

PROJECT TITLE:

**Exploring the Experiences and Perceptions of Teachers and Learners on The
Effects of Sport for Development Programmes on Education Outcomes in Western
Cape Schools.**

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SMPEST001

**A Minor Dissertation Submitted in Partial Fulfilment of the Requirements for the
award of the degree of Master of Social Science in Social Development**

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PLAGIARISM DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature

Signed by candidate

Date

ABSTRACT

The challenges facing South Africa's education system are too often a barrier obstructing youth's success. High drop out rates, large classroom sizes and poor attendance all contribute to inadequate and inconsistent learning. In an effort to remedy the problem, many interventions have been introduced, including sport for development programmes. In order to assess the impact of one type of intervention, this qualitative study explored the perceptions of sport for development participants and their teachers on the impact that CoolPlay has had on educational outcomes. In-depth individual interviews were conducted with 14 CoolPlay participants; age 14-18 and 5 teachers; with 1-25 years teaching experience. The primary purpose of the study was to assess the opinions and perceptions regarding CoolPlay's impact on education outcomes by participating students and their teachers. The researcher achieved this by evaluating the following factors: participants' attendance at school, engagement in the classroom, confidence in learning and number of other important elements that impact educational outcomes.

The findings demonstrated that CoolPlay has had a noticeable impact on the participants' educational achievements as well as their holistic development. This outcome was clearly noticed by the participants and corroborated by teacher interviews. Findings included: improved school attendance, increased confidence in the classroom and a clearer understanding of the importance of school, its impact on their future and improved goal directed behaviours. Improvements in social and educational competencies have contributed to educational achievements. It was evident from the study that CoolPlay has impacted its participants' educational outcomes. CoolPlay's primary goal of imparting valuable life skills along with social-emotional competencies equip South Africa's youth for a better future.

Key findings are as follows: a positive coach/participant relationship is critical to good outcomes. In addition, the coach/teacher relationship is a key component to success. This study has demonstrated the need for on-going research and assessment of sport for development programmes and their impacts on education outcomes in the Western Cape

and South Africa. Quality assessment will lead to evidence based models and ensure positive impacts.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This qualitative exploratory study assessed the impact of sport for development programmes on participants' education outcomes. This study was conducted in conjunction with CoolPlay, whose programme was the focus of the research within the framework of the larger South African context. Information was obtained from interviews with 14 CoolPlay participants, as well as 5 interviews with the participants' teachers. The study focused on the perceptions and experiences of the participants and their teachers concerning the impact of the programme on education outcomes.

This chapter presents a contextual understanding of the issues facing South Africa's education system and how different approaches are being leveraged to address the needs of learners, including sport for development programmes. It also provides a rationale for the study, along with a clarification of key concepts. Further, an elaboration of the ethical considerations and limitations of the study are specified.

1.2 STATEMENT OF THE PROBLEM

Globally, the use of sport in the pursuit of international development goals is expanding, with widespread policy support for sport-based programmes that promote social, educational and health goals (Kay, 2009). The adoption of resolution 58/5 by the General Assembly of the United Nations in November 2003 declaring 2005 the International Year of Sport and Physical Education, spurred the piloting of various community-based sport initiatives worldwide (Burnett, 2009). The increased proliferation of sport within the international development community has been founded on the belief that sport gives a new approach to tackling development challenges (Black, 2011).

Education is one of the challenges targeted by sport for development (Black, 2011; Rossi and Jeanes, 2016) because of its ability to develop life skills such as: building character, self-discipline, leadership skills and social capital (Jeanes, 2013; Hartmann & Kwauk,

2011). While there are numerous studies looking at life skills outcomes of sport for development programmes, the research on education outcomes is limited (Rossi and Jeanes, 2016). The absence of longitudinal research and contextual realities (Burnett, 2009) translates into a gap in research. The Sport for Development and Peace International Working Group has mandated that there is an ever-growing need for evidence on a global and local scale relating to the effectiveness of sport for development initiatives (Donnelly, *et al.*, 2007), including their impact on education outcomes.

From the limited research available, there is some evidence that participation in school sport and physical activity contributes to positive academic outcomes for learners (Desai, 2010). Participation in sport can promote cognitive function, executive function and better academic achievement (Bradley, *et al.*, 2012). Furthermore, children involved in sport tend to be more focused and have positive attitudes towards challenges (Din, 2005), including challenges in the classroom. Children who participate in team sports are better able to take instructions from teachers, making them more likely to be successful in the classroom (Bradley, *et al.*, 2012). Research has linked sport with learners studying better, improving their concentration, problem solving and memory (Ghildiyal, 2015). However, to ensure that programmes are successful in boosting education outcomes, the programmes need to be in alignment with the school's curriculum (Hartmann, 2008).

The need for research on sport for development impacts on education outcomes is increasingly important globally and in South Africa, especially given the state of South Africa's education system. The South African education system has been characterised as a low performance system (UNICEF, 2016b). South Africa spends the largest share of its gross domestic product on education, more than any other country in Africa, with consistently poor results (UNICEF, 2016b). This is due to learners being unable to engage in meaningful learning because of several compounding factors, including: large class sizes, poor teaching, lack of proper sanitation and violence (Motala, *et al.*, 2009; The Presidency of South Africa, 2015; Department of Education, 2009; UNICEF, 2017). These barriers contribute to the low numeracy and literacy rates that are reported throughout South Africa (The Presidency of South Africa, 2015). This contributes to high

dropout rates, low pass rates and increased grade repetition (UNICEF, 2017; Motala, *et al*, 2009).

The government has intervened with policies and strategies to address the issues at hand. However, the government has indicated that the education crisis cannot be fixed through policy alone. There is a need for national mobilisation and active participation of all sectors of society (Chisholm, 2011), including non-governmental organisations and non-profits. Organisations are important stakeholders who, in partnership with government, can provide a response to the identified education needs. The mobilisation of such organisations is essential since these organisations can focus on context specific problems that contribute to poor education outcomes. Throughout South Africa there have been a plethora of organisations that have been created in order to address the education crisis, including sport for development organisations. CoolPlay is one such organisation whose mandate is to use sport as a vehicle to teach life skills that will enable its participants to be successful in school. CoolPlay has linked teaching life skills to success in participants' educational outcomes, however its impact has not been measured.

This study investigated how youth development, with a focus on education outcomes, is impacted by sport for development initiatives in the Western Cape. As discussed above, there is an evident gap of knowledge on the effectiveness of sport for development programmes on education. Understanding the overall impact of sport for development programmes on education will give development practitioners and policy makers the knowledge necessary to further the sport for development scope. This study was motivated by the paucity of research in this area in conjunction with the need to bolster the education of South Africa's youth. The completed qualitative study relied on narratives and perceptions of CoolPlay participants and their teachers.

This study aimed to determine the impact that sport for development programmes can have on participants' education outcomes by carrying out an analysis of CoolPlay. The Sport for Development and Peace International working groups have mandated that there is an ever-growing need for evidence relating to the effectiveness of sport for

development (Donnelly, *et al.*, 2007). While sport for development has permeated the development sphere, there is not adequate research on how best to conceptualise, organise and structure the sport for development field and there is very little research on what strategies and programmes work (Hartmann & Kwauk, 2011). This study falls within the mandate given by the Sport for Development and Peace International working groups by looking at the links between sport for development programmes and education outcomes of participants, thus it is relevant to the sport for development community. It also provides value because of the need for educational improvements for South Africa's learners.

In South Africa that impact of sport for development on education impacts has not been sufficiently studied. Due to this gap in research it is imperative to explore the relationship between sport for development programmes and education outcomes. Addressing this impact is vital due to the need for improvement in the South African education system. In addition, it is important as a proxy for positive youth development. The significant questions studied included:

- Does participating in sport for development programmes equip students to better succeed in their school environment?
- What are the perceived contributing factors provided by sport for development programmes that impact participant's behaviour and attitudes towards learning in the classroom?
- Given the current problems in South Africa's education system, what are the implications of sport for development interventions?

This study answered these three questions and extrapolated its conclusions to the wider context of sport for development programmes and their impact on education outcomes.

1.3 PROBLEM CONTEXT

This section will provide the problem context for this study. It will first provide an overview of the South African context then further narrow its focus to Cape Town.

Within the South African public schools there are 12,490,132 learners to 399,156 educators at a total of 23,796 schools (Statistics South Africa, 2017). This results in an average of 31.3 students per teacher. The General Household Survey (Statistics South Africa, 2017) found that only 13% of the 2006 Grade 1 class attained a matric university entry qualification in 2017. Matric results of 2018 show the Western Cape with the highest bachelor pass rate of 39.1%. Other provinces rates were: Gauteng at 36%, Free State 35.1%, KwaZulu-Natal 28.7% and the North West 26.9% (Child, 2018). It is evident from these statistics that the South African education system has room for improvement.

This study was based in the Western Cape, and in particular the Cape Town metropolitan area. Cape Town's current population is estimated to be approximately 3,740,025 (Statistics South Africa, 2017). Education attainment levels among the population aged 20 and older are as follows:

- Those finishing grade 5 or less: 5.3%.
- Those finishing grade 11 or below: 50.2%.
- Those finishing Grade 12: 29%.
- Those with a post matric qualification: 16.6% (Statistics South Africa, 2017).

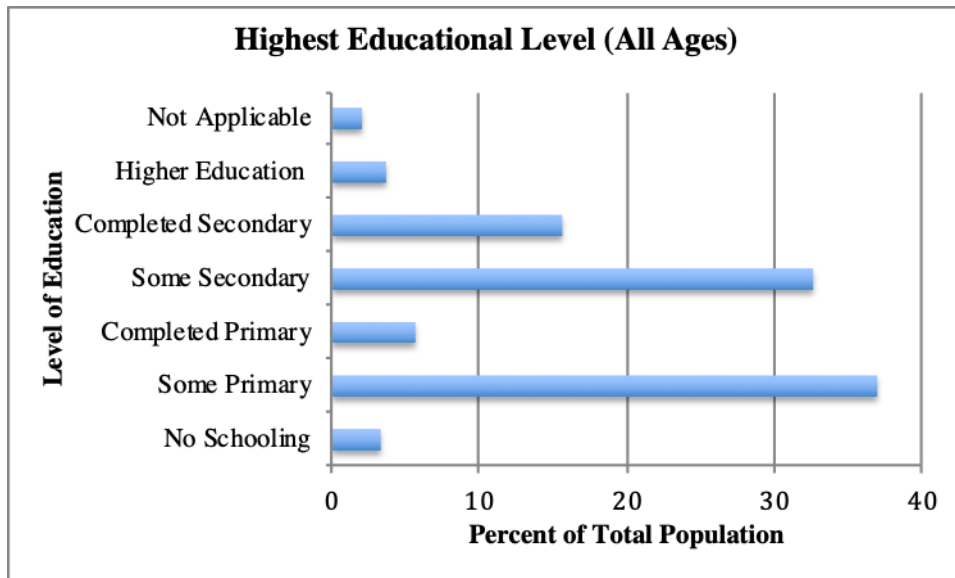


Figure 1: Graph showing the percentage of the population (Cape Town) that has achieved each level of education (Department of Education, 2017).

Figure 1 shows that approximately 40% of Cape Town’s population failed to complete primary school and only 20% completed secondary education. From the 1,155,629 Grade 1 learners in 2006, only 34.7% obtained a matric pass in 2017 (Department of Education, 2017). Additionally, the General Household Survey found that just 40% of 20-year old respondents have completed matric (Statistics South Africa, 2017). Among the reasons for dropping out: the low socioeconomic status of the learners, learners not valuing education, slow grade progression and being influenced by negativity (drugs, teenage pregnancy, etc.) (Carroll, 2018). From the statistics available it is evident that Cape Town’s education system is failing its youth. These statistics are worrying because a matric certificate is often the minimum requirement to be considered for employment in South Africa.

