children who are more self-determined in their motivation towards activities are more likely to participate in such activities. Newman et al. (2007) confirmed this in his study that illustrated that children were more likely to participate in activities which they valued highly.

The value of investigating children's preferred activities and creating an inventory to guide effective interventions was also illustrated by the study by Eyler, Manney, and Brownson, Lohman & Haire-Joshu (2006) which aimed to investigate the preferences of after school activities in a group of 870 urban, low-income, Caucasian and African American children aged 5 to 12 years old. The purpose of the study was to guide interventions which aimed to increase and encourage children to be more physically active outside of school hours.

The study recognized previous research by Sallis & Owen (1998) which found that enjoyment is an important factor in initiation and maintenance of physical activity. The study found that despite the fact that the children of the different race groups resided in the same area, there were significant differences between their activity preferences. The impact that cultural differences specifically related to race and gender had on activity preference and participation was highlighted, emphasizing the need to create inventories of preferred activities across these constructs. They also concluded a need for future research to correlate actual participation with preferred activities. This therefore validates the need for studies such as ours which examines children's extra mural participation patterns and preferences using the PAC and CAPE.

## **2.4 Factors impacting on extramural participation of children**

Current literature has addressed the importance of measuring children's participation. Participation has been said to be fundamental to development, health and well-being (Ackermann, Feeny, Hart, & Newman, 2003; Bronfenbrenner & Morris, 1998). However, measuring participation is a complex task because there are a large number of factors which influence participation (King et al., 2007). Factors such as culture, family, health status, contextual factors, age and gender have been identified as some of the main determinants of children's participation (King et al., 2007).

### **2.4.1 Gender**

Gender has been found to be a predictor of patterns of extramural participation diversity (Larson & Verma 1999; Medrich et al. 1982; Garton & Pratt 1991). Sports participation is generally found to be higher for boys than for girls and girls are typically more involved in skill-based, social and self-improvement activities (Medrich et al. 1982; Larson & Verma 1999). Posner & Vandell (1999) conducted a study on the after-school activity participation patterns of 194 African American and White 3<sup>rd</sup> to 5<sup>th</sup> grade children from low-income households. The study found that boys between approximately 8 and 10 years of age reported participating more intensely in coached sports than girls of this age, whereas girls reported participating more intensely in academic and socializing activities than did boys. The same results were found in study by Jarus et al. (2010) in which the CAPE and PAC were used to examine the activity participation and preferences of 332 Israeli children and youth aged 5 to 18 years old. Offord et al. (1998) concurred with the findings, but in a Canadian context with boys participating more highly in sports and girls participating more highly in the arts (i.e. skill-based activities). The study by King, Law, King, Hurley, Hanna, Kertoy & Rosenbaum (2006) also used the CAPE and PAC to examine the activity preferences and participation of 427 American children aged between 6 and 15 years. The study showed similar results to previous studies with boys reporting participating more intensively and experiencing more enjoyment in active physical activities than girls, whereas girls reported participating more intensively and enjoying social, skill based and self-improvement activities than boys.

### 2.4.2 Age

Literature supports theories that age is an important determinant in what children do, with whom and where (King et al, 2007; Larson and Richards, 1991; Brown and Gordon 1987; Posner and Vandell, 1999; Jarus et al., 2010). These studies showed that participation intensity, enjoyment and preference for social activities increased with age and that there was a decrease in recreational activities and in watching television. For example, the study by Larson and Richards (1991) showed how participation intensity and enjoyment of social activities increased with age when they found that girls in ninth grade (approximately 14 years of age) took part in more social activities than girls in fifth grade (approximately 10 years of age). The study by Brown and Gordon (1987) confirmed these findings when they found that, with increasing age, children with and without disabilities visited and made telephone calls more frequently and spent more time out of the house. Posner and Vandell (1999) also found that intensity of participation in outside, unstructured activities decreased by half between the ages of 8 - 10 for low-income White and African American children and they also found that time spent socialising doubled during that period.

The study by Jarus et al. (2010) showed that there was a trend for greater participation intensity in all activities from ages 5 to 11 years and a decrease in participation intensity in the age range 12 to 18 years in all the activity types except for social activities and self-improvement activities. According to a study by King et al. (2006) which used the CAPE and PAC to examine the activity participation, preference and of 427 children aged between 6 and 15 years. The study found that the older children reported that they participated less intensely and had lower enjoyment and preference for recreational activities, such as doing crafts, playing with toys and watching television than the younger children yet they reported participating more intensively and higher enjoyment and preference for social activities when compared with the younger children.

Despite the consistency of these findings, there are no studies performed in South Africa that examines the participation and preference of South African children and therefore it is necessary to conduct a study to confirm these results in a South African context.

### 2.4.3 Context and income status

A Canadian study by Offord, Lipman, & Duku (1998) showed how socio-economic status has a big impact on occupational choice. It was found that family income and financial constraints had the most prominent effect on rate of participation in supervised sports and skill-based activities due to the fact that the participation in these organised activities often requires transportation and time commitment by parents. The study also showed how the intensity of participation in skill-based activities (e.g. learning to dance, playing a musical instrument) will be impacted by the family's intellectual-cultural orientation (i.e. the family's level of interest in political, intellectual and cultural activities).

The impact that context, culture, location and socio-economic status has on youth's choice of extra-mural activities is highlighted in the study by Smith (Cooper, 2010). The study compared the values of a private school with that from an under-resourced lower socio-economic township school and investigated how this impacted the occupations of the students as well as how the differing socio-economic environments impacted choice of occupations. For example the lower socio-economic school had been burgled numerous times which meant resources were scarce and thus limited extra-mural activities. The students from the lower socio-economic school placed a lot of value on being socially active and contributing to their direct community and the lives of the people who live in it. This impacts on their choice of extra-mural occupations in that they are all community occupations of drama, singing and dancing performances. Brown & Gordon (1987) found that household income and parent's level of education levels can enhance or decrease a child's participation diversity and frequency in active physical activities, self-improvement activities, and social activities. According to Law et al. (2006) the number of parents in the household and the amount of support provided as perceived by the child also contributes to the increase or decline in activity participation.

According to Galvaan (2012), what activities a child chooses to do is influenced by individual factors (such as skill level) and by extra personal factors (such as the availability of resources). Galvaan's 2010 study aimed to generate insight into the nature of the occupational choices of a group of 212 youths aged between 11 and 13 years living in a marginalized community in Cape Town, South Africa and the factors



that influenced their occupational choices. The children reported high rates of risk behaviour such as smoking, consuming alcohol, and belonging to gangs as well as having to stop playing and skipping school because of threats of violence. The study challenged the assumption that occupational choices are necessarily deliberate, that the locus for control is within the person and that the environment plays a supplementary role in determining choice. It also illustrated the belief that exposure to opportunities will change choices.

The study revealed the huge contributing role that the context had on creating occupation choice. Within the context of the study, the following factors played a huge role in influencing occupational choice: the young adolescent's experience of historically predicated patterns of occupations at a community level, the subcultures of subgroups and the low educational expectations held of them. Physical structures also played a big role in contributing to dispositions for occupational choice, such as limitation of space, sub-standard nature of infrastructure, poor recreational spaces, and close proximity to social spaces where alcohol abuse was prevalent. Due to the fact that our study was conducted in a similar low-socio economic community as Galvaan's (2010) study where there is limited occupational choice due to lack of infrastructure, poor recreational spaces and lack of financial resources, it may be expected that the diversity of the children's extra mural participation patterns and choices may be low. However, Galvaan's (2010) study also proposes that exposure to opportunities such as those provided by EMEP would result in increased health promoting occupational choices and participation patterns which may be reflected in the study. It would be interesting to consider the levels of enjoyment that accompany the participation of these activities as well as whether the children are entirely dependent on the programs such as EMEP to provide extra mural participation opportunities. This can be observed by considering the dimensions of where and with whom the activity takes place.

A study by Dearing, Simpkins, Caronongan, Weiss, Kreider, Lund, Wiemer (2009) investigated the associations between family income and children's participation in a variety of out-of-school activities, including athletics, before- and after school programs, community programs and centers, lessons, religious activities, and summer camps. They studied the participation of 1420 children in kindergarten to grade 6 in the above mentioned out-of-school activities. The sample of children who

participated in the study belonged to diverse ethnic and economic backgrounds. The study found that children in low-income families participated in fewer total out-of-school activities when compared to children in middle-income and wealthier families. The study showed how location impacted the children's participation patterns. Many parents from low economic status and neighborhoods reported keeping their children indoors because of safety concerns and the lack of space and facilities (e.g. playgrounds) near their homes.

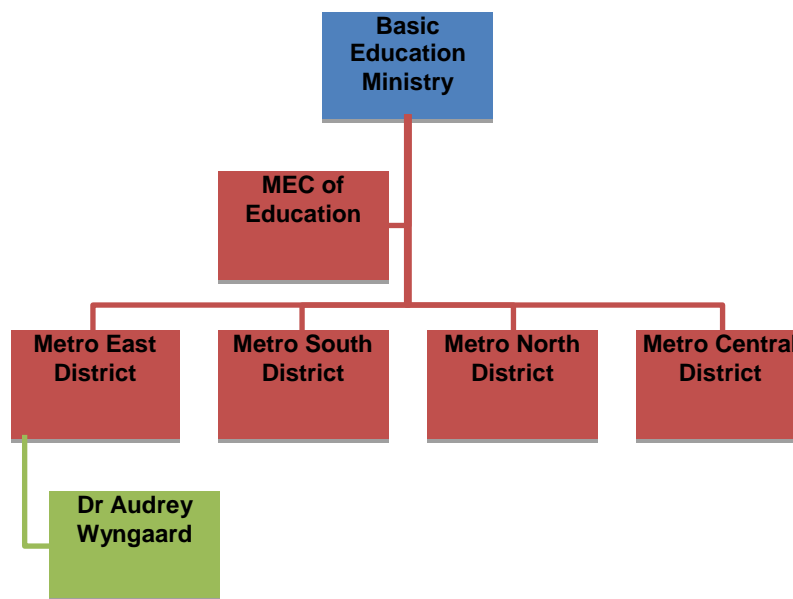
The study proposed that the cost of organized activities, including activity fees and costs such as transportation, is part of the reason that children in low-income families participate less than those in more affluent families. The study also mentioned, however, that in instances where efforts have been made to make activities more affordable and available to children of low-income families, these children have continued to show low rates of participation and this provides indication that cost is not the only obstacle for these children and families. The findings suggested a reason for this when they found that higher family income predicted higher levels of cognitive stimulation in the home and that, in turn, these higher levels of stimulation predicted higher rates of participation. The study suggested another reason is that community norms and values have an impact in establishing whether stimulating activities outside school are valued and supported socially.

In our study, there is no possibility of there being low rates of participation in extra mural activities despite there being programs such as EMEP in place as the school has made it compulsory for the learners to participate in at least three extra mural activities a week. It would be interesting therefore to consider whether these prescribed activities that the child actually does corresponds with their preferences or personal choices. This could be observed by examining their enjoyment scores of activities they participate looking for association between their activities preference score in the PAC and actual participation as recorded in the CAPE.

