

EXPLORING FACTORS THAT CONTRIBUTE TO SPORT PARTICIPATION
AMONGST BOYS IN THE MIDDLE CHILDHOOD PHASE

by

TASHWILLE CARLO MARIO ZWAAN

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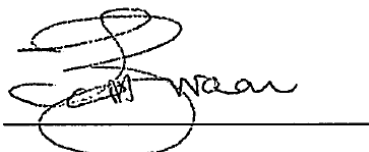
SUPERVISOR: MR WILLEM DU TOIT

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DECLARATION

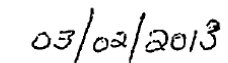
Student number: 36768065

I hereby declare that “Exploring factors that contribute to sport participation amongst boys in the middle childhood phase” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

A handwritten signature in black ink, appearing to read 'T. Zwaan', is written over a horizontal line.

SIGNATURE

Mr. T Zwaan

A handwritten date '03/02/2013' is written above a horizontal line.

DATE

DEDICATION

I dedicate this study to my close family for their continual support and motivation while conducting this research. Their kind words and constant encouragement inspired me to never give up.

ACKNOWLEDGMENTS

I would like to thank Our Heavenly Father for the guidance through this journey.

I would also like to extend a word of gratitude to those who have enabled me to start and complete this study with their assistance, support and encouragement:

Professionally:

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ABSTRACT

Beginning as young as five or six years of age, children participate in organised sports and there are an estimated 25-35 million children under the age of eighteen who participate in organised youth sports.

Whether success records, statistics, motivational factors or personal reasons are the motivators behind participation in sports, athletes are often studied by the population. Despite a large contingency of children who participate in sports, professional or adult athletes' thoughts and motivations are often studied. However, one thing is known: The reason children play sports is because they have fun.

This study explored the viewpoints of teachers/trainers from Schools in Paarl region from a qualitative perspective on why children choose to participate in sports. The participants were selected via non-probability sampling method with the utilisation of purposive sampling techniques. Data were collected with semi structured interviews with teachers/trainers at Paarl schools. Data were analysed according to Tesch's (in Creswell, 2009:186) framework for the analysing of qualitative data and data were verified according to Guba's (in Krefting, 1991:214-222) framework for data verification of qualitative data. The verified data were described in specific teams and sub-themes as well as supplemented by literature control. The researcher concludes this study by drawing certain conclusions and recommendations from the research findings.

DECLARATION OF TERMINOLOGY

In order not to discriminate against any gender and for practical reasons, the researcher has chosen to use “his/her”, “he/she” when referring to individual children and trainers. In some of the sections, the dissertation refers to each participant/teacher/coach/trainer and it is for that reason that the singular pronouns needed to be used.

KEY TERMS

Sport

Trainer

Middle childhood

TABLE OF CONTENT

CHAPTER 1 ORIENTAION OF THE STUDY

1.1	BACKGROUND AND RATIONALE OF THE STUDY	1
1.2	PROBLEM STATEMENT	7
1.3	GOALS AND OBJECTIVES	8
1.4	RESEARCH METHODOLOGY	9
1.4.1	Research Question	10
1.4.2	Research Approach	10
1.4.3	Research Design	12
1.5	RESEARCH PROCEDURE	14
1.5.1	Description of universe, sampling and sampling technique	14
1.5.2	Data Collection	16
1.5.3	Data Analysis	18
1.5.4	Method of Data Verification	20
1.6	ETHICAL ASPECTS	21
1.7	KEY TERMS	
1.7.1	Middle Childhood	23
1.7.2	Sport	23
1.7.3	Trainer	23
1.8	TIMELINE AND PROVISIONAL CHAPTER LAYOUT	24
1.9	IMPORTANCE	26
1.10	LIMITATIONS	26
1.11	CONCLUSION	27

**CHAPTER 2: DESCRIPTION AND APPLICATION OF RESEARCH
METHODOLOGY UTILISED FOR THIS STUDY**

2.1	INTRODUCTION	28
2.2	RESEARCH PROBLEM	28
2.3	RESEARCH QUESTION	29
2.4	RESEARCH GOALS AND OBJECTIVES	30
2.5	RESEARCH METHODOLOGY	31
	2.5.1 Research Approach	33
	2.3.2 Research Design	35
2.6	RESEARCH PROCEDURE	36
	2.6.1 METHOD OF DATA COLLECTION	36
	2.6.1.1 Universe, Population and Sampling	36
	2.6.1.2 Selection of the Sample	36
	2.6.3 Semi structured interviewing and interview guide	38
	2.6.4. Record Keeping	38
2.7	DATA ANALYSIS	38
	2.7.1 Method of Data Analysis	38
	2.7.2 Method of Data Verification	39
2.8	ETHICAL ASPECTS	41
2.9	LIMITATIONS OF THE STUDY	42
2.10	SUMMARY	42

CHAPTER 3: DISCUSSION OF RESEARCH FINDINGS AND LITERATURE CONTROL: THE PERCEPTIONS AND EXPERIENCES OF SPORT TRAINERS ON REASON FOR SPORT PARTICIPATION OF THE MIDDLE CHILDHOOD BOYS

3.1 Introduction	44
3.2 Demographic data of sport trainers who participated in the study	45
3.2.1 Gender distribution	47
3.2.2 Age Groups	47
3.2.3 Racial Groups	48
3.2.4 Language	49
3.2.5 City/ Town	49
3.2.6 Field of expertise of participants	49
3.2.7 Current employment Position of participant	49
3.3 Findings relating to factors leading to sport participation as identified by sport trainers.	49
3.3.1 A thematic discussion indicated by sport trainers motivating factors leading to sport participation.	51
3.4 Conclusion	63

CHAPTER 4: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION	64
4.2 Summary and conclusions regarding the research process and methodology	65
4.2.1 Summary: The research process and - methodology implemented in this study	65
4.2.2 Conclusions regarding the research process and methodology	66
4.3 Summary and conclusions regarding the research findings	66
4.3.1 Summary and conclusion regarding the research findings	67
4.4 Recommendations	69
4.4.1 Recommendations regarding the research process and methodology	70
4.4.2 Recommendations regarding the research findings	70
4.4.3 Recommendations for further study	71
4.5 Conclusion	71

REFERENCE LIST 72

APPENDIX A:	Letter of invitation to principals and sport trainers, training middle childhood children in sport and encountering views in sport.	86
APPENDIX B:	Informed Consent Form Trainers	89
APPENDIX C:	Informed Consent Form Principal	92
APPENDIX D:	Statement by the researcher, translator, promoter and independent coder	95
APPENDIX E:	Statement by the researcher, translator, promoter and independent coder	98
APPENDIX F:	Transcription of interviews	101

LIST OF TABLES

Table 1.1:	Illustration of the qualitative research study within the framework of the research approach and –design of choice	13
Table 1.2:	Lincoln and Guba's translation of terms	17
Table 1.3:	Time line of Research	24
Table 1.4:	Layout of the research document	25
Table: 3.1:	Demographic details of sport trainers that provide sport coaching to middle childhood boys	46
Table 3.2:	Layout of Erikson eight stages of human development.	48
Table 3.3:	Findings relating to the trainers of middle childhood boy sport participation.	50

LIST OF FIGURES

Figure 1.1:	Development stages of Middle Childhood	6
Figure 1.2:	The development of self-concept in middle childhood	7
Figure 1.3:	Research typology cited online	11
Figure 2.1:	Qualitative versus quantitative research	34

CHAPTER 1 ORIENTATION OF THE STUDY

1.1 THEORETICAL BACKGROUND AND RATIONAL

In this research study, the researcher focussed on exploring trainers' views on factors that contribute to sport participation amongst boys in the middle childhood phase.

Middle childhood is the stage of development between the ages of six and twelve years. The overall development of children includes their physical, cognitive, social and emotional growth, which occur simultaneously and have effects on each other (Magna Systems, 2008:1). According to DeBord (1996:220-212) as cited in van Jaarsveld (2007:22), the middle childhood is a developmental stage bound by the passage from home to school on the one hand, and the brink of adolescence on the other hand.

Couchman (2002:3) states that there are a number of developmental and environmental factors that influence the growth, learning and social development of children in this age group. The transition to middle childhood is marked by entry into formal education, according to Papalia, Olds and Feldman (2006:325). In addition to school, these children begin to reach out to other community resources. Participation in recreation, arts, club activities and playing or 'hanging around' with their peers all begin to play an increasingly important role in their lives. The 'middle years' of childhood is that period in life when the child leaves the security of his or her family and independently enters the external world. The family is suddenly entrusting the welfare of their child to community institutions and organisations (Couchman, 2002:4).

Children passing through middle childhood become categorised as "school age" and their education becomes a societal priority. Hutchison (2007:22) states that after the ages of five to seven, children take a giant step towards adulthood, socially as well as intellectually. *"In middle childhood, the focus or centre of attention is on the present, rather than the future or the past."* (DeBord, 1996:220-212) as cited in van

Jaarsveld (2007:22). According to Louw, van Ede and Ferns (2005:322), Cole and Cole (2001:468) and Newman and Newman (2003:254), this is a period of relative calm concerning physical development, but is an important era for cognitive, social, emotional and self-concept development. According to Louw et al. (2003:322) during this development phase the following can be expected in the different development areas namely:

- Cognitive development,
- Psychological development,
- Social development.
- Physical development,

During the **cognitive development** stage, Wait (2004:127) indicates that children spend the majority of the time in school and it is expected that their cognitive skills would develop to a large degree. The exposure to the vast array of information which increases their knowledge of the world is taken. This information is then expected to be remembered and to be used when executing various cognitive tasks. Children are expected to make *classification of objects in terms of shape, colour and size*. According to Ramkisoon in Louw et al. (2003:327-328) *decentring occurs; which is described as the ability to consider various aspects of a matter*. According to Louw et al. (2003:329) *seriation is acquired which refer to the ability to arrange objects systematically in series from small to large, or from large too small*. The development of the number concept is also mastered during this stage. The language develops significantly in length and complexity of the sentence, which leads to the increase in vocabulary. Language development after five years of age starts developing significantly slower. (Louw et al., 2003:339) According to Louw et al. (2003:339) during this stage children start to understand metaphorical language, such as, "The sun is like a glowing piece of coal." Humour based on wordplay and ambiguity also becomes prominent.

During the **psychological development stage**, according to Wait (2004:125), historically spoken, middle childhood has not always been regarded as an important phase of development by psychologists. Freud (1961:141-149) referred to it as the latent phase in his psychoanalytical theory and regarded it as the period during which aggressive and sexual impulses were repressed. According to the author it

played an important part sub-consciously, but no important new developments took place during this stage. Later, research by Erickson and Piaget (Erickson, 1985:57) has shown the importance of these years. Their theories emphasise intellectual development, competence, and a growing investment in work. During this phase, children spend a great deal of their days learning and practising the skills that are valued by their society, whether these skills be reading, writing, arithmetic, sport skills, fishing or weaving.

Erikson (1985:112) describes the period in terms of “industry versus inferiority”, because the author believes that it is important to establish oneself as a responsible, hardworking and serious minded person at this time.

Children during middle childhood are exposed to many new **social learning** experiences that have a major effect on their **social development**. The role of the family still plays a significant part in this stage even though the child spends less time at home; it is still seen as the place of security. During this stage the demands on parents are large. (Louw et al. 2003:350) Schooling has a great influence during this stage for children have to adjust to a new environment away from parents and latch onto a new role model; the teacher who beside from taking the teaching function also acts as the “psychologist” who assist in acquiring social skills and is there to assist with personal problems (Louw et al. 2003:358-362). There is also the influence of the peer group, where children become more inclined to interact with other children of the same age and gender. The interaction with other children is for affection, interaction and fellowship.

There are a variety of physical and **psychological advantages** and **disadvantages** that may result from sports participation. According to Pugh, Wolff, DeFrancesco, Gilley and Heitman, (2000:773-781) multiple physical benefits of systematic exercise apply to children who participate in organised sports. In addition, individual athletes (e.g. swimmers or runners) learn the value of practice, self-discipline, and time and effort commitments. They also may gain feelings of competency and self-worth, have higher levels of self-esteem, and report enjoying themselves (Pugh et al. 2000). Participating in a sport increases skill building and, in many peer groups, is a characteristic of popularity. Perceiving physical, social, or emotional situations from a

point of view other than one's own is perspective taking defined by Epley, Nicholas; Keysar, Boaz; Van Boven, Leaf and Gilovich, Thomas (2004, 327-339)

As a member of a team (e.g. soccer, cricket, rugby); in addition to the advantages gained from individual participation; children learn about cooperation, perspective taking, and the benefits of teamwork. According to studies by Ewing, Gano-Overway, Branta, and Seefeldt, (2002:31-47) participation in sport leads to opportunities to spend time with friends or to make new friends. The researchers Perkins, Jacobs, Barber, and Eccles, (2004: 498) and Thompson, Humbert, and Mirwald, (2003:358) found in their research studies that if children enjoy participation; they are much more likely to stay involved and to continue this activity for longer periods of time; sometimes into adulthood.

According to Wait in Louw et al. (2003:322-323), one of the outstanding characteristics of **physical development** is the *rapid growth of the arms and legs* in comparison with the torso. According to Louw et al. (2003:323) with respect to height and mass the average annual growth is approximately 6cm and 2 kgs. respectively. Other physical changes are the brain reaching adult size, the respiratory system functions more economically, the circulatory system develops at a slower rate; which leads to the heart being smaller than the body in relation to any other stage of life; and the milk teeth are replaced by permanent teeth.

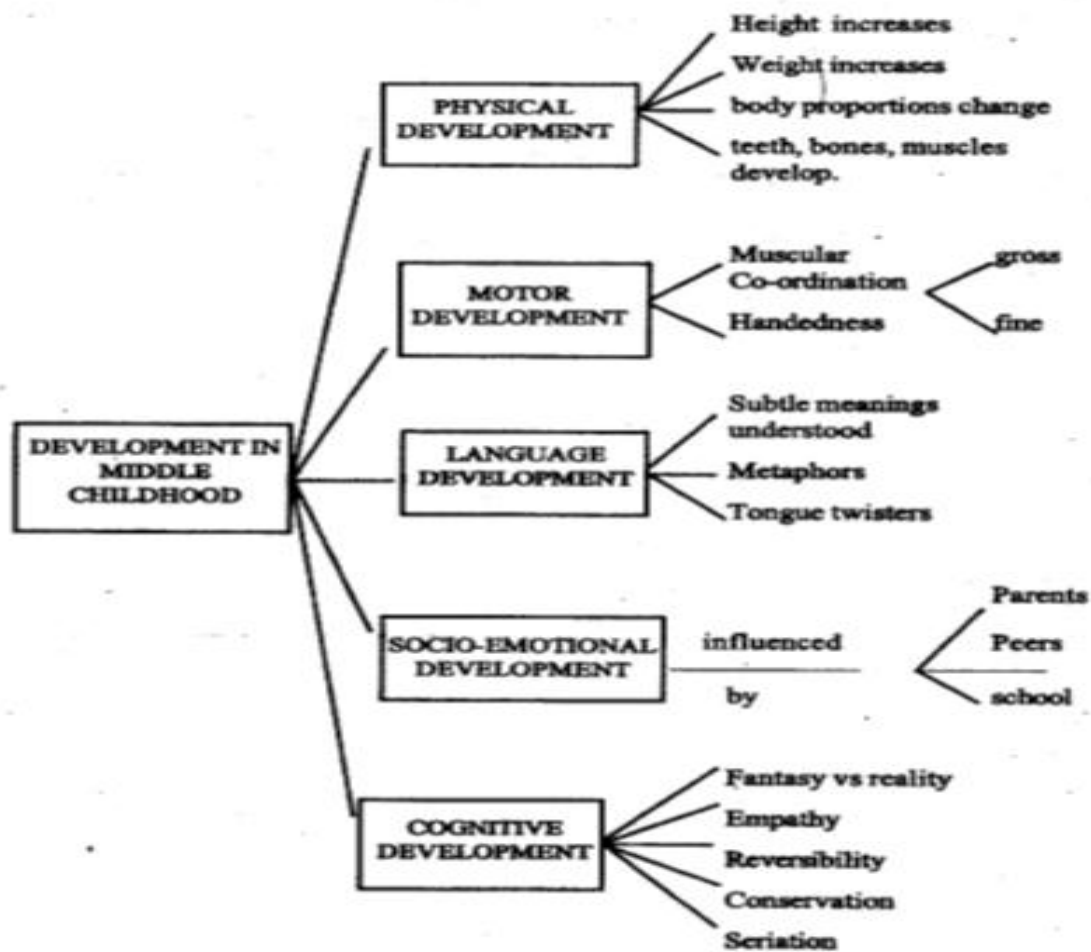
According to Siegal and Peterson (1998:303), during this phase children are faced with new opportunities for **physical exercise** due to motor development; *leading to opportunities to acquire and use motor and athletic skills and the fine dexterity needed to write, draw, sew or play a musical instrument*. With participation in classroom instructional activities, organised games and sports and informal physical play with peers at break and after school; children have an opportunity to compare their performance with that of peers. Primary school children acquire the **motivation to achieve**, a realistic awareness of their own potential relative to other children's and the social development derived from cooperation in groups and teams, ranging from maths and reading classes to choirs, bands, drama, and certain sports.