The two areas within the Cape Town metropolitan area that were focused on in this study are Heathfield and Kuils River. Both areas have CoolPlay implemented in several high schools. The researcher selected one high school from each area and interviewed programme participants and their teachers to gauge how the programme has impacted their education outcomes.

1.4 DESCRIPTION OF COOLPLAY

CoolPlay is a Not for Profit (NPO) Trust that was founded in 2010. The programme uses rugby and netball to provide its participants with important life skills training. The life skills content was developed in partnership with Linda Bruce (a child psychologist) and Steph Nel (a World Rugby consultant). The CoolPlay ethos focuses on five key components:

1. Understanding and managing emotions;
2. Setting and achieving positive goals;
3. Feeling and showing empathy for others;
4. Establishing and maintaining positive relationships; and,
5. Responsible decision-making (CoolPlay, 2017).

The programme currently teaches social and emotional learning to 1300 learners from age 11 to 19 (boys and girls) in six areas across the Western Cape: Khayelitsha, Cape Agulhas, Northern Suburbs, Southern Suburbs, Stellenbosch and the Cape Peninsula.

Coaches from the community who have a passion for youth development and sport implement the programme. The coaches facilitate year-round rugby and netball training sessions that are centred on the CoolPlay life skills curriculum. The life skills curriculum is based on eight main principles: team goals, team values, identifying skill and character strengths, creating team spirit/cohesion, communication, maintaining composure, optimistic thinking and responsible decision making (CoolPlay, 2017). CoolPlay believes that learning these life skills will make its participants successful in all aspects of their lives, including education. The main objective of CoolPlay is to enable to participants to transfer what they learn on the sports field into their lives through life skills lessons.

CoolPlay has monitored and evaluated the impact that they are having on the growth of participants' social and emotional capabilities (CoolPlay, 2017) but they have not looked at what this means for their participants' education outcomes. This corresponds to the available literature on how sport for development programmes impact individual development but not on how they impact education outcomes. This research starts to fill

this void by focusing on the impact that CoolPlay is having on participants' education outcomes.

1.5 RATIONALE / SIGNIFICANCE OF THE STUDY

As stated in Section 1.2 there is a gap in research on sport for development programmes' impact on education outcomes (Rossi and Jeanes, 2016; Donnelly, *et al.*, 2007; Burnett, 2009) This study has started to fill this gap in research, with the information collected by this study it is able to assist in various interventions outcomes and inform policy (see Chapter 5), including:

1. It provides information to sport for development programmes and practitioners on how to best shape their programmes to create an impact on education outcomes.
2. It informs policy makers on how to use sport as a vehicle to promote education throughout South Africa, resulting in best practice policymaking.
3. It has begun to fill the gap in research on the link between sport for development programmes and better education outcomes.

As sport for development programmes continue to proliferate across South Africa it is important to understand their impacts, particularly their education impacts. These three outcomes listed above will help bolster the sport for development field in South Africa and will aid policy makers, development practitioners, schools and learners to see the value in such programmes. As stakeholders' understanding of the impact of sport for development on the education of youth improves, it will affect not only South Africa but the global community.

1.6 AIMS OF THE STUDY

This study sought to achieve two broad aims. First, it elicited programme participants and teachers' impressions on how sport for development programmes have impacted the participants' education outcomes. Secondly, the study sought to understand the impact

that the life skills learned through CoolPlay (such as teamwork, goal setting and recognising individual strengths) had in creating a positive change in education outcomes in the participants.

1.7 RESEARCH TOPIC

The focus of this research is, “Exploring the experiences and perceptions of teachers and learners on the effects of sport for development programmes on education outcomes in Western Cape schools.”

1.8 MAIN RESEARCH QUESTIONS

- How does learner participation in the CoolPlay sport for development programme influence individual learner achievements and behaviours?
- How does learner participation in the CoolPlay sport for development programme inform their social capabilities?
- How does learner participation in the CoolPlay sport for development programme inform their emotional capabilities?
- How does the learner participation in the CoolPlay sport for development programme inform their cognitive capabilities?
- How does learner participation in the CoolPlay sport for development programme influence interpersonal relationships?

1.9 MAIN RESEARCH ASSUMPTIONS

- Sport for development programmes like CoolPlay have an impact on participants’ education outcomes.
- Perceptions and experiences of CoolPlay’s participants and their teachers can be disseminated across sport for development programmes in South Africa.
- Perceptions and experiences of CoolPlay’s participants and their teachers can influence the drafting of policies and the planning of programmes that assist them.

1.10 RESEARCH OBJECTIVES

- To determine how learner participation in the CoolPlay sport for development programme influences individual learner achievements and behaviours.
- To decipher how learner participation in the CoolPlay sport for development programme informs their social capabilities.
- To assess how learner participation in the CoolPlay sport for development programme influences their emotional capabilities.
- To establish how learner participation in the CoolPlay sport for development programme informs their cognitive capabilities.
- To evaluate how learner participation in the CoolPlay sport for development programme influences interpersonal relationships.

1.11 CLARIFICATION OF CONCEPTS

Sport: The United Nations Inter-Agency Task Force on Sport for Development (2003b) defines sport as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. This includes play, recreation, organised or competitive sport, and indigenous sports and games.

Sport for development: Sport for development refers to the use of sport as a tool to bring about development (Sport and Development, 2017).

Youth: The South African National Youth Policy (The Presidency of South Africa, 2015) defines youth as those falling within the ages of 14 and 35 years.

Youth development: For the purpose of this research youth development is defined as:
Enables individuals to lead a healthy, satisfying and productive life as youth, and later as adults, because they gain the competence to earn a living, to engage in civic activities, to nurture others, and to participate social relations and cultural activities (Hamilton *et al*, 2004, p. 3).

1.12 MAIN ETHICAL CONSIDERATIONS

This section outlines the main ethical considerations that apply directly to this study. It is imperative that the researcher adheres to the research ethics when conducting the research.

Voluntary participation

Research often requires the respondents to provide personal information (Babbie and Mouton, 2001:521). This study subject is particularly personal because it explored individual's academic performance. Consequentially it was essential that the participants volunteered to be part of the study. The researcher ensured complete voluntary participation by using a letter of invitation to each of the participants to be part of the study. The letters were distributed to the school principals who then offered them to learners ensuring that they did not feel coerced by the researcher. Secondly, at the outset of the research, respondents were informed that they could refuse to participate at any time without incurring any negative consequences. It was imperative that each participant felt complete autonomy when they decided to take part in the research.

Informed consent

Informed consent is a crucial component of ethical research. The researcher acquired informed consent by providing each participant with a letter that clearly stated the purposes and objectives of the study. It was imperative that the language used in this letter was reasonably understandable to the research participants (Babbie and Mouton, 2001:529). The letter also made it clear that the participants were free to participate or withdraw from the research without any consequences (Babbie and Mouton, 2001). When the participant agreed to be individually interviewed, he/she and his/her parent or legal guardian were requested to sign a written consent form that clearly outlined the purpose and objectives of the study.

Avoidance of harm

Social research should never injure the participants being studied (Babbie and Mouton, 2001:522). In this study, the researcher solicited responses of participants in relation to confidence in the classroom and school performance. Since probing into these topics can be sensitive, it was important that the researcher observed the respondents' comfort level and emotional wellbeing, being careful to read body language while assessing their responses during the interviews (Babbie and Mouton, 2001). If the researcher sensed that participants were ill at ease, she was sure to communicate the voluntary nature of the interview.

It is also important to remember that subjects can be harmed by the analysis and reporting of the data (Babbie and Mouton, 2001:522). For this reason, it was essential that the researcher characterized and represented the participants' responses in a fair and representative manner. The researcher took steps to ensure that the participants were not misrepresented in the analysis of the data.

Confidentiality and anonymity

"The clearest concern in the protection of the subject's interests and well-being is the protection of their identity (Babbie and Mouton, 2001:523)." The researcher kept this as a high priority throughout the study. Participants of the study were informed that only the researcher, supervisor and examiner will have access to the reported data and the remainder of the interview transcripts were kept secure and anonymous. Eventually the interview material will be destroyed. Secondly, in the summary and analysis of the findings, it is not possible for the reader to link any of the actual quotations from the interviews to the respondent's identity. This was achieved by replacing each participant's name with a letter, therefore ensuring his or her anonymity.

Analysis and reporting

Not only did the researcher have ethical obligations to the participants of the study, but the researcher also had ethical obligations to her colleagues and the social development community. It was important that the researcher was familiar with the technical shortcoming and failures of the study (Babbie and Mouton, 2001:526). The researcher is

obligated to make the shortcomings and failures known to the reader (Babbie and Mouton, 2001). The researcher also needed to make sure that the negative findings were reported (Babbie and Mouton, 2001). The researcher needed to strive to maintain objectivity and integrity when the research was conducted and the findings were reported, this was achieved by:

1. Adhering to the highest possible technical standards in the research;
2. Indicating clearly (at the conclusion of the research) the limits of the findings and methodological constraints that determine the validity of the findings;
3. Ensuring that no data is fabricated or falsified;
4. Disclosing the methodology and techniques of analysis (Babbie and Mouton, 2001:526).

1.13 REFLEXIVITY

Reflexivity denotes the predispositions of the researcher that affect his/her objectivity in conducting the research (Guillemen and Gillam, 2004). The researcher had not interacted with the programme participants or the teachers at the level that was required by the study prior to conducting interviews, ensuring objectivity. The research also tried to remain objective by ensuring not to ask biased questions. Having the interview tools reviewed and commented on by the researcher's supervisor prior to conducting the interviews further reinforced the objectivity of the study.

1.14 CONCLUSION

This chapter introduced the research question and methodology on multiple dimensions: the statement of the problem; aims; research questions; assumptions objectives; concept clarification. Furthermore, the integrity of the study was explored through ethical considerations. The following chapter discusses a review of the literature available on the subject matter from previous studies to theories that are linked to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of global and South African context specific literature relevant to the major themes of the study. It also provides a theoretical framework for understanding the research questions and analysing the findings. This is followed by a summary of relevant policy and legislation. Finally, the chapter concludes with a discussion on the gaps in the literature.

2.2 REVIEW OF LITERATURE

Development in South Africa faces a plethora of challenges, particularly in the context of youth development. A variety of approaches have been attempted by practitioners, some successful, many leaving beneficiaries wanting. One of these approaches, leveraging sport for youth development, promises to bring unique advantages – the primary proposed advantage being improved education outcomes. This section will review sport for development and its impact on education outcomes. It will determine if sport for development programmes can be used to address the challenges faced by South Africa's education system.

2.2.1 Sport for Development

Globally, evidence of the beneficial characteristics of sport has been observed for decades. Sport was initially used by humanitarian aid workers to improve living conditions for victims of conflict and natural disasters because of its positive outlet (Beutler, 2008). UNICEF (2016a) reports that sport has been used in initiatives whose aim is to bring together people from different ethnic, cultural, religious, linguistic and socio-economic backgrounds. In the past ten years, sport and physical education have been redirected, from a solitary humanitarian aid focus, to a broader scope of contributing to the sustainable development goals, specifically; quality education, gender equality and reduced inequalities (United Nations, 2015). The broadening role sport plays in development is because of its pro-social characteristics of participation (Hartmann & Kwauk, 2011).

Since the adoption of resolution 58/5 by the United Nations General Assembly in 2003, the international development community has begun to understand and appreciate the potential power of sport as a tool that might contribute to education, health, development and peace (Beutler, 2008). This motion propelled sport “into the realm of universal development strategies with assumed anecdotal powers to address the many ills of populations entrenched in conflict, chronic poverty and multi-faceted manifestations” (Burnett, 2009). Since this shift in thinking, sport for development is “increasingly recognised and used as a low-cost and high-impact tool in humanitarian, development and peace-building initiatives” (United Nations, 2003a). It is evident that sport has become a significant component in integrating various major development strategies.