**CHAPTER THREE**  
**METHODOLOGY**

### 3.1 Study setting

The study was conducted with learners from school X which is located in Grassy Park. Grassy Park is part of the Cape flats which is located in the Southern suburbs of the Cape Town Metropole and the Metro East education district.



**Figure 1: Outline of Education Districts in the Western Cape**

The area is a predominantly Coloured area which is a result of the Group Areas Act of 1950 which was put in place to separate people of different races geographically. This had an impact on economic productivity within the area, infrastructure and the general socio-economic status of the people in the area. Many of the children attending schools in the area of Grassy Park live in sub-economic houses rented from the local municipality. There are two informal housing settlements adjacent to the school. According to Adams & Waghid (2005) there are many shebeens in the area and gangsterism, alcohol and drug abuse are rife. Their study indicated that drug merchants in the area are seen as role models because of their seemingly affluent life style. According to X Primary School's website, the school has a history of involvement with disadvantaged children and the community it serves. The school provides the learners with a feeding scheme in an attempt to alleviate the

consequences of socio-economic problems which are still prevalent in the community such as high rates of unemployment, divorce, child abuse, dysfunctional families and substance abuse. The school follows the CAPS (Curriculum Assessment Policy Statement) which is informed by the legislation of the National Department of Education (DoE), South Africa.

The school is committed to actively promote cultural activities, sports, music and the arts and holds the belief that providing adequate extra mural opportunities is vital to promote holistic development of their learners. The following are the extra-mural activities that were made available by the school to the learners within the last four month period

**Table 1: Extra-murals offered at School X in the four month period preceding data collection**

Recreational activities	Physical activities	Social activities	Skill-Based activities	Self-Improvement activities
1. Board Games 2. Crafts with sticks 3. Jewellery making 4. Glass-painting 5. Creative Arts 6. Cake décor 7. Paper-making 8. Flower arranging	9. Mini-Tennis 10. Table Tennis 11. Taebo 12. Rugby 13. Soccer 14. Hockey 15. Softball	16. Themed parties	17. Computer Club 18. Technical drawings	19. Book Club 20. Scrap-booking 21. Knitting

The school rotates the activities each term and children select activities on a preference scale. The children get the list of activities which they then rate from 1-3, according to which activity they would like to do, 1 being the most preferred and 3 being least preferred of the chosen activities.

From these reflected choices, learners are allocated which activity they will be doing in the next term. This activity could be either of the three that they show an interest in. The educators try to the best of their ability to provide learners, with the opportunity to take part in activities that they have reflected to be their first choice. If they do not get their first choice in one term, they will get that chance when another rotation occurs.

Activities listed on CAPE are representative of those that the school offers. On the tool, for example, activities such as Rugby, Soccer, Hockey and Softball fall under one item labeled number 21- Doing team sports, which covers the characteristics of these activities. The same appears to be true with other activities that are named in singular by the school, but have an umbrella term on the CAPE tool.

### **3.2 Aim**

The aim of the study was to generate a descriptive profile of participation in extra-mural activities for learners in Grades 4 - 7 who attend a low income school in WCED Metropole South.

### **3.3. Specific objectives were to:**

- Provide a demographic profile of learners who do participate in extra-murals in terms of their gender and school grade
- Describe the array and distribution of extra-mural activity participation
- Describe the intensity of participation in extra-mural activities
- Describe the learners' preferences for extra-mural participation
- Describe the levels of enjoyment associated with participation in extra-mural activities
- Describe where and when activity participation occurs

### **3.4 Study design**

The research design was a descriptive cross-sectional survey which was used to generate a profile of extra-mural participation and preference among learners in grade 4-7 in one school. The study aimed to establish an initial description of extramural participation, and preferences for extramural participation of adolescent learners in a low income school.

### 3.5 Population and sampling

The study population comprised of all grade 4-7 learners (305 learners) attending a low income co-educational school, which will be referred to as school X. One class in Grade 5 comprising of 35 learners, did not take part in the study as they were engaged in academic activities during the data collection days. From the remaining 270 learners, 139 learners gained parental consent and gave their assent to participate in the study. One learner did not complete part 1 of the questionnaire and was thus excluded from the study following data collection. The final sample consisted of 138 participants (N=138).

The following selection criteria were applied in this study:

- Inclusion criteria
  - All learners in Grade 4-7
- Exclusion criteria
  - Learners and caregiver dyads who did not provide assent/ consent
  - Learners who were absent on data collection days
  - Learners who were engaged in academic activities at the time of data collection

### 3.6 Instruments

The Children's Activity Participation in Extra-mural activities (CAPE) is a 55-item questionnaire designed to examine how children and youth, both able bodied and disabled, participate in everyday activities outside of their mandated school curriculum (King, et al., 2004). "The CAPE provides information about five dimensions of participation. This includes diversity (number of activities done), intensity (frequency of participation measured as a function of the number of possible activities within a category), and enjoyment of activities. It also provides information about the context in which children and youth participate in these

activities (i.e., with whom and where they participate)” (King, et al., 2004, p. 3). Each domain is graded on a numerical scale which has different descriptors assigned to each number. The domain scales also differ according to how many options are provided. The numerical scales for domains are as follows: (a) diversity 1-0; (b) intensity 1-7; (c) with whom 1-5; (d) where 1-6; and (e) enjoyment 1-5. The participant chooses a number that best describes their engagement, intensity and enjoyment, and with whom and where the participation takes place.

The Preference for Activity Choices (PAC) is the sixth dimension of participation explored in the CAPE. It identifies the child's preferences for involvement in each activity. It divides activities into different clusters, namely recreational, physical, social, skill-based and self-improvement activities (King, et al., 2004). Preference for activity participation is rated on a scale of 1-3. The number 1 represents no interest in the activity shown on the list; the number 2 is representative of a possible interest, in other words, the child is somewhat interested in the activity; while the number 3 represents absolute interest in that activity. An average from each cluster is calculated and this indicates the child's preference for activities. The higher the average score is i.e. the closer it is to 3, the greater the interest that the child has in that specific cluster of activities.

Each of the tools allows the researcher to gather demographic information on the participant as instructed on the tools. The information includes the participants' name, age and gender.

Both the CAPE and PAC are self-administered tools which have visual cards to assist younger children, people who are illiterate or persons with disabilities that hinder them from understanding the written instructions. For the duration of this study, the visuals were not necessary as the children could engage effectively with the material.

### **3.7 Reliability and Validity**

The reliability and validity of the CAPE and PAC were established using data from a longitudinal study involving 427 children with physical disabilities (King, et al., 2004). These tools have been tested extensively with North American, Australian and



European adolescents. The tool has also been used by a group of occupational therapy researchers based at the University of the Free State, South Africa and no concerns regarding its validity and reliability were identified (Morgan et al., 2011). The researchers ensured that they were well versed in administering and scoring the CAPE and PAC assessments by undertaking the following steps:

- Extensive reading of the CAPE and PAC manual (King, et al., 2004)
- Practice sessions to ensure confidence in administering and scoring of the assessment prior to data collection
- The research supervisor was contacted for advice when needed

The language of administration on the tools is English. To ensure that there would be no learner left out due to language barriers, the tools were translated into both Afrikaans and isiXhosa languages, the dominant languages used in education in the Western Cape Province. However, the English version was used as the learners in this school expressed the confidence in the English language. Researchers proficient in all languages were available to translate when the need arose during data collection.

There were no concerns about the well-established construct validity of the CAPE/PAC when they were used in the University of Free State. Content validity was deemed suitable as all activities highlighted in CAPE were representative of South African extra-murals.

## **3.8 Ethics**

### **3.8.1 Ethical approval**

Ethical approval was obtained from the University of Cape Town, Faculty of Health Sciences Human Research Ethics Committee (FHS HREC REF: 016/2013, Appendix D).

### **3.8.2 Ethical considerations**

To maintain the confidentiality and anonymity of the learners, they were assigned codes using their initials, gender, age, grades and class in the grade to identify them to the researchers only. Participation was voluntary. Participants were informed that declining to participate had no bearing on their academic performance. Participants were provided with a brief explanation of what the study entailed and they were also asked to sign assent forms to take part in the study. Prior to data collection parents were sent consent forms which had information about the study. Two parents did not give consent for their children to participate and many other consent forms were not returned. Forms were collected by class, in bulk, prior to data collection and were matched to each child prior to data collection. Participation of this study had no implications, be it psychological or physical, and so there was no need for support or debriefing of any kind after participation in the study however researchers advised educators if they had any concerns about learners following data collection.

### **3.9 Pilot Study**

There was no formal pilot study; however, the University of Free State, Division of Occupational Therapy was contacted to get information on the instruments used as they were, at the time, the only university in South Africa to have used them. The researchers carefully explored the tool and practice administration on each other as detailed in section 3.7 to ensure a smooth data collection process.

### **3.10 Data collection**

#### **3.10.1 Gaining access to the school**

To gain access to the school, permission was requested from the Metropole South Education District Manager, Dr Audrey Wyngaard (Appendix E). A meeting was scheduled with the principal of the school, where the details of the research study were outlined to the school management and times of data collection were negotiated. The head of EMEP, Johnny Gevisser and Ms Barbara Schmid of the University of Cape Town's Knowledge Co-op were integral persons in identifying a school that would serve well for the purpose of this study.

#### **3.10.2 Access to learners**

The grades of interest were identified by the researchers (grades 4-7) and the number of learners in these grades was requested from the school. A schedule of

data collection days was drawn up in collaboration with the principal of the senior phase and four Fridays in a month were agreed upon as days on which data will be collected with each Grade, starting with Grade 4. Parent consent forms were given to the school to pass on to parents of the learners a week prior to collecting data in each Grade and they were collected by the class educators in each Grade. Class lists were also requested to assist with the calculation of the exact number of learners that took part in the study and for the coding of the CAPE/PAC sheets when the data was analysed.

### **3.10.3 Collecting Data**

On the days of data collection for each Grade, educators announced that all the learners who brought back the consent forms should assemble in the school hall. The educator of the grade then handed the researchers with a package that contained all the signed consent forms and the class lists. Once they gathered in the hall, the study process was explained to the learners (Appendix C). The assent process was explained and learners willing to participate completed the assent forms. For each Grade, data collection took place between 10:30am and 12:30pm.

### **3.11 Data management**

Each learner's hard copy response sheets were matched to their consent and assent forms and then coded accordingly. This data was then onto an Excel spread sheet categorised per assessment and grade. Member checking of data entries took place to ensure data was entered correctly.

### **3.12 Data analysis**

For each of the data collection tools used the following analysis process took place:

CAPE: A coding program, Python, was used to help in calculating the overall scores for different dimensions of extramural participation explored in the CAPE. The program takes in these data as input from the respective dimensions text files, does the calculations and then creates new text files to save the results. These dimensions are the "data" collected through questionnaires on 138 children in researching the way in which children engage in activities (Sobane Motlomelo - BSc Mathematics & Computer Science, UCT, 2013).

From these inputs, the averages for each domain were calculated. These were used to look for the extent to which the learners participate in the activities and the diversity of the activities that they choose. For example, learners in Grade 6 engage in, on average, 29 activities of the given 55.