Physical activity is an essential part of life and is especially important in the experience of the child. According to Gill, MacDougall, and Taylor,(2004:21-25), Trudeau and Shephard, (2008:10) it is worryingly apparent that as early as three to four years of age children are being adversely affected by lifestyles and education systems that discourage physical activity and are missing out on the benefits reaped by active lifestyles. Physical Education no longer finds itself as a subject with its own identity (Department of Education, 2002b:4). It now functions as only one of the focus areas, of one of the learning areas, namely, Life Orientation. Life Orientation includes the learning outcome, Physical Development and Movement, which covers the subject matter, Physical Education (Department of Education, 2002a:4-7). In the South African school context, the subject physical education has been removed from the syllabus (Department of Education, 2002a:4-7).Physical activity and sport participation has been promoted to not only reduce physiological health issues but also psychological health-related problems.

Participation in extra-curricular and out-of-school activities during middle childhood shows increasing evidence in both short and long term indicators of positive development (Eccles and Gootman, 2002, Eccles and Templeton, 2002; Pittman, Tolman, and Yohalem, in press; Scales, 1999). As sighted in Bos, Muris, Mulken and Schaalma (2006:4) there is a sound theoretical basis for obtaining young children's attraction to physical activity in the play/games environment. However, empirical research with the younger age groups remains scarce (Howard 2007:11). Both theoretical and empirical reports reveal that within children's motivation to engage in physical activity that self-perceptions are crucial to the intrinsic desire to engage in physical activity. In Harter's (2003, 610-642) competence motivation theory the author proposes that any intervention programme must take into account the centrality of self-perceptions in an individual attraction to a task. According to Howard (2007:23); Wang and Biddle (2001) it is not only significant for the child to enhance their physical health through participation in physical activity but, also to develop their social and psychological well-being.

Below is a diagram that illustrates the various development stages in middle childhood.

Figure 1.1 Development stages of Middle Childhood

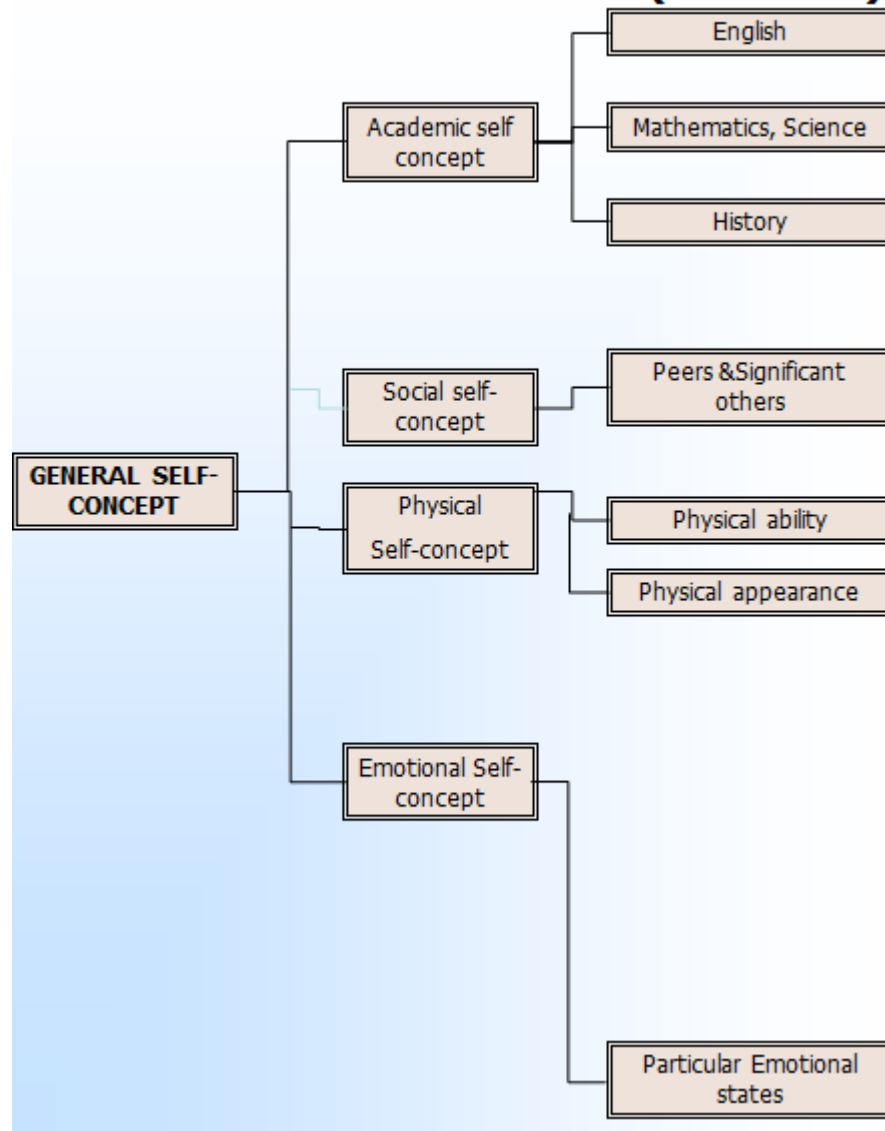


Feldman (2000:344) presents the following diagram, explaining how the self-concept is developed during middle childhood.

Figure 1.2 The development of self-concept in middle childhood

Source: Feldman (2000:344)

The development of self-concept in middle childhood. Source: Feldman (2000:344)



1.2 PROBLEM STATEMENT

A research problem begins with a single focus. According to Mouton (2001:48) the statement of the research problem should be a clear and unambiguous statement of the object of study and the research objectives. According to De Vos, Strydom,

Fouche and Delport (2011:79) before one can conduct or even design a research study, one must have a clear picture of the direction of the study; which can then be refined in the form of a research problem, problem statement and or research question. According to Alston and Bowles (2003:202-207), Yegidis, Weinbach, and Morrison- Rodriguez, (1999:9) make the point that the first step is crucial, and should be framed as a problem statement rather than as a question. Research problems are questions that indicate gaps in the scope or the certainty of our knowledge. They point either to problematic phenomena, observed events that are puzzling in terms of our currently accepted ideas, or to problematic theories, or current ideas that are challenged by new hypotheses (Brewer 2005:39).

The areas of development during middle childhood include cognitive-, psychological-, social- and physical development. With the specific focus on physical development, the initial literature study regarding the research topic (as described in the section above) highlights the advantages of sport participation. Participation in sport is also linked to the development of social skills and self-image. Sport is, however, no longer part of the primary school curriculum. Sport trainers must therefore find ways to motivate children to engage in sport activities. Previous studies found by the researcher did not focus on factors that impact on children's participation in sport. A need to explore and describe such factors was therefore identified

In order to purposefully commence the research study the researcher formulated goals and objectives which will be described in the following section.

1.3 GOALS AND OBJECTIVES

In De Vos et al (2011:108) describes a research goal as the central thrust towards the study. The author explains that the objectives, on the other hand refer to the specific issues the researcher proposes to examine

Based on the research problem described above, the goal of this study is:

To explore and describe factors that contributes to sport participation of boys in the middle childhood phase, in order to provide sport trainers, educators and parents with recommendations regarding how to increase sport participation in the middle childhood phase. *Trainers and parents will therefore benefit from the study.*

According to De Vos et al(2011:94) the one (goal, purpose or aim) is the “dream” and the other (objective) is the steps one has to take, one by one, realistically at grassroots level, within a certain time-span, in order to attain the “dream” the goal. De Vos et al (2011:108) further states that the objectives should be clearly stated and specific in nature.

The objectives of this study are:

- To explore factors that contributes to sport participation of boys in the middle childhood phase through qualitative data collection methods.
- To describe the factors that contributes to sport participation in the middle childhood phase.
 - To verify the findings from the qualitative data with literature.
- To come to a conclusion and make certain recommendations regarding factors that influence sport participation in the middle childhood phase.

1.4 RESEARCH METHODOLOGY

Research methodology refers to methods, techniques and procedures that are employed in the process of implementing the research design or research plan, as well as the underlying principles and assumptions that underlie their use (Babbie and Mouton, 2001:647)

According to De Vos et al., (2005:261-354) there are several steps in the research procedure that need to be taken in order to conduct successful research.

- Review literature
- Define your objectives
- Specify your population
- Evaluate the feasibility of testing
- Select research procedure
- Collect data
- Analyse data
- Prepare complete report

These steps can be seen as the procedure that needs to be followed in order to find a solution to the research problem. In the following section the research question, approach and design relevant to this study will be discussed.

1.4.1 RESEARCH QUESTION

The first step in any research is to formulate or work out the research question. The question is gradually refined until it becomes specific enough to give the researcher a clear direction for the procedures to follow on how to answer it. Developing the initial question is critical, because it determines much of how the research should be conducted (Graziano and Raulin, 2004:60).

According to De Vos et al. (2005:327-328), a research question may be described as formulation of vague thoughts about a subject into a specific question. All questions should be related to the goal and objectives of the study. According to these definitions, the research question for the purpose of this study is:

What is the contributing factors regarding sport participation amongst middle childhood boys?

In the next section, the researcher aims to describe the approach, methods and techniques chosen to assist him in answering the above research question.

1.4.2 RESEARCH APPROACH

Neuman (2000:6) states that the social sciences involve the study of people – their beliefs, behaviour, interaction, institutions, and so forth. Social science research is described by De Vos et al. (2005:41) as a collaborative human activity in which social reality is studied objectively with the aim of gaining a valid understanding of it.

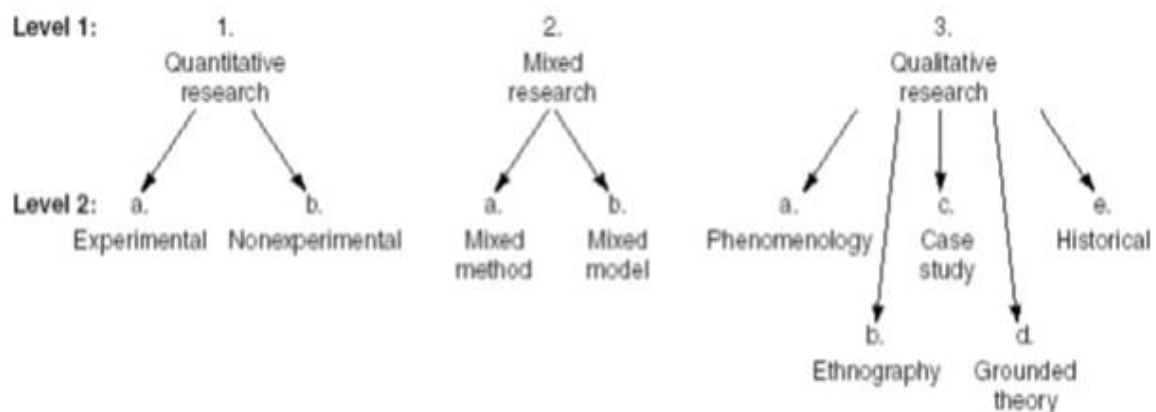
There are three well-known and recognized **approaches to research**, namely the qualitative, quantitative and mixed approaches (De Vos et al., 2011:433). According to Leedy and Omrod (2005:94-97), the qualitative approach is used to answer questions about the complex nature of phenomena, with the purpose of describing and understanding the phenomena from the participants view. In quantitative

research, it is used to answer questions about relationships and measured variables with the purpose of explaining, predicting and controlling phenomena. According to Johnson, Onwuegbuzie and Turner, (2007:119) mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research). Creswell (2009:203) stated that mixed methods research is a research design (or methodology) in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. According to Bless, Higson-Smith and Kagee (2007:43) there are several ways of classifying research studies. Qualitative research uses qualifying words or descriptions to record aspects of the world whereas quantitative research relies on the measurement to compare and analyse different variables.

In the figure below an illustration of the three methods of research is provided.

Figure 1.3: Research typology cited online

<http://www.southalabama.edu/coe/bset/johnson/lectures/lec17.pdf>



According to Bless et al., (2007:43) **methods of classifying research** arise from reasons for the research being conducted. Studies that aim to increase the human understanding of a particular aspect of society are referred to as basic social research. In contrast, studies that aim to solve a particular problem confronting a group of people are referred to as applied social research. A third aspect of **research classification** is based on the demands of the research question like in cases where little is known about the research topic is known as exploratory research (Bless et al.,2007:43). Where the researcher is interested in describing the

phenomenon, it is called descriptive research. When the research question requires an understanding between the variables, it is called correlation research. Finally where the research question demands that the researcher explains the relationship between variables and demonstrates that change in one variable causes change in another, then the research is called explanatory research Bless et al., (2007:43).

As indicated by De Vos et al. (2005:106) exploratory research is conducted to gain insight into a situation, phenomenon, community or individual. The need for a study of this nature could take place out of a lack of basic information on a new area of interest, or to become acquainted with a situation so as to formulate a problem or develop a hypothesis. This form of research is known as basic research.

In this study, research will be conducted to gain insight into reasons for sport participation and non-sport participation in children in their middle childhood. The researcher therefore hoped to contribute to the understanding of the situation in an effort to assist caregivers, teachers and sport trainers to encourage sport participation. This study was therefore related to basic research.

By focusing on the sport participation of children in their middle childhood, an important issue in their development and well-being will be explored. The researcher hoped to, through this research study, help caregivers, teachers and trainers to become more aware of children's reasons for sport participation in their middle childhood so that a means to enhance sport participation could be established.

1.4.3 RESEARCH DESIGN

A research design is the procedural plan of a researcher to answer the research question (which flows from the research problem) validly, objectively and economically (Kumar, 2005:74). It can be termed as a "blueprint", referring to a detailed research plan, structure and strategy of investigation in order to answer the research question (Mouton, 2001:55). Ploeg (1999:36) advises that the qualitative research design should describe, explore and explain the research problem being studied. The focus of qualitative research is therefore on the perceptions of the "actors in a situation" (Lester, 2006:1).

In order to achieve the goal of this research study, the researcher made use of the qualitative approach with the aim of gaining in-depth knowledge about the proposed topic (De Vos et al., 2005:74 - 105; Snape and Spencer, 2003:22-24). Descriptive and exploratory research designs were chosen to assist the researcher to answer the research question, as limited existing knowledge regarding factors that lead to, or limit, sport participation amongst boys in the middle childhood was available (Babbie, 2009:92-93; Hesse-Biber and Leavy, 2006:49; De Vos et al., 2005:106; Ritchie and Lewis, 2003:27-28).