The beneficial aspects of sport are evident in a variety of contexts: individual development, health promotion, promotion of gender equity, social integration and the promotion of education (United Nations, 2003a). It has been recognized internationally as a “universal pillar to foster education, health and personal development” (Beutler, 2008). The sport for development field contributes to the holistic growth of youth through contributing to their psychosocial improvement (Sport and Development, 2017). Sport has been seen to attract, mobilize and inspire individuals because of its emphasis on participation and fostering a sense of belonging to a team or a group (Sport and Development, 2017).

As the sport for development field has grown it has split into two different types: a dominant vision and a radical interventionist approach (Hartmann & Kwauk, 2011). The dominant vision is where the sport essentially functions to maintain and reproduce established social relations. The radical interventionist approach is where sport is intended to contribute to fundamental changes in society (Hartmann & Kwauk, 2011). In the dominant ethos, sport is believed to be an effective tool to teach life skills (such as self-esteem, self-confidence and self-discipline), leadership skills and values (Hartmann & Kwauk, 2011). The CoolPlay goals and objectives fit within both types of sport for development (CoolPlay, 2017). CoolPlay’s theory of change shows that through using

sport as a tool to teach life skills that they can create fundamental changes in society, including impacting education outcomes (CoolPlay, 2017).

The literature review shows that most studies concentrate on how sport for development programmes impact health and personal development. Research has shown that sport can be an effective tool to promote health outcomes because it has been linked with increased social connectedness, better mental health and reduced engagement in risky behaviours (Edwards, 2015). It is also being used throughout Africa to attract youth to HIV/AIDS prevention programmes, with a focus on better decision-making when it comes to sexual contact (Coalter, 2008). Coalter also suggests that sport for development organizations have a direct impact on physical and psychological health and that sport for development programmes have impacts on communities' health including: overall health improvement, reduction of the probability of contracting diseases, and the reduction of HIV/AIDS prevalence (Coalter, 2010). In addition, there are direct impacts of overall physical health and wellbeing due to regular exercise, which increases overall fitness while decreasing obesity and other morbidities.

Studies have also demonstrated that there is a correlation between sport for development and youth development, given sport's potentially positive impact on youth development. Fraser-Thomas *et al* (2007) proposes that youth sport for development programmes foster positive behaviour and positive attitudes, while decreasing the risk of problematic behaviours. Sport for development programmes have a proven positive impact on youth's psychosocial development. Studies show that the programmes build on youth development assets and bring about Lerner, *et al's* (2000) five 'Cs' of growth: competence, confidence, character, connections and compassion/caring (Lerner *et al.*, 2000).

Researchers like Gilman (2001) have shown that youth involvement in sport for development activities foster positive psychological, emotional and social development. This is echoed by Ghildiyal (2015) who reports that sport for development programmes have been seen to encourage the growth of several positive factors for individual growth,

including: leadership skills, focus, planning and persistence. The Sport for Development and Peace International working groups have seen that sport for development organisations often have a marked impact on individual development (United Nations, 2014). It is evident from these examples in the literature that there can be a positive correlation between sport for development programmes and youth development.

There is significant research into how sport for development impacts the health and psychosocial development of participants. It can be argued that sport for development programmes have noticeable positive impacts on health and psychosocial outcomes. However, after surveying the literature on sport for development programmes and their outcomes, it is clear that research on educational impacts is lacking. Some research has linked sport with helping learners study better by improving their concentration, problem solving and memory (Ghildiyal, 2015). While countless sport for development organisations throughout the Western Cape claim that their programmes are improving participants' education outcomes, there is little evidence to substantiate these claims.

2.2.2 Education and Youth Development

While the term 'youth development' is widely contested, this study has chosen to employ the positive youth development approach, which is defined as follows:

That which enables individuals to lead a healthy, satisfying and productive life as youth, and later as adults, because they gain the competence to earn a living, to engage in civic activities, to nurture others, and to participate in social relations and cultural activities (Hamilton *et al*, 2004, p. 3).

It is apparent from this definition that parameters are needed over multiple domains to measure youth development. These should include: educational achievement, cognitive attainment, health and safety, and social and emotional development (Holt and Neely, 2011). This definition of youth development moves away from the trend of measuring youth development by primarily focusing on negative indicators (Holt and Neely, 2011) and focuses more on positive outcomes. In the domain of educational achievements,

positive outcomes include cognitive skills, diplomas, curiosity and school engagement (Holt and Neely, 2011).

The United Nations has determined that education is, “central to development and to the improvement of the lives of young people globally” (United Nations Educational, Scientific and Cultural Organisation, 2015a). Global development practitioners have made concentrated efforts to increase accessibility to education, improve quality of education and make education more affordable (United Nations Educational, Scientific and Cultural Organisation, 2015a). Knowledge and education have been deemed key factors to the full and effective participation of youth in the processes of social, economic and political development. United Nations Educational, Scientific and Cultural Organisation (2015a) has determined that it is essential to emphasize the importance of higher education, and consistent classroom participation rates among young people globally. Increasing attention and participation in the classroom will ensure that youth acquire the knowledge, capacities, skills and ethical values needed to become participating members in society (United Nations Educational, Scientific and Cultural Organisation, 2015a). Learner engagement and buy-in is essential to ensure that they become participatory members, contributing to the economy, community and various other spheres.

It is clear that the international development community and various stakeholders highly value education as a key influence on youth development. The value placed on education is evident in Article 26 of the Universal Declaration of Human Rights and in the United Nations Sustainable Development Goals. It states that education is an inalienable right and that everyone has the right to quality education (United Nations, 2016). The Sustainable Development Goals established by the United Nations were created in conjunction with the Universal Declaration of Human Rights recognising the necessity of universal quality education. Goal Four of the Sustainable Development Goals aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations Educational, Scientific and Cultural Organisation,

2016).” The emphasis placed on the quality of education is important to recognise. It is a futile goal to ensure school availability and attendance if attention to quality is not given.

Although progress has been made in reaching universal primary education and an expansion of equitable access to education, this progress has often not been accompanied by necessary provisions to ensure quality education (United Nations Educational, Scientific and Cultural Organisation, 2015a). The result is minimal impact on the lives of learners and decreased opportunities for social participation (United Nations Educational, Scientific and Cultural Organisation, 2015a). Poor quality education and training has a knock-on effect that denies, “young people employment opportunities as well as the resultant earnings and improved quality of life (United Nations Educational, Scientific and Cultural Organisation, 2015a).” Ultimately, poor quality education risks reinforcing, “inequalities and sustaining inter-generational poverty and marginalization (United Nations Educational, Scientific and Cultural Organisation, 2015a).” The 2030 Agenda for Sustainable Development recognises that quality education is a key component for the success of achieving all twelve Sustainable Development Goals.

South Africa’s education system is not falling under the mandates highlighted above, and thus is failing its youth. Although South Africa does ensure universal primary education, the quality of the education is still severely lacking. This context is discussed in detail below.

2.2.3 Sport for Development within the South African Context

There is unequal access to quality education in South Africa. While student enrolment is over 90 per cent, approximately only 40 percent pass matric (UNICEF, 2017). This difference in enrolment and completion can be attributed to several factors, including: poor teaching, large class sizes, lack of proper sanitation and widespread violence (UNICEF, 2017). These issues lead to high dropout rates of 20 percent of children aged 16-18 not attending school (UNICEF, 2017). School dropout is particularly high at the Grade 11 and 12 level (Motala, *et al.*, 2009). Research found that the key compounding

issues relating to the high dropout rates throughout South Africa include: grade repetition and age-grade progression (Motala, *et al.*, 2009).

South Africa’s National Youth Policy’s goals for education are aligned with the Sustainable Development Goals (The Presidency of South Africa, 2015). Despite aspiring to achieve the education objectives set out by the Sustainable Development Goals, South Africa continues to be a high-cost, low-performance education system. In comparison to other African countries of a similar economic calibre, it is lagging with low literacy and numeracy rates (Department of Education, 2009). The policy states the need for improved participation rates in schools and improved quality of education (The Presidency of South Africa, 2015).

The 2015 Organisation for Economic Co-operation and Development (OECD) table of international education systems shows that South Africa ranks 75 out of 76 countries analysed (The Economist, 2017). In the same year, Trends in International Mathematics and Science Study (TIMSS), a quadrennial test of 580,000 students revealed South Africa at the bottom of the rankings, as seen in Figure 2 (The Economist, 2017):

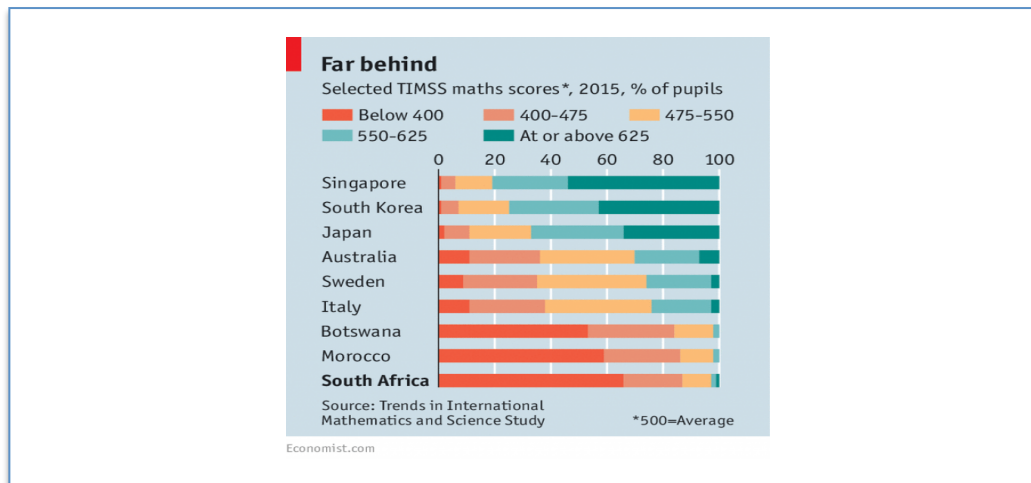


Figure 2: Comparison of mathematics scores around the world (The Economist, 2017).

These trends continue into secondary education with low pass rates for mathematics and science in Grade 12, which prohibits further education (The Presidency of South Africa,

2015). It is apparent that South Africa's education system struggles with low numeracy and literacy rates from primary school straight up into high school, contributing to grade repetition (Motala, *et al.*, 2009).

Despite South Africa taking steps to achieve universal access to education, it is evident that changes are still needed to address the problems plaguing the education system. There are several policies, programmes and organisations working to combat the education problems. A key policy challenge that South Africa faces is how to ensure learners have meaningful access to education, effective teaching is taking place and that learning is productive (Motala, *et al.*, 2009)

Sport for development is one of the strategies being used to bring about education change in South Africa. UNICEF and the Department of Basic Education have entered partnerships with several organisations to roll out sport for development programmes throughout South Africa (UNICEF, 2017). This strategic partnership has seen several positive outcomes for participating schools: a 77% reduction in violence, 62% reduction in teenage pregnancy rates, 70% increase in punctuality, 81% improvement in learner attendance and 76% increase in positive life skills such as teamwork, cooperation and respect (UNICEF, 2017). The increases in attendance and punctuality could translate into more meaningful learning, however the literature has not reached this conclusion.

After reviewing the literature available on sport for development in the South African context there is a gap on how it impacts education. This lack of evidence makes it difficult to assess the impacts that programmes are having on individuals and communities. There is a need for organisations to work alongside policymakers and government to ensure that meaningful learning is taking place. This study will attempt to decipher if and how sport for development programmes like CoolPlay are helping with the education outcomes of its participants. This study will attempt to fill the gap in literature on the topic of sport for development in South Africa and its impact on education outcomes.