PAC: The tool measures the learners' activity participation preferences. Data captured different classes, across the 5 activity clusters, all preferences in each cluster were put together and the Excel Average calculating formula was used to find the mean of each cluster. These values were used to deduce participation preference for male and female learners in a grade and across grades.

### **3.13 Challenges with data management and analysis**

There was also an extensive amount of data to be captured which was a challenge for novice researchers. Statistical assistance from a fellow student provided invaluable help.

**CHAPTER FOUR**  
**RESULTS**

## 4.1 Introduction

This section provides the demographic details of the learner participants, namely the gender, age and grade, which will be followed by a description of the results.

A population of 305 learners was approached for the study. A class of 35 learners was not available for data collection as they were engaged in academic activities at the times of data collection. This left a total of 270 learners. Only 139 learners were provided with informed consent as many consent forms were not returned. Out of the 139 learners that took part in the research, one learner did not complete the CAPE and was therefore excluded from the analysis.

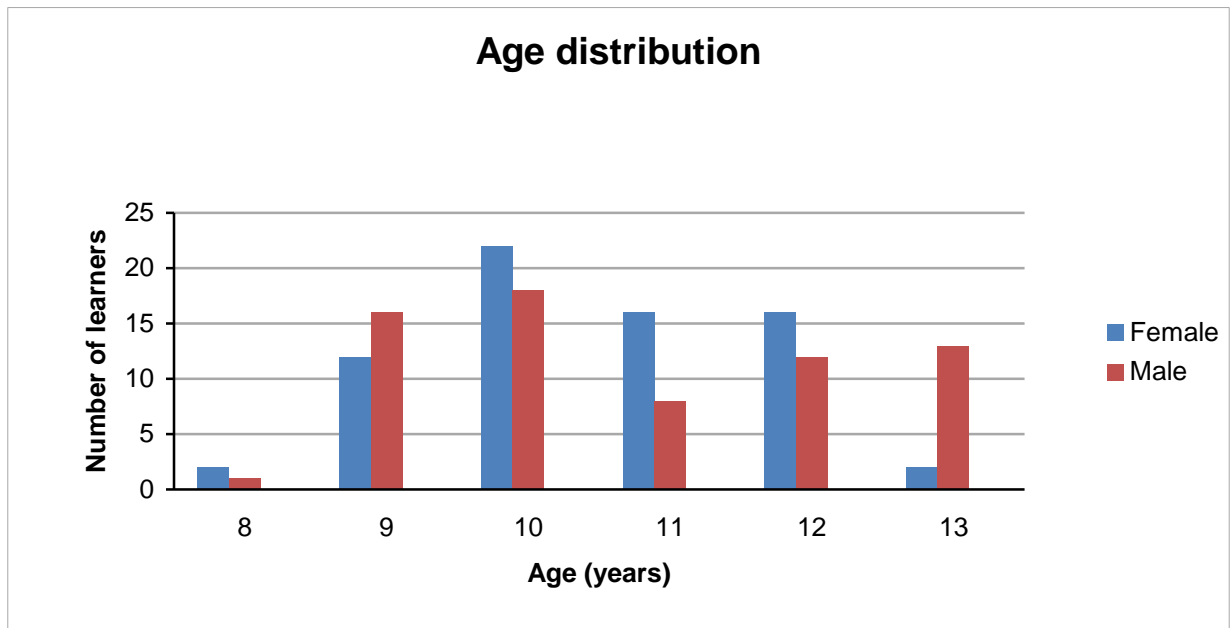
## 4.2 Demographics characteristics

Of the 138 participants, the median age was 10.7 years (range: 8-13 years). The sample consisted of 74 females and 64 males. Below Table 2 represents the demographic information relating to gender for the final sample (N=138).

**Table 2: Gender distribution across grades (N=138)**

Grade	Gender Distribution across grades	
	Female (%)	Male (%)
4	49	51
5	54	46
6	65	35
7	42	58

Table 2 describes the gender demographic data of participants across grades. Across three of the four grades, there were more female than male participants. In grade 6 females were strongly represented at 65% of the grade 6 learner sample.



**Figure 2: Age distribution of participants by gender**

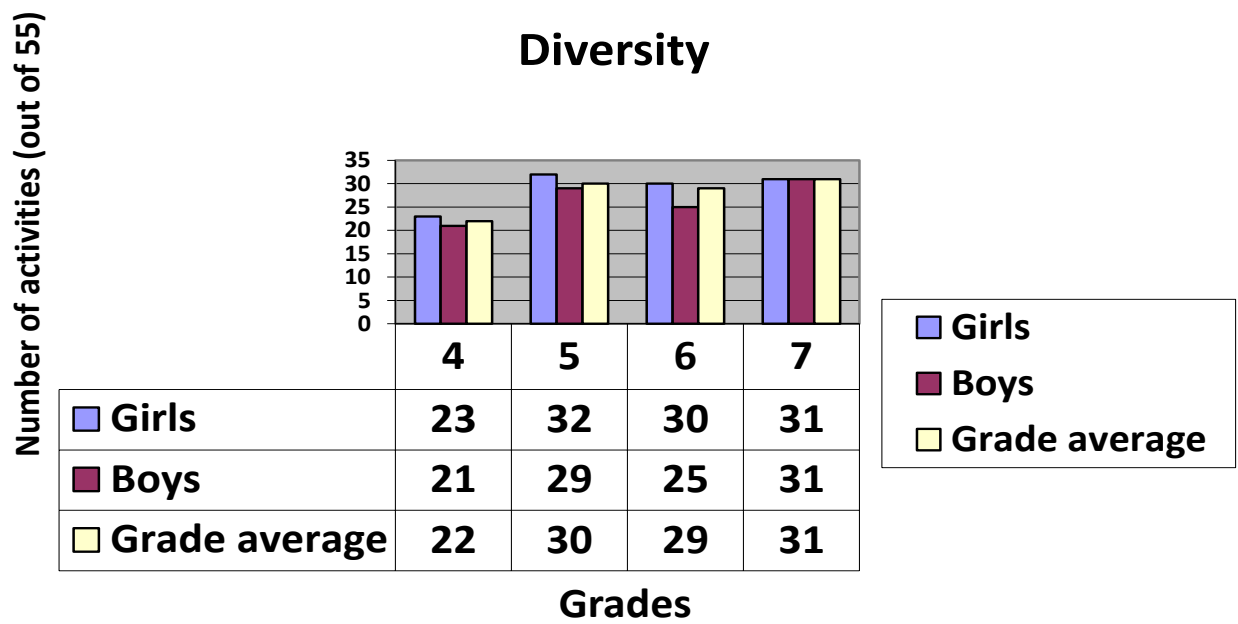
This figure shows the ages of the participants by gender. Most participants fell in the 10 year age group (N=44), followed by the 9 (N=25) and 12 year age groups (N=28), 11 years at (N=24), 13 years at (N=14) and lastly 8 years at (N=3).

### 4.3 Representation of data gathered by the tools

#### 4.3.1 CAPE Results

The CAPE gathers information on the amount and type of activities the participants take part in (diversity) and how often they participate in those activities (intensity). It also gives information on where the activity takes place (where), the people they do this activity with (with whom), and how much the participants enjoys the activities (enjoyment).

#### 4.3.1.1 Diversity of activity participation



**Figure 3: Activity diversity averages according to Gender and Grades**

The above figure displays the number of activities that participants engaged in out of the possible 55 activities provided on the CAPE over the last four months preceding data collection. It shows here that on average, female participants engaged in more activities than male participants. For example, in Grade 4, females participate in an average of 23 activities, while males participate in an average of 21 activities.

This domain was analysed in terms of which activity types were most engaged in across grades and genders in grades as represented in table 3 below. Here the percentage of learners in each grade selecting various types of activities is represented for example in Grade 4 86 % of learners participated in doing homework while only 10 % participated in gardening activities. Further analysis across genders in each grade is also represented.



**Table 3: Frequency table for diversity across grades**

Grades	Activity	Percentage of learners in grade participating in this activity (%)	
Grade 4	Doing homework	86	
	Gardening	10	
	Girls	Homework	92
	Boys	Board and card games and homework	81
		Fishing	8
Grade 5	Crafts, drawing and colouring, visiting	93	
	Girls	Going to parties and visiting	100
	Boys	Crafts, drawing, colouring in, hanging out, watching TV or rented movie, homework	100
		Volunteer work and gymnastics	0
Grade 6	Board and card games	100	
	Puzzles, water sports	0	
	Girls	Board and card games	100
		Puzzles, watersports	0
	Boys	Board and card games, crafts, drawing and colouring in, talking on phone and homework	100
		Puzzles, playing with toys, gymnastics, horse riding, participating in community organisations	0
Grade 7	Computer and video games, watching TV or a rented movie, doing homework	92	
	Participating in community organisations	14	
	Girls	Talking on phone and going to parties	100
		Learning to dance and gardening	13
	Boys	Homework	100
		Participating in community organisations	11

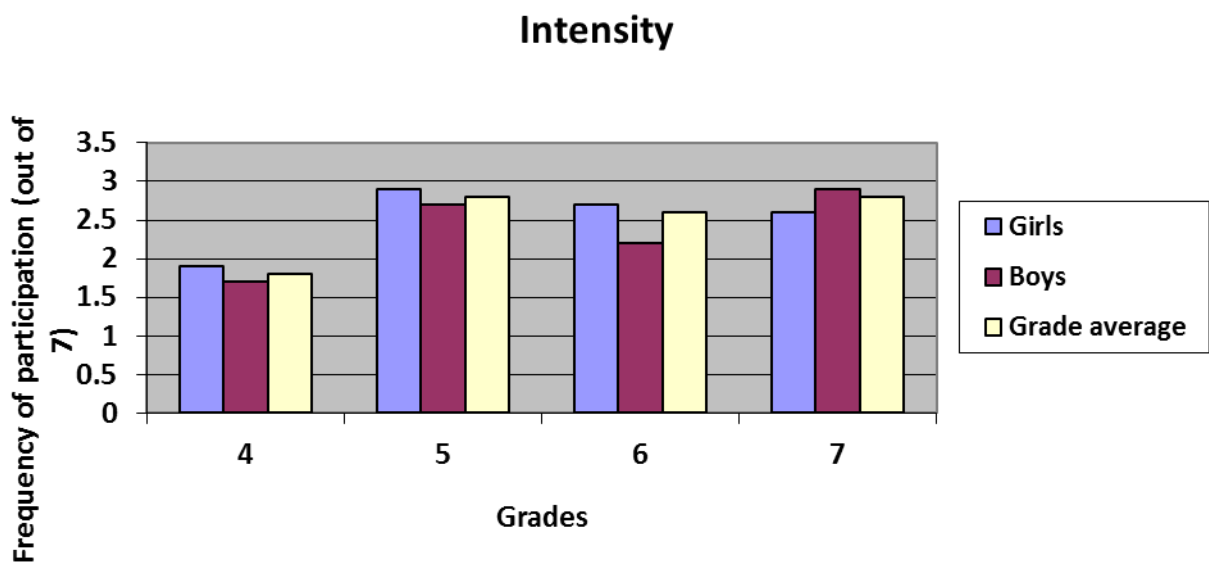
### Key

Max Overall Diversity Frequency
Min Overall Diversity Frequency
Max Diversity Frequency for <b>Girls</b>
Min Diversity Frequency for <b>Girls</b>
Max Diversity Frequency for <b>Boys</b>
Min Diversity Frequency for <b>Boys</b>

Overall, the self-improvement activity of doing homework was shown to be the most engaged in activity across all grades, especially amongst boys. Girls also engaged in homework, but they also engaged widely in social and recreational activities such as visiting, going to a party and playing board games. Physical activities were the least engaged in activities across all grades and genders.

This dimension gives a clear picture of which activities were engaged in in the past four months. The next dimension, intensity will describe the frequency of participation in the activities.

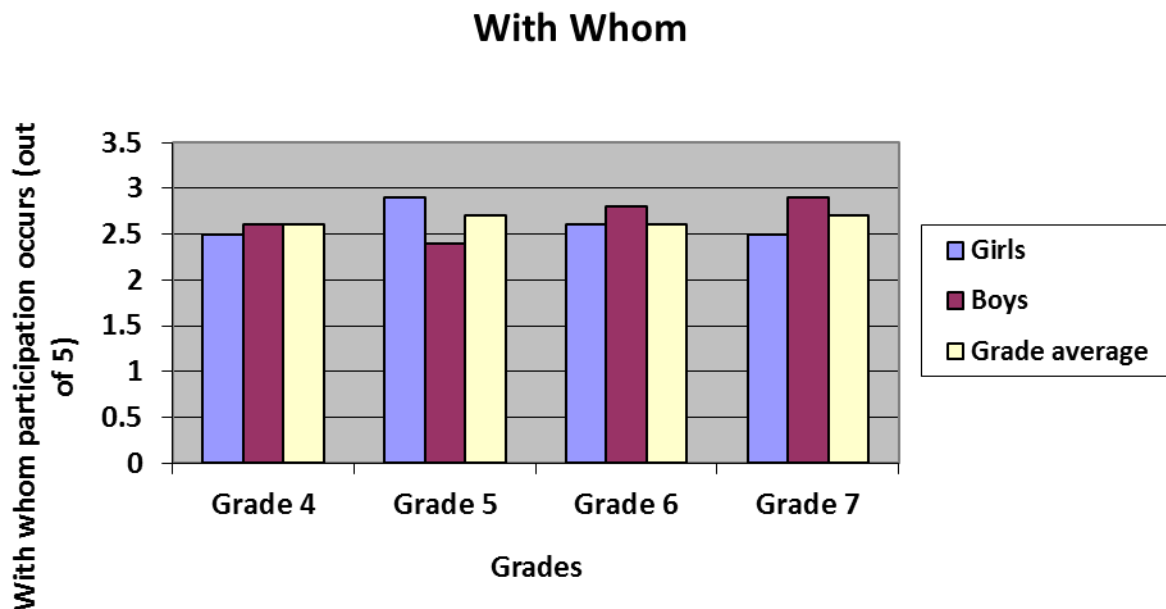
#### 4.3.1.2 Intensity of participation in diverse activities



**Figure 4: Intensity of participation across Gender and Grade**

While Figure 3 shows the average of diverse activities participated in by the participants, Figure 4 shows the intensity of their participation in these given activities. Here the participants had the option of scoring how frequently they participated in these activities in the four month period preceding data collection. The scale starts from 1 (once in the past 4 months), 2 (two times in the past 4 months), 3 (one time a month), 4 (two to three times a month), 5 (one time a week), 6 (two to three times a week) and ends at 7 (one time a day or more). "Participation intensity is calculated by dividing the sum of item frequency by the number of possible activities for a given level of scoring (King et al., 2005). Figure 4 illustrates rather low scores for frequency of participation across all grades, for example, grade 4 learners participated on average in their chosen activities two times in the past four months. Across grades, female learners participated more frequently in activities than male learners with the exception of grade 7 where participation for males was slightly higher than females.

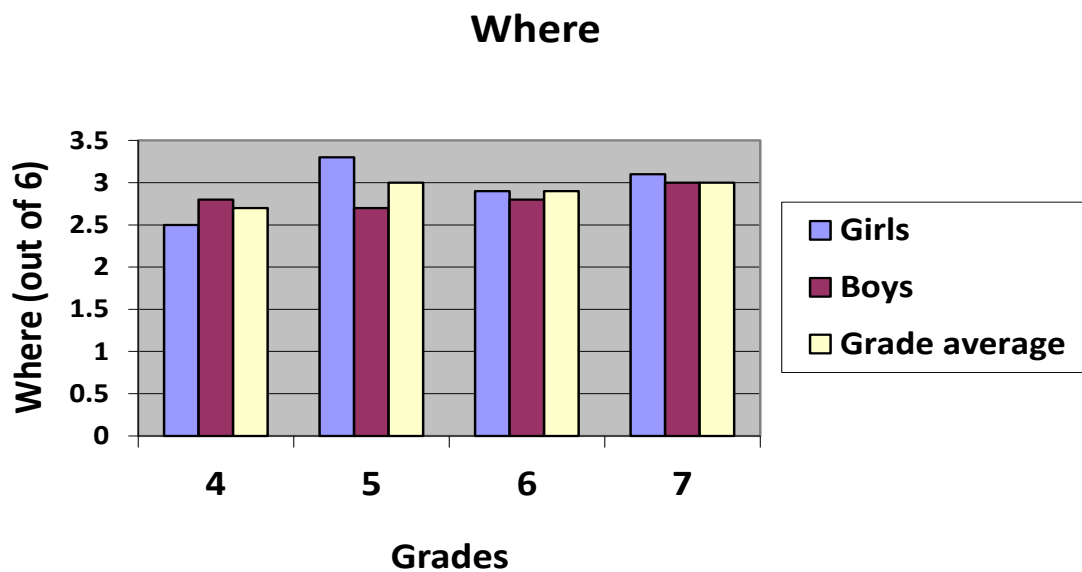
#### 4.3.1.3 Solitary or Social Participation



**Figure 5: "With whom" participation across Gender and Grade**

This dimension is calculated by dividing the sum of the recorded scores with the number of activities that the child does. The response scores may range from 1 to 5 and are described as follows; 1= Alone, 2= With family, 3= With other relatives, 4= With friends, 5= With others (which encompasses everyone else especially if the learner has more than one of the above mentioned options as a choice). While scores are represented at .5 decimals these have been rounded off for interpretation purposes e.g. 2.5 viewed as a 3. Figure 3 shows that option 3 (with other relatives) was the most frequently chosen option across all grades with the exception of Grade 5 boys who selected option 2 (with family). Overall, participation across all the grades is with relatives or with family, meaning that it is not on a more social level, it is still very 'sheltered'.

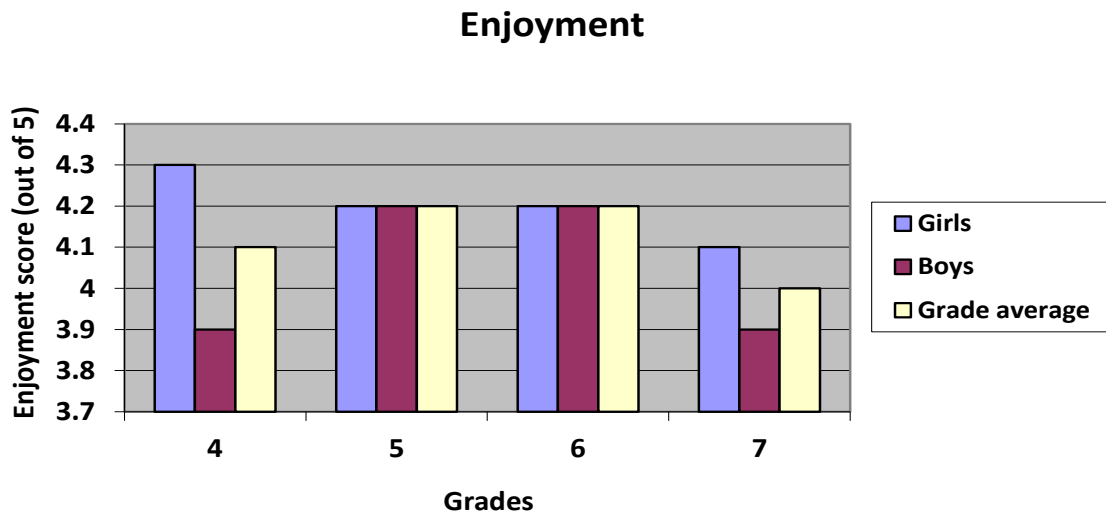
#### 4.3.1.4 Place of participation



**Figure 6: Place of participation (where) across Gender and Grade**

There are 6 response options for this dimension capturing where extra-murals take place: 1= At home, 2= At a relative's home, 3= In your neighbourhood, 4= At school, not during classes (not part of the curriculum), 5= In your community, 6= Beyond your community. The score is calculated by dividing the sum of the response items for where activities take place with the diversity score. The possible range of responses for this dimension reflects more home based participation (a lower score) to more community based participation (a higher score). Most learners in this sample participated in activities in their home and neighbourhood.

#### 4.3.1.5 Enjoyment placed on participation

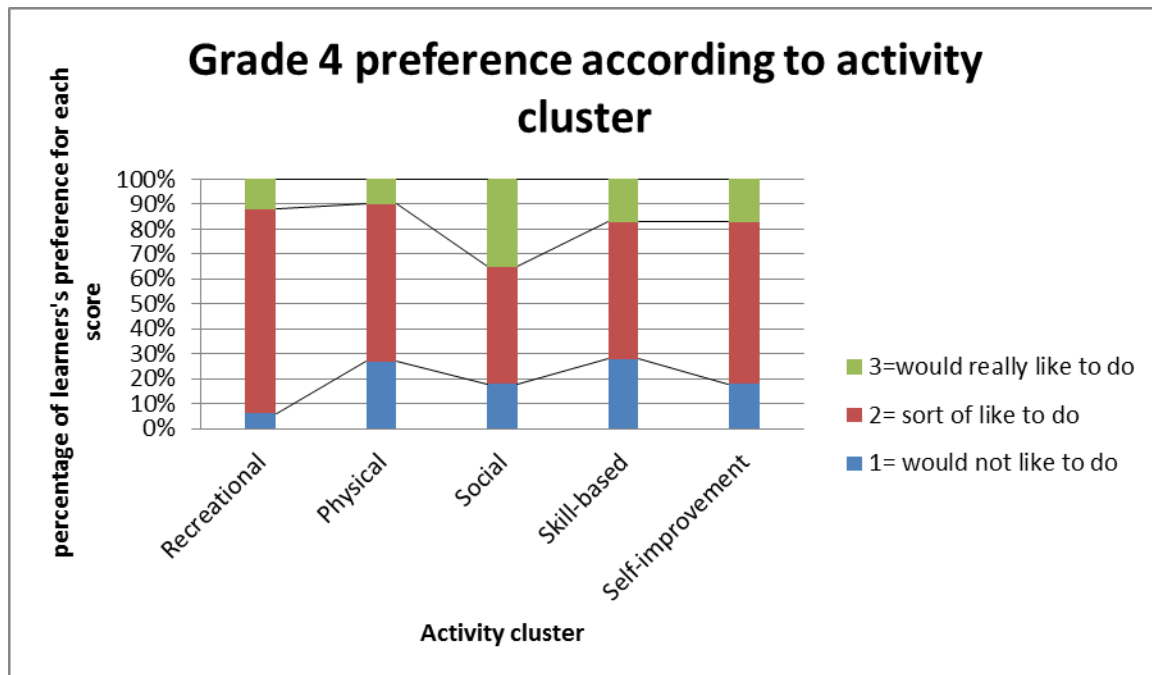


**Figure 7: Enjoyment of participation across Gender and Grade**

This dimension has 5 ratings described in terms of how much a learner enjoys an activity and can be rated as 1= Not at all, 2= Somewhat; sort of, 3= Pretty much, 4= Very much, 5= Love it. A higher rating indicates increased pleasure experienced from participation. Figure 7 shows high enjoyment ratings across all grades and genders. In grades 5 and 6, both boys and girls rated to be enjoying the activities that they participate in at a value of 4 or higher out of a possible maximum value of 5. Females in grade 4 and grade 7 enjoyed activities to a larger degree than males in these grades.

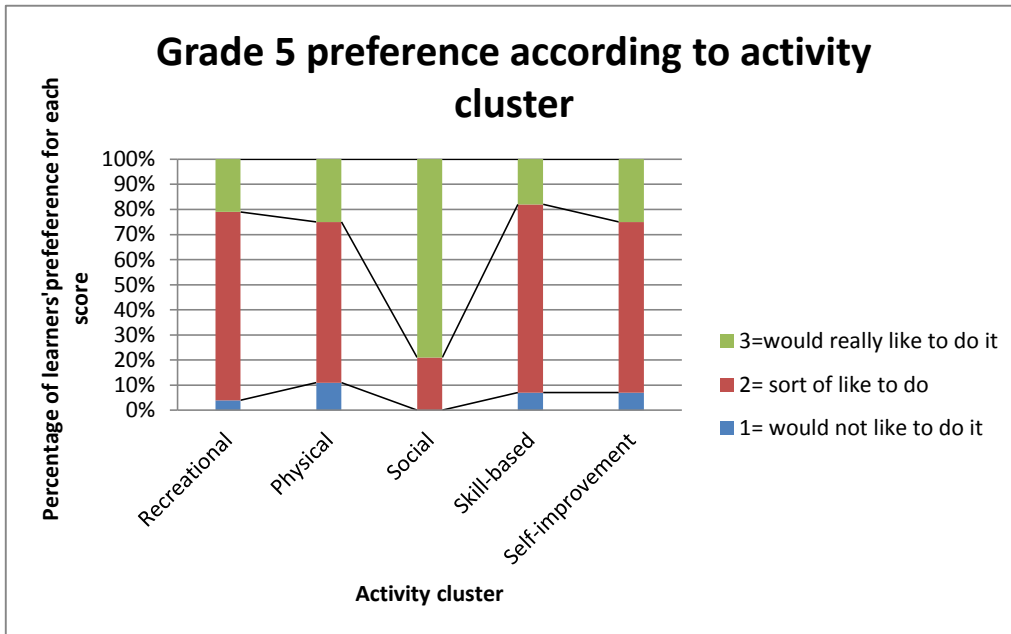
### 4.3.2 The Preference for Activity Choices

The PAC has three response options which indicate preference. They are described as follows: 1= I would not like to do at all, 2= I would sort of like to do, and 3 = I would really like to do. The preference is calculated dividing the sum of each cluster by the total number of activities in each cluster. The scores can fall in the range of 1.0-3.0.



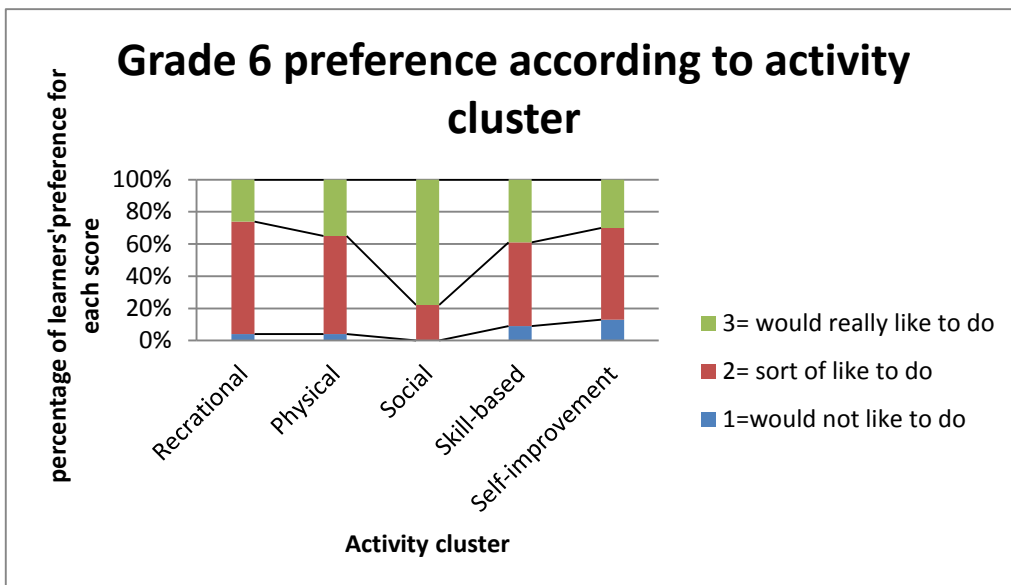
**Figure 8: Grade Four Activity Preferences**

Figure 8 describes the preference (1-3) of each cluster based on how many learners (in %) do not prefer the cluster of activities (1), would be interested in the cluster of activities (2), really would like to the activities in the cluster (3). Figure 6 shows that a greater percentage of the learners scored 2 for all the activity clusters, this indicates that there is interest in all the activity clusters, but it is not yet a definite preference. Recreational activities have a higher interest with 82% of the learners showing interest in this activity cluster by scoring 2 on it. A more definite interest is shown increasingly in social activities, with 35% of the learners scoring 3 for the social activity cluster. More disinterest is shown in physical and recreational activities with 27% and 28% of learners respectively scoring 1 for the clusters.



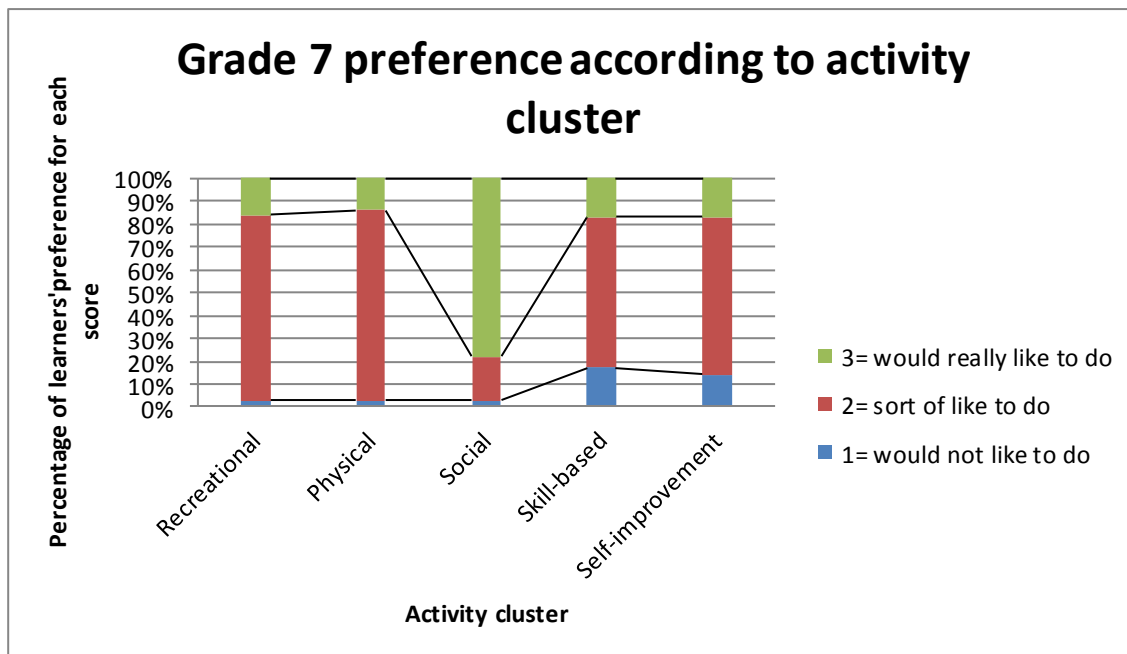
**Figure 9: Grade 5 Activity Preferences**

Figure 9 shows that 80% of the learners in Grade 5 show more definite interest in social activities. More learners show possible interest in the other 4 clusters by scoring 2 for the clusters. It is evident that the learners in this grade prefer social activities over the other activities.



**Figure 10: Grade 6 Activity preferences**

Figure 10 shows that 80% of the learners have a definite interest in social activities. This indicates that in this grade there interests are becoming more definite, more learners know exactly what they are interested in and what they are not interested in. 12% of learners would not like to do self-improvement activities.



**Figure 11: Grade 7 Activity preferences**

Figure 11 above shows that 78% of the learners in grade 7 prefer social activities. However for the other activity clusters, there are higher percentages of learners showing possible interest by scoring 2 for the activity cluster.

**Table 4: Summary of preference scores across grades (N=138)**

Grade	Activity Clusters and average PAC scores (maximum score is 3)				
	Social	Recreational	Physical	Skill Based	Self improvement
4	2.2	2.1	1.8	1.8	1.9
5	2.8	2.1	2.1	2.2	2.1
6	2.7	2.2	2.2	2.3	2.2
7	2.6	2.1	2.1	2.1	2.0
<b>Averages</b>	<b>2.6</b>	<b>2.1</b>	<b>2.1</b>	<b>2.1</b>	<b>2.1</b>



### **Summary of preference scores**

As is illustrated in table 4, social activities were the most preferred across all the grades (average of 2.6 across grades). Physical, skill-based and self-improvement activities were rated with moderate and low preference scores as indicated by scores of 1.8-2.2 (sort of like to do).

**CHAPTER FIVE**  
**DISCUSSION**

## **5.1 Introduction**

This aim of the study was to generate a descriptive profile of participation in extra-mural activities for learners in Grades 4 - 7 who attend a low income school in WCED Metropole East. Diversity (number and range of activities), intensity (the frequency of participation), with whom and where these activities occur as well as the level of enjoyment the learners attached to extra-murals were the constructs of participation explored in the profile. The participation trends represented in the results will be discussed and these results will be compared to existing studies exploring the extramural participation and preference of children in this age group.

## **5.2 Diversity**

This dimension gave a clear picture of the activities the learners engaged in over the four months preceding data collection. Grade 7 learners had the largest diversity of activities with a grade average of 31 out of a possible 55 activities, while grade 4 participated in the smallest diversity of activities with a grade average of 22 out of a possible 55 activities. Results indicated that as children grow older, they engage in more diverse activities. The increase in diversity in relation to age could also be attributed to the fact that the 'with whom' and 'where' dimension of the CAPE tool indicated that as children grow older they participate in activities beyond the immediate family home, engaging more with relatives and around the neighborhood which is likely to expose them to more diverse activity options.

In grades 4 – 6, female participants engaged in more diverse activities than male participants and in grade 7 males and females participated in equal amounts of activities. The reason that girls participated on average in more activities than boys could be due to the fact that girls were presented with an additional two extramural activity options than boys in the school.

The self-improvement activity of homework featured predominantly across grades and genders. The South African schools' Curriculum Assessment Policy Statements (CAPS, DOE, 2012), divides basic education into 3 phases: foundation phase – grade R to grade 3, intermediate phase- grade 4 to grade 6 and senior phase - grade

7 to grade 9. The academic demands for learners entering the intermediate phase increase significantly as the amount of school subjects they carry increases significantly. This could be the reason why homework featured strongly in this age band.

Activities can be classified as either formal or informal (Larson & Verma, 1999). Formal activities are activities that are structured and have goals or rules, a designated coach, instructor or leader and often require a payment fee. Informal activities on the other hand refer to activities that have little or no prior planning, are frequently initiated by the child and often have no cost involved. According to King et al (2004), activities that fall under the social and recreational clusters of the CAPE and PAC are classified as informal activities. These two activities were strongly represented in this study while physical and skill based activities were poorly represented. This could be due to the fact that amongst the extra mural activities that are offered at school X, the majority of the activities are recreational activities.

Previous studies have consistently found that sports (physical activity) participation is generally found to be higher for boys than for girls (Medrich et al. 1982; Larson & Verma, 1999; Posner & Vandell 1999; Jarus et al. 2010; Offord et al. (1998). Kertoy & Rosenbaum (2006) also found that boys reported participating more intensely and reported more enjoyment in coached sports than girls of this age, whereas girls reported participating more intensely in academic and socializing activities and more highly in the arts (i.e. skill-based activities) than did boys. In the present study, this was not the case as both boys and girls in grade 4 (ages 8 – 9 years) were more involved in self-improvement activities (homework) and recreational activities and least involved in physical activities. Physical activities were in fact the least engaged in activities across all grades and gender.

Possible reasons why learners belonging to all grades had low participation intensity score in active physical activities could be related to the fact that the school offers few physical activity options in their extra-mural program. Out of 21 activities offered in the program only six could be classified as physical activities. This means that the onus falls on parents to facilitate this type of extra mural participation. A family's active-recreational orientation (Sloper et al. 1990), income and financial constraints

are known to have a marked effect on rates of participation in supervised sports because participation in organized activities often requires transportation, payment and a time commitment by parents (Offord, 1998). In our study context the low socioeconomic conditions could have contributed to less engagement in physical activities.

Another possible reason that learners belonging to all grades had low participation score on active physical activities could be linked to the study findings of Garton & Pratt (1991) who found that participation in active physical activities (such as doing team sports/ track/ athletics) is often associated with parents' perceptions of barriers in the physical-structural environment such as crime and unsafe environments and lack of fields and recreational spaces and these activities require the absence of these barriers. These are barriers which are all present in this community and could possibly be a reason for the low levels of participation in physical activities.

Larson (2000) states that children who have limited opportunities to participate in formal activities are at a disadvantage as formal activities are considered to be more enjoyable to children and have advantages with respect to the development of initiative, intrinsic motivation and competence.

### **5.3 Intensity**

The number (diversity) of activities chosen across all grades high, but participation intensity was low across all grades. The average intensity for grade 4 was less than 2 times in the past 4 months, and for grade 5, 6 and 7, it was once a month. The findings do not correlate with that of a study conducted by Jarus et al. (2010) which showed that there was a trend for greater participation intensity in all activities from ages 5 to 11 years.

These results could be due to the fact the extra-murals change every term. Learners need to choose a different activity for every week and therefore this does not really give them a chance to discover activities and develop more frequent participation.

## **5.4 With whom and where**

Overall, participation across all the grades is with relatives or with family, so it is still very 'sheltered'. Results showed also that as children grow, where their participation occurs, broadens out from being restricted to their immediate family home to beyond, taking place in their relatives' homes and with people in the neighbouring community. This result is supported by Erikson's Latency stage of psychosocial development in which children in the developmental stage of industry versus inferiority are transitioning through to the stage of puberty and developing increased confidence in their selves and their abilities. They therefore learn to function outside their immediate family to functioning in a broader social realm such as the neighborhood.

## **5.5 Enjoyment**

Overall there were high enjoyment levels across grades and gender in all the activities that they selected. The grade 7's average score of enjoyment was however lower than all the other grades. This correlates with results of studies by King et al. ,2007; Larson and Richards,1991; Brown and Gordon 1987; Posner and Vandell, 1999; Jarus et al. ,2010, where they found that as children grew older, participation intensity and enjoyment and preference for recreational activities decreases.

## **5.6 PAC**

Social activities were the most preferred activity across all the grades and genders. These results are supported by results of studies by King et al, 2007; Larson and Richards, 1991; Brown and Gordon 1987; Posner and Vandell, 1999; Jarus et al., 2010 which show that participation preference for social activities is high. The fact that the children in this age group preferred social activities more than other activities could be attributed to the fact that at this developmental stage children become less interested in adults. They begin to value their peers more and become compliant to and shift in to what their peers say and do (Case-Smith, 2005).

Previous research has shown that as children grow older they show more interest in physical activities (Case Smith, 2005). This was not the case in this study as physical activities were rated with moderate to low preference scores. This may be linked to the fact that learners attending school X have limited experience in these activities and thus inadequate time to develop their competency in and motivation to

do these activities as school X's extra mural activity program does not offer many skill-based and self-improvement activity options. Our personal beliefs of how well we perform an activity (perception of competency), which is based on previous experiences and encounters of this activity, has a big impact on our intrinsic motivation and therefore our interest and desire to pursue that activity (Kielhofner & Forsyth, 2006; Kielhofner, 2008; Watkinson, Dwyer & Nielson, 2005). The frequent rotation of activities in the extra mural program offered at the school does not allow the learners adequate time to experience and possibly develop a preference for these activities.

Looking at the extra-mural activities offered at the school, many of the activities offered at the school fall under the cluster of recreational activities. When looking at the results from PAC, it is clear that the preference of the learners is more towards the social cluster. Extra mural education program designers are thus encouraged to consider how to include social activities in their programs.

## **5.7 Conclusion**

Studies show how youth living in a socially impoverished area of South Africa often have limited opportunities to become involved in extra mural activities due to the lack of leisure resources within the environment (Wegner & Magner, 2002; Wegner, Flisher, Muller & Lombard, 2006; Ward & Bakhuis, 2009; Flisher & Chalton, 1995; Galvaan, 2012; Lawrie, 2009). Although our study was conducted in a similar low-socio economic community, our study setting, the school had established a compulsory extra mural activity program, initiated by EMEP. Results showed that the children from this low socio-economic school participated in a significantly large amount of diverse activities which illustrated the effectiveness of an initiative such as EMEP in increasing children's participation opportunities, although many activities were also conducted at home, relatives home and in the neighbourhood. However, the children indicated that the frequency that they participated in these activities was low and this is due to the rapid rotational nature of the activities on offer by the extra mural program. This limits the children's ability to develop proficiency and capability in these particular activities. The highly preferred activities were social activities which were not strongly represented in the program. The learners had the lowest preference for physical activities and skill based activities and this is appropriately

represented by the program which offers few physical activity and skill based options. It is important to note that exposure, experience and knowledge of competency of activities has a direct influence on motivation and thoughts, feeling and decisions about engaging in that occupation. Therefore the fact that the school's extra mural activity program does not offer many skill-based, physical activity and formal activity options could explain their lack of preference for these activities. It should therefore be considered that these children be provided with the opportunity to experience these activities and develop a sense of competency in these activities which could thus influence their future inclination towards these activities.

Occupational therapists are strong proponents of the necessity of engaging children in meaningful activities rather than simply making sure that they comply with existing programs. This study has contributed to occupational therapists' understanding of children's extra-mural preferences and participation patterns in ways which will help inform those who work with children to provide meaningful, developmentally and contextually appropriate extramural interventions (Parham & Fazio, 2008) to ensure their active participation rather than their passive compliance (Creek, 2003).

### **5.8 Limitations of the study**

Lack of financial and material resources led to the selection of one school. This school was selected on the basis of convenience for the researchers. This limited the population and thus the final sample size. Furthermore, there were a lot of absent learners as data was collected on Fridays, which are half-days at the school because of religious activities that most of the learners have to attend. This limited the number of learners that took part in the study. The school also had a compulsory extra-mural program which impacted diversity of participation for the learners at the school as these results would not fully reflect their participation choices. Given the above, it is acknowledged that no generalizations can be made from this study, and they cannot speak for the entire population of learners in the concerned Grades. The tools were self-administered, and the learners, although guided to complete the forms correctly, could have responded in a way that they thought is socially acceptable, this would mean that there may have been a response bias.



## 5.9 Recommendations

For research: It is recommended that for future studies, a larger population i.e. more schools are included so that more learners can partake in the study. Due to the fact that the study aimed to shed light into the extra mural participation and preferences of children in low income communities, the participation patterns and preferences of children in schools without compulsory extra-mural programs should also be included as this would provide information on choice, preference and extramural opportunities within the community. Data collection should also be extended over more days so that more learners would be available. For education and practice: The assessments CAPE/PAC used in this study have proven to be valuable assessments tools for occupational therapists to gain information on the participation and preferences of extra-mural participation for children living in low income settings. These tools should be considered for inclusion into the curriculum platform of occupational therapy students.

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## **APPENDICES**

# APPENDIX A



Children's Assessment of Participation and Enjoyment

## Summary Score Sheet

Overall Scores



Child's name \_\_\_\_\_

Age \_\_\_\_\_  Male  Female Date \_\_\_\_\_

**Directions:** Record the child's CAPE item responses in the space provided for each dimension of activity. The possible range of scores for each dimension is provided. Remember, if the Diversity Score for an item is 0, there will be no other scores recorded for that item. Use the scoring directions to calculate the child's CAPE Overall Scores, and plot the Overall Scores on the number lines provided.

CAPE Item Number	Item Description	Diversity 0 No 1 Yes	Intensity 1 1 time in past 4 months 2 2 times in past 4 months 3 1 time a month 4 2-3 times a month 5 1 time a week 6 2-3 times a week 7 1 time a day or more	With Whom 1 Alone 2 With family 3 With other relatives 4 With friends 5 With others	Where 1 Home 2 Relative's home 3 In your neighborhood 4 At school (but not during classes) 5 In your community 6 Beyond your community	Enjoyment 1 Not at all 2 Somewhat; sort of 3 Pretty much 4 Very much 5 Love it
1	Doing puzzles					
2	Playing board or card games					
3	Doing crafts, drawing or coloring					
4	Collecting things					
5	Playing computer or video games					
6	Talking on the phone					
7	Going to a party					
8	Hanging out					
9	Visiting					
10	Writing letters					
11	Entertaining others					
12	Playing with pets					
13	Writing a story					
14	Doing pretend or imaginary play					
15	Playing with things or toys					
16	Doing martial arts					
17	Swimming					
18	Doing gymnastics					
19	Horseback riding					
20	Racing or track and field					
21	Doing team sports					
Subtotals of dimensions for items 1-21. Continue scoring on next page. Transfer these subtotals to the calculation section on page 3.						
		<b>Diversity</b>	<b>Intensity</b>	<b>With Whom</b>	<b>Where</b>	<b>Enjoyment</b>

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CAPE Item Number	Item Description	Diversity		Intensity		With Whom		Where		Enjoyment											
		1 No	2 Yes	1 1 time in past 4 months	2 2 times in past 4 months	3 1 time a month	4 2-3 times a month	5 1 time a week	6 2-3 times a week	7 1 time a day or more	1 None	2 Relative's home	3 In your neighborhood	4 At school (but not during classes)	5 In your community	6 Beyond your community	1 Not at all	2 Somewhat, sort of	3 Pretty much	4 Very much	5 Love it
22	Learning to sing (choir or individual lessons)																				
23	Taking art lessons																				
24	Learning to dance																				
25	Getting extra help for schoolwork from a tutor																				
26	Playing a musical instrument																				
27	Taking music lessons																				
28	Participating in community organizations																				
29	Doing a religious activity																				
30	Participating in school clubs																				
31	Dancing																				
32	Going for a walk or a hike																				
33	Bicycling, in-line skating, or skateboarding																				
34	Doing water sports																				
35	Doing snow sports																				
36	Playing on equipment																				
37	Playing games																				
38	Gardening																				
39	Fishing																				
40	Doing individual physical activities																				
41	Playing non-team sports																				
42	Going to the movies																				
43	Going to the public library																				
44	Watching TV or a rented movie																				
45	Going to a live event																				
46	Going on a full-day outing																				
47	Reading																				
48	Listening to music																				
49	Doing volunteer work																				
50	Doing a chore																				
51	Doing a paid job																				
52	Making food																				
53	Doing homework																				
54	Shopping																				
55	Taking care of a pet																				
<b>Subtotals of dimensions for items 22–55.</b> Transfer these subtotals to the calculation section on page 3.																					
		<b>Diversity</b>		<b>Intensity</b>		<b>With Whom</b>		<b>Where</b>		<b>Enjoyment</b>											

Child's name \_\_\_\_\_ Date \_\_\_\_\_

### Scoring Calculations

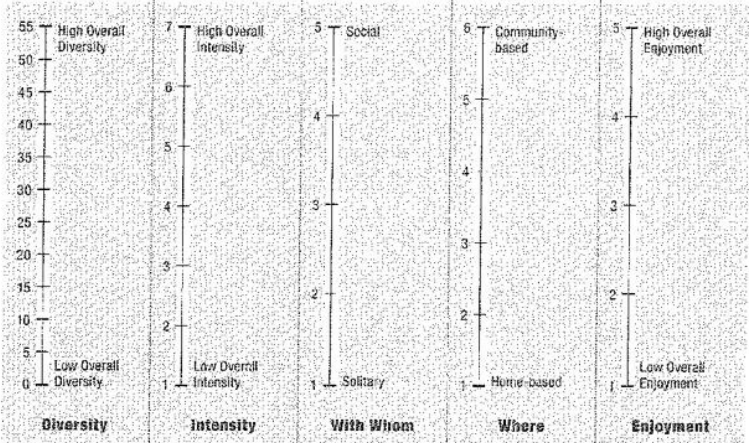
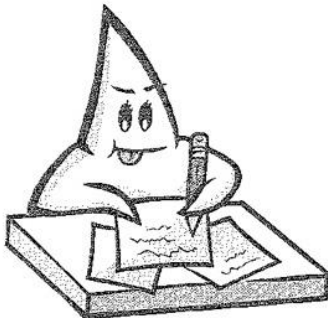
Follow the directions provided in each column to calculate the Overall Score for each dimension.

Diversity	Intensity	With Whom	Where	Enjoyment
Subtotal for Items 1-21	Subtotal for Items 1-21	Subtotal for Items 1-21	Subtotal for Items 1-21	Subtotal for Items 1-21
+	+	+	+	+
Subtotal for Items 22-55	Subtotal for Items 22-55	Subtotal for Items 22-55	Subtotal for Items 22-55	Subtotal for Items 22-55
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	÷ 55	Overall Diversity Score	Overall Diversity Score	Overall Diversity Score
	<input type="text"/>	÷	÷	÷
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Write sum in box below	Write total in box below	Write total in box below	Write total in box below	Write total in box below

Record the calculated Overall Score for each dimension.

Overall Diversity Score	Overall Intensity Score	Overall With Whom Score	Overall Where Score	Overall Enjoyment Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Plot values of Overall Scores for a graphic representation of the child's participation and enjoyment.



Use this space to record any additional activities and associated responses given by the child or to record any assessment notes or observations.

**Comments**

## APPENDIX B



# Summary Score Sheet

## Activity Type and Overall Scores



Child's name \_\_\_\_\_ Age \_\_\_\_\_  Male  Female Date \_\_\_\_\_

Directions: The 55 PAC Items are categorized by the five Activity Types. Locate each PAC item number in one of the Activity Type categories and record the child's response. The possible PAC Preference Scores range from 1-3. Follow the scoring directions for each Activity Type to calculate the child's PAC Activity Type and Overall scores.

Preference Scores  
 1 Would not like to do at all  
 2 Would sort of like to do  
 3 Would really like to do

### Recreational Activities

PAC Item Number	Item Description	Score
1	Doing puzzles	1 2 3
2	Playing board or card games	
3	Doing crafts, drawing or coloring	
4	Collecting things	
5	Playing computer or video games	
12	Playing with pets	
14	Doing pretend or imaginary play	
15	Playing with things or toys	
32	Going for a walk or a hike	
36	Playing on equipment	
44	Watching TV or a rented movie	
55	Taking care of a pet	

Recreational Activities Sum

○ ÷ 12

Preference Score Recreational Activities

### Physical Activities

PAC Item Number	Item Description	Score
16	Doing martial arts	1 2 3
20	Racing or track and field	
21	Doing team sports	
30	Participating in school clubs	
33	Bicycling, in-line skating, or skateboarding	
34	Doing water sports	
36	Doing snow sports	
37	Playing games	
38	Gardening	
39	Fishing	
40	Doing individual physical activities	
41	Playing non-team sports	
61	Doing a paid job	

Physical Activities Sum

○ ÷ 13

Preference Score Physical Activities

### Social Activities

PAC Item Number	Item Description	Score
6	Talking on the phone	1 2 3
7	Going to a party	
8	Hanging out	
9	Visiting	
11	Entertaining others	
22	Going to the movies	
25	Going to a live event	
26	Going on a full-day outing	
28	Listening to music	
52	Making food	

Social Activities Sum

○ ÷ 10

Preference Score Social Activities

### Skill-Based Activities

PAC Item Number	Item Description	Score
17	Swimming	1 2 3
18	Doing gymnastics	
19	Horseback riding	
22	Learning to sing (choir or individual lessons)	
23	Taking art lessons	
24	Learning to dance	
26	Playing a musical instrument	
27	Taking music lessons	
28	Participating in community organizations	
31	Dancing	

Skill-Based Activities Sum

○ ÷ 10

Preference Score Skill-Based Activities

### Self-Improvement Activities

PAC Item Number	Item Description	Score
10	Writing letters	1 2 3
13	Writing a story	
25	Getting extra help for schoolwork from a tutor	
29	Doing a religious activity	
43	Going to the public library	
47	Reading	
49	Doing volunteer work	
50	Doing a chore	
53	Doing homework	
54	Shopping	

Self-Improvement Activities Sum

○ ÷ 10

Preference Score Self-Improvement Activities

## Overall Score

Scoring Directions: Transfer each Activity Type Sum to the spaces provided. Add the Activity Type Sums together. Divide by 55. The value obtained is the PAC Overall Score.

Recreational Activities Sum	Physical Activities Sum	Social Activities Sum	Skill-Based Activities Sum	Self-Improvement Activities Sum	Total
○	○	○	○	○	○
					÷ 55 =
					PAC Overall Score
					○



## APPENDIX C

### Instructions to children to administer CAPE and PAC:

Hello, we are occupational therapy students. Does anyone know what an occupational therapist does? Well we make sure that all people are able to participate in all the activities they like and want to do even if they are disabled or if they live in environments that do not provide them with the opportunities to do these things. It is important to be able to do all the activities you like and want to do because this is what makes you happy.

Going to school is an activity that you do but it is something you have to do even if you do not like it. There are other activities which you are able to choose what you want to do. These activities usually happen after school class time such as if you choose to participate in an extra mural sport. These activities also happen at home or relatives home or friends home or in your neighbourhood such as in the street or in the area you live in such as Grassy Park or even outside Grassy Park like at Muizenberg beach.

We want to find out about all these activities that you do outside of the classroom. We want to know how often you do the activity, with whom you do the activity, where you do this activity and how much you enjoy doing this activity.

We have chosen you to tell us about the activities you do and about the activities you would like to do. This information is very important because it can tell people like the people who decide on your extra mural programmes what activities you like to do and want to do so that they can make extra mural activities that you like and want to do and they will be more interesting and fun. It is therefore very important that you give truthful honest answers and not make up stuff or else the information will not be real.

We will give you each a book like this. This book lists different activities. There is a picture of each activity. You will circle your answers in this book and pick which answer is true to you.



Turn over the front page. On the top page you will see the example of the activity of brushing your teeth. Can you see the picture of the boy brushing his teeth? We will answer this one together.

Go to the first question and let's read what it says: Have you done this activity in the past 4 months? Now 4 months is a long time to think back to. It helps to think of something that happened 4 months ago. Think back to your first day in grade (). Now you must try and remember if you have brushed your teeth from that first day until now.

If you have not brushed your teeth since your first day in grade () you must tick the box 'NO' – can everyone see that? If you picked 'NO' you will move onto the next activity and you do not need to answer the rest of the questions about brushing your teeth.

If you have picked 'YES' you can move on to the next question which says 'How often?' – can everyone see that

You can answer this question by looking at the different options. Can you see how number 1 means that you have only brushed your teeth once since you started grade () till now and how number 2 means that you brushed them twice and 3 means you brushed them 1 time a month and 4 means you brushed them 2-3 times a month and 5 means you brushed them once a week and 6 means you brush them 2-3 times a week and 7 means you brush them every day. You must circle which number says how many times you do the activity.

The next question is with whom you brush your teeth with most of the time.

The next question is where you do this activity most often. If you look at the options it says in your neighbourhood, in your community and beyond your community. It is sometimes difficult to understand the difference between these things. Your neighbourhood means the street in which you live, your community would be the suburb you live in for example Grassy Park and beyond your community would be outside of the suburb you live in like going to Muizenberg beach. It is the place you would go to if you had to get into the car or take public transport to get to.

The next question is how much you enjoy doing this activity

You can now move on the next activity – doing puzzles – do you see it and answer it the same way we did in the tooth brushing example. Go through all the activities in the book and be careful not to leave anything out. If you do not understand an activity or a word put up your hand and we will explain it to you. Remember to answer it as honestly as possible because it is very important information. Go through it slowly and do not rush.

If you turn your book over you will find another part for you to fill out. This part is different. This is a fun part. In this part you must imagine that you can do anything in the whole world. We want to find out about all the activities you would love to do. It does not matter if you have never done the activity before. We just want to know if you would like to do the activity.

Let look at the first activity together. Can you see the picture of the man jumping out of the plane?

Now the question says if you could do anything in the whole world, would you like to be skydiving?

Look at the faces bellow. These are the answer you can choose from. Remember you can only pick one. You must decide that if you could do anything in the whole world would you like to be skydiving.

If this is something you would not like to do even if you had the chance then you circle number 1, if it is something you might want to do then you circle number 2. If it is some you really want to do then you circle number 3. Remember you can only pick one answer.

Now turn over the page. Can you see at the top of the page it says the question again 'if you could do anything in the whole world, would you like to be...' Look at number 1; do you see the boy doing a puzzle? Ask yourself again like we did with the sky diving if you could do anything in the whole world you would like to be building puzzles and chose the answer which is true to you. When you have finished this go onto number 2 and answer the same question. Do this until you have finished the last activity number 55

Do not leave out any of the activities and remember it does not matter if you have never done the activity before. We want to know if you would really like to do the activity if you had the chance to do it. If you do not understand what an activity means or a word means put up your hand and we will explain it to you. Don't leave any out.

Explain purpose of the measures

Explain the importance of the information that will be obtained from accurately completing the CAPE and PAC.

For younger children it will be necessary to assist by reading the activity descriptions and response options to the child. - Validity

Check that the child correctly understands the task and response options- validity

We want to know what activities you participate in, how often you participate in these activities, with whom you participate in these activities with, where you participate in these activities and how much you enjoy these activities and which activities you like the best.

We want you to answer these questions as truthfully as possible.

Define the terms neighbourhood and community

Clarify that these activities are activities that happen outside of regular class time



## APPENDIX D

HREC Ref 016/2012 – 14Jan2013

UNIVERSITY OF CAPE TOWN



Faculty of Health Sciences  
Human Research Ethics Committee  
Room E52-24 Groote Schuur Hospital Old Main Building  
Observatory 7925  
Telephone [021] 406 6338 • Facsimile [021] 406 6411  
e-mail: shuretta.thomas@uct.ac.za

14 January 2013

**HREC REF: 016/2013**

**Ms P Gretschel**  
Division of Occupational Therapy  
Health & Rehab

Dear Ms Gretschel

**PROJECT TITLE: A PROFILE OF THE EXTRAMURAL ACTIVITY PARTICIPATION OF ADOLESCENTS WHO ATTEND SCHOOLS LOCATED IN EITHER HIGH OR LOW SOCIO-ECONOMIC CONTEXTS IN SOUTH AFRICA**

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 30<sup>th</sup> 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](http://www.health.uct.ac.za/research/humanethics/forms))

We acknowledge that the following students are also involved in the study:  
N Dlula, Z Moosman, S Nkoane, K Ntshengulana & A Vimbani.

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

s.thomas

**APPENDIX E**  
**UNIVERSITY OF CAPE TOWN**



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**Department of Health & Rehabilitation Sciences**  
Divisions of Communication Sciences & Disorders ·  
Nursing & Midwifery ·  
· Occupational Therapy ·  
Physiotherapy

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Fax: +27 21 4066323

13 December 2012

Dear Dr. Audrey Wyngaard

Re: Supervision of Extramural Education Research in WCED LSEN Schools in the Cape Metropole

This letter serves to confirm that I am the primary supervisor of the Undergraduate research project:

A profile of the extramural activity participation of adolescents who attend schools located in either high or low socio-economic contexts in South Africa

conducted by IV year Occupational Therapy students:

Nthabiseng Dlula, Zoe Moosman, Salome Nkoane, Khanyisa Ntshengulana, Asisipho Vimbani registered at the University of Cape Town, Department of Health and Rehabilitation Sciences.

Please do not hesitate to contact me with any queries in this regard.

Yours sincerely

Pam Gretschel  
Lecturer Occupational Therapy  
UCT DHRS

## **APPENDIX F**

### **Information Letter for School Principal and School Governing Body and WCED**

To whom it may concern

We are final year occupational therapy students from the University of Cape Town who are conducting our final year research study about the extramural participation of adolescents who participate in extramural activities.

The title of our research project is “A profile of the extramural activity participation of adolescents who attend schools located in either high or low socio-economic contexts in South Africa”.

Your school has been chosen to participate as your school has an established extramural programme with a variety of activities available for children to participate in. The purpose of our study is to explore the types of extra mural activities that Grade 8-12 learners engage in and the preferences and enjoyment they place on participation in these extra mural activities. This quantitative, descriptive study is important as it will gather information on the types of extramural activities that high school learners enjoy and will thus guide schools as to what extramural activities are of interest to adolescents. By gauging their preferences for activity participation valuable information can guide the creation of extramural programs which draw the interest and involvement of learners.

We would very much like to gather information from all the grade 8-12 learners who participate in any form of extramural activity which occurs outside or within the school premises to gain a comprehensive picture of what is it that adolescents do, why they do these extra murals and the value they place on participation in these extramural activities. They will be required to participate in a 45 session during which they complete a self administered questionnaire during the period of March- May 2013. Data collection will occur during the school break times so will not interrupt their formal school lessons. It will cost no money to participate in the study. The learners' and school's privacy will be respected at all times through the use of pseudonyms. Records will be kept confidential, in a secure place which only the researcher is able to access.

We would like to request your permission to conduct this study at your school during the abovementioned period as it fits the criteria needed for this study.

If you have any questions regarding the study please contact:

Supervisor: Pam Gretsche

Tel: 021 4066739 (office line) 079 8836813 (cell)

Professor Marc Blockman is Chairperson of the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town. He can be contacted on (021) 406 6338 if you would like more information on the approval of this research or if you have any queries regarding your rights as a participant in this research.

PENDING: This research has been approved by the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town and its reference number is \_\_\_\_\_.



## **APPENDIX G**

### **Information Letter for Caregiver/Guardian**

Dear Caregiver/ Guardian

The title of our research project is “A profile of the extramural activity participation of adolescents who attend schools located in either high or low socio-economic contexts in South Africa”. The researchers are final year occupational therapy students from the University of Cape Town.

#### Description of the Research

The purpose of this study is to explore the types of extra mural activities that Grade 8-12 learners engage in and the preferences and enjoyment they place on participation in these extra mural activities. This quantitative, descriptive study is important as it will gather information on the types of extramural activities that high school learners enjoy and will thus guide schools as to what extramural activities are of interest to adolescents.

#### Selection of Participants

We would very much like to gather information from all the grade 8-12 learners who participate in any form of extramural activity which occurs outside or within the school premises to gain a comprehensive picture of what is it that adolescents do, why they do these extra murals the value they place on participation in these extramural activities. Your child has been chosen to participate because they participate in extramural activities available to them. Your child has indicated that they would be willing to participate in the study. They will be required to participate in a 45 session during which they complete a self administered questionnaire during the period of March- May 2013. Data collection will occur during the school break times so will not interrupt their formal school lessons. It will cost no money to participate in the study.

#### Voluntary Participation

It is up to you whether or not you want your child to be part of this study and no one can force you or your child to participate. Your wishes to not participate will in no way

influence your child's progress at school and your child has the right to withdraw at any time during the study.

#### Risks Involved

This study bears no risks or physical harm to you as participants.

#### Confidentiality

Your child's privacy will be respected at all times through the use of pseudonyms. Records will be kept confidential, in a secure place which only the researcher is able to access.

#### Who to Contact for Further Information?

Supervisor: Pam Gretsche

Tel: 021 4066739 (office line) 079 8836813 (cell)

Contact Details for Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town:

Professor Marc Blockman is Chairperson of the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town. He can be contacted on (021) 406 6338 if you would like more information on the approval of this research or if you have any queries regarding your rights as a participant in this research.

PENDING: This research has been approved by the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town and its reference number is \_\_\_\_\_.

#### **Informed Consent**

I, \_\_\_\_\_ (PRINT NAME) have read the information sheet and the study purpose and aims are clear. I have had the chance to ask questions and my questions have been answered. I am aware that I have the right to not participate and that I may choose to withdraw my child from the study at any time if I so wish and that this action will have no bad consequence for me or my child.

I understand that my child's name will not be used in any reporting of the research unless I choose to have it included.

I agree to give my consent for my child to participate in the research study.

Signed:

Caregiver/Guardian: \_\_\_\_\_

Date and place: \_\_\_\_\_

Researcher: \_\_\_\_\_

Date and place: \_\_\_\_\_

## APPENDIX H

### Information Letter for Participants

Dear Participant

The title of our research project is “A profile of the extramural activity participation of adolescents who attend schools located in either high or low socio-economic contexts in South Africa”. The researchers are final year occupational therapy students from the University of Cape Town.

#### Description of the Research

The purpose of this study is to explore the types of extra mural activities that Grade 8-12 learners engage in and the preferences and enjoyment they place on participation in these extra mural activities. This quantitative, descriptive study is important as it will gather information on the types of extramural activities that high school learners enjoy and will thus guide schools as to what extramural activities are of interest to adolescents.

#### Selection of Participants

We would very much like to gather information from you a grade 8-12 learner who participates in any form of extramural activity which occurs outside or within the school premises to gain a comprehensive picture of what is it that you do, why you do these extra murals the value you place on participation in these extramural activities. You have been chosen to participate because you participate in extramural activities available to you.

You will be required to participate in a 45 session during which you complete a self administered questionnaire during the period of March- May 2013. Data collection will occur during the school break times so will not interrupt their formal school lessons. It will cost no money to participate in the study.

#### Voluntary Participation

It is up to you whether or not you want to be part of this study and no one can force you or you to participate. Your wishes to not participate will in no way influence your progress at school and you have the right to withdraw at any time during the study.

## Risks Involved

This study bears no risks or physical harm to you as participants.

## Confidentiality

Your privacy will be respected at all times through the use of pseudonyms. Records will be kept confidential, in a secure place which only the researcher is able to access.

## Who to Contact for Further Information?

Supervisor: Pam Gretsche

Tel: 021 4066739 (office line) 079 8836813 (cell)

Contact Details for Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town:

Professor Marc Blockman is Chairperson of the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town. He can be contacted on (021) 406 6338 if you would like more information on the approval of this research or if you have any queries regarding your rights as a participant in this research.

PENDING: This research has been approved by the Faculty of Health Sciences Human Research Ethics Committee (FHS HREC) of the University of Cape Town and its reference number is \_\_\_\_\_.

## Assent

I, \_\_\_\_\_ (PRINT NAME) have read the information sheet and the study purpose and aims are clear. I have had the chance to ask questions and my questions have been answered. I am aware that I have the right to not participate and that I may choose to withdraw from the study at any time if I so wish and that this action will have no bad consequence for me.

I understand that my name will not be used in any reporting of the research unless I choose to have it included.

I agree to give my assent to participate in the research study.

Signed:

Participant: \_\_\_\_\_

Date and place: \_\_\_\_\_

Researcher: \_\_\_\_\_

Date and place: \_\_\_\_\_