Based on the above descriptions, the framework from which this study will be conducted is illustrated below.

Table 1.1: Illustration of the qualitative research study within the framework of the research approach and –design of choice:

Qualitative research approach
Research Design Exploratory design Descriptive design
Population All sport trainers of middle childhood boys
Sampling Non-probability sampling method with the utilisation of purposive sampling techniques.
Method of Data Collection Semi structured interviews
Method of Data Analysing Tesch's (in Creswell, 2009:186) framework for the analysing of qualitative data.
Method of Data Verification Guba's (in Krefting, 1991:214-222) framework for data verification of qualitative data.
Ethical aspects included in this study <ul style="list-style-type: none"> • Informed consent • Confidentiality • Participants will not be misled

This framework will be discussed in the rest of this chapter.

1.5 RESEARCH PROCEDURE

1.5.1 DESCRIPTION OF UNIVERSE, SAMPLING AND SAMPLING TECHNIQUE

During the process of selecting or sampling the aim is to get a sample that is as representative as possible of the target population Bless et al, (2007:100). In qualitative research however, sampling can be described as being relatively limited, based on saturation, not representative, the size not statistically determined and involving low cost and less time (De Vos et al., 2005:238). In order to select the best sampling approach, the universe and population of the research needs to be identified.

The term **universe** refers to all potential subjects which possess the attributes in which the researcher is interested, whereas the **population** refers to the individuals in the universe who possess specific characteristics or to a set of entities that represents all the measurements of interest to the researcher (De Vos et al: 2011: 223).

A **sample** is a subset of measurements drawn from the population in which a researcher is interested, and should be representative of the population of the study (De Vos et al., 2011:223, Welman et al., 2005:55). A sample for inclusion in this study was selected from a population which includes sport trainers at primary schools. In order to explore and describe the specific needs of middle childhood children for sport participation.

When the universe and the population have been identified the sampling technique needs to be developed.

There are three types of sampling:

1. Probability sampling: it is the one in which each sample has the same probability of being chosen.

2. Purposive sampling: it is the one in which the person who is selecting the sample tries to make the sample representative, depending on his opinion or purpose, thus being the representation subjective.
3. No-rule sampling: we take a sample without any rule, being the sample representative if the population is homogeneous and we have no selection bias.

According to De Vos et al., (2011:232) the **purposive sampling** technique falls in the category of the non-probability sampling method. The **purposive sampling technique** is used when a sample is chosen for a specific reason to provide insight into a particular field of interest, and is determined by the research topic (Alston and Bowles, 2003:90; Bless et al., 2007:121). Leedy and Ormrod (2005:206) propose this sampling technique as suitable for qualitative research. Welman, Kruger and Mitchell (2005:69), however, question the level of representation from the population of this sampling technique. In order to combat this limitation, Leedy and Ormrod (2004:206) advise that a researcher be clear about the reason why the sample is viewed as relevant to the research problem and research question. Purposive sampling was employed in this qualitative research study to provide the researcher with a sample to access specialised insight obtained from sport trainers regarding their perceptions and experiences related to factors that contribute to the participation in sports of boys during the middle childhood phase.

For the purpose of this study the universe is all sport trainers and the population will be sport trainers dealing with the middle childhood boy.

The criteria for inclusion for the trainers were as follows:

Been a Sport trainer for the past five years

Training middle childhood boys

Having had non-participative scholars

Involved in sport programmes in the Western Cape.

In the next section the researcher will explain data collection

1.5.2 DATA COLLECTION

The researcher selected a sample, the data was collected. All the decisions with regard to obtaining research material are now implemented (De Vos et al. 2011:359.) De Vos et al (2011: 359) indicate that data analysis starts with data collection which is essentially an accumulation of information with a view to gaining answers to the research question.

The researcher will use semi-structured interviews so to provide a detailed picture of the participant's beliefs about, or perceptions or accounts of, a particular topic (De Vos et al, 2011: 359).

The researcher will proceed with audio recording the interviews, transcribing the data and making field notes after informed consent has been obtained from the principal, the trainers and parents (De Vos et al. 2011:359). All the data will be kept and be securely stored (Bless et al, 2007:143; Patton, 2002:139).

Describing, classifying and interpreting are at the heart of qualitative data analysis and involves identifying relevant themes, recurring language or ideas and patterns of belief - categories of meaning emerge from this phase. These categories should be internally consistent yet distinct from one another (De Vos et al., 2005:348). The researcher also searched for other reasonable explanations for the data and the linkages among them and then explained why the researcher's explanation was the most plausible due to saturation of the answers and information supplied.

To follow is a detailed look at the trustworthiness in this particular research study.

Lincoln and Guba (in de Vos et al, 2011:419-421) propose four constructs that accurately reflect the assumptions of the qualitative paradigm and these are further made applicable to this study:

- **Credibility** is the alternative to internal validity. In this study, the inquiry will be conducted in such a manner to ensure that the subject will be accurately identified and described. Here participants are given their interview transcripts and the research reports on request so they can agree/disagree with the researcher's findings.

- **Transferability** is the alternative to external validity or generalizability. Qualitative researchers are encouraged to provide a detailed portrait of the setting in which the research is conducted. In this study, the aim is to give readers enough information for them to judge the applicability of the findings to other settings.
- **Dependability** is the alternative to reliability. This concept replaces the idea of *reliability*. The researcher will provide an audit trail (the documentation of data, methods and decisions about the research) which can be laid open to external scrutiny.
- **Conformability** is the final construct. The researcher will capture the traditional concept of objectivity.

Table 1.2 – Lincoln and Guba’s translation of terms

(Source: Adapted from Lincoln and Guba, 1985 and Ballinger, 2006)

Conventional inquiry	Naturalistic inquiry	Methods to ensure quality
Internal validity	Credibility	Member checks; Interview scripts and research reports given for participant to agree
External validity	Transferability	Thick description of setting and/or participants
Reliability	Dependability	Audit – researcher’s documentation of data, methods and decisions; researcher triangulation
Objectivity	Conformability	Audit and reflexivity

Lincoln and Guba (in de Vos et al, 2005:347) stress the need to ask whether the findings of the study could be confirmed by another. By doing so, they remove evaluation from some inherent characteristic of the researcher (objectivity) and place it squarely on the data themselves. Thus the qualitative criterion is: Does the data help confirm the general findings and lead to the implications?

Participants will receive feedback and debriefing (Miles and Gilbert, 2005:74). All data will be stored in a lockable cabinet or electronically on the researcher’s

computer that is password protected and only accessible by the researcher as recommended by Strydom, 2006:292-294; Patton, 2002:139.

The researcher ensures the “truth value” of the research by making sure it will be credible, transferable, dependable and confirmable according to Lincoln and Guba (1985:290) cited in (De Vos, 2005:345; Whittemore, Chase and Mandle, 2001:527). Validity is defined as the extent to which findings are accurately representing of the situation which is being researched (Welman, *et.al.* 2005:142), whereas reliability refers to consistency of the procedures for collecting data (Drew, Hardman and Hosp, 2008:233). Goodwin (2003:115) proposes that reliability is of importance as it enables the researcher to have confidence that the measure taken is close to true measure and validity suggests that the measure actually measures what the researcher hopes it does. In this study, the methods that the researcher used (semi-structured interviews) made it possible to measure and reflect on what the researcher aimed to study. This enabled the study to portray trustworthiness as proposed by De Vos, *et al.*, (2005:345) who state that the research that was done will reflect the truth.

1.5.3 DATA ANALYSIS

Patton (2002:432) states that qualitative analysis transforms data into findings. This involves reducing the volume of raw information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data reveal.

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the large meaning of data. (Creswell, 2009: 186)

Data analysis for the study will be guided utilizing Creswell’s application of Tesch’s framework for Qualitative data analysis (2009:191) which includes the coding procedures used to reduce the information to themes, sub-themes and categories.

The researcher used the following eight steps of Tesch found in Creswell, 2009:186

- “The researcher should get a sense of the whole by reading all of the transcripts carefully and jotting down along the margin ideas as they come to mind in connection with each topic.
- The researcher should select one transcript, read it through and ask him/herself what is it he is reading and what this is all about. This step involves thinking about the underlying meaning and thoughts that come to mind and are written in the margin.
- This process will be repeated until a list of all the topics is acquired. They should then be labelled as ‘major topics’, ‘unique topics’ and others.
- The researcher then compares the lists of topics with the data. An abbreviation for each of the topics will be made in the form of a code, and the codes will be written next to the appropriate segments of the text. This preliminary organizing scheme is used to see if new categories and codes emerge.
- The researcher should then reduce the topics to categories. The correct words should be used to describe the topics in a specific category. Lines will be drawn between categories to show interrelationships.
- The researcher then makes a final decision about the topics, codes and categories.
- The data material belonging to each category will then be assembled, and a preliminary analysis will be performed.
- The researcher should recode existing data if necessary”

(Creswell, 2009:186).

The implementation of these steps will be discussed in Chapter Two of this document.

Recommendations, limitations of the study and possible future research

opportunities will be included in the research report (De Vos et al., 2005:339).

1.5.4 METHOD OF DATA VERIFICATION

Lincoln and Guba (in de Vos et al, 2005:347) stress the need to ask whether the findings of the study could be confirmed by another. By doing so, they remove evaluation from some inherent characteristic of the researcher (objectivity) and place it squarely on the data themselves. Thus the qualitative criterion is: Does the data help confirm the general findings and lead to the implications?

The trustworthiness of the research will be evaluated according to Guba's model as quoted in Krefting (1991:214–222). The author proposes four focus areas to be attended to ensure that the qualitative data is verified. The four focus areas are: truth–value, applicability, consistency and neutrality.

- **Truth-value:** This determines how confident the researcher is with the truth of the findings based on the research design, informants and the context in which the study was conducted. Truth-value is established by the strategy of establishing credibility; Lincoln and Guba (1985) are of the opinion that “the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described”. For the purpose of this study, the researcher made use of data verification.

- **Applicability:** It refers to the degree to which findings can be applied to other contexts and settings. Triangulating multiple sources of data can be used to corroborate and elaborate the research study in question. Krefting (1991:216). Applicability is established through the strategy of transferability.

- **Consistency:** According to Guba (1985) in Krefting (1991:216), consistency of the data refers to ascertaining whether the findings would be consistent if they were replicated with the same subjects or in a similar context. Dependability is the strategy used to ensure consistency. According to Creswell (2009:193), through dense description of the implementation of the research methodology, the researcher will

attempt to provide detailed descriptions so that readers are able to transfer information to other settings and to determine whether the findings can be transferred because of shared characteristics. The researcher consulted with an independent coder and the supervisor in auditing the findings.

- **Neutrality:** refers to “the degree to which the findings of the study are a function solely of the informants and the conditions of the research, and not of other biases, motivations and perspectives” (De Vos, Strydom, Fouche and Delport, 2002:350). Lincoln and Guba (1985) in de Vos et al., (2002:352) stress the need to ask whether the findings of the study could be confirmed by another. The use of peer examination assisted the researcher in assuring that her biases and interpretations do not have an influence on the results and conclusions drawn from the data.

1.6 ETHICAL ASPECTS

De Vos et al., (2005:56) offers a description of ethics as follows:

“...Ethics is a set of moral principles that are suggested by an individual or group, are subsequently widely accepted, and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, sponsors, employers, assistants, students and other researchers...”

The fact that human beings are the objects of study in the social sciences brings unique ethical problems to the fore, which is normally not relevant in the pure, clinical laboratory settings of natural science (De Vos et al., 2011:113). Babbie and Mouton (2001:520) states therefore that the researcher needs to take caution and to be aware of the general agreements about what is proper and improper in the conduct of scientific inquiry. In the following section the researcher addressed the ethical aspects relevant to this study.

Graziano and Raulin (2000:424) believe that participants have the right to know exactly what they are getting into and to refuse to participate if they so choose, this is the basis of **informed consent**. According to De Vos et al (2011:117) informed consent ensures the full knowledge and cooperation of subjects, while also resolving, or at least relieving any possible tension, aggression, insecurity or resistance of the subjects. “Informed” according to Williams, Grinnell and Tutty (in De

Vos et al., 2011:117) means "...that each participant fully understands what is going to happen in the course of the study, why it is going to happen, and what its effect will be on him or her." Informed consent letter were signed by principal and sport trainer. In the information letter to principals and sport trainers (see Appendix. A) the matter of privacy and confidentiality of data was explained. It was also explained that the research findings may be published and that the identities and interest of those involved would be protected.

Dane (1990:51) and Babbie (2001:472) distinguish between **confidentiality** and anonymity. They believe that confidentiality implies that only the researcher should be aware of the identity of the participants, and that the researcher should make a commitment with regard to confidentiality. This study makes use of confidentiality.

Throughout the study all possible means of protecting the privacy of the respondents was applied by according to the ethical guidelines.

De Vos et al., (2011:118) is of the firm opinion that no form of deception should ever be inflicted on respondents. If this happens inadvertently, it must be rectified immediately during or after the interview. In the unlikely event of any unwitting form of deception taking place, it would have to be explained and resolved fully in the interview session. This leading to the **participant not being misled**

In the informed consent forms, the best interests of the trainer with regard to the following aspects were emphasized:

A. Confirmation of:

1. Particulars of the researcher and the University involved;
2. Understanding of the objectives of the research project, as well as the nature and logistics concerning the interview;
3. Assurance that no physical risks were involved;
4. Confidentiality issues;
5. The availability of feedback, should it be desired by the parties involved;
6. Voluntary agreement to participation.

7. The fact that no financial costs were involved;
8. The implications that participants were free and that the participants could withdraw from the research at any stage.

In conclusion, the researcher will take the utmost exertion to stick to these criteria in order to remain ethical throughout the study.

1.7 KEY TERMS

For the purpose of this study the following concepts will be defined to ensure uniform understanding.

1.7.1 Middle childhood

According to Louw, van Ede and Ferns (2005:322) middle childhood is known as the period from about the ages of six to twelve years. This is a period of relative calm concerning physical development, but is an important era for cognitive, social, emotional and self-concept development.

In this study middle childhood will refer to children within the age group of seven to twelve years.

1.7.2 Sport

According to Merchant, Griffin and Charnock (2006:22-23) any definition of sport is dependent on its context but should generally contain the following features: “an engagement in physical or psychomotor skills; competitive framework; codification of rules that bound movements and activities within clear and stringent parameters; exacted within a predetermined time frame; tradition and or history of past practice.” Sport is also defined as “an activity which offers the individual the opportunity to self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social integration, enjoyment, good health and well-being.” Mhuirheartaigh, (1999:6) also states that the word originates from the Latin word *desporte*, meaning *to entertain yourself*

1.7.3 Trainer

The word for a trainer or instructor is a figurative use of the noun popularly used to describe a vehicle used for transportation (the root of the word “coach” is Kocs a town in Hungary where they used to make wagons). Similarly, the coach or fitness

trainer is responsible for transferring trainees, clients; protégé's or team members from one place to another destination, that being performance success or some other defines GOAL. As such, the process of coaching in any field of endeavour involves leading, making decisions, managing (or controlling) change and communicating. Mageau, Geneviève, Vallerand and Robert (2003: 883–904)

1.8 TIMELINE AND PROVISIONAL CHAPTER LAYOUT

The timeline is an outline of a work schedule which couples the various research activities the researcher will be involved within a time-frame. It is important that the researcher presents a realistic time-frame which allocates sufficient time for the various activities and also for revising, editing and producing the final text. (Henning, Gravett and Van Rensburg: 2002)

The chapter outline is the skeleton. It gives the reader an indication of how the various elements of the study fit together and the logical development of the investigation. The way in which the researcher structures the chapters depends on the kind of study wished to undertake. (Henning, Gravett and Van Rensburg: 2002).

Table 1.3: Time line of Research

Provisional chapter layout	Anticipated date 2010
1. Introduction and Overview	February 2012
2. Conceptual Framework	April 2012
3. Empirical Investigation / Research Findings	June 2012
4. Summary, conclusion, limitations and Recommendations	December 2012

Chapter Outline of the research document

Table 1.4: Layout of the research document

	Content
1	Description of the background and rational for this study Description of the research problem, research question, and research goal and objectives Description of the chosen methodology for the purpose of this study Description of the ethical concepts that were included in this study Description of the key concepts related to the research topic Description of the application of the methodology used in this study. Description of the limitations experienced during the research endeavour
2	Description of research findings obtained from trainers on sport participation of middle childhood boys. Description of the literature control to data collected from trainers.
3	Explored elements needed to attend to sport participation
4	Discuss conclusion and recommendations drawn from this study.

The research document consists of four chapters:

Following De Vos et al (2011:286-287) guidelines, in this study Chapter One of the research report comprises of the introduction. This includes the title of the study, the table of contents and the introduction proper. Still following Stydom's guidelines, the researcher introduces the reader to the study, presents the goals, objectives and research question as well as showing the specific steps taken to conduct the study. In the introduction definition of key concepts, which help to orientate the reader and allows for a deeper understanding of what is to be researched, is provided.

Chapter Two contains an extensive literature review that will discuss relevant documents that the researcher obtained on the research topic of the study – in other words the conceptual framework. Although the purpose of the study is specifically to identify findings obtained from trainers on sport participation of middle childhood boys, the researcher first needed to provide a framework of what factors contribute to children's sport participation in their middle childhood years. According to De Vos et al (2011:288) a literature review maps out the main issues in the field being studied and should point out where this particular research fits in.

The findings from the empirical study as well as the data analysis are presented in Chapter Three. According to De Vos et al. (2011:289) the researcher must control the findings by comparing them to existing literature.

Finally, the researcher's summary, conclusions, recommendations and limitations are presented in Chapter Four. The researcher states whether the research question has been answered and if the goal and objectives for this study were achieved. According to De Vos et al (2011:289) recommendations should be based on the conclusions and should be of a practical nature.

1.9 Importance

The researcher aims to create awareness to the importance of factors affecting sport participation, particularly in middle childhood boys and contribute towards conversations and an increase in knowledge and experiences and provide trainers with possible resources to increase this ability. In addition, the researcher aims to contribute to the literature on how a Gestalt approach can be used in a sport context.

1.10 Limitations

A limitation in this study was the size of samples used.

Another limitation of this study could be that trainers have to rely on their memories when giving answers, for in the school sporting arena the trainer covers a sport training arena outside the boundary of middle childhood. With this in mind, data collection from previous studies looked at the child as the participants at co-

educational schools. Therefore findings cannot be generalised to the general population of primary school trainers, but rather to the perceptions of the trainers who participated in the study.

1.11 Conclusion

This chapter served as an introductory orientation with reference to the rationale and the broad views on the problem being investigated, which led to the formulation of the aim and objectives of the study. Furthermore, the researcher's perspectives in which the research was grounded, as well as core concepts were defined. The research approach and work procedure which was implemented during the execution of qualitative research project were discussed in detail. In Chapter 2 theoretical assumptions which form part of this study will provide an in depth background on the study as a whole.

CHAPTER 2

DESCRIPTION AND APPLICATION OF RESEARCH METHODOLOGY UTILISED FOR THIS STUDY

2.1 INTRODUCTION

Sport consists of physical and mentally competitive activities carried out with a recreational purpose for competition, for self-enjoyment, to attain excellence, for the development of a skill, or some combination of these (Bailey, Collins, Ford, MacNamara, Toms and Pearce, 2010:2). Many benefits accrue from participation in sport and many factors led to non-participation. A need to explore and describe such factors for sport participation was therefore identified. A literature study was one of the necessities of this exploration; hence before the empirical research could be undertaken the literature review had to be completed. In Chapter 1, an overview was given of the methodology that formed the foundation for the structure and execution of this study. The focus of this chapter is to provide the reader with a description and application of the research methodology utilised in this study, as well as limitations experienced.

2.2 RESEARCH PROBLEM

According to De Vos et al. (2011:79) before one can conduct or even design a research study, one must have a clear picture of the direction of the study; which can then be refined in the form of a research problem, problem statement and or research question.

Sport participation is linked to the development of social skills, enjoyment and self-image. Sport is, however, no longer part of the primary school curriculum. Sport trainers must therefore find ways to motivate children to engage in sport activities after school. Previous studies found by the researcher did not focus on factors that impact on children's participation in sport, therefore the need to investigate and to get to the research question.

2.3 RESEARCH QUESTION

A research problem leads to a research question or hypothesis. Quantitative research makes use of a hypothesis or research question, while qualitative research mainly attempts to answer a research question (De Vos et al, 2005:103).. Research questions are “interrogative statements or questions that the investigator seeks to answer”, and relate to the quality, meaning, context and “images of reality in what people do” (De Vos et al, 2005:103). Considering the aforementioned research problem and motivation for this research endeavour, the researcher focused on what is happening as experienced by the individual or group to whom the problem situation is related (Creswell, 2009:129), thus employing a research question. According to these definitions, the research question for the purpose of this study was: **What is the contributing factors regarding sport participation amongst middle childhood boys?**

The motivation for this study stemmed from the lack of sport participation amongst middle childhood boys and factors/reasons why in this development stage influences, neglect by peers, peer pressure, parental participation or duties as well as resource availability.

The relevance of the study is based on whether sport participation was associated with influence of external factors, parental influences of higher than expected grades, school value (i.e. perception of importance of school for the future), self-esteem, resiliency, and relationship with peers. The relation between sport participation and adjustment varied by impact of duties and socio-economic status

However there seems to be a problem with trainers' lack of awareness of the after school home activity. Trainers focus on the training and the boys that arrive make the team due to attendance, for you can only make the team if you practiced and do not take other reasons into account for not attending practice. Trainers don't also take into account other pressures the boy has from peers and parents. It is envisaged that this investigation will contribute to the awareness of factors leading to sport participation and improving the situation.

Based on the abovementioned research problem and motivation for this research study (see Chapter 1, pp.20-21), the researcher identified the need to investigate the problem and create awareness for trainers, teachers and parents of these factors influencing sport participation in this age range. In Chapter 1, an overview has been given of the research methodology that formed the foundation for the structure and execution of this study. In this chapter, the reader is provided with a discussion of the implementation of the research methodology, as well as the limitations experienced.

2.4 RESEARCH GOAL AND OBJECTIVES

The goal of a research study should be clear and specific, and it should describe the intentions of the researcher (Holloway and Wheeler, 2010:27; Knight, 2002:4). The goal of research can therefore be described as “the end toward which effort or ambition is directed” (De Vos et al.2002:7). Focusing on the goal of qualitative research, Welman et al. (2005:192) assert that the goal should provide a description of the field of interest. Following the research question, the goal and objectives of the proposed study were stated as in Chapter 1. Based on the research problem described above, the goal of this study was: To explore and describe factors that contributes to sport participation of boys in the middle childhood phase, in order to provide sport trainers, educators and parents with recommendations regarding how to increase sport participation in the middle childhood phase. This leading to informing *Trainers and parents what to be aware of and how they will therefore benefit from the study.*

The study was conducted in primary schools in Paarl, and the results showed that there were significant themes proving that external factors influence sport participation in middle childhood boys.

Objectives are the steps one has to take, one by one, realistically at grassroots level, within a certain time-span, in order to attain the “dream” the goal. De Vos et al (2011:108) state that the objectives should be clearly stated and specific in nature.

The objectives in the study were:

- To explore factors that contributes to sport participation of boys in the middle childhood phase through qualitative data collection methods.

- To describe the factors that contributes to sport participation in the middle childhood phase.
- To verify the findings from the qualitative data with literature.
- To come to a conclusion and make certain recommendations regarding factors that influence sport participation in the middle childhood phase.

In order to prove that above mentioned objectives were achieved it is necessary for the reader to have a clear description to the research methodology, including the data collection and analysis. The researcher saw that participation in sport decreased in the middle childhood boy and went about reading material and investigating previous research on the development stage. The researcher then looked at external and internal factors that could lead to participation and non-participation through interviewing trainers that train boys in this development stage. Then verifying it and offer recommendations to parents, trainers and teachers.

2.5 RESEARCH METHODOLOGY

Research methodology refers to methods, techniques and procedures that are employed in the process of implementing the research design or research plan, as well as the underlying principles and assumptions that underlie their use (Babbie and Mouton, 2004:647).

According to De Vos et al., (2005:261-354) there are several steps in the research procedure that need to be taken in order to conduct successful research. To follow is the steps and the explanation as to how the researcher went about applying the steps.

Review literature

Essentially this is the preliminary task in order to acquaint oneself with available knowledge in the area of interest (Kumar, 2005:38). The functions hereof are:

- a. Bring clarity and focus to the research problem;

- b. Improve the methodology;
- c. Broaden the researcher's knowledge;
- d. Contextualise the researcher's findings.

Define your objectives

Objectives identified and listed in Chapter One (20) were set to answer the research question.

Specify your population

The **population** refers to the individuals in the universe who possesses specific characteristics or to a set of entities that represents all the measurements of interest to the researcher (De Vos et al: 2011: 223). For the purpose of this study the population was sport trainers dealing with middle childhood boys.

Evaluate the feasibility of testing

The feasibility study considers the possibility of solving a particular problem by spending a reasonable cost (Doyle 2001, 98). If the feasibility study is taken improperly, it could result in the termination of a valid project, or the continuation of a project that is not economically feasible, nor technically (Kerzner 2009, 420).

Select research procedure

During the process of selecting or sampling the aim is to get a sample that is as representative as possible of the target population (Bless et al, 2007:100). For this study the researcher made use of qualitative research with the utilisation of purposive sampling techniques as explained in chapter one.

Collect data

De Vos et al (2011: 359) indicate data collection is essentially an accumulation of information with a view to gaining answers to the research question. The researcher used semi-structured interviews so to provide a detailed picture of the participant's beliefs about, or perceptions or accounts of the research topic

Analyse data

Data analysis involves identifying relevant themes, recurring language or ideas and patterns of belief - categories of meaning emerge from this phase. These categories should be internally consistent yet distinct from one another (De Vos et al., 2005:348).

Data was analysed according to Lincoln and Guba (1985) four constructs looking at trustworthiness which is credibility, transferability, dependability and conformability.

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the large meaning of data. (Creswell, 2009: 186).The researcher used the eight steps of Tesch, found in Creswell, 2009:186

Prepare complete report

The researcher followed the following process to set a report

- Identify the main themes
- Assign codes to the main themes.
- Classify responses under the main themes.
- Integrate themes and responses into the text of the report.

In order to prove that the abovementioned objectives were met the reader need to have clear description of the research methodology, including the data collection.

In the next section the researcher aim to describe the approach, methods and techniques used to assist with answering the above research question.

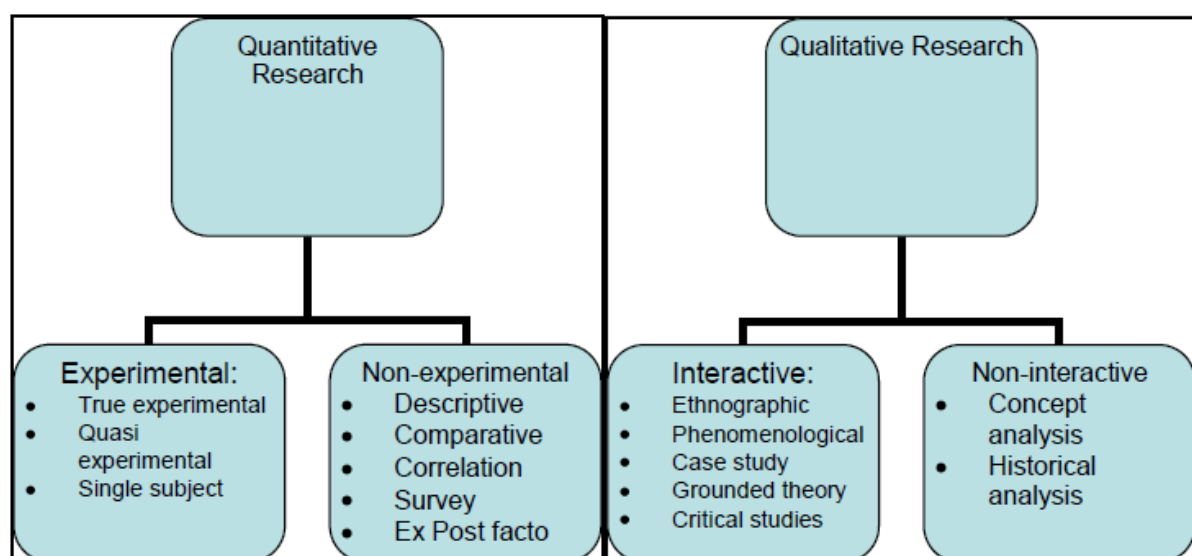
2.5.1 RESEARCH APPROACH

There are three **approaches to research**, namely the qualitative, quantitative and mixed approaches (De Vos et al., 2011:433). According to Leedy and Ormrod (2005:94-97), the qualitative approach is used to answer questions about the

complex nature of phenomena, with the purpose of describing and understanding the phenomena from the participants view. In quantitative research, it is used to answer questions about relationships and measured variables with the purpose of explaining, predicting and controlling phenomena. According to Johnson, Onwuegbuzie and Turner, (2007:119) mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research).

According to Alston and Bowles (2003:7-9, 51), quantitative research stems from a natural science paradigm and is based on measurements through rigorous, objective research strategies. It initiates at the top of the “pyramid of abstraction”, involving sensibly planned research hypotheses and questions. On the other hand, qualitative research begins “close to the ground”; exploring and describing social problems that lead to further questions and hypotheses (Bless et al., 2007:79). It is inductive in nature, moving from specific observations and interactions to general ideas and theories. Figure 2.1 below provides a description of the differences between quantitative and qualitative research, as cited in McMillan and Schumacher (2006:21-30):

Figure 2.1: Qualitative versus quantitative research (McMillan and Schumacher, 2006:21-30):



In this study, research was conducted to gain insight into factors for sport participation and non-sport participation in boys in their middle childhood. The researcher therefore wanted to contribute to the understanding of the situation in an effort to assist caregivers, teachers and sport trainers to encourage sport participation. This study was therefore related to basic research.

By focusing on the sport participation of boys in their middle childhood, an important issue in their development and well-being was explored. The researcher through this research study, helps caregivers, teachers and trainers to become more aware of factors influencing boys sport participation in their middle childhood so that a means to enhance sport participation could be established. As stated previously, this study aimed to explore and describe the experiences of respondents, trainers training middle childhood boys. The qualitative approach that allowed the researcher to obtain the real life experiences of the participant was chosen to provide answers to the research question.

The research followed a qualitative approach of an exploratory and descriptive study. This information was documented in Chapter Three of this report.

2.5.2 RESEARCH DESIGN

A research design forms the foundation of a research study and determines its quality (Terre Blanche, Durrheim and Painter, 2006:34). It is a strategic framework, stemming from a research problem and hypothesis or/and research question, and describes the implementation of the research (Terre Blanche, Durrheim and Painter, 2006:34). In order to achieve the goal of this research study, the researcher made use of the qualitative approach with the aim of gaining in-depth knowledge about the proposed topic (De Vos et al., 2005:74 - 105; Snape and Spencer, 2003:22-24).

Descriptive and exploratory research designs were chosen to assist the researcher to answer the research question, as limited existing knowledge regarding factors that lead to, or limit to sport participation amongst boys in the middle childhood was available (Babbie, 2009:92-93; Hesse-Biber and Leavy, 2006:49; De Vos et al., 2005:106; Ritchie and Lewis, 2003:27-28).

2.6 RESEARCH PROCEDURE

2.6.1 Method of data-collection

2.6.1.1 Universe, Population and sample

Fox and Bayat (2007:52) describe the **population** of a research study as the entire group of persons, objects or events of interest to the researcher. The individuals, objects or events included in a population share a common characteristic and are representative of the sum total of cases involved in a study. Providing an even clearer description of a population, Potter (2002:47) advises that a population should be clearly defined and should focus on a geographical area and characteristics that relate to the research problem.

For the purpose of this study the universe refers to all trainers coaching middle childhood boys and the population referring to trainers coaching middle childhood boys in the Boland. After the universe and population were identified the sampling technique needed to be developed.

Identification of a definite purpose for the study prior to commencing with investigation was done by the researcher. Therefore the researcher used an exploratory research with interest in describing the phenomena. In this study, research was conducted to gain insight into reasons for sport participation and non-sport participation in children in their middle childhood. The researcher therefore hoped to contribute to the understanding of the situation in an effort to assist caregivers, teachers and sport trainers to encourage sport participation. This study was therefore related to basic research. The following will indicate the selection of the sample

2.6.1.2 Selection of the sample

Trainers training primary school learner's from Paarl during the middle childhood phase encountering participation and non-participation in sport were the main population for the study. The subjects were selected using random sampling. Three schools participated in the study:

Primary School A in Southern suburbs of the coloured area in Paarl.

Primary School B in the Northern suburbs of the coloured area in Paarl

Primary School B in the Central suburbs of the coloured area in Paarl

All the schools that were selected fall under the Boland District Region and comprise to Coloured educators from the region.

The schools selected in the sample provide a mix of children representing urban, township, informal settlements and rural areas. Two schools are 15 kilometres from the town ship in Paarl and the other 24 kilometres from the township.

The researcher selected a purposive sampling technique to provide insight into the specific fields of interest as stated by Alston and Bowles, (2003:90) and Bless et al., (2007:121). The sample for the study which was for inclusion, selected from a population was sport trainers at primary schools dealing with middle childhood boys. The data was collected. All the decisions with regard to obtaining research material are now implemented (De Vos et al. 2011:359.)

The researcher used semi-structured interviews to provide a detailed picture of the participant's beliefs about, or perceptions or accounts of, a particular topic (De Vos et al, 2011: 359)

The researcher made use of audio recording the interviews, transcribing the data and making field notes after informed consent was obtained from the principal and the trainers (De Vos et al. 2011:359). All the data is kept and securely stored as stated by Bless et al, (2007:143) and Patton (2002:139).

Describing, classifying and interpreting are at the heart of qualitative data analysis and involve identifying relevant themes, recurring language or ideas and patterns of belief. These categories were consistent.

As previously stated, the qualitative approach was found to be the most suitable for this type of research. As the researcher aimed to explore the genuine understanding of the trainers perspective of factors leading to sport participation in

the middle childhood boy, the researcher utilised a semi-structured interview schedule (refer to Appendix F) as the primary data collection method.

2.6.1.3 Semi-structured interviewing and Interview-guide

For the purpose of this study, face to face semi structured interviews were used. The researcher prepared a few main questions to start and guide the conversation.

The researcher interviewed three women trainers and five men trainers training middle childhood boys in schools in the Boland Paarl region. Settings familiar to trainers were chosen for the interviews. In order to obtain optimum results, the researcher aimed at selecting a location that was private and relatively quiet with little or no disturbance from children. The researcher commenced each research session with an introductory talk (see Appendix F) to create a relaxed non-intimidating environment then moved into interview questions (Appendix F)

2.6.1.4 Record Keeping

For the purpose of transcribing the interviews, a voice recorder was used. All respondents were made aware of this and verbal consent was obtained from each respondent. This was also explained in the informed consent form signed by the trainers and principals. After the interview process, the researcher analysed the data collected.

In view of this, the researcher also engaged himself in the process of data verification.

Semi-structured interviews allow for the interview process to be flexible and gave the researcher the freedom to follow the participant's flow and lead that emerged in the interviews in order to explore their experience of factors influencing middle childhood boy sport participation.

2.7 DATA ANALYSIS

2.7.1 Method of data analysis

Once the interviews were conducted and data became repetitive and data saturation was reached in the sample of the study they were transcribed and analysed in order to address the research question pertaining factors that influence sport participation in the middle childhood boy. This was done by reducing the volume of raw information, sifting information and identifying significant patterns and constructing a framework for interactively communicate the principle of what data revealed (De Vos et al, 2005:333). Thereafter data was divided into themes and from these findings, and a comparison was made to existing literature. This study will aim to support research findings with existing literature and to further explore the themes.

The researcher made use of the framework for data analysis for qualitative research by Tesch (as cited in Creswell, 2009:186) to ensure a systematic manner of data analysis. The eight steps typical of this framework were discussed in Chapter 1. These steps ensured that the data analysis occurred in a comprehensive and systematic manner. Terre Blanche and Durrheim (1999:214-221) suggest that the qualitative researcher should be aware of the fact that the researcher is influenced by the participants, and also influences them during data collection and data. Following is the data verification

2.7.2 METHOD OF DATA VERIFICATION

Lincoln and Guba (in de Vos et al, 2005:347) stress the need to ask whether the findings of the study could be confirmed by another. By doing so, they remove evaluation from some inherent characteristic of the researcher (objectivity) and place it squarely on the data themselves. Thus the qualitative criterion is: Does the data help confirm the general findings and lead to the implications?

Data verification ensures that the findings of the research accurately represent what is happening in the situation being studied (Welman et al., 2005:142). The trustworthiness of the research was evaluated according to Guba's model as quoted in Krefting (1991:214–222). The author proposed four focus areas to be attended to ensure that the qualitative data is verified. The four focus areas were: truth–value, applicability, consistency and neutrality.

- **Truth-value:** This determines how confident the researcher is with the truth of the findings based on the research design, informants and the context in which the study was conducted. Babbie and Mouton (2009:9) describe the meaning of “truth” in qualitative research as the relationship between the data and the context. Truth-value is established by the strategy of establishing credibility; Lincoln and Guba (1985) in Krefting (1991: 261) are of the opinion that “the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described”. For the purpose of this study, the researcher made use of the following:

Interviewing techniques such as encouragement, probing, clarification, summarising, focusing and minimal verbal responses were used.

Triangulation is the comparison of multiple perspectives by using different methods of data collection, different sources of data collection, and different theories (Krefting, 1991:219). Babbie and Mouton (2009:275) are of the opinion that triangulation in qualitative research is one of the best ways to enhance the reliability of a study. In the present study, using more than one focus group and selecting participants of different age groups and different professions being teachers and trainers. Triangulation of theory was also employed as the findings were verified and compared with different theories related to the subject being studied.

- **Applicability:** It refers to the degree to which findings can be applied to other contexts and settings. Triangulating multiple sources of data can be used to corroborate and elaborate the research study in question (Krefting 1991:216). Applicability is established through the strategy of transferability. In order to enhance the applicability through transferability of this research, the purposive sampling technique was employed. The researcher also provided a dense description of the research methodology employed, in order to enhance transferability.

- **Consistency:** According to Guba (1985) in Krefting (1991:216), consistency of the data refers to ascertaining whether the findings would be consistent if they were replicated with the same subjects or in a similar context. Dependability is the strategy used to ensure consistency. According to Creswell (2009:193), through

dense description of the implementation of the research methodology, the researcher attempted to provide detailed descriptions so that readers are able to transfer information to other settings and to determine whether the findings can be transferred because of shared characteristics. The researcher consulted with an independent coder and the supervisor in auditing the findings.

- **Neutrality:** refers to “the degree to which the findings of the study are a function solely of the informants and the conditions of the research, and not of other biases, motivations and perspectives” (De Vos, Strydom, Fouche and Delport, 2002:350). Lincoln and Guba (1985) in de Vos et al., (2002:352) stress the need to ask whether the findings of the study could be confirmed by another. The findings therefore were based on the data obtained from the transcripts, which included the field notes, as well as the written narratives. It assisted the researcher to prevent subjective perspectives from guiding the process. Furthermore, triangulation of data collected became saturated and assisted the researcher to achieve neutrality.

2.8 ETHICAL ASPECTS

In the context of research, ethical issues in general are concerned with whether the researcher's behaviour conforms to an approved or accepted code or set of principles or rules or laws that regulate behaviour. Ethics in research prevents abuse and misconduct, and assists researchers to act responsibly. The purpose of ethics is to prevent harm to participants in research studies (Neuman, 2003:116; Rubin and Babbie, 2005:71). Alston and Bowles (2003:21) mention four ethical criteria for research, focusing on specific ethical practice regarding the researcher's relationship with the participants, namely self-determination, not doing harm, doing good, and the purposeful and positive contribution to knowledge. The following questions should therefore be asked when conducting qualitative research:

Do participants understand potential risks and advantages stemming from their involvement in the research?

Did they give informed consent?

How does the researcher make provision for confidentiality/privacy?

Does the process of data collection include debriefing?

The rationale for the choice of ethical considerations, namely informed consent, protection from harm to participants, and the right to privacy and confidentiality of the data, as well as the implementation thereof, was discussed in Chapter One and was given to the respondents as indicated in Appendices A, B and C.

2.9 LIMITATIONS OF THE STUDY

A limitation in this study was the size of samples used.

Another limitation of this study could be that trainers have to rely on their memories when giving answers, for in the school sporting arena the trainer covers a sport training arena outside the boundary of middle childhood. With this in mind, data collection from previous studies looked at the child as the participants at co-educational schools. Therefore findings cannot be generalised to the general population of primary school trainers, but rather to the perceptions of the trainers who participated in the study.

2.10 SUMMARY

Chapter Two focussed on the research process, addressing how the data was collected and analysed in the study. The experience and knowledge and insight of the trainers interviewed during this study served as valuable means of data collection. The data collected was explored and literature control was done.

It is clear from literature that factors from external as well as internal give reason to sport participation in boys. Middle childhood offers exclusive challenges for boys which differ from other developmental stages. School sport participation is associated with physical, mental health as well as psychological benefits. As stated by Harris (1973:249) physical movement derives its significance from three sources: the way the individual regards his world, his perception of himself and his functional reciprocity to his environment and his perception of the self toward others. Educators and trainers need to assist learners in the self-discovery through exercise and sport.

The following chapter contains the research methodology and findings of the semi-structured interviews that were conducted and documented; and the results thereof will be discussed.

CHAPTER 3

DISCUSSION OF RESEARCH FINDINGS AND LITERATURE CONTROL: THE PERCEPTIONS AND EXPERIENCES OF SPORT TRAINERS ON REASON FOR SPORT PARTICIPATION OF THE MIDDLE CHILDHOOD BOYS

3.1 INTRODUCTION

According to Merchant, Griffin and Charnock (2006:22-23) any definition of sport is dependent on its context but should generally contain the following features: “*an engagement in physical or psychomotor skills; competitive framework, codification of rules that bound movements and activities within clear and stringent parameters, exacted within a predetermined time frame, tradition and or history of past practice.*”

Sport is also defined as “an activity which offers the individual the opportunity to self-knowledge, self-expression and fulfillment, personal achievement, skill acquisition and demonstration of ability; social integration, enjoyment, good health and well-being.” Mhuircheartaigh, (1999:6) Lion- Cachet (Ibid) also states that the word originates from the Latin word *desporte*, meaning *to entertain you*. Sports start with the beginning of human life and used for many different purposes in the cause of the life span of human beings (Sönmez and Sunay, 2004: 169). Some purposes are to be healthy, exercise and get fit, to partake for competition, and for fun. The participation in sport, however, appears to be one of the most important external factors that can have many advantages and disadvantages in the development of children. This being health benefits, social skills and leadership skills. The study was done to explore factors that lead to sport participation. The trainers chosen for this study got selected for they trained the middle childhood boy and were the best trainers for they knew the circumstances impacting sport participation

The **goal** of the study was to explore and describe factors that contribute to sport participation of boys in the middle childhood phase, in order to provide sport trainers, educators and parents with recommendations regarding how to increase sport participation in the middle childhood phase.

Sport trainers were identified for their specific knowledge and experiences on reason for sport participation of the middle childhood boys. According to De Vos et al., (2011:232) the **purposive sampling** technique falls in the category of the non-probability sampling method. The **purposive sampling technique** was used when the sample was chosen for a specific reason to provide insight into a particular field of interest, and is determined by the research topic (Alston and Bowles, 2003:90; Bless et al., 2007:121). The purposive sampling of sport trainers was involved in the training of sport to middle childhood boys therefore an obvious choice to obtain data to answer the research question namely:

“What is the contributing factors regarding sport participation amongst middle childhood boys?”

The methodology employed to answer the research question was provided in chapter 2 of this document. In this chapter, the researcher unique to the qualitative research approach provides a description of the narratives obtained from the sample of sport trainers that coach sport to middle school boys.

In order to provide a context for the findings related to the sport trainers participants, the next section will provide the reader with the demographic information pertaining to them.

3.2 DEMOGRAPHIC DATA OF SPORT TRAINERS WHO PARTICIPATED IN THE STUDY

The populations related to trainers that provide sport coaching to middle childhood boys, for the purpose of this study was all trainers currently involved with the sport coaching of middle childhood boys. The inclusion criteria for the sample were:

- Sport trainer with five years' experience in sport coaching of middle childhood boys

The researcher made use of the purposive and snowball sampling techniques to procure a sample for this study. Henning (2004:71) states that purposive sampling and snowball sampling are related and have one common denominator: *“the people most suitable to ‘wander with’ on the research journey are selected at the time they*

are needed.”De Vos et al (2002:336) states that snowball sampling is valuable in qualitative research since it is directed at individuals that are difficult to identify. Snowball sampling is often used because the population under investigation is hard to approach either due to low numbers of potential participants or the sensitivity of the topic. The author indicated the recruitment technique of snowball sampling, which uses interpersonal relations and connections within people. The biographical particulars of the sport trainers that provide sports coaching to middle school boys are presented in the table below.

Table: 3.1: Demographic details of sport trainers that provide sport coaching to middle childhood boys.

Gender				
Male	5	Female	3	
Age Groups				
20-30	30-40	40-50	50-60	60+
2	1	5	0	0
Racial Group				
African	Coloured	Asian	White	
0	8	0	0	
Language				
English	Afrikaans	Xhosa	Other (Specify)	
1	7	0		
City/Town				
Paarl				
8				
Field of Expertise				
Education	Sports Management			
6	2			
Current Position at school:				
Vice principal	Teacher	Coach	Assistant Coach	
1	3	2	2	

In the following discussion the demographic information of the **eight trainers** that provides sport coaching to middle childhood boys who participated in this study, and depicted in the table above, will be discussed and verified with relevant literature:

3.2.1 Gender distribution

The table above indicated that only three of the eight participants were female while five of the participants were male. Gender may be a mediating factor for relationship effectiveness between athletes and trainers (Lirgg, Dibrezzo, and Smith, 1994; Medwechuk and Crossman, 1994: 163-169). Harrison and Lynch (2005:227-236) discussed how gender roles have limited opportunities for women in sport; women must display hyper-femininity in order to offset the display of extreme physical ability or competitiveness in sport primarily those that are traditionally not considered to be sports for women, (i.e. football, soccer, and basketball). (Dixon and Bruening, 2007:377-406; Freeman, 2001: 8). Although gender is one area in the demographic of the trainers, the age group of the participants were also taken into account and will follow.

3.2.2 Age Groups

In this study the age group of the participants started with two participants that were in the age group of 20 to 30 years. One of the participants represented the age group of 30 to 40 years, while the majority of the participants, namely five participants were in the age group of 40 to 50 years.

Below is an indication as to what the trainers in the various age groups development stage and characteristics are:

Table 3.2 Layout of Erikson eight stages of human development.

Erikson divided human development into eight stages:	
Psychosocial Stage 1:	Trust vs. Mistrust (0 to 1 year)
Psychosocial Stage 2:	Autonomy vs. Shame and Doubt (early childhood - 1 to 2 years)
Psychosocial Stage 3:	Initiative vs. Guilt (preschool years - 3 to 5 years)
Psychosocial Stage 4:	Industry vs. Inferiority (early school years - age 6 to 11)
Psychosocial Stage 5:	Identity vs. Role Confusion (adolescence - 12 to 19 years)
Psychosocial Stage 6:	Intimacy vs. Isolation (young adulthood - 20's to 30's)
Psychosocial Stage 7:	Generativity vs. Stagnation (middle adulthood - 40's to 50's)
Psychosocial Stage 8:	Integrity vs. Despair (late adulthood – 60 and over).

Erikson believed that at each stage of development, people experience a conflict that serves as a turning point in development (Poole, Warren, Nunez, and 2007).

Intimacy vs. Isolation is the sixth stage of human development, between the ages of 20 and 30 years. Erikson believed it was critical that people develop close, committed relationships with other people. Those who are successful at this step will develop relationships that are secure and committed; a strong sense of personal identity is important to developing intimate relationships.

The seventh stage is considered to be middle adulthood that ranges from ages 40 to 50 and is titled *Generativity vs. Stagnation*. Erikson stated that during adulthood, we continue to build our lives, focusing on our career and family. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.

3.2.3 Racial Groups

The participants in this study represented the coloured racial group. In the Paarl region the schools are divided across mixed races and the selection was made due to all impacts that can effect sport participation. As stated by principals of schools in Paarl, the majority of sport trainers in the coloured schools are coloured.

3.2.4 Language

The medium of communication was Afrikaans and English; where terminology was used the participants would mix the languages. The mother tongue of the participants was Afrikaans.

Language use in the Paarl Boland region is dominantly Afrikaans (Galasko, 2008:1)

3.2.5 City/ Town

Data was collected in the town of Paarl at primary schools. All the participants were from the Paarl area. Data saturation was obtained before the researcher had the opportunity to extend this research to other areas.

3.2.6 Field of expertise of participants

The trainers interviewed completed their studies in the field of education as well as sport management. Those who completed their studies in education were 6 and those who completed their studies in sport management were 2 that participated.

3.2.7 Current employment Position of participant

One of the participants was the vice principal of the school, two were assistant trainers and three teachers and two head trainers.

3.3 FINDINGS RELATING TO FACTORS LEADING TO SPORT PARTICIPATION AS IDENTIFIED BY SPORT TRAINERS.

The data was collected by means of individual interviews and with participants that represented the population group, namely trainers that train middle childhood boys. Data saturation was detected after five interviews were completed with participants. The researcher however continued with data collection with another three trainers training middle childhood boys to ensure no new themes arise.

The data was recorded by means of field notes and audio recordings, which were transcribed directly after the interviews.

The data obtained from the eight narratives were analysed according to the framework for data analysis in qualitative research by Tesch (in Creswell, 2009:186) by both the researcher and the supervisor. Consensus discussion between the researcher and supervisor followed, after which a final decision was made regarding the themes and sub-themes to be included. Table 3.3 below provides a summary of the findings.

Table 3.3 Findings relating to the trainers of middle childhood boy sport participation.

Themes	Sub-themes/Categories
Theme 1: The Participants ideas on parental demands on child sport participation.	<p>Sub-theme 1.1 The participants' description of the attitude of parents toward sport participation of their children;</p> <p>Subtheme 1.2 The participants' descriptions of parental influence on the sport participation of middle childhood boys;</p> <p>Subtheme 1.3:The participants' descriptions of family duties on the sport participation of middle childhood boys; and</p> <p>Subtheme 1.4: The participants' descriptions of Medical reasons on the sport participation of middle childhood boys.</p>
Theme 2: The participants descriptions of boys experiences leading to sport participation.	<p>Sub-theme 2.1:The participants' descriptions of transport on the sport participation of middle childhood boys;</p> <p>Sub-theme 2.2: The participants' opinion on peer pressure as influence on the sport participation of middle childhood boy;</p> <p>Sub-theme 2.3: The participants' opinion on the influence of public sport stars on the performance of sport participation of boys in middle childhood;</p> <p>Sub-theme 2: The participants' opinion on the role that a child's self-image plays on his participation in sport; and</p> <p>Sub-theme 2.5: Participants opinion on the availability of sport equipment as a factor that influence sport participation with middle childhood boys</p>

Theme 3: The participant's opinion on the role that trainers play in the motivation to the sport participation of middle childhood boys.	.

The themes and sub-themes described in the table above will be described, together with verbatim quotations and a literature control in the section that follows.

3.3.1 A thematic discussion indicated by sport trainers motivating factors leading to sport participation.

Three major themes were identified. All the major themes relate directly to the factors leading to middle childhood boys sport participation. From the three major themes, different sub-themes were identified in theme two and three.

The three major themes are:

- The participant's views of factors that influence the motivation of middle childhood sport participation;
- The participant's ideas on parental demands on child sport participation; and
- The participants views on the boys experiences of sport participation as a participatory factor to sport participation.

The verbatim quotes from the participants will be provided in the language they used. The reason why the researcher chose not to translate their responses was to ensure the truth value of the research by making sure it will be credible, transferable, dependable and confirmable according to Lincoln and Guba (1985:290) cited in (De Vos, 2005:345; Whittemore, Chase and Mandle, 2001:527, Krefting, 1991:215).

Theme 1: The participant's ideas on parental demands on middle childhood boys sport participation

The participants of this study's first opinion regarding factors that influence the sport participation of middle childhood boys were the involvement of their parents. In this theme the following four sub-themes were identified:

- The participants' description on the attitude of parents toward sport participation of their children;
- The participants' descriptions of parental influence on the sport participation of middle childhood boys;
- The participants' descriptions of family duties on the sport participation of middle childhood boys; and
- The participants' descriptions of medical reasons on the sport participation of middle childhood boys.

Sub-theme 1.1: The participants' description on the attitude of parents toward sport participation of their children

Parents' own attitude about sport and their motivation to become part of the sport activities of their children appears according to the participants of this study one of the key factors that motivates middle childhood boys to participate in sport activities. They share the following views to support this sub-theme.

"Ouers as ons plaaslik speel sal hulle na die veld toe kom, rugby en atletiek. Hulle woon by en ons voorsien bus vir ouers en 'n bus vir atlete."

"Ek kan net sê dat ouers se betrokkenheid moet groei maar al die redes soos geld en vervoer maak dit moeilik. Ouers wil dit ook doen, hulle promise maar die eksterne faktore maak dit nie werk nie."

"Daar is as kind tennis speel, dan sal hulle kom van waar ookal net om daar te wees."

"Dit is goed hulle[refer to parents] sal 'n "way" maak om daar te wees."

In some incidence it, however, appear that parents either does not have the means or does not have an interest in the sport participation of their children.

"Ouers se betrokkenheid kan mens maar sê dit is nul, ne"

“Maar onthou die ouers het hulle redes. Nie altyd moontlik om te kom nie, het nie karre nie, hulle werk, ander ekonomiese redes, hulle het nie tyd nie. Mens kan nie net wil sê hulle wil nie kom nie, meer omstandighede.”

“Kyk die onus is op die ouer ons, om die begin van die jaar dokumentasie te stuur vir nie deelname en ons sit dit op lêer.”

“Ons deel en ons kry ander ouers om uit te help.”

According to (Williams and Lester, 2000:86-95) a parent's role in his children's sporting activities can be either positive or negative. According to these authors parent's involvement can either motivate a child to participate by taking them to practices, paying for the activities, encouraging them and providing unconditional acceptance and support. Emphasise, however, on winning as the most important aspect of sport participation, having unrealistic expectations and criticizing children are examples of ways parents can negatively impact their children's sports participation.

The largest determinants of change in activity over time were found to be the parental resources for supporting activity (Hedstrom and Gould, 2004:9). These are interesting findings when the impact of money and social support are taken into account. Parental decisions regarding their child's participation in organised sports are not solely determined by factors such as attitudes and awareness of health benefits and safety concerns (Hardy, Kelly, Chapman, King and Farrell, 2009:197)

Structural and social issues including the cost, availability, accessibility of sporting activities and parent's time constraints may also influence parents' decisions to allow their children to participate in organised sports, yet few studies have examined these factors (Hardy et al., 2009:197). For most children, parents need to provide direct assistance for their participation in organised sports including paying for fees, uniforms and equipment, and transportation to and from venues. The range of organised sports and activities available in the local community may also influence parents' decisions on whether to permit their children to participate, particularly if the sports available are perceived to be associated with injury and safety risks (Hardy et al, 2009:197)

Parental influence is also cited in literature (Kirk and Kirk, 1993:86; Singer et al., 2001:517) as one of the most important influences with regard to participation or non-participation of learners in sport. Couple with the above is influence that the nature of the parental support has on the sport participation of the middle childhood boy. This is discussed in the next sub-theme.

Sub-theme 1.2: The participant's descriptions of the parental influence on the sport participation of middle childhood boys

A parent's role in his or her child's sport experience may range from something as simple as being a driver to and from practices and games to something more complex such as being a coach or official. Parents also shape a child's psychological development through their involvement in their child's athletic experience (Hedstrom and Gould, 2004:9).

Research by Brustad, Babkes, and Smith, (2001:26) has shown that parents can influence a child's motivation, perceived competence, and enjoyment of sports. The feedback and behaviour of a parent can affect how long a child stays involved in a sport as well as how a child perceives his or her abilities (Brustad et al., 2001:26). The outcome a parent emphasises and reinforces, such as winning or improving skills, can have a major effect on what a child deems as success in sports. Moreover, how a parent acts before, during, and after a practice or game can cause a great deal of anxiety in the child. As a result, a child's performance and enjoyment can be impacted (Hedstrom andGould, 2004:26).

“Huislike omstandighede soos ouer wat nie wil hê daar moet enigiets anders behalwe skool klas aktiwitiete gedoen word nie”

“Ouers wat sport doen of die liefde het en nie te “ge-occupy” is nie hulle [parents] is betrokke. “

“Met wedstryde op naweke is ouers betrokke by toesig hou en dan word die “games” kom kyk.”

“So “basically” sê die ouer deesdae as almal [refer to the middle childhood boys] swak vaar dan kan almal [refer to the middle childhood boys] nie sport doen nie. Dit is wat ouers deesdae vir my sê, definitief. Ons het ‘n geval

gehad in die atletiek waar die ma gesê het die kind mag nie deelneem aan sport nie omdat verlede jaar se punte so swak was, en dat hy moet konsentreer op skoolwerk – onthou die akademiese jaar het nog nie eers reg begin nie. So ek sien dit ook as ‘n rede vir afname in sport.” “Ons het baie min belangstelling van ouers.”

“Maar onthou die ouers het hulle [parents] redes. Nie altyd moontlik om te kom nie, het nie karre nie, hulle [parents] werk, ander ekonomiese redes, hulle [parents] het nie tyd nie. Mens kan nie net wil sê hulle [parents] wil nie kom nie, meer omstandighede.”

“Ouers as ons [school] plaaslik speel sal hulle [parents] na die veld toe kom, rugby en atletiek. Hulle woon by en ons [school] voorsien bus vir ouers en bus vir atlete.”

“Ek kan net sê dat ouers se betrokkenheid moet groei maar al die redes soos geld en vervoer maak dit moeilik. Ouers wil dit ook doen, hulle [parents] “promise” maar die eksterne faktore maak dit nie werk nie. Hulle [parents] sal ‘n “way” maak om daar te wees.”

“Ek kan onthou nou die dag toe het ‘n pa met ‘n lys geloop vir die 7 jarige om in te samel vir die sokkerklub wat hy voor speel en of hy vir my gesê het dat hy vir klub speel.”

Subtheme 1.3: The participant’s descriptions of family duties on the sport participation of middle childhood boys

Theoretical perspectives that highlight the role of the family in social learning make an important contribution to understanding the significance of the family in children’s sports involvement (Sport England, 2004:41). The family is not only significant, however, for its role in transmitting values and providing role models, and a focus on these alone omits other important contributions. Although encouraging and approving children’s participation is important, so too is the practical support that accompanies it. (Sport England, 2004:41).

The following statements illustrate how family responsibility effect the participation in sport

“Verpligtinge soos jonger boetie of sussie is ook by die skool en moet na gekyk word deur saam huistoe te loop of saam “tax”i te vat en ook om huiswerk soos skoonmaak ens. te doen. “

According to Kirk et al., (2006:801) the ability to concentrate on academic activities and sport are difficult due to income levels of parents as responsibilities of parents at work, therefore leading to older children needing to take parent role.

Apart from family responsibility that the boys have, there are also medical conditions that play a role in sport participation. This is discussed in the following subtheme.

Subtheme 1.4: The participant’s descriptions of medical reasons on the sport participation of middle childhood boys

Children enjoy participation in sport but due to various reasons they do not participate. Medical complications of the boy may lead to parent not allowing child to partake in any sport. Complete primary medical insurance information must be on file in the training room. Changes in Health Insurance Information must be submitted immediately to the Coach in Training Room (Sports Medicine, 2012:1). The participants feedback indicates below two issues that forms reasons for participation or non- participation and they are chronic illness or sport injury

“Kyk; ‘n dokter sertifikaat vir gewone siektes dan ook goed soos epilepsie en bloeiers – as jy verstaan wat ek bedoel”

“Wel die siekte, ja ons het ‘n boek daar en sy [teacher] is die sport koordineerder so sy [teacher] hou dit met al die name met siektes, beserings en so aan.

“Kyk die onus is op die ouer om aan die begin van die jaar dokumentasie te stuur vir nie deelname en ons [coach] sit dit op lêer. As kind sê hy mag nie speel nie, vra ek brief van die ouer of dokter om aanduiding te gee. Wel daar is geen formele rekordhouding behalwe die lêer met die briefies nie.”

“Kyk soos die outjie “X” so 2 jaar terug wat VIGS het, se pa het gekom en gevra of hy mag deelneem aan sport en of ons dit sal toelaat.”

Theme 2: The participant’s descriptions of children’s experience leading to sport participation

For most children, parents need to provide direct assistance for their participation in organised sports including paying for fees, uniforms and equipment, and transportation to and from venues. The range of organised sports and activities available in the local community may also influence parents’ decisions on whether to permit their children to participate, particularly if the sports available are perceived to be associated with injury and safety risks (Boufous and Bauman, 2004:482). In this theme the following sub-themes were identified.

Subtheme 2.1: The participants’ descriptions of transport on the sport participation of the middle childhood boys

The largest determinants of change in activity over time were found to be the parental resources for supporting activity (e.g., transportation, money) these are interesting findings when the impact of money and social support are taken into account. With these factors in mind, it is apparent individuals lacking in these resources are faced with even more barriers to physical activity (Hedstrom and Gould. 2004:17-18)

“Distansie vanaf skool en vervoer.”

“Ons [the school] het 2 taxis wat op gereelde basis hulle [school children] kom haal. In winter ja, maar in die somer nie so seer nie want ons [coach and children] oefen in die oggend die atletiek, en by sokker en rugby, dan het ons [teacher] gereelde mense wat ons kontak vir vervoer. Verlede jaar het ons [school] so R50 per kind gevra vir die kwartaal om te oefen dan dek dit alles. So as ons [teacher] dit uitwerk dan kos dit baie vir die skool.”

“Ons kinders kom met busse en taxi’s so ons kan nie in die middag oefen nie”

“Maar onthou die ouers het hulle redes. Nie altyd moontlik om te kom nie, het nie karre nie, hulle werk, ander ekonomiese redes, hulle het nie tyd nie. Mens kan nie net wil sê hulle wil nie kom nie, meer omstandighede.”

Car ownership or access to private transport is a strong determinant of sports participation. The relative ease of access to facilities resulting from access to private transport plays an important role in the length of time participants participate in sport. (Buraimo, Jones and Millward, 2010:23)

Apart from transportation, there are also peer pressures that play a role in sport participation. This is discussed in the following subtheme.

Sub-theme 2.2: Participants opinion on peer pressure as an influence on the sport participation of the middle childhood boy.

Friends influence how big a part exercise plays in a child's life. If physical activity gives children a chance to play with their friends, they are more likely to participate in it (Brady, 2008:2)

“Die belangstelling a.g.v eise op die sport en ook omdat dit net gedoen was omdat die “peer group” die belangstelling gehad het en nie die kind self nie.”

“Nie-deelname sal ek [teacher] sê is “peer pressure.”

“Peer pressure definitief. Kyk dit kom “heavy” voor.”

“Ons [middle childhood boy] hou mekaar dop, ek [middle childhood boy] gaan waar my “tjommie” gaan en wat hy doen, dit doen ek. So hy speel dan speel ek. Daardie kan een “factor” wees. ‘n Ander “factor” is my vriende gaan by ander skool of speel by ander klub, ek gaan teen hulle wil speel want ek is gewoond aan saam hulle speel by die huis. Nou wil ek kyk hoe ek vaar teen hulle as ek hulle teenstander is, miskien is dit ook ‘n dryfveer. Kan ook wees dat hulle wil deelneem.”

Peer group pressure operates to influence sports related facets of a child's style. During childhood, peer groups are found in the immediate neighbourhood and tend to be similar in values to the individual. Influential peer group provides a greater likelihood of non-diversity in interest and values concerning sports. The school along

with the family and peer group is an influential institution in the process of female sports role socialization (Kamla-Raj 2011:10).

Aside from peer pressure being an influence in sport participation, public sport stars also have a great influence on the child's sport participation. This will be the discussion in the next subtheme

Subtheme 2.3: The participant's opinion on the influence of public sport stars on the performance of sport participation of boys in middle childhood phase

Learning theorists propose that children learn how to act through modelling of behaviours (Bee and Boyd, 2004:250). Role models are one source through which children acquire attitudes, values and patterns of conduct (Anderson, Huston, Schmitt, Linebarger and Wright, 2001:108). A role model is defined as "somebody to be copied: somebody who is regarded as somebody to look up to and often as an example to emulate" (Encarta World English Dictionary, 2004). Zirkel (2002:375) stated that "...role models have long been thought to play an important role in children's' development. At school, the principal role models change from family members to friends and teachers and as the child continues to get older, his/her role models begin to originate from a range of other areas including athletes, trainers, television stars, pop stars and movie stars (French and Pena, 1991:79-95). Fitzclarence and Hickey (1998:156) suggest that other role models, especially in sport, provide a strong influence on children. Participants in this study share the opinion of the above authors and provide the following statements to support it:

"TV, sporthelde en ouers of ouer boeties of famile wat goed was in die sport nou moet hulle dit doen"

"Ek sal dieselfde sê, hulle word "heavy ge-influence" deur die sport helde en TV"

"By my is dit almal wat in die "game of basketball" is en hulle "idols" in die "game."

"Jitte, dit is "all about the stars", [die sterre] dit lyk of hulle self die sterre is. Daardie "idols" wat hulle het in sport dryf hulle om te presteer."

The researcher noted the importance of the similarity to and relevance of this identified role model. The respondents indicated sportsmen playing the same sport to them. The findings point to positive influence of sport stars on the child in the middle childhood. Sport stars or figures can be viewed as affecting a mode of social influence. Durkin (2005:143) included the following modes of social influence: observational learning, enactive experience and direct training.

Subtheme 2.4: The participants' opinion on the role that a child's self-image plays on his participation in sport.

People with high self-efficacy towards a task can focus their attention and expend more energy on the task, persist in the face of difficulty and failure, solve problems more effectively and have more satisfaction about their attempts at the task than those with low self - efficacy who may be stressed and tend to divert attention from possible solutions (Chase, 2001:47). From the literature it has been indicated that learners do not participate in sport for a variety of reasons some of which are lack of proper sport kit, health related factors, factors related to self-image and social factors.

Goldsmith (2003:152) is of the opinion that one of the major reason why children does not participate in sport is their fear for social rejection and failure that often stems from a poor self-image. According to this author the qualities of self-image, self-esteem, internal stimulus, ambition and setting of high goals are as essential to participating in sport as they are the result of it

“Omdat kinders mekaar ”gor” (to taunt) – afbreek en sê “jy is nie goed genoeg nie.” Dit lei tot selfbeeld wat afneem.

“Swak selfbeeld omdat hy [middle childhood boy] in ander jare afgebreek was en nou net daarteen besluit het om deel te neem”

“Of hulle [middle childhood boy] is nie goed genoeg nie. Dit is hoekom ek [teacher] weet dat kinders nie eintlik wil uitgaan om sport te doen nie. Hulle [middle childhood boy] gaan nie eers probeer nie, of gaan nie eers wil leer van die sport nie. So dit kom neer op daardie; hulle [middle childhood boy] het nie genoeg “confidence”nie om dit so te stel. Daardie is nou die nie deelname. Aan die anderkant as dit kom by sekere sport soorte dan is die kinders....”

Jiang, Prosser, and Hawkins (2004:2) states that it was found that talented young sport children has significantly higher physical self-concept and self-esteem and this influence the child interaction with peers and are more accepted by other children.

Subtheme 2.5: Participants opinion on the availability of sport equipment as a factor that influence sport participation with middle childhood boys.

Many school sports require equipment and uniforms which is hard to come by. Children who do not have uniform or equipment feel embarrassed and shy to participate in sport. Goldsmith (2003:152) states that the personnel of the school are likely to select learners who will represent the school. Schools are at liberty to provide as much participation, development and competition as it wishes. The success of the programme is determined by the principal's enthusiasm, guidance and authority. Since not all educators share the same enthusiasm and passion in sport, they are encouraged to seek assistance from other competent people and parents. The educators are also encouraged to become more involved in sport activities like fundraising, attending sport meetings and assisting with first-aid. The current trend is to train learners to become umpires, trainers, athletic officials and referees. Schools are encouraged to play all sport codes; this might be problematic due to number of learners of the school, size of staff and unavailability of facilities and equipment. The school has the prerogative to decide which sport codes to provide to learners. Inter-house competition is strongly encouraged so as to increase participation in terms of frequency and numbers of players; to expose learners to other codes of sport and to serve as an alternative for schools in remote and isolated areas where transport might be a problem in terms of accessibility (USSASA,1994:5)

“Die ander dinge is dat ons kan dink aan toerusting uitdeel vir ‘n tipe sport, dit kniehalter ook die kind se deelname, afhangende watter tipe sport, soos as kind bv, Tok(rugbyskoene) “makeer” [benodig], daar is nie geld by die huis om dit te koop nie. So ek kan dit nie kry dan gaan ek maar nie speel nie. So jou toerusting en uitrusting by sekere sport speel ‘n groot rol in deelname. Dit is nou vir formele deelname, by oefening is dit nie ‘n “worry” nie.”

Apart from The participant's descriptions of children's experience leading to sport participation there is also the participant's opinion on the role that trainers play in the

motivation to sport participation in boys, which will be discussed in the theme to follow.

Theme 3: The participant's opinion on the role that trainers play in the motivation to the sport participation of middle childhood boys.

Participants to this study shared different views on factors that influence the motivation of middle childhood boys to participate in sport. The participants' views are as follows:

"Motivation – talking good into the child. Maak alles meer "fun". "Boost the child's ego" of hy nou nie goed doen nie, sowel as goed doen dan doen ek wat ek "call" die "upliftment talk." En die praatjies het ek baie omdat kinders mekaar "gor" (tease each other)

"Ek doen ook "upliftment" en "fun" times en "extra exercises" met hulle [refer to the middle childhood boys]

"Ek gee workshops oor die "games" om hulle [refer to the middle childhood boys] te wys of meer oop te maak na dit sowel as speletjies wat hulle [refer to the middle school boys] toets of hulle [refer to the middle childhood boys] dit kan doen dan nader ek hulle [refer to the middle childhood boys] om deel van die span te word"

"So dit is by almal [refer to the middle childhood boys] dat as jy [refer to the middle childhood boys] oefen en saamgaam dat jy sal speel. Kyk hy kry sy kans om te speel. Ja die afrigter moet kinders goed beïnvloed dan sal hulle meer wil deelneem.

Van my kant is dit dat die ingesteldheid van die opvoeder wat maak dat die kind goed voel en reg voel om te oefen en dat hy [refer to the middle childhood boys] gaan kans kry. Onderwyser moet nie "skree of skel-onderwyser" wees nie, want dit bou nie die kind se self nie.

Understanding regular participation in exercise requires an equal understanding of the psychological theories that predict and explain exercise behaviour (Hagger and Chatzisarantis, 2005:15). Through persuading learners to engage in sport, the application theoretical models to understand theories participation motivation are

important (Côté and Hay, 2002:492). Potgieter (2003:8) states that motivation is the key to participation. Winning was the objective rated as least important (Hedstrom and Gould, 2004:9). At the same time the trainers reported that while winning is not overemphasised in their programs, problems with overemphasising competitive outcomes sometimes occurred in youth sports (Hedstrom and Gould, 2004:9).

Sport trainers have had some athletic experience but not necessarily in the sport(s) they are coaching (Hedstrom and Gould, 2004:9).

Most youth sport trainers who remain trainers for numerous years found that being an assistant coach or having a mentor was vital to their longevity (Hedstrom and Gould, 2004:9).

3.4. Conclusion

This chapter has been an accurate reflection of factors trainers experience to sport participation of boys in the middle childhood phase. The responses of trainers reflected their experience of factors leading to middle childhood boy sport participation. It is evident from the reflections in this chapter that trainers are very aware of factors influencing the participation in sport even though this awareness is not the result of direct conversation with children and parents.

This chapter provided an overview and elaborated on the research methodology. Data were collected by means of semi-structured interviews in individual format. From the relevant literature and theories, confirmed by trainers, important findings became evident. These findings of this study as well as recommendations and suggestions will be presented in the following chapter.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1. Introduction

It was evident that the focus of this study was motivated after communication with teachers on why sport participation of boys in the middle childhood is reducing. This made the researcher aware to pursue research in the development phase of middle childhood. The focus of this study made the researcher aware to guide the researcher to formulate the research question, namely: *“What is the contributing factors regarding sport participation amongst middle childhood boys?”* The research question further determines the goal and objectives of the study.

The **goal** of the study was to explore and describe factors that contribute to sport participation of boys in the middle childhood phase, in order to provide sport trainers, educators and parents with recommendations regarding how to increase sport participation in the middle childhood phase and was broken down into specific objectives that led to the needed steps taken to answer the research question. In this study the researcher formulated the following objectives:

- To explore factors that contributes to sport participation of boys in the middle childhood phase through qualitative data collection methods;
- To describe the factors that contributes to sport participation in the middle childhood phase;
- To verify the findings from the qualitative data with literature; and
- To come to a conclusion and make certain recommendations regarding factors that influence sport participation in the middle childhood phase

The purpose of this chapter serves to determine whether the research question has been answered as well as a summary of the research process, research methodology, research findings, followed by conclusions and recommendations.

4.2 Summary and conclusions regarding the research process and methodology

In chapter one of this study the researcher introduce the theoretical background and rational to this study followed by the problem statement, research question, the goal and objectives that guided the research procedure, research methodology and ethical aspects. A description and application of the chosen research methodology as implemented was specified in chapter two of this study. In chapter three the researcher describes the research findings obtained from the populations and supplemented it with appropriated literature control. In this section the researcher will provide a summary on this chosen research process and methodology.

4.2.1 Summary: The research process and - methodology implemented in this study

The researcher made use of the **qualitative approach** with the aim to gain in-depth knowledge about the proposed topic. The **purposive sampling technique** was used when a sample is chosen for a specific reason to provide insight into a particular field of interest, and is determined by the research topic. This sampling technique is suitable for qualitative research; however, questioning of the level of representation from the population of this sampling technique. In order to combat this limitation, Leedy and Ormrod (2005:206) advise that a researcher be clear about the reason why the sample is viewed as relevant to the research problem and research question. **Purposive sampling** was employed in this qualitative research study to provide the researcher with a sample to access specialised insight obtained from sport trainers regarding their perceptions and experiences related to factors that

contribute to the participation in sports of boys during the middle childhood phase.

For the purpose of this study the universe is all sport trainers and the population will be sport trainers dealing with the middle childhood boy.

The criteria for inclusion for the trainers were as follows:

- Been a Sport trainer for the past five years;
- Training middle childhood boys;
- Having had non-participative scholars; and
- Involved in sport programmes in the Western Cape.

4.2.2. Conclusions regarding the research process and methodology

- In this study the researcher used the **qualitative approach** for the purpose of describing and understanding on a specific phenomenon is to examine people's experiences (Leedy and Ormrod 2005:94-97). For sport participation in middle childhood this was the best approach to be selected.
- The research design selected was the **exploratory- research** design for the researcher wanted to gain insight into reasons for sport participation and non-sport participation in children in their middle childhood and providing further guidance.
- the researcher made use of the Tesch framework for data analysing (Creswell, 2009:186) and Guba's model of data verification (in Krefting, 1991:214-222) which further added to answer the research question and allowed the researcher to reach the research goals and objectives.

4.3 Summary and conclusions regarding the research findings

The data of this study being qualitative was poised with semi-structured interviews that were analysed according to Tesch's (in Creswell, 2009:186) eight steps for qualitative data analysis. The findings with the demographic description of the participants and the literature control were discussed in chapters three of this document. To follow in the sub-headings is the

summary of the findings, and the following subheading a conclusion of the empirical study.

4.3.1 Summary and conclusion regarding the research findings

The following became available from this research:

Demographic data of the trainers that participated in this study

In this study the following demographic details became available:

- Five of the participants were male while three of the participants were female;
- All of the participants belongs to the coloured populations group and non of the other populations groups in South Africa were represented in this study;
- Seven of the participants use Afrikaans as a preferred language of communication, while only one participant indicated English as medium of communication;
- All of this participants were from the Paarl region where this study was conducted;
- Two of the participants fields of expertise lies in sport management while the majority of the participants expertise lies in education; and
- The current positions of the participants various from vice principle of a school, educators, sport coaches and assistant sport coaches.

The following themes and sub-themes emanating from the data analysis process related to exploring factors that contribute to sport participation amongst boys in the middle childhood phase

Theme 1: The Participants ideas on parental demands on child sport participation.

Subtheme 1.1 The participants' description of the attitude of parents toward sport participation of their children

Subtheme 1.2 The participants' descriptions of parental influence on the sport participation of middle childhood boys.

Subtheme 1.3 The participants' descriptions of family duties on the sport participation of middle childhood boys.

Subtheme 1.4 The participants' descriptions of medical reasons on the sport participation of middle childhood boys.

Theme 2: The participants descriptions of boys experiences leading to sport participation.

Subtheme 2.1 The participants' descriptions of transport on the sport participation of middle childhood boys.

Subtheme 2.2 The participants' opinion on peer pressure as influence on the sport participation of middle childhood boy.

Subtheme 2.3 The participants' opinion on the influence of public sport stars on the performance of sport participation of boys in middle childhood.

Subtheme 2.4 The participants' opinion on the role that a child's self-image plays on his participation in sport.

Subtheme 2.5 The participants' opinion on the role that a child's self-image plays on his participation in sport.

Theme 3: The participant's opinion on the role that trainers play in the motivation to the sport participation of middle childhood boys

Conclusions from the research findings related to factors that contribute to sport participation amongst boys in the middle childhood phase

From the themes and sub-themes provided by the above populations' group and literature control, the researcher arrived at the following conclusions:

- **Parents** are eager to attend sport events if they are able to get off from work and transport are supplied for both the parent and the child. Access to transport is a strong determinant of sports participation. The access to transport plays an important role in the length of time participants participate in sport. (Buraimo, Jones and Millward, 2010:23)
- Participants indicated that **economic circumstances** are one of the main reasons why parents' are less involved. Parental decisions regarding their child's participation in organised sports are not solely determined by factors such as attitudes and awareness of health benefits and safety concerns (Hardy, Kelly, Chapman, King and Farrell, 2009:197)

- **Structural and social issues** including the cost, availability, accessibility of sporting activities and parent's time constraints may also influence parents' decisions to allow their children to participate in organised sports. The outcome a parent emphasises and reinforces, such as winning or improving skills, can have a major effect on what a child deems as success in sports. Moreover, how a parent acts before, during, and after a practice or game can cause a great deal of anxiety in the child. As a result, a child's performance and enjoyment can be impacted (Hedstrom and Gould, 2004:26).
- **Family responsibility** for example looking after younger sibling and house cleaning are responsibilities set by parent to first complete before any other activity. According to Kirk et al., (2006:801) the ability to concentrate on academic activities and sport are difficult due to income levels of parents. Other impact on sport participation is doctor certificates that refrain the child from participating this being critical illness or injury.
- **Peer pressure** has great influence on sport participation and found that participants indicated that if playing sport brings them closer to one another then participation is more likely.
- Influence of **media and sport stars** being family, local and international stars makes boys want to participate in sport for they would like to be like their sporting hero.
- According to the participants the qualities of **self-image, self-esteem, internal stimulus, ambition and setting of high goals** are as essential to participating in sport as they are the result of it
- **Success and winning** were the objective rated as least important, therefore if the trainer encourage participation in an positive way and not make it about winning more children at a younger age will start to participate in sport.

4.4 Recommendations

The recommendations presented below are structured around the following:

- Recommendations relating to the research process and –methodology applied in this study;

- Recommendations relating to the research findings; and
- Recommendations relating to the further research needed on the research topic.

4.4.1 Recommendations regarding the research process and methodology

It is recommended that:

- The research goal and objective must be taken to mind and explored before deciding on a research approach. The objectives of the study is to explore as specific phenomena it is recommended that the qualitative research approach be consider;
- To gain entry to the experiences of individuals regarding a specific phenomenon as experience by this people the qualitative research approach be seen as the most appropriate approach for the profession of sport and play therapy; and
- Participants be choose for their specific knowledge of the research topic;

4.4.2 Recommendations regarding the research findings

It is recommended that:

- Parents must be encouraged to attend and participate in the management of sport activities of their middle childhood boys;
- Support must be provided to parents that does not have the infrastructure to attend sport activities of middle childhood boys;
- Educational Departments must liaise closely with other state departments and non-government organisation, such as the welfare sector to address family, economic and other circumstances that influence the sport participation of middle childhood boys;
- Specific programs that focus on the development of the insight, knowledge and attitude of the parents towards the benefits of sport participation of their children must be offered by schools; and
- Education facilities must make an on-going effort to motivate middle childhood boys to participate in sport activities. These programs must aim at the

benefits that healthy peer group interaction hold for boys in their middle childhood phase.

4.4.3 Recommendations for further study

- It is recommended that further research been done in the following areas:
- The role of parents in the participation of middle childhood boys sport participation;
- The effort of education facilities to motivate children to participate in sport activities; and
- The benefits of sport participation for middle childhood boys.

4.5 Conclusion

The concluding chapter of this research document provide the reader with a summary and conclusion of the 1) research methodology implemented in this study, 2) the empirical findings, and 3) recommendations regarding the research methodology, the research findings and further studies on the topic of research.

The research findings provide insight in reasons that contribute to the sport participation of middle childhood boys and therefore provide clear answers to the research question.

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Appendix A: Letter of invitation to principals and sport trainers, training middle childhood children in sport and encountering views on sport participation.

For Attention: _____

I, Tashwille Carlo Mario Zwaan, the undersigned, am a psychometrist and counsellor, and also a part-time Masters student in the Department of Play therapy, to the Department of Human Science at the University of South Africa. In fulfilment of requirements for the Masters degree, I have to undertake research projects and have consequently decided to focus on the following research topic:

Exploring factors that contribute to sport participation amongst boys in the middle childhood phase.

In view of the fact that you are **currently dealing with the middle childhood in a sport context**, I hereby approach you with the request to participate in the study. The purpose of the study is not to evaluate your service, but to develop an understanding in what sport trainers encounter from scholars during middle childhood in the area of sport participation in the Western Cape. For you to decide whether or not to participate in the research project, I will provide you with:

- Information regarding the need for the study;
- The goal of the study;
- What you will be requested to do during the study;
- The risks and benefits involved by participating in this research projects, and
- Your rights as a participant.

The **aim** of this study is to explore factors leading to sport participation during middle childhood in the Western Cape.

Should you agree to participate, you would be requested to participate in one semi-structured interview. It is estimated that the interview will last approximately 60 minutes. During the interview the following questions will be directed to you.

- How do you understand middle childhood?

- How did you become involved in training sport to this aged child?
- How do you manage the training environment?
- Describe your main target group.
- What resources do you have available?
- What restrictions do you experience in rendering this kind service?
- How do you see the sport participation of the middle childhood child and their physical activity?

With your permission, the interview will be audio taped. The recorded interviews will be transcribed word-for-word. Your responses to the interview (both the taped and transcribed version) will be kept strictly confidential. The audiotape will be coded to disguise any identifying information. The tapes will be stored in a safe place and only I will have access to them. The transcripts (without identifying information) will be made available to my research promoter, a translator (if needed) and an independent coder with sole purpose of assisting and guiding me with this research undertaking. They will each sign an undertaking to treat the information shared by you in confidential manner. The audiotapes and the transcripts of the interviews will be destroyed upon completion of this study. Please note that participants in the research are completely voluntary. Agreement to sign the attached consent form does not compromise your rights of participation in any way. If you agree you have still the right to withdrawn your consent at any time during the study. However, if you do withdraw from the study, you would be requested to grant me an opportunity to engage in informal discussion with you so that the research partnership that was established can be terminated in an orderly manner. As the researcher, I also have the right to dismiss you from the study, if you fail to follow the instructions or that appears that you want to use the study as a platform to promote an individual need which will not be part of the study.

You will be included in this research for you comply with the following **criteria for inclusion**:

- Provides sport training to children.
- One of the age groups are the middle childhood

If you have any questions/concerns about the study, contact me at the following number: 082 2205953. Please note that this study has been approved by Research committee of the Huguenot College. Should you have any questions/queries not sufficiently addressed by me, you are more than welcome to the contact my promoter, Mr W. Du Toit, telephone number, 021-8731181, or e-mail wdutoit@hc.sun.ac.za.

Based upon the above provided information and rights of the participants you are requested to give written consent, should you want to participate in this research study. Attached please find the consent form.

Thank you for your participation.

Tashwille Zwaan

Appendix B: Informed Consent Form

Trainers providing sport training to children in the middle childhood:

TITLE OF RESEARCH PROJECT:

Exploring factors that contribute to sport participation amongst boys in the middle childhood phase

REFERENCE NUMBER OF PARTICIPANT: _____

PRINCIPAL RESEARCHER: Tashwille Carlo Mario Zwaan

Address: 95 Bonaparte Avenue

Klein Parys

Paarl

7646

Contact numbers: 021-8627071

082 2205953

DECLARATION BY OR ON BEHALF OF THE PARTICIPANT:	<u>Initial</u>
I, THE UNDERSIGNED _____(name), (ID No: _____) the participant or in my capacity as _____ of the participant (ID No _____) of _____	

(address)	
A. HEREBY CONFIRM AS FOLLOWS:	

1. I/the participant was invited to participate in the above research project which is being undertaken by Tashwille Zwaan under the guidance of the Department of Play Therapy, affiliated to the School of Science and Humanities at the University of South Africa, Pretoria South Africa.	
2. The following aspects have been explained to me/the participant: Aim: The researcher is undertaking a research project with the aim of exploring the views of trainers on sport participation during the middle childhood phase	<u>Initial</u>
2.1 I understand that <ul style="list-style-type: none"> • I will have access to the results of the project; • My/the participant's anonymity is ensured and that I/he/she will enter this project on a voluntary basis; • I/myself, on behalf of the participant, can withdraw from the project at any time; • Only the researcher, translator (if needed), editor, independent coder and the researcher's promoters will have access to the data. 	<u>Initial</u>
2.2 I identify the following concerns and possible risks in the study: The information that I share might unsettle me emotionally. Should that in any way happen, I may voluntarily withdraw from the study without penalty. Should the researcher come to the conclusion that this exercise is harming me in any way, he might exercise the right to withdraw me from the study and/or refer me for counselling services/or other appropriate resources of service delivery, which I have the right to decide whether or not to use.	<u>Initial</u>
2.3 <u>Possible benefits:</u> As a result of my participation in this study I understand that it could lead to operational guidelines that can assist trainers and children with views on sport participation..	<u>Initial</u>
3. The above information was explained to me by _____(in his/her capacity as researcher/ translator) in	<u>Initial</u>

Afrikaans/English/Xhosa/other_____. I confirm that I am in command of Afrikaans_____, English_____, Xhosa_____, and Other_____. I was given the opportunity to ask question and all these questions were answered satisfactorily.	
4. No pressure was exerted on me to consent to participate and I understand that I may withdraw at any stage form the study without penalty.	<u>Initial</u>
5. Participants in the study will not result in any additional cost.	<u>Initial</u>
<p>B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed/confirmed at_____on_____20____</p> <p>_____</p> <p>_____</p> <p>Signature or right thumbprint of participant Signature of Witness</p>	<u>Initial</u>

Appendix C: Informed Consent Form

Principal of school where middle childhood sport training takes place:

TITLE OF RESEARCH PROJECT:

Exploring factors that contribute to sport participation amongst boys in the middle childhood phase

REFERENCE NUMBER OF PARTICIPANT: _____

PRINCIPAL RESEARCHER: Tashwille Carlo Mario Zwaan

Address: 95 Bonaparte Avenue

Klein Parys

Paarl

7646

Contact numbers: 021-8627071

082 2205953

<p>DECLARATION BY OR ON BEHALF OF THE PARTICIPANT:</p> <p>I, THE UNDERSIGNED _____ (name), (ID No: _____) the participant or in my capacity as _____ of the participant (ID No _____) of _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(address)</p> <p>C. HEREBY CONFIRM AS FOLLOWS:</p> <p>6. I/the participant was invited to participate in the above research</p>	<p><u>Initial</u></p>
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project which is being undertaken by Tashwille Zwaan under the guidance of the Department of Play Therapy, affiliated to the School of Science and Humanities at the University of South Africa, Pretoria South Africa.	
7. The following aspects have been explained to me/the participant: Aim: The researcher is undertaking a research project with the aim of exploring the views of sport trainers on sport participation during the middle childhood phase	<u>Initial</u>
7.1 I understand that <ul style="list-style-type: none"> • I will have access to the results of the project; • My/the participant's anonymity is ensured and that I/he/she will enter this project on a voluntary basis; • I/myself, on behalf of the participant, can withdraw from the project at any time; • Only the researcher, translator (if needed), editor, independent coder and the researcher's promoters will have access to the data. 	<u>Initial</u>
7.2 I identify the following concerns and possible risks in the study: The information that I share might unsettle me emotionally. Should that in any way happen, I may voluntarily withdraw from the study without penalty. Should the researcher come to the conclusion that this exercise is harming me in any way, he might exercise the right to withdraw me from the study and/or refer me for counselling services/or other appropriate resources of service delivery, which I have the right to decide whether or not to use.	<u>Initial</u>
7.3 <u>Possible benefits:</u> As a result of my participation in this study I understand that it could lead to operational guidelines that can assist trainers and children with views on sport participation..	<u>Initial</u>
8. The above information was explained to me by _____(in his/her capacity as researcher/ translator) in Afrikaans/English/Xhosa/other_____. I confirm that I	<u>Initial</u>

<p>am in command of Afrikaans_____, English_____, Xhosa_____, and Other_____. I was given the opportunity to ask question and all these questions were answered satisfactorily.</p>	
<p>9. No pressure was exerted on me to consent to participate and I understand that I may withdraw at any stage from the study without penalty.</p>	<p><u>Initial</u></p>
<p>10. Participants in the study will not result in any additional cost.</p>	<p><u>Initial</u></p>
<p>D. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed/confirmed at_____on_____20____</p> <p>_____</p> <p>_____</p> <p>Signature or right thumbprint of participant Signature of Witness</p>	<p><u>Initial</u></p>

Appendix D: Statement by the researcher, translator, promoter and independent coder

<p>DECLARATION BY RESEARCHER</p> <p>I, _____, declare that:</p> <ul style="list-style-type: none"> • I have explained the information given in this document to _____ and/or his/her representative _____; • He/she was encourage and given ample time to ask any questions; • This conversation was conducted in Afrikaans/ English, Xhosa/other _____ and this conversation was translated into _____ by _____. <p>Signed at _____ on _____ 20 _____.</p> <p>_____ _____ Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>
<p>DECLARATION BY TRANSLATOR</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Translated the content of this document from English into _____ to the participant/participant's representative; • Explained the content of this document to the participant/participant's representative; • Also translate the question posed by _____, as well as the answers given by the investigator/representative, and • Conveyed a factually correct version of what was related to me. 	<p><u>Initial:</u></p>

<p>Signed at _____ on _____ 20____.</p> <p>_____</p> <p>_____</p> <p>Signature of investigator/representative Signature of witness</p>	
<p>DECLARATION OF PROMOTER</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through the study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement by confidentiality relating to the data obtained. <p>Signed at _____ on _____ 20____.</p> <p>_____</p> <p>_____</p> <p>Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>
<p>DECLARATION BY INDEPENDENT CODER</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through this study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement of confidentiality relating to the data obtained. <p>Signed at _____ on _____ 20____.</p>	<p><u>Initial:</u></p>

<hr/> <hr/> Signature of investigator/representative	Signature of witness
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Appendix E: Statement by the researcher, translator, promoter and independent coder

<p>DECLARATION BY RESEARCHER</p> <p>I, _____, declare that:</p> <ul style="list-style-type: none"> • I have explained the information given in this document to _____ and/or his/her representative _____; • He/she was encourage and given ample time to ask any questions; • This conversation was conducted in Afrikaans/ English, Xhosa/other _____ and this conversation was translated into _____ by _____. <p>Signed at _____ on _____ 20____.</p> <p>_____ _____ Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>
<p>DECLARATION BY TRANSLATOR</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Translated the content of this document from English into _____ to the participant/participant's representative; • Explained the content of this document to the participant/participant's representative; • Also translate the question posed by _____, as well as the answers given by the investigator/representative, and • Conveyed a factually correct version of what was related to me. 	<p><u>Initial:</u></p>

<p>Signed at _____ on _____ 20____.</p> <p>_____</p> <p>_____</p> <p>Signature of investigator/representative Signature of witness</p>	
<p>DECLARATION OF PROMOTER</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through the study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement by confidentiality relating to the data obtained. <p>Signed at _____ on _____ 20____.</p> <p>_____</p> <p>_____</p> <p>Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>
<p>DECLARATION BY INDEPENDENT CODER</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through this study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement of confidentiality relating to the data obtained. <p>Signed</p>	<p><u>Initial:</u></p>

at _____ on _____ 20____.		

Signature of investigator/representative	Signature of witness	

Appendix F: Transcription of interviews:

Date:

Time:

Place:

Participant number:

Gender:

Language:

Name of city/town where participant reside:

Qualification:

Occupation:

Introduction:

Thanks for giving me the opportunity to interview you. As you were informed the topic is: Exploring factors that contribute to sport participation amongst boys in the middle childhood phase. I will go about working from a four question layout but will ask other questions during the session to get more clarity on the topic. You should not expect a question it is all about you giving me what you encounter. I will ask the first question and go along as you discuss.

Questions:

1. What are the reasons and factors that you have encountered for middle childhood boys sport participation
2. What is your or the school's contribution to the children's sport participation
3. What encourage them to participate
4. What are the influences of sport participation as well as results thereof