2.3 THEORETICAL FRAMEWORK

There are several theories that are important to this research. The researcher has picked two of the most relevant theories: the positive youth development theory and the sport for development theory. The researcher has also included the sport for development outcomes model because of its relevance to the study. The figure below will show how the theories and model are linked to each other.

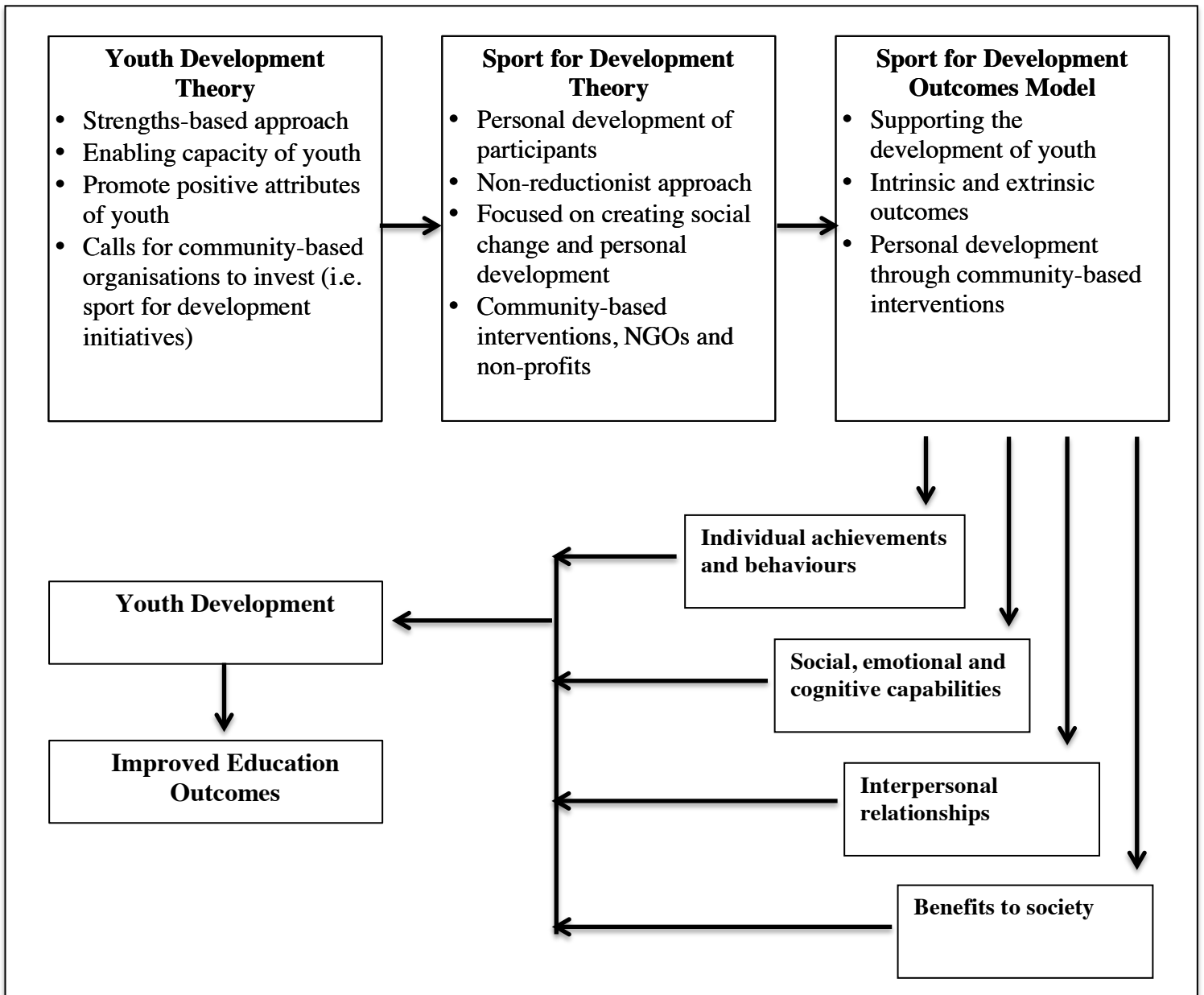


Figure 3: Integration of Theories and Model

The figure above presents a depiction of the conceptual linkages between the youth development theory, sport for development theory and sport for development outcomes model in order to unearth some of the overlapping themes. All three theories focus on the personal development of youth. They take a strength-based approach that views youth as having the skills needed to develop, instead of a problem to be solved. Both theories and the model are applicable to developing the youths’ skills, in order to ensure their success. In other words, they take a non-reductionist approach to youth development. One of the elements needed for the successful development of youth is their education. All three

argue that improved education outcomes are an essential component of youth development. Lastly, they call for the community-based interventions to contribute to youth development. These programmes include sport for development programmes and interventions.

The following sections provide a detailed description of the positive youth development theory, sport for development theory and sport for development outcomes model. The sections also link the theories and model to the study's research questions and objectives.

2.3.1 Positive Youth Development Theory

As stated earlier, positive youth development is a multi-contested concept. Theorists and authors are consistently generating new definitions for theory, indicating the interdisciplinary nature of the theory. However, despite a lack of consensus on a definition for positive youth development theory, there are unifying core ideas that include:

- 1) Increasing the developmental-attentiveness of contexts to increase their capacity to nurture, support and constructively challenge the developing youth;
- 2) Enhancing the skills and competencies of youth to further enable their capacity to engage with, connect, change and learn from their social contexts; and,
- 3) Creating processes and opportunities to invite youth to actively engage with and change their social contexts. (Benson, *et al.*, 2007, p. 910).

This theory takes a strength-based conception of development in which youth are viewed as 'resources to be developed' rather than 'problems to be solved.' It is evident from the core ideas that, "it emphasises the manifest potentialities rather than the supposed incapacities of young people – including young people from the most disadvantaged backgrounds and those with the most troubled histories (Damon, 2004, p. 11)." It notes that, "all youth have the inherent capacity for positive growth and development (Benson, *et al.*, 2007, p. 896)." It is just a question of maximizing those capacities. This is in line with the use of sport for development to realize the potential of youth through teaching

life skills needed for success (Jeanes, 2013; Hartmann & Kwauk, 2011). Sport for development takes a strength-based approach just like positive youth development theory. The theory of this approach emphasises moving away from preventing the actualization of youth risk behaviours. It rather takes actions to promote positive attributes such as caring, compassion, competence, character, connection and confidence (Lerner, *et al.*, 2000). This relates directly to the CoolPlay ethos, with its focus on teaching life skills in order to fully develop its participants and in turn impact their behaviours, including education outcomes.

The positive youth development field calls for strategic national and community investment in strengthening youth's capacities (Benson, *et al.*, 2007). It aims to create positive development by understanding, educating and engaging with youth in productive activities, instead of correcting them for maladaptive tendencies (Damon, 2004). Recently this theory has seen a shift in focus towards how youth spend their time after school (Lerner, 2005). It focuses on how after school programmes can support the continued learning of skills, interests and abilities that serve the needs of youth in their respective communities (Lerner, 2005). Community-based organisations, including sport for development organisations like CoolPlay have been directly implicated in the process of improving youth development (Roth and Brook-Gunn, 2003) by providing after school programmes that give the youth a positive outlet to engage with mentors and their peers. CoolPlay gives youth this outlet by providing rugby and netball sessions that its participants can engage in after school.

Positive youth development theory has been widely used to study youth's involvement in various types of sports programmes (Holt and Neely, 2011). Studies identify a need to consolidate the evidence base to establish the impact that sport participation provides. Holt, *et al* (2016) also identifies a significant research gap in terms of operationalizing how to deliver positive youth development in a sport for development setting. Sport-specific approaches to positive youth development include life skills building activities that improve physical, behavioural and cognitive skills required in the classroom and other life domains (Holt, *et al*, 2016). This directly relates to CoolPlay that teaches life

skills through rugby and netball. Positive youth development through the domain of sport has been seen to be successful when:

- 1) Youth are engaged in a desired activity within an appropriate environment.
- 2) When a caring adult mentors, positive groups and a supportive community surround the participants.
- 3) When the youth learn and acquire new skills that are important for managing life situations (i.e. life skills).
- 4) Benefit from the findings of a comprehensive system of evaluation and research (Petitpa, *et al.*, 2005).

These four criteria are integral to CoolPlay. The programme ensures that participants are in an appropriate and safe environment to play sport. It also provides caring adult mentors by hiring local coaches who are passionate about youth development and are committed to developing youth. The coaches teach life skills that are important for managing and succeeding in life (CoolPlay, 2017). Research determines that when the four factors mentioned above are at play, sport for development participants are likely to display stronger work ethic, better persistence in the face of failures and a robust commitment to the time and effort necessary to foster intrinsic motivation and development of positive life skills (Holt, 2016).

Studies have shown that positive youth development has less to do with the playing of the sport and more to do with the philosophy of the organisation, quality of the coaching, nature of the parental involvement and participants' individual experiences (Petitpa, *et al.*, 2005). Therefore organisations and programmes that use sport as a vehicle to enhance educational development of youth need to carefully consider an array of factors. If the various external factors are not carefully considered, then sport for development programmes can have no impact on youth development.

It is apparent that the positive youth development theory is applicable to this study. Not only does this theory call for youth to be included in their development, but it also looks

at how sport can play a vital role in the process. The research relevant to this study explores how sports programmes can be the most effective in teaching life skills and impacting education outcomes. This is in line with evaluating the impact of CoolPlay on its participants' education outcomes. This is essential to the study because it speaks directly to the main research questions and objectives.

2.3.2 Sport for Development Theory

The second theory that directly relates to the research objectives and questions is the sport for development theory. This theory is primarily concerned with providing a better understanding of the processes and conditions under which sport can be used to facilitate and resolve global challenges (Lyras and Peachey, 2011). The framework and associated outcomes consist of five components:

- 1) Impacts assessments
- 2) Organisational outcomes
- 3) Sport and physical activity
- 4) Setting the conditions and quality of the experience
- 5) Cultural enrichment (Lyras and Peachey, 2011)

These components are used to describe and explain the conditions needed for sport researchers and practitioners to more effectively design and assess sport for development programmes. They help to understand how sport can be used to create social change with participants and their surrounding communities. This theory suggests that the combination of sport, cultural enrichment activities, and global citizenship education can provide a framework for personal development and social change (Lyras and Peachey, 2011). Thus factors that can foster positive change can be identified

The theory uses the five key components listed above to explore how sport can be used as an agent of change on a community level and individual level. It uses non-competitive physical activity and competitive sports to affect change. This framework applies in community-based interventions, NGOs and the non-profit field (Lyras and Peachey, 2011). CoolPlay's main goal is to create positive social change in the lives of its

participants. This is achieved by using sport to teach valuable life skills that will inevitably change behaviours and impact education outcomes (CoolPlay, 2017).

It is important to note that the theory warns sport for development practitioners about developing a reductionist view of social problems. It highlights the need for practitioners to be aware of the multiple layers underlying the challenges that their programmes aim to resolve (Lyras and Peachey, 2011). There is a need to explore the social, psychological, societal, institutional and political complexities that are connected to any social problem. The researcher needs to be aware of this when exploring the linkages between sports for development programmes and education outcomes. In order for this study to have a meaningful contribution to the sport for development field it was imperative that the researcher explored the education problems faced by learners in the Western Cape from a non-reductionist viewpoint. Careful consideration was given to all of the contributing factors that are causing learners to not engage with education in a meaningful way and how CoolPlay is addressing them.

2.3.3 Sport for Development Outcomes Model

The last model that relates to this study is the sport for development outcomes model. Sport for development outcomes are categorised into two categories: intrinsic and extrinsic (Tourountsis, 2015). Programmes can support youth by increasing intrinsic elements of their nature, including self-esteem, managing emotions and increasing motivation. They can also support and develop extrinsic behaviours by playing sport, being active and learning. The Sport for Development Coalition took the intrinsic and extrinsic outcomes outlined by Tourountsis (2015) and determined that there are four distinct groups of outcomes. These are outlined in the table below:

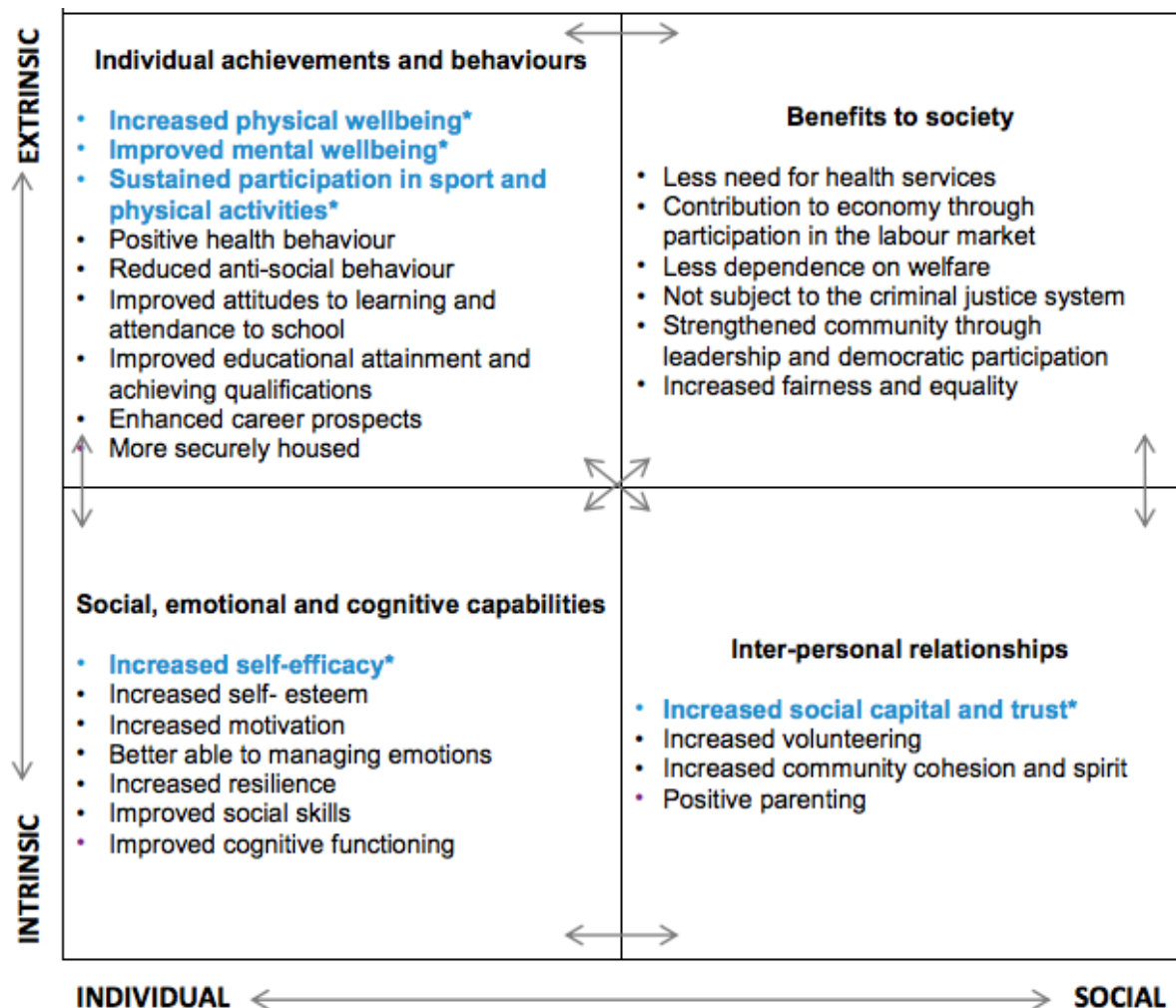


Figure 4: Explanation of intrinsic and extrinsic effects (Tourountsis, 2015).

It is hypothesised by sport for development practitioners that there are links between the four outcomes (individual achievements and behaviours; benefits to society; social, emotional and cognitive capabilities; and inter-personal relationships) and the intrinsic and extrinsic outcomes – showing that programmes can cause a wide range of positive changes in the participants.

The International Development through Sport (IDS) conducted a four-year longitudinal study to construct a more detailed view on the impacts of sport for development programmes. IDS worked in conjunction with UK Sport and Comic Relief to test the hypothesis that, “sport contributes to the personal development and wellbeing of disadvantaged children and young people (Coalter, 2011).” The study looked at

organisations from India, Tanzania, Uganda, South Africa, Liberia and Senegal. All of the organisations used in the research project were working with different groups, in different contexts and used sport in different ways. Despite these differences, several common outcomes emerged from the research, including:

1) Personal Development

Personal development was measured as the changes in participant's self-esteem and self-efficacy. Sports programmes did have a marked impact on self-esteem and self-efficacy of participants because the majority of the researched participants experienced a change in their self-evaluation.

2) Gender Equality and Women's Empowerment

Positive attitudes towards women's participation in sport and their right to education were developed in the programmes. Participants' conviction that girls should have full access to education was often close to 100%, across all the programmes.

3) HIV/AIDS

The programmes were found to increase knowledge on HIV/AIDS and safe sex practices, but most programmes did not bring about behaviour changes when it came to practicing safe sex.

4) Peer Leaders

The study determined that peer leaders recruited from the community provide valuable role models for young people and they led to most long-term consistent impact (Coalter, 2011). It showed that the coach plays a vital role in encouraging changes in behaviour.

The literature analysed shows there are a variety of expected outcomes from participating in sport for development programmes. These outcomes are consistent throughout various social, cultural and economic contexts. It can be deduced that sport for development programmes do have a marked impact on its participants. It should be noted that while education is not explicitly mentioned as one of the main outcomes from participating in

programmes, that it is secondary outcome. The data collection model (interview schedules) and the analysis of the data used in this study will be based off of the sport for development outcomes developed by Tourountsis (2015).

The two theories and the outcome model are directly linked to the research and will be explored in further detail in Chapter 4 in the discussion and analysis of the research findings. They played an important role in developing the research model and determining the questions asked in the interview schedule.

2.4 POLICY AND LEGISLATION

Another key element to the study is the policies and legislation that affect the research objectives and questions. This section will outline the core policies and legislation, first at the international level and then from the South African perspective. All of the policies and legislations outlined above prioritise sport and its impact on education achievements and youth development, thus making them relevant to the research topic. Each policy and legislation is briefly described below:

2.4.1 International Policies and Legislation

From an international vantage point there are several policies and legislation related to education, sport and sport for development. All of these have been developed and put into effect by the United Nations or a branch of the United Nations. These include:

United Nations General Assembly Resolution 58/5 (2003) determined that sport is a means to promote education, health, development and peace (United Nations, 2003a). It notes that sport and physical education face increasing marginalization within education systems, even though they are a major tool for health, physical development, social cohesion and intercultural dialogues (United Nations, 2003a). The resolution also calls for the United Nations to fund programmes that promote human development through sport and physical education (United Nations, 2003a).

Article 26 of the Universal Declaration of Human Rights (2016) states that everyone has the right to education. It states that, “education shall be directed to the full

development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (United Nations, 2016).”

Article 31 of the Convention on the Rights of the Child (1990) states that all children have the right to engage in play and recreational activities, including sports. State parties are called to respect and promote the right of the child to fully participate in recreational and leisure activities (United Nations, 1990). In this article, sport is recognised as a right, which all governments should make available to their children.

The United Nations Education, Scientific and Cultural Organisation (UNESCO) Charter (2015) characterizes sport and physical activity as contributing factors to human development. It urges all role-players, including: governments, intergovernmental organisations and non-governmental organisations to commit and cooperate in making sport accessible (UNESCO, 2015b). South Africa was selected to serve as pilot country for a physical education programme provided by UNESCO to reverse the decline in investment into physical education in schools (UNESCO, 2015)b. It recognises that sport plays a central role in the education system and the positive effects that it has on social intellectual development of youth (UNESCO, 2015b).

Sustainable Development Goal 4 (2015) maintains the right to universal quality education by 2030. It notes that obtaining a quality education is the foundation to improving people’s lives and contributing to the rest of the sustainable development (United Nations, 2015). Sport and physical activity have globally gained recognition as a, “simple, low-cost, and effective means of achieving development goals (United Nations, 2015).”

2.4.2 South African Policy and Legislation

South African policies and legislation that are pertinent to the research range from South Africa’s commitment to education and the importance placed on sport. They are summarized below:

The White Paper on Sport and Recreation (2012) states that every South African should have an equal opportunity to participate in sport and recreation, with an emphasis on children and youth. Sport and recreation is recognised as having an enormous social impact on the value of society by contributing to social inclusion and combating anti-social behaviour (Department of Sport and Recreation, 2012b). This White Paper acknowledges that school sport has been ineffectively implemented and as a result the benefits of participation have not been fully capitalised upon (Department of Sport and Recreation, 2012b). It substantiates that sport and physical activity can benefit education outcomes and that it presents participants with valuable life skills (Department of Sport and Recreation, 2012b).

National Sport and Recreation Plan (2012) is a twenty-year sustainable implementation plan for the sport and recreation policy framework outlined in the White Paper on Sport and Recreation. It sets out to empower, include and promote the inclusion of South Africa's youth in sport and recreation. The plan places an emphasis on school sport and the need for greater alignment between local government, federations and schools (Department of Sport and Recreation, 2012a). It sets out to create school sports programmes that will motivate learners to enrol and attend school regularly, which will positively impact academic achievements (Department of Sport and Recreation, 2012a). The plan acknowledges the evidence that sport and physical activity can benefit education. It commits to maximising sport, recreation and physical education in every school in South Africa (Department of Sport and Recreation, 2012a).

National Sport and Recreation Strategic Plan (2015) calls for transformation in the rollout of school sport. It points to evidence that sport and physical activity can benefit education. It commits to providing funds to non-government organisations that are focused on sport for development and expanding sport opportunities (Department of Sport and Recreation, 2015).

National Youth Policy (2015-2020) commits South Africa to capacitating school and community sports and recreation. It calls for the departments of Social Development,

Basic Education and Arts and Culture to partner with civil society and non-governmental organisations to design early interventions programmes that target youth (The Presidency of South Africa, 2015). These programmes should deliver sustained after-school programmes that focus on improving academic performance. The policy notes that the activities offered by these programmes should include sport and recreation (The Presidency of South Africa, 2015).

2.5 SUMMARY

This section provided a review of the literature related to the research topic. It included: an overview of the literature available, theories and models and lastly, policy and legislation. It also linked the available literature to the research questions and objectives and explained how the sport for development outcomes model was used to create the interview questions. The following chapter will outline the methodology that was used in the research.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter describes the methodology used in this study. It provides a discussion on the chosen research design relevant to the research questions. It also describes the population, sampling techniques and data collection used to gain the qualitative data for analysis. Lastly, this chapter discusses how the qualitative data was analysed and verified.

3.2 RESEARCH DESIGN

The researcher used a qualitative research design to obtain subjective experiences from CoolPlay participants and their teachers, with a focus on high schools in Kuils River and Heathfield. Babbie and Mouton (2001) state that qualitative research is concerned with describing actions of participants in detail and attempting to understand it within each participant's contexts and perspectives. Qualitative research is concerned with the contextual and holistic experiences (Babbie and Mouton, 2001) of the individual. Information was collected from the participants and teachers regarding their experiences with CoolPlay, and their perceptions of the programme. This provided a critical understanding of the role that sport for development programmes play in education outcomes.

There are several reasons the researcher decided to use qualitative methods for data collection. Qualitative data will be especially effective when it comes to understanding the subtle nuances and behaviours of an individual over time (Babbie and Mouton, 2001). Qualitative research allows for flexibility of data collection when new information emerges in real time. Collection of data is not limited to questions in the interview schedule, meaning research participants can be guided and redirected by the researcher. The exploratory nature of this method allows capturing of multiple perspectives, which may not be accurately accounted for in quantitative methods because they include pre-set variables. This method will allow the researcher to develop an insider perspective and

will be driven by an interpretive epistemology; it will seek to understand and then explain the phenomenon. These principles and strengths of qualitative research were all included in this study.

3.3 POPULATION AND SAMPLING

3.3.1 Study Population

The study population is high school learners and their respective teachers in Western Cape schools who participate in sport for development programmes. The sample chosen for this study consisted of participants from CoolPlay who are age 14-18, and have been part of the programme for at least six months, as well as the teachers of these participants in high schools in the Cape Town suburbs of Heathfield and Kuilsriver. The researcher interviewed participants who are age 14 and older due to the psychological and developmental maturity level as noted by developmental psychologists:

It is not until the early teenage years that young people begin to develop an abstract adult intelligence, begin to reason beyond their own experience, link hypothetically and begin to anticipate achievement and consequences. Such are traits are associated with the ability to reflect meaningfully on oneself and one's ability to reflect meaningfully on oneself and one's abilities and this required to address subjective and experiential issues of perceived self-efficacy and self-esteem (Coalter, 2013:9).

Although the timing of such development and personal awareness may vary among individuals, the researcher decided to interview only participants aged 14 and over, as they are more self-aware than the younger cohort of CoolPlay participants. This age group was able to provide valuable insight into their experience of CoolPlay.

3.3.2 Sampling Technique and Characteristics

The researcher utilized non-probability purposive sampling techniques to select the participants in this study (Babbie and Mouton, 2001). Purposive sampling is based on the researcher's own judgement and knowledge of the population. The sample of this research study came from the researcher's understanding of the sport for development sector and the schools that CoolPlay operates in. The researcher identified several schools

within each area from which a sample (participants and teachers) were selected. The researcher selected the two schools based on her determination that the, “elements that contained the most characteristic, representative or typical attributes of the population that served the purpose of the study best (de Vos, *et al*, 2011:392).”

Once the schools were selected from the criteria, the researcher chose participants and teachers for the study. The researcher chose fourteen respondents, 7 from each school, who met the requirements of: age 14 and older, a minimum of 6 months in CoolPlay, and recommended by their coaches based on attendance and programme involvement. The researcher ensured that the participants interviewed were representative of CoolPlay and the school communities. The researcher also interviewed five teachers, two from Heathfield and three from Kuils River. The researcher originally planned to interview a third teacher from Heathfield but was unable to do so because of lack of availability of a third teacher that fit the study’s criteria. The teachers were selected from those referred by the schools’ principals and the CoolPlay coaches. The teachers had a range of teaching experience (no criteria was placed on this), taught across several subjects and had a minimum of 2 CoolPlay participants in their classroom. They were also selected due to their awareness of CoolPlay and their willingness to participate in the study.

3.3.3 Sampling Procedure

The researcher used her knowledge and connections within the field to access the sample using the non-probability purposive technique. The researcher contacted the school principals in Kuils River and Heathfield. After explaining the study and getting signed consent from the principals, the researcher asked the coaches at the schools to assist in choosing respondents for the study. The coaches were asked to make recommendations based on the learners’ attendance and engagement with CoolPlay. Once the respondents were selected, the researcher asked for a list of their teachers. This list was cross-referenced by the principals and coaches to determine how many CoolPlay learners they teach and their involvement and awareness of CoolPlay. The researcher asked the

teachers for their willingness to take part in the study. These are the processes and steps that were utilised to gain entry and access to the sample population.

3.4 DATA COLLECTION

The researcher conducted semi-structured interviews to obtain data from participants and the teachers. Semi-structured interviews do not confine the respondents to predetermined choices of answers because they include open-ended questions. This gave the study participants the freedom to express their views in their own terms and to narrate their personal experiences and perceptions. Semi-structured interviews provide reliable and comparable qualitative data (Bernard, 1988).

The researcher prepared a structured list of questions (see Appendix A and Appendix B) in line with the research questions outlined in Section 1.8. The questions in the interview schedule contain an element of flexibility. The researcher ensured that the questions were clear and easily understood and provided clarification in the interviews when needed. This list of questions allowed the researcher to facilitate a subjective discussion regarding the participants and teachers' experiences with CoolPlay. The researcher provided the participants and teachers with the interview schedule before the interview to allow them time to prepare and set their minds at ease. With the consent of the research participants, an audio recorder was used to record the interview. This allowed the researcher to accurately capture information while engaging fully with the interviewees. Each interview was later transcribed by the researcher.

3.5 DATA ANALYSIS

The data collected was analysed using Tesch's (1990) approach to qualitative data analysis. Tesch's (1990) approach includes (as cited in O'Brien 2016):

1. The researcher transcribed all 19 interviews from the digital recording verbatim.
2. The researcher read through each of the interview transcripts.
3. The research selected one learner interview to gain an understanding of the responses in relation to the research objectives and research questions. While

reading through the transcript, the researcher made notes in the margins that described the data and raised questions.

4. After reading through the transcript and taking notes the researcher used a colour coding system to label to link similar notes that relate to the research objectives.
5. The researcher repeated this process with all the learners' transcripts, making sure to re-evaluate the labels as the process continued.
6. After reading through all of the transcripts and labelling them, the research grouped the labels into themes, categories and sub-categories, having kept the research objectives in mind.
7. The researcher used the schema created (with labels, themes and categories) to create a framework for analysis. In the discussion in the next chapter, the researcher has linked the themes from the interview findings discussed in to the literature review and then used actual quotations from the transcripts to substantiate the claims made.
8. This process (steps 3-7) was repeated with the teachers' interview transcripts. Creating a separate framework of analysis based on their responses and perceptions.

Tesch's model is a well-regarded approach to data analysis in qualitative research. It presents a framework to follow in preparation and interpretation of data that has been shown to reduce the bias of the researcher. This is an appropriate method to utilize to analyse the qualitative data collected in this study.

3.6 DATA VERIFICATION

The four constructs that are typically considered when verifying research data are dependability, transferability, credibility and confirmability (de Vos, *et al*, 2011).

Dependability

Dependability is described by Shenton (2004) as whether similar results would be found if the research was repeated in the same context, with similar participants within the same environment. Dependability is linked to credibility of the study (Babbie and Mouton, 2001). The researcher ensured the dependability of this study by methodically recording

the research process as well as ensuring availability of the transcripts and the recordings of the data collected.

Transferability

Shenton (2004) characterises transferability whether the research findings can be extrapolated to a wider population. This is determined by the extent that research findings can be generalised. The nature of the research sample provided an in-depth reflection of the chosen sample population that can be extrapolated onto a wider sport for development population within the South Africa.

Credibility

Babbie and Mouton (2001) state that credibility relates to the way the data is gathered and reported. The research must measure what it sets out to measure, meaning that it accurately reflects the views and experiences of the participants. Shenton (2004) argues that using triangulation, debriefing and peer scrutiny can ensure credibility. A key component necessary to achieve this is researcher confirmation that all participants understand all questions during the interviews. The researcher verbally confirmed understanding to avoid confusion and doubt in the interviews. Using an audio recorder made sure data collection was accurate and further ensured credibility. The peer review and debriefing advised by Shenton (2004) was implemented by the researcher through consultations with the researcher's supervisor.

Confirmability

The final data verification construct is confirmability. This is indicated by the extent to which research findings can be confirmed by another researcher (De Vos, 2002). To provide confirmability the researcher must keep a record of all the information acquired in the research. This includes recorded interviews and transcripts. If another researcher wanted to conduct the same research, all the components of the research would be available

Despite the best efforts, not all the data verification constructs were met. Specifically, the transferability of the study was not fully realised. This was primarily due to the limited sample size and scope of the research. However, the researcher did her utmost to ensure that all the data verification constructs were attained given the scope of the study.

3.7 LIMITATIONS OF THE STUDY

The limitations of the research related to the gender demographic and the sample size. Initially, the researcher planned to interview 14 CoolPlay participants, 7 from the netball programme and 7 from the rugby programme. This was in order to ensure an even representation of gender in the study, which would have added to the depth of understanding. In addition, it would have made a more robust study with stronger transferability. However, this was not possible due to unavoidable circumstances. As data collection began CoolPlay had ended the netball programme for the year. As a result, participants were not available. In the end, the researcher conducted 14 interviews with the two rugby teams, meaning the data represents only male participants.

The overall aim of the study was to gain an in-depth account from participants and teachers on their perceptions regarding how the CoolPlay sport for development programme has impacted education outcomes. In order to achieve this the sample size was limited. While the researcher understands that transferability of the results could have been compromised due to small sample size, it is expected that this study can inform larger scale studies in the future.

3.8 CONCLUSION

This chapter outlined the methodology used in this research study examining the impact of sport for development programmes on education outcomes. The researcher used an exploratory qualitative research design to answer the research questions outlined in Section 1.8. The methodology included: the research design, population and sampling, data collection, data analysis and data verification. Tesch's (1990) method of analysis was used to analyse the data collected within the scope of the main research questions. The next chapter focuses on the analysis and discussion of the findings based off of the researcher's use of Tesch's (1990) model.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings from the qualitative interviews with 14 CoolPlay participants and 5 teachers. Respondents were interviewed with the aim to explore their experiences and perceptions on how sport for development programmes impact educational outcomes. Data analysis was framed around the objectives of the study and the key research questions. Lastly, the links between the participant and teacher findings are discussed.

4.2 DEMOGRAPHIC PROFILE OF RESPONDENTS

4.2.1 Demographic Characteristics of Participants

Name	Age	Race	Gender	Grade	Time in the program	Someone at home to help with homework
Participant A	17	Black	M	10	1 Year	Yes
Participant B	14	Black	M	9	2 Years	Yes
Participant C	16	Coloured	M	10	1.5 Years	No
Participant D	18	Black	M	10	1 Year	No
Participant E	18	Coloured	M	12	3 Years	Yes
Participant F	17	Black	M	10	2 Years	No
Participant G	17	Black	M	10	1 Year	No
Participant H	18	Coloured	M	9	1 Year	Yes
Participant I	15	Coloured	M	8	1 Year	Yes
Participant J	17	Coloured	M	11	3 Years	Yes
Participant K	17	Black	M	11	2 Years	Yes
Participant L	16	Black	M	9	1 Year	Yes
Participant M	15	Black	M	9	2 Years	Yes
Participant N	17	Black	M	10	2 Years	Yes

Table 1: Participant Profile

All the participants were males in the CoolPlay programme. No representative sample of females was available. For the purpose of providing a comprehensive picture of the diversity of the sample used for this study, participants were requested to provide biographical details including age, grade, duration of participation in CoolPlay and availability of someone at home to help with homework.

Participants that were interviewed have been a part of CoolPlay for an average of 1,75 years. They are in grades 8 – 12, with the majority in grade 10. Their ages range from 14 to 18 years old. Their racial demographic are as follows: 64% black and 36% coloured. Of the participants, 10 reported having someone at home to help with their homework.

4.2.2 Demographic Characteristics of Teachers

Name	Age	Gender	Qualification	Race	Years Teaching	Subjects Taught	Number of Participants Taught
Teacher 1	26	F	Postgraduate Certificate in Education	Coloured	1 Year	English and Life Orientation	10 Boys
Teacher 2	51	M	Bachelor of Education	Coloured	25 Years	Life Science and Natural Science	2 Boys
Teacher 3	27	M	Postgraduate Certificate in Education	Coloured	5 Years	English	3 Boys
Teacher 4	49	F	Bachelor of Education	Coloured	11 Years	Creative Arts, Drama and Visual Art	10 Boys
Teacher 5	48	M	Bachelor of Education	Coloured	17 Years	Economics	7 Boys

Table 2: Teacher Profile

The teachers interviewed have been teaching an average of 11,8 years and they teach an array of subjects. Three out of the five teachers have a Bachelor of Education, while two of the teachers have a Postgraduate Certificate in Education. The respondents teach an average of 6 CoolPlay participants.

4.3 DISCUSSION OF FINDINGS FROM PARTICIPANTS

The presentation of the findings includes direct quotations from the participants' interviews. The findings will first present the perceptions and experiences of the participants. The structure of the presentation of findings is shown in Table 3.

Themes	Categories	Sub Categories
1. Individual achievements and behaviours	1.1 Improved Attendance	<ul style="list-style-type: none"> • Works as an incentive • Growing sense of responsibility and purpose • Coming to school after exams
	1.2 Improved Academic Achievements	<ul style="list-style-type: none"> • Personal responsibility for academics • Increased focus and discipline
2. Social, emotional and cognitive capabilities	2.1 Increased resilience and self-efficacy	<ul style="list-style-type: none"> • Strengthened through adversity • Goal-directed behaviours/future focused
	2.2 Better able to manage emotions/self-control	<ul style="list-style-type: none"> • More self-aware • Consequences for actions • Thinking before acting • Alternative reactions to conflict
	2.3 Growth in self-esteem and confidence	<ul style="list-style-type: none"> • Self-belief • Confidence in the classroom • More engaged at school
3. Benefits to society	3.1 Improved Leadership	<ul style="list-style-type: none"> • Taking on more leadership roles • Strengthened community through leadership • Show potential to lead
	3.2 Behaviour in and outside of school	<ul style="list-style-type: none"> • Consequences for Actions • Accountability • Alternative to negative influences
4. Interpersonal relationships	4.1 Growth in trust	<ul style="list-style-type: none"> • Confiding in each other • Coach is a role model
	4.2 Encouragement from teammates and coaches	<ul style="list-style-type: none"> • Supporting each other • Accountability
	4.3 A stronger sense of belonging	<ul style="list-style-type: none"> • Always together • Looking out for each other

Table 3: Participant Data Presentation and Discussion Structure

4.3.1 Individual Achievements and Behaviours

When participants were asked how CoolPlay has impacted their education achievements and behaviours, two major themes emerged: improved attendance and better academic achievement. This may be attributed to several factors including a growing sense of responsibility, increased focus and discipline and being incentivised to attend school.

4.3.1.1 Improved Attendance

Overall, participating in the programme was associated with increased school attendance. From the participants that were interviewed, 12 credited their involvement in CoolPlay with improved attendance at school. There were several factors that corresponded with improved school attendance including: using the programme as an incentive to come to school, a growing sense of responsibility through the life skills taught and a trend of learners coming to school after exams.

Incentive

All the participants stated that CoolPlay provided an incentive to attend school more regularly. They touched on how the school and/or coach's enforcement of the barring absentees from the programme for the day, incentivises them to attend classes. This is an extrinsic incentive for increased school attendance.

School sometimes you get bored of studying. Sometimes I want to do something else. Ever since I have joined rugby I have started coming to school because of rugby. I am not saying that I am not paying attention in class but I am enjoying rugby... (Participant A)

So basically, the squad is in my class also, so I am around them the whole time so like if they say if they are going to be at school and training. Since they are doing something good for them, it also pushes me to do something good for me. (Participant C)

On some days you don't want to come to school but you might have a practice session after school so you just come because I don't want to miss the time with my teammates and I can't come to the session if I didn't go to school. Like today I didn't want to come, my calves are sore but I came anyways because I don't want to miss out. Some days I come to school just so I can go to rugby after class. (Participant F)

The participants value the programme, which motivates them to come to school regularly. To increase the attendance of participants at school, it is essential that they value it. Getting participants' buy in is a crucial incentive for school attendance. Meaning coaches need to keep their sessions varied and fun. CoolPlay needs to attract, mobilise and inspire individual participants, as the emphasis on participation translates into better school attendance (Sport and Development, 2017). Increased attendance of participants shows that they value and have a feeling of ownership in the programme, which is essential to positive youth development (Holt, *et al*, 2016).

Responsibility and Purpose

The programme has fostered a strong sense of responsibility and purpose within the school environment. Nine participants described how they have grown in their personal and team responsibility due to being part of CoolPlay.

Has your attendance been similar throughout high school?

This year has been different because since the coaches have made the effort to be at training, you also have to be there to show respect basically. (Participant G)

Yeah it encourages me because if we are having rugby practice here and if I like I am at home...I must come to school to support my teammates by not staying at home and doing nothing, I would rather be here and doing something with my teammates. (Participant L)

There has also been an intrinsic growth in the participants' understanding of the purpose for attending school. A switch in mindset was picked up from the interviews. Participants have started going to school in order to achieve the goals that they have set for themselves instead of an undesired obligation to go to school. This change in perception on why they attend school has been developed through attending CoolPlay.

Before I was with CoolPlay, I didn't.... how can I say now....school wasn't nice to me. I took it as a place that I needed to be there because my parents said so. So what I did was I made myself comfortable at school, every morning when I wake up I can't wait to come to school because I have lots of things to do here because I am building myself a future now. (Participant J)

I feel that school is amazing. At first I didn't think it was amazing because I didn't have a purpose. I just came to school because I must come to school but now I think high school is amazing. (Participant K)

The relationship with the coach is a key component of nurturing the participant to become future-oriented. Once the participant internalizes the purpose of school, the result is an improvement in his attendance. This leads to meaningful engagement in learning, and better education outcomes. It is critical that the coach focuses the participant's attention on this in order to encourage a growth mindset. This growing sense of purpose and goal-oriented behaviour comes about when a coach mentors the participants (Holt, *et al*, 2016). The growth model (Lerner, *et al*, 2000) speaks to growth in character; in this case a stronger sense of responsibility to attend school. Not only is there a feeling of responsibility to attend school but also responsibility to ones' team and coach. This is a growth in the Five C's (caring, compassion, competence, character, connection and confidence) of positive youth development highlighted by Lerner, *et al* (2000).

After Exams

Having the programme after learners complete their exams encourages them to attend school during that period, when learners usually do not attend school.

Oh yeah no one comes to school unless we have rugby training or our game days, then I am here"(Participant D)

No I have formed a group that every time after exams we always do our own training. We are always doing rugby or something like that. We always have something to do. (Participant A)

After exams, yeah I am always here because we are training the whole time. (Participant C)

CoolPlay continuing after exams encourages participants to come to school consistently. The value and enjoyment placed in the programme causes learners to come to school even when their peers are not attending school. This can also be attributed to a growth in discipline and responsibility. This fits with Fraser-Thomas, *et al*'s (2007) findings that sport for development programmes foster positive behaviour. The National Sport and Recreation Plan (Department of Sport and Recreation, 2012a) found that schools that

offer sports programmes have reported a reduction in truancy. A study conducted by UNICEF (2017) found that participating in sport for development programmes resulted in an 81% improvement in school attendance.

4.3.1.2 Improved Academic Achievements

All participants attributed their improved academic achievements to CoolPlay. Three themes recurred throughout the interviews linked to improved academic achievement: growth in personal responsibility, increased focus and discipline, and a strong support structure provided by the coaches.

Personal responsibility for academics

Participating in CoolPlay has increased the participants' personal responsibility for their academics. Eight participants spoke about how they have started taking responsibility for their schoolwork and are devoting the time necessary to achieve their academic goals. The participants had not set personal academic goals prior to their involvement in CoolPlay. They are achieving their goals by time management, responsibility and taking the time to revise.

Last year I only took like one book to school. I was never up to date with my work but now I am always up to date. I am a student that gets every term my marks are going up. Last year I didn't always pass but this year, my marks is up. I am just doing good in school. (Participant B)

Well basically CoolPlay helped me. Coach has told us that to be dedicated with what you do. So we like, we try. I try my best to continue with school and everything, according to plan. (Participant H)

...normally you would just come to class and take notes and all that but now that normally intervals everyone is talking and all that, you know it is lunch and everything but what I have learnt is go revise and make sure that it is stuck in my head. (Participant K)

It is evident from the interviews that there has been a rise in the participants' responsibility for their academic achievements. Their coaches have nurtured characteristics needed to achieve academic success including dedication, perseverance

and sacrifice. Participants reported changes in behaviour and growth in character, translating into a better understanding of the curriculum and better marks.

These findings are corroborated by the literature, that sport for development teaches personal responsibility (Levermore, 2008; Holt, *et al*, 2016). Sport for development participants also learn to be persistent (Ghildiyal, 2011) to see their responsibilities completed. Perseverance to achieve what you set out to do is also highlighted by Holt, *et al*'s (2016) meta-study. There was also evidence in the interviews of growth in that the participants are making short-term sacrifices for long-term goals. As Holt, *et al* (2016) puts it, youth develop a future focus mind-set.

Another theme from respondents is that learners are developing personal responsibility, sacrifice and dedication through transfer activities. Transfer activities are activities that are perceived to promote the transfer of personal and social skills learned in sport to other life situations (Holt, *et al*, 2016). Transfer activities that are simply learned through playing rugby have caused the participants to take more responsibility when it comes to their academic work. These activities are a key component to participants in CoolPlay learning the social and emotional competencies needed for academic success.

Increased focus and discipline

One common sentiment from participants was that they have grown in their focus and discipline, which has helped bolster their academic achievements.

I learned that from the rugby field. If you don't have any listening skills on the rugby field then you don't have it in class. (Participant J)

Seriously rugby has helped me with school and it has really helped my teammates. For example, you get guys that used to be really talkative but now they are really working hard and paying attention to the teachers. (Participant G)

My coach...with my grades...he always, when we sit together as a team he always tells us that we mustn't just work hard on the field because working in the field is just to teach us discipline and we must have discipline in class and at school also so that you can contribute to our schoolwork. (Participant N)

...I used to not do my schoolwork...but once I got in the CoolPlay rugby as much coach...my two coaches, they had a word with us as a team and told us that it always starts at home. (Participant L)

It is also evident that the coach's relationship with the programme participants is critical to ensuring participants continue to be disciplined and focused. When an environment of trust is built, the coach can have a larger impact on the participants' behaviour. It is imperative that participants respect and value the coaches. Coaches need to be trained in creating a positive and supportive environment for participants (Hermens, *et al*, 2017).

The transfer of life skills from playing rugby and having an encouraging coach have improved the participants' focus and discipline when it comes to their academics. They have started to take pride in their work, seen changes in their behaviour and their academic achievements. The transfer of skills highlighted in the literature (Holt, *et al*, 2016) is also evident by increased focus and discipline that participants have reported. Discipline and self-regulation result from participating in sport for development programmes (Hermens, *et al*, 2017).

Ghildiyal (2015) and Holt and Neely (2011) argue that sport for development can bolster academic achievements. This is achieved through participants increased concentration and cognitive development (Holt and Neely, 2011). The United Nations (2003b) contends that successful sport for development programmes promote individual development and education attainment. It is evident from the data collected that CoolPlay has had a noticeable impact on participants' attendance and education achievements.

4.3.2 Social, Emotional and Cognitive Capabilities

Three themes emerged from the interviews: an increase in resilience and self-efficacy, management of emotions and growth in confidence. These changes have impacted their education outcomes by equipping them to persevere through difficult challenges, to react better to problems in the classroom, and to confidently relate to their peer group and teachers.

4.3.2.1 Increased resilience and self-efficacy

The first theme from the interviews was that CoolPlay has aided in increasing the resilience and self-efficacy of its participants. Most participants interviewed spoke about how CoolPlay improved their resilience. There are number of themes connected to this finding, including: participants being strengthened through adversity, having goal-directed behaviours and becoming future-focused.

Strengthened through adversity

The participants have made the connection between going through difficulties and a growth in character. Their growth in resilience has translated into working harder on their schoolwork.

Like doing these lap is like life, it is hard but you have to keep on pushing and don't give up. Because it has actually taught me in life, you have to keep pushing to the end. (Participant A)

I don't give up because I keep on trying no matter how hard it is. I keep on trying and trying because I know eventually I am going to get it right. Even if I, even if I did it at school. I can even go home and try and try and try again and then maybe I can get something back and then maybe it will improve and so on. (Participant H)

...we should never give up. No matter how hard the thing is, just keep on going because it won't help for a second. Every bad thing is not going to stay for long. It is going to move, it is making us stronger. So CoolPlay has taught me to not give up...now matter how hard it is. (Participant H)

Well he told me once that the harder way, when you do something that is hard the reward is going to be much better so I don't have any choice because I obviously want the better reward. (Participant C)

Participants reported that they do not give up as easily on difficult concepts in school. They drew the comparison between school difficulties and life difficulties. Through CoolPlay they have learnt that they need to persistence often leads to success. CoolPlay has taught participants that hard times are character building. Participants indicated that they can take short-term pain in order to achieve the long-term goals.

Goal Direct Behaviour/Future Focused

From the interviews it is apparent that the participants are acquiring goal-directed behaviours and have started focusing on the future. This has enabled them to achieve higher academic results. When asked how long they try before they give up on a homework task, all participants stated that they do not give up easily because they are trying to achieve their goals.

I don't like giving up... like even if it doesn't work out now it might just work out in the future. (Participant C)

I would say that I don't really give up that easily...you need to find a way to get...because you never know what is going to come in life...so you need to keep pushing all the way. (Participant G)

Yes. Like we will do. We will stand here and the end where the poles are – that's your goal. So you have to sprint your heart out until you reach your goal, even if you get tired. (Participant A)

I don't give up because I keep on trying no matter how hard it is. I keep on trying and trying because I know eventually I am going to get it right. (Participant H)

Participants associated overcoming hardships with success in the future, demonstrating a future-focused mindset (Holt, *et al*, 2016). Just like programmes evaluated by Coalter (2011), CoolPlay has had an impact on participants' self-efficacy and resilience. Literature links self-efficacy and participation in sports for development programmes (Hermens, *et al*, 2017; Tourountsis, 2015; Coalter, 2011). This is encouraged by the coach's choice of life skills games and conversations around difficulties of mastering sport and succeeding in school and life.

4.3.2.2 Better able to manage emotions/self-control

Ten participants reported being able to better manage their emotions and have self-control when reacting to unexpected problems in the classroom and at home. Participants attributed several factors including learning alternate ways to react to conflict, understanding that there are consequences for their actions, and becoming more self-aware. The importance of managing emotions and not overreacting to situations is

imperative for participants faced with the reality of trying to learn in loud and disruptive classrooms.

Alternative Reactions to Conflict

The coaches provide the participants with alternatives to reacting with violence to problems they are confronted with. Nine participants spoke about how they have moved away from reacting with violence and are using the communication skills learned in the programme.

I used to get angry quickly but with somebody touches me and then I am like yo I am going to get down with you, like straight down. But then with rugby then like coach us when you play a game you can't complain...that really helps me to calm down...then I need to work on what I can do and with my life...so basically talking instead of using violence. (Participant C)

I remain calm because I take it easy and first look to see what the problem is, where did I go wrong and what can I do to make it right. (Participant J)

The life skills being taught by the coaches are helping participants learn and acquire new skills that are important for managing life situations (Petitpa, *et al.*, 2005), like conflict with their peers.

Consequences for Actions

One of the reasons participants are approaching their problems more sensibly is their growing understanding of consequences for their actions. They all said that the worst consequence for bad behaviour is being punished by having to sit out of rugby games. This consequence is effective since it means not only that they don't get to play, but they are also letting their teammates down.

Yeah he set the consequences of getting in trouble, I won't play games and stuff and there's no way that I am not going to play. So I cut out the behaviour. Because not playing is the worst consequence ever, no games is bad. (Participant E)

Always about discipline, you must respect our teammates, we mustn't use any foul language, we mustn't use any signs, things like that. That you must keep ourselves calm and not to make....he tells us it's not just for rugby but it's for our life also. There are consequences when you act badly. (Participant N)

The coach must be aware of how the participants are behaving in class so that they can encourage and develop good behaviour. Drawing the link between the discipline and self-restraint needed on the rugby field to the self-control needed at school is a good way to get the participants to understand the consequences for their actions. This finding is supported by the transfer of skills highlighted by Holt, et al's (2016) meta-study.

More Self-aware

Despite the changes in behaviour that were observed during the interviews, there are participants that need to work on managing emotions and self-restraint. Despite this need for improvement it is evident that most participants have become more self-aware. They can recognise when they overreacted.

I can't get angry because I am trying how to control my temper since I have joined rugby. I have learned to know when I am starting to get angry and what to do about it, before I just would burst. Now I can feel when I am starting to get mad and do something about it (Participant I)

That's a big improvement, trust me because it feels good that my mother says that she isn't being called to school because now I know that how I was before was making my mother sad. I have to know about how I act can hurt others and can be bad for me too. (Participant E)

Increasing self-awareness has supported positive character growth (Lerner, et al 2000) and behaviour change. This finding shows that sport for development programmes (like CoolPlay) can foster positive behaviours and decrease the risk of problematic behaviours (Fraser-Thomas et al 2007).

4.3.2.3 Growth in self-esteem and confidence

The final theme is that participants have had a marked growth in their self-esteem and confidence. All participants attributed their growth in self-esteem and confidence to CoolPlay. They spoke about their growth in self-belief, confidence in the classroom and engaging more in school.

Self-belief

The programme has helped instil self-belief in the participants, boosting their confidence in the classroom.

...it helped me conquer my fear. I had different types of fears, I was weak. I was soft on the inside like rugby helped expose it and get relief from it... (Participant G)

...actually it's like we need to believe in ourselves because that is what they are mostly teaching us at CoolPlay. That we need to believe in ourselves...that are able to do it and not be afraid of anything. Not be afraid of the challenges that are going to come ahead as we go through life. (Participant H)

CoolPlay has taken a strength-based approach to help participants realise their full potential. The programme has focused on promoting positive attributes in participants, instead of solely preventing the actualization of youth risk behaviours (Lerner, *et al*, 2000). This approach has contributed to holistic psychosocial development of the participants and has promoted the life skills learned on the field to disseminate into the classroom. A belief in self has enabled them to be more confident in the classroom, which results in increased engagement in school.

Confidence in the classroom

All the participants reported a growth in their confidence in the classroom. Because of CoolPlay they have enough confidence to answer the teachers' questions, as well as ask for help when needed.

I feel confident. If a teacher asks a question then I raise my hand and answer because I feel confident and

I don't feel shy like I used to before joining rugby...now I can ask questions in class when I don't understand something and I can ask my teammates for help when I need it for school. (Participant I)

The participants' growth in confidence has allowed them to engage more meaningfully in the classroom and in school. This has contributed to a more valuable learning process, which has positively impacted their education outcomes. This corresponds to Lerner, *et al*'s (2000) understanding of youth development. Lerner, *et al* (2000) attributes positive

youth development to his Five Cs, including confidence. CoolPlay has ascribed to the train of thought that, “all youth have the inherent capacity for positive growth and development (Benson, *et al.*, 2007, p. 896),” and they have committed to finding ways to maximize those capacities, throughout various aspects of learners’ lives – including in the classroom.

4.3.3 Benefits to society

Being involved in CoolPlay has also benefited society. The participants that were interviewed spoke about their improved leadership skills and how their overall behaviour has improved. The following sections will take a deeper look into both themes that were drawn from the data.

4.3.3.1 Improved Leadership

Eight participants spoke about how CoolPlay has encouraged them to become leaders at home, in school and in their communities. Their growth in leadership capability manifested itself in three ways: learners are feeling confident to take on greater leadership roles, they are setting a good example for their peers and they are developing potential for further leadership.

Taking more leadership roles

The first trend that is evident is that the participants are taking on leadership roles.

For our LO (Life Orientation) for a Madiba Project we had 60 minutes and we had to go around and pick up papers. So I was the leader there and I had to tell them to pick up papers and then write a report about that, how you felt and all that. It was actually good, I liked it. Now I am looking for more ways to lead.
(Participant A)

...I am the class monitor and I think that I am still the captain of the under 16s. I like leading my classmates, it makes me proud and I work hard at it. CoolPlay has helped me be a better leader by making me captain of the team.
(Participant B)

At rugby I am a captain and at church I am a leader. At school I play a lot of leadership roles that I have to work on and everything has to be good. I work hard to be a good leader. My coach shows me how to be a good leader.
(Participant K)

It is evident that the participants have grown in their confidence to take on the challenge of leading their peers and in many instances, they are excelling in these roles. Ghildiyal (2015) found that being involved in sport for development programmes can contribute to growing leadership skills and encourage participants to become leaders. The willingness to take on the responsibility of leadership speaks to their social and emotional development that is facilitated by sport for development programmes (United Nations, 2014). Taking on more leadership roles has allowed participants to expand their achievements beyond academics and to have a more positive relationship throughout the schooling environment. They have developed stronger relationships with their teachers, which has helped support them in reaching their goals.

Strengthened Community through Leadership

Participants are setting a good example for their peers and are holding them accountable for their behaviour.

I am more confident in standing up. If like, usually at this school the classes are really noisy, due to rugby now I can stand up in class and tell them to keep quiet and something, like it has given me the confidence to stand up and man up for the right thing. (Participant G)

...actually if one of my friends does something wrong I might tell them if they are doing something wrong. And if they have a small problem then I will help them.” (Participant A)

It makes me feel good because if we are losing, you can ask all of them, I never let my head drop. There is sometimes but that’s when they get me down. Because without me, the one that talks the most, I get them going. I never let their heads go down, never because if the captain’s head is down, it wouldn’t be good because then I am not setting a positive example. (Participant E)

The development of social and emotional capabilities has allowed them to develop individually and has impacted their peers’ development. They have become positive role models. Confidence and communication (Lerner, *et al*, 2000) are essential components to positively influencing a peer group. Coalter (2011) found that peer leaders are valuable role models for young people and that they often provide a long-term consistent impact. Having the skills to stand up to their classmates when they are acting out in class has allowed them to have more meaningful learning experiences and better school

engagement (Holt and Neely, 2011). They can get the class to settle down, this is extremely important in classes with 30-40 learners.

Show Potential to Lead

The final characteristic being developed in participants is leadership potential. CoolPlay has encouraged participants to develop their leadership skills and to take on extra responsibilities. All the participants interviewed spoke about their goals to lead in the future, on the field and in the classroom.

...I learned a lot mostly leadership and a lot of respect because I had a lack of that, I had a lack of that. I didn't use to want to help lead my classmates but now that I have learned from CoolPlay I want to teach others what I learned (Participant E)

It makes me feel good but it depends what kind of people I am leading because not everyone will listen to you. You have to have a group that you are used to and people that you trust. But it isn't always that you will have people that you know so you will just have to get used to it. (Participant A)

The coaches have pinpointed the participants' potential and are fostering it through their social and emotional life skills sessions. They are also showing the participants how to be effective leaders by providing them with a role model and mentorship. Sport for development programmes have been recognised as an essential tool to personal development (Beutler, 2008), such as developing future leaders.

4.3.3.2 Better overall behