

quick communication continuously throughout the process of thesis writing and more face-to-face meetings with all people involved would have been more effective.

- Only three of the initial five schools agreed to participate in the study, which meant that a smaller and less diverse sample group was formed. More participants from different schools and from another race could have lead to more significant results. The two schools that refused to take part in the research stated that they did not have enough time to participate.
- Cultural differences had the potential to be limiting, but in the end, only played a minor role during the field research. The assistance of supervisors, research assistants and all teachers and principals of the schools helped to avoid lingual issues and to break down possible cultural barriers



5.4 Implications of the study

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

The researcher hopes that the knowledge gathered as a result of this study will contribute to the scientific research that has already been done on sport and QOL. It is important that this

information will be widely spread hence numerous publications in both the popular press and peer reviewed journals will be attempted. In this way, it can assist others to implement sport programs and initiatives to improve the QOL of communities in the Western Cape, South Africa and globally.

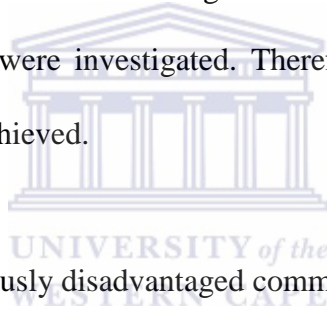
The most important outcomes of this study will be summarized and presented to the three schools that participated in the research. All participants, teachers, principals, supervisors and possible stakeholders will be invited to the presentation as a token of appreciation of the contribution of the schools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

5.5 Conclusion

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

perceptions of the influence that sport participation had on their QOL, each of the six domains derived from scientific literature of the different researchers, was investigated.”

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



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

The researcher is satisfied with the results, because he hoped to find a perceived positive influence of sport participation on QOL, and for most domains that was found in this study. It means that sport could play a bigger role in the future for learners who want to achieve more

positive results in all of the domains of QOL and especially in academic achievement. The findings of the study will be presented to all learners at the three schools, so that the crucial role of sport could be shown and promoted. Hopefully, learners, teachers and the principals of the schools will understand the important role sport could play in their life's, increase the amount of sport participation and also provide information on the benefits of sport in schools. This might eventually result in an improved QOL of the learners that would hopefully be reflected in a positive way on themselves, the school, their social life, the community, their future and South Africa's future. When people experienced the positive outcomes of sport participation themselves, they should educate and promote sport to others, so that as many people as possible can improve their QOL in this way.

5.6 Recommendations

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

The main reasons to participate in sport differed widely, according to the study sample. In general, children between 13 and 18 years of age often play sport for their enjoyment and excitement, but this was not the case for study sample because only twenty six percent

indicated fun as the main reason. Their general conception on this topic was that sport had a positive influence on their physical health and it keeps them away from bad influences. The researcher could only speculate on the possible underlying causes for these differences in motivation. But, it would be strongly recommended that this aspect should be further investigated to find out the actual motivation of the learners, who perceived sport participation as a useful and serious tool to improve their QOL.

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

An integral approach of sport could result into positive changes for all the domains of QOL. Sport promotion and education regarding the important positive values of sport, must therefore be integrated into the school's curriculum to let the learners realize the full potential and long term benefits of PA and sport to their QOL. Researchers could also look at the specific outcomes of sport on people's heritage and the different situations South Africans find themselves in these days.

Another recommendation described the fact that there were no significant results found between sport participation and knowledge about HIV/AIDS, yet research has shown that sport is a good instrument to educate people about lifestyle, behaviour and the prevention of diseases. Although the results of this study will be presented to the schools, learners were not asked if they were interested in lessons about HIV/AIDS and other diseases. Future studies could address adolescents regarding possible education on sport, diseases and prevention.

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

In investigating the influence of sport on the QOL according to high school learners, the research excluded religion and political views as aspect that could influence their QOL. During the demarcation of the study there was decided that political views were of secondary interest looking at the age of the study sample. Religion was mentioned in the mental health domain, but no specific statements were included in the questionnaire. The connection of

religion and God with sport participation and the perceived QOL was not made and could therefore be recommended for future researches.

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



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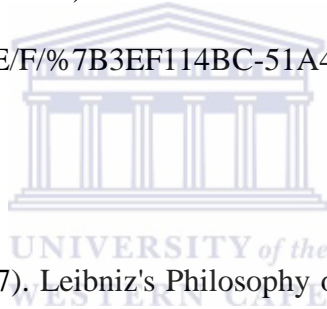
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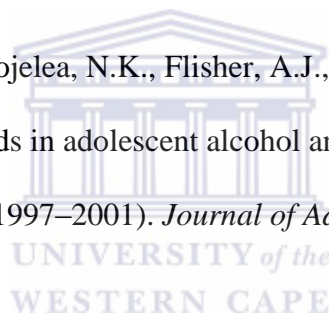
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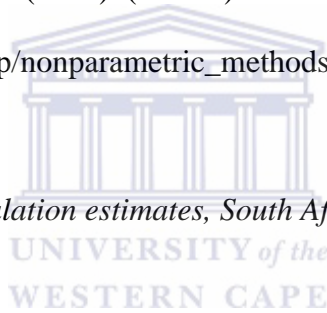
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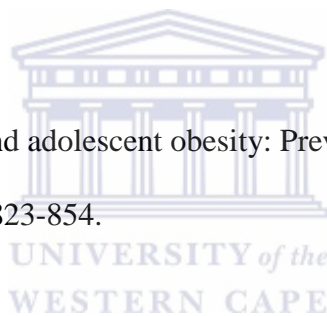
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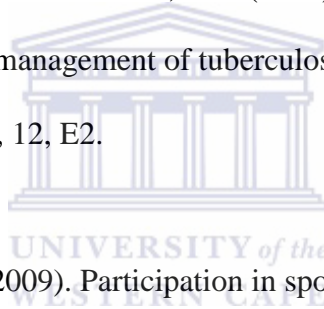
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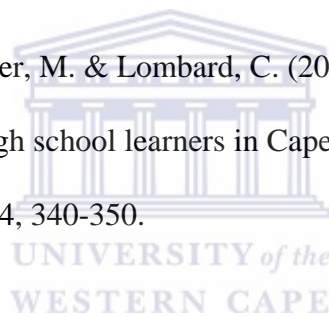
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APPENDICES

Appendix A: Approval Western Cape Education Department

Navrae
Enquiries
IMibuzo
Dr RS Cornelissen

Telefoon
Telephone
IFoni
(021) 467-2286

Faks
Fax
IFeksi
(021) 425-7445

Verwysing
Reference
ISalathiso
20100927-0028



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

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



Dear Mr R. Van Hout

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

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

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

10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen

for: **HEAD: EDUCATION**

DATE: 27th September 2010

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /

NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

INBELSENTRUM/CALL CENTRE

INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES ☎0861 92 33 22

VEILIGE SKOLE/SAFE SCHOOLS ☎ 0800 45 46 47

Appendix B: Information sheet

UNIVERSITY OF THE WESTERN CAPE



Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959. Fax: 27 21-959.

LEARNERS' INFORMATION SHEET

Dear Participant,

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

Title of research

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

Purpose of the Study

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

Description of the study and your involvement

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

Confidentiality

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

Voluntary participation and withdrawal

Your participation in this research is entirely voluntary. If you participate, you are free to withdraw at any stage. You may also choose not to answer specific questions. If you wish not to discuss a certain item, do feel free to let me know.

Benefits and cost

You may not benefit directly from the study, but the information and knowledge you will provide will be useful for future use to educate people on the quality of life through sport.

Informed Consent

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

Questions

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

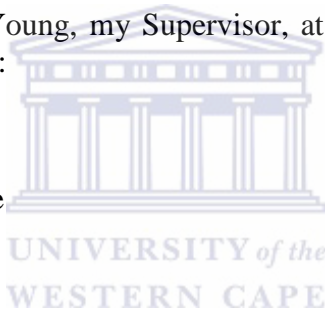
My contact detail:**Roel van Hout**

Student number: 2675907
vanhoutroel@hotmail.com

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

Ms. M. Young

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



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

Roel van Hout

This research has been approved by the University of the Western Cape's Senate Research Committee.

Appendix C: Consent form



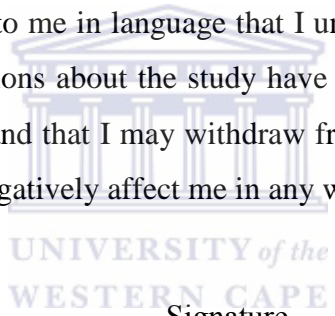
UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

CONSENT FORM

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

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



Participants name..... Signature

Date.....

Parent/ Guardian name..... Signature

Date.....

Witness Name..... Signature

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Ms. M. Young

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021) 959-2377

Cell: 078 702 9028

Fax: (021)959-3688

Email: myoung@uwc.ac.za



Appendix D: Questionnaire in English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959. Fax: 27 21-959.

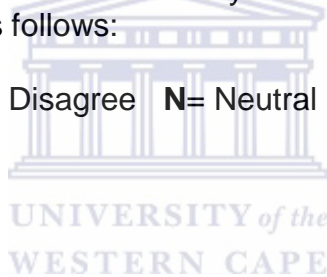
Questionnaire

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

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

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

Example:



| | SD | D | N | A | SA |
|-------------------------|----|---|---|---|----|
| I am happy with my life | 1 | 2 | 3 | 4 | 5 |

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

SECTION A: Personal background:

1. Age:

| | |
|--|--|
| | |
|--|--|

2. Gender:

| | | | |
|----------|--|-------------|--|
| Male/boy | | Female/girl | |
|----------|--|-------------|--|

3. Race:

| | | | | | | | | | |
|-------|--|----------|--|-------|--|--------------|--|------------------------------------|--|
| Black | | Coloured | | White | | Indian/Asian | | Other: Please Specify: _____ | |
|-------|--|----------|--|-------|--|--------------|--|------------------------------------|--|

4. Do you participate in sport?

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

Please circle your answer



| | | SD | D | N | A | SA |
|---|---|----|---|---|---|----|
| 5 | I like playing sports and being physically active | 1 | 2 | 3 | 4 | 5 |

SECTION B: Social contact, culture & safety



| | | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| 1 | I have a lot of problems at school being bullied, teased, threatened or punched by other learners | 1 | 2 | 3 | 4 | 5 |
| 2 | I have problems getting along with my family | 1 | 2 | 3 | 4 | 5 |
| 3 | I have problems getting along with other learners | 1 | 2 | 3 | 4 | 5 |
| 4 | I make friends when I participate in sport at school | 1 | 2 | 3 | 4 | 5 |
| 5 | I make friends when I participate in sport in the area I live | 1 | 2 | 3 | 4 | 5 |
| 6 | I am concerned of what my friends think of me | 1 | 2 | 3 | 4 | 5 |
| 7 | I feel safe in the area that I live during the day | 1 | 2 | 3 | 4 | 5 |
| 8 | I feel safe in the area that I live during at night | 1 | 2 | 3 | 4 | 5 |
| 9. | My ethnic background has negatively influenced my opportunities to play sport | 1 | 2 | 3 | 4 | 5 |

10. I play sports at a sports club or organisation

Yes

No

If No, continue with questions 11-15. If YES, please proceed to question 16.

11. I want to play at a sports club or organisation

| | |
|-----|----|
| Yes | No |
|-----|----|

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

| | |
|-----|----|
| Yes | No |
|-----|----|

13. I can't play sports at a club or organisation because me and my family don't have the money for the club membership

| | |
|-----|----|
| Yes | No |
|-----|----|

14. I can't play sports at a club or organisation because it is too far away from my home

| | |
|-----|----|
| Yes | No |
|-----|----|

15. I can't play sports at a club or organization because me and my family don't have the money for transport to a club or organisation

| | |
|-----|----|
| Yes | No |
|-----|----|

16. I have attended sport lessons, tournaments, after school sport or other sport experiences that were organised by the students from the Netherlands

| | |
|-----|----|
| Yes | No |
|-----|----|

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

17. The sport experiences where students from Netherlands were involved were enjoyable

| | |
|-----|----|
| Yes | No |
|-----|----|

18. I have learned a lot being involved in the sport experiences offered by the students from the Netherlands

| | |
|-----|----|
| Yes | No |
|-----|----|

19. I want the students from the Netherlands to keep developing sport in the region and on my school

| | |
|-----|----|
| Yes | No |
|-----|----|

SECTION C: Drugs, alcohol and crime

1. I have a paid job after school or during the holidays to keep me busy

| | |
|-----|----|
| Yes | No |
|-----|----|

2. I have R10 or more to spend every day

| | |
|-----|----|
| Yes | No |
|-----|----|

3. I have tried using drugs before

| | |
|-----|----|
| Yes | No |
|-----|----|

4. I have tried using alcohol before

| | |
|-----|----|
| Yes | No |
|-----|----|

| | | SD | D | N | A | SA |
|---|---|----|---|---|---|----|
| 5 | I am feeling bored and worthless | 1 | 2 | 3 | 4 | 5 |
| 6 | When I play sports I don't think about crime, drugs or alcohol | 1 | 2 | 3 | 4 | 5 |
| 7 | When I have nothing to do, I experiment with drugs and alcohol | 1 | 2 | 3 | 4 | 5 |
| 8 | When I have nothing to do, me and my friends sometimes fight or break/steal things | 1 | 2 | 3 | 4 | 5 |
| 9 | I think sport can help to stop learners from doing drugs, alcohol and criminal activities | 1 | 2 | 3 | 4 | 5 |

SECTION D: Physical health & diseases

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

SECTION E: Mental health

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

Yes No

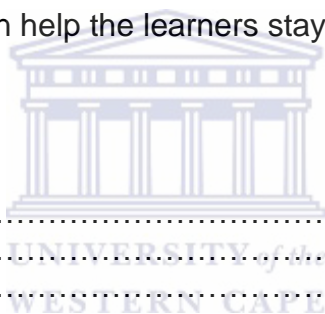
| | | SD | D | N | A | SA |
|---|--|----|---|---|---|----|
| 2 | I feel happy and motivated most of times | 1 | 2 | 3 | 4 | 5 |
| 3 | I have been feeling depressed lately | 1 | 2 | 3 | 4 | 5 |
| 4 | I have been feeling nervous or worried lately | 1 | 2 | 3 | 4 | 5 |
| 5 | I have been feeling sad lately | 1 | 2 | 3 | 4 | 5 |
| 6 | Most of times I am feeling good about myself as a person | 1 | 2 | 3 | 4 | 5 |
| 7 | I think positively when I think of the future | 1 | 2 | 3 | 4 | 5 |
| 8 | I am satisfied with my life most of the time | 1 | 2 | 3 | 4 | 5 |

9. Do you think sport can help the learners stay mentally fit?

Yes No

If yes, how?

.....



10. Do you think sport can influence mental health of learners in and outside school?

Yes No

SECTION F: Academic achievement



| | | SD | D | N | A | SA |
|---|--|----|---|---|---|----|
| 1 | Sport, physical and mental health have an influence on the academic achievements of learners at school | 1 | 2 | 3 | 4 | 5 |

2. Do you think that learners perform better in school if they are physically active or actively involved in sport at school or in the community?

Yes No

3. What does the school do to stimulate learners to perform better academically?

.....

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

.....



| | | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| 6 | I am happy that I can go to school and learn more | 1 | 2 | 3 | 4 | 5 |
| 7 | School provides me with information so I can get a good job in the future | 1 | 2 | 3 | 4 | 5 |
| 8 | When I feel mentally and physically healthy , I can concentrate better in school | 1 | 2 | 3 | 4 | 5 |
| 9 | When I feel mentally and physically healthy , I can understand everything better in school | 1 | 2 | 3 | 4 | 5 |
| 10 | When I feel mentally and physically healthy , I have less problems with reading, writing and learning | 1 | 2 | 3 | 4 | 5 |
| 11 | Sport, physical and mental health have an influence on my academic achievements at school | 1 | 2 | 3 | 4 | 5 |

SECTION G: Happiness & wellbeing



| | | SD | D | N | A | SA |
|---|--|----|---|---|---|----|
| 1 | Sport plays an important role in my personal wellbeing and happiness | 1 | 2 | 3 | 4 | 5 |
| 2 | There are enough places and opportunities nearby for me to play sports | 1 | 2 | 3 | 4 | 5 |
| 3 | More sport facilities and opportunities for me and my friends will make me happier | 1 | 2 | 3 | 4 | 5 |
| 4 | I am satisfied with my life these days | 1 | 2 | 3 | 4 | 5 |
| 5 | I am happy with the things (such as products, clothing, toys) I have in my house | 1 | 2 | 3 | 4 | 5 |
| 6 | I want sport to play a more important role in my life in general | 1 | 2 | 3 | 4 | 5 |

Pay attention! In these last two questions you can select more than one answer by colouring the circles. If you want to add some more reasons, do so under 'other'.

8. If you play sports what are the main reasons that you play it? Because

- It's fun
- I can make new friends and meet other people
- It's healthy
- I have nothing else to do otherwise
- It keeps me away from alcohol, drugs or crime
- It makes me feel happy
- It makes me feel strong
- It keeps me mentally fit and focussed
- It makes me perform better in school
- Other

.....
 Other
.....

9. Sport can play a more important role in my life by/when:

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

.....
 Other

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

Appendix E: Questionnaire in Afrikaans



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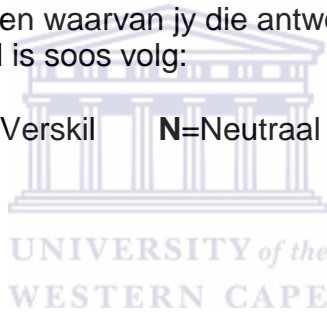
Vraelys

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

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

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

Voorbeeld:



| | VS | V | N | S | SS |
|----------------------------|-----------|----------|----------|----------|-----------|
| Ek is gelukkig met my lewe | 1 | 2 | 3 | 4 | 5 |

Probeer om so eerlik as moontlik te wees met jou antwoorde

Dankie!

Afdeling A: Persoonlike agtergrond

1. Ouderdom:

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

2. Geslag:

| | | | |
|--------------|--|-----------------|--|
| Manlik/ Seun | | Vroulik/ Meisie | |
|--------------|--|-----------------|--|

3. Ras:

| | | | | | | | | | |
|-------|--|-------|--|-----|--|--------------------|--|---|--|
| Swart | | Bruin | | Wit | | Indiër/ Oosters | | Ander: Spesifiseer asseblief: _____ | |
|-------|--|-------|--|-----|--|--------------------|--|---|--|

4. Neem jy deel aan sport?

| | |
|----------------------------|--|
| meer as twee keer per week | |
| 1-2 keer per week | |
| Met geleentheid | |
| Geensins nie | |

Omring asseblief jou antwoord:



| | | VS | V | N | S | SS |
|---|---|----|---|---|---|----|
| 5 | Ek hou daarvan om sport te speel en fisies aktief te wees | 1 | 2 | 3 | 4 | 5 |

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WESTERN CAPE

Afdeling B: Sosiale kontak, kultuur en veiligheid

| | | VS | V | N | S | SS |
|----|--|----|---|---|---|----|
| 1 | Ek het baie probleme by die skool in dat ek geboelie, gespot, gedreig of geslaan word deur ander leerlinge | 1 | 2 | 3 | 4 | 5 |
| 2 | Ek kom moeilik met my familie oor die weg | 1 | 2 | 3 | 4 | 5 |
| 3 | Ek kom moeilik met ander leerlinge oor die weg | 1 | 2 | 3 | 4 | 5 |
| 4 | Ek maak vriende wanneer ek deelneem aan sport by die skool | 1 | 2 | 3 | 4 | 5 |
| 5 | Ek maak vriende wanneer ek deelneem aan sport in die omgewing waar ek bly | 1 | 2 | 3 | 4 | 5 |
| 6 | Ek is besorg oor wat my vriende van my dink | 1 | 2 | 3 | 4 | 5 |
| 7 | Ek voel veilig gedurende die dag in my residensiele area | 1 | 2 | 3 | 4 | 5 |
| 8 | Ek voel veilig gedurende die nag in my residensiele area | 1 | 2 | 3 | 4 | 5 |
| 9. | My etniese agtergrond het my geleenthede om sport te speel negatief beïnvloed | 1 | 2 | 3 | 4 | 5 |

10. Ek speel sport by 'n sports klub or organisasie

Ja Nee

Indien Nee, gaan voort en beantwoord vrae 11-15. Indien Ja, gaan voort na vraag 16.

11. Ek wil graag sport speel by 'n klub or organisasie

Ja Nee

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

Ja Nee

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

Ja Nee

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

Ja Nee



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

Ja Nee

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

Ja Nee

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

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

Ja Nee

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

Ja Nee

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

Ja Nee

Afdeling C: Dwelms, alkohol en kriminele aktiwiteite

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

Ja Nee

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

Ja Nee

3. Ek het voorheen al probeer om dwelms te gebruik

Ja Nee

4. Ek het voorheen al probeer om alkohol te gebruik

Ja Nee



| | | VS | V | N | S | SS |
|---|---|-----------|----------|----------|----------|-----------|
| 5 | Ek voel verveeld in niks werd nie | 1 | 2 | 3 | 4 | 5 |
| 6 | Wanneer ek sport speel, dink ek nie aan kriminele aktiwiteite, dwelms of alkohol nie | 1 | 2 | 3 | 4 | 5 |
| 7 | Wanneer ek niks het om te doen nie, eksperimenteer ek met dwelms en alkohol | 1 | 2 | 3 | 4 | 5 |
| 8 | Wanneer ek niks het om te doen nie, baklei ek en my vriende of ons breek of steel goed | 1 | 2 | 3 | 4 | 5 |
| 9 | Ek dink sport kan leerders help om op te hou dwelms en alkohol gebruik en om kriminele aktiwiteite te beoefen | 1 | 2 | 3 | 4 | 5 |

Afdeling D: Fisieke gesondheid en Siektes

| | | VS | V | N | S | SS |
|---|--|-----------|----------|----------|----------|-----------|
| 1 | Ek is gesond | 1 | 2 | 3 | 4 | 5 |
| 2 | Ek voel fisies fiks | 1 | 2 | 3 | 4 | 5 |
| 3 | Ek kyk goed na my gesondheid deur gesond te eet | 1 | 2 | 3 | 4 | 5 |
| 4 | Ek kyk goed na my gesondheid deur aan sport aktiwiteite deel te neem | 1 | 2 | 3 | 4 | 5 |

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

AFDELING E: Geestes Gesondheid

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

Ja Nee

| | | VS | V | N | S | SS |
|---|---|----|---|---|---|----|
| 2 | Ek voel meeste van die tyd gelukkig en gemotiveerd | 1 | 2 | 3 | 4 | 5 |
| 3 | Ek voel die afgelope tyd depresief | 1 | 2 | 3 | 4 | 5 |
| 4 | Ek voel senuweeagtig en bekommerd die afgelope tyd | 1 | 2 | 3 | 4 | 5 |
| 5 | Ek voel die afgelope tyd hartseer | 1 | 2 | 3 | 4 | 5 |
| 6 | Ek voel die meeste van die tyd goed oor myself as persoon | 1 | 2 | 3 | 4 | 5 |
| 7 | Ek dink positief as ek dink aan die toekoms | 1 | 2 | 3 | 4 | 5 |
| 8 | Ek is meeste van die tyd gelukkig met my lewe | 1 | 2 | 3 | 4 | 5 |

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

Ja Nee

Indien Ja geantwoord, hoe?

.....

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

Ja Nee

Afdeling F: Akademiese Vordering



| | | VS | V | N | S | SS |
|---|--|----|---|---|---|----|
| 1 | Sport, fisiese en geestelike gesondheid beïnvloed die akademiese vordering van leerders op skool | 1 | 2 | 3 | 4 | 5 |

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

| | |
|----|-----|
| Ja | Nee |
|----|-----|

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

.....

.....

.....

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

.....

.....

.....



| | | VS | V | N | S | SS |
|----|--|----|---|---|---|----|
| 6 | Ek is gelukkig dat ek kan skool toe gaan en meer leer | 1 | 2 | 3 | 4 | 5 |
| 7 | Die skool voorsien my met inligting sodat ek 'n goeie werk in die toekoms kan kry | 1 | 2 | 3 | 4 | 5 |
| 8 | Wanneer ek geestelik en fisiek gesond is, konsentreer ek beter in die skool | 1 | 2 | 3 | 4 | 5 |
| 9 | Wanneer ek geestelik en fisiek gesond is, verstaan ek alles beter op skool | 1 | 2 | 3 | 4 | 5 |
| 10 | Wanneer ek geestelik en fisiek gesond is, het ek minder probleme om te lees, skryf en leer | 1 | 2 | 3 | 4 | 5 |
| 11 | Sport, fisiese en geestelike gesondheid het 'n invloed op my akademiese vordering op skool | 1 | 2 | 3 | 4 | 5 |

Afdeling G: Geluk en Welstand



| | | VS | V | N | S | SS |
|---|--|----|---|---|---|----|
| 1 | Sport speel 'n belangrike rol in my persoonlike welstand en geluk | 1 | 2 | 3 | 4 | 5 |
| 2 | Daar is genoeg plekke en geleenthede naby aan my om sport te beoefen | 1 | 2 | 3 | 4 | 5 |
| 3 | Meer sport fasiliteite en geleenthede vir my en my vriende sal my gelukkig maak | 1 | 2 | 3 | 4 | 5 |
| 4 | Ek is die afgelope tyd gelukkig met my lewe | 1 | 2 | 3 | 4 | 5 |
| 5 | Ek is gelukkig met goed (soos produkte, klere en speelgoed) soos dit tans in my huis uitsien | 1 | 2 | 3 | 4 | 5 |
| 6 | Oor die algemeen sal ek graag wil hê dat sport 'n meer belangrike rol in my lewe speel | 1 | 2 | 3 | 4 | 5 |

Gee aandag! Jy kan meer as een antwoord kies van die volgende antwoorde deur die sirkel in te kleur. Indien jy redes vir jou antwoorde wil verskaf, voeg dit by onder 'Ander'.

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

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

.....
 Ander

.....
 Ander

9. Sport kan 'n meer belangrike rol in my lewe speel deur/ wanneer:

- Daar meer fasiliteite of areas beskikbaar is waar ek sport kan beoefen
- Ligaamlike opvoeding/ gimnastiek weer deel word van die skool kurrikulum
- Daar meer sportvelde naby my huis beskikbaar gestel word
- Daar vervoer na sport velde toe en terug huis toe verskaf word teen geen koste
- Daar meer en verskeidenheid sport klubs in die omgewing beskikbaar is
- Daar meer inligting beskikbaar is oor waar ek aan sport kan deelneem

- Daar meer inligting beskikbaar gestel word oor die voordele van sport
- Die regering en ander organisasies sport deelname meer motiveer en stimuleer
- Ek of my familie geld het
- Sport meer toeganklik is vir my
- Ander

.....
 ○ Ander

.....
 ○ Ander

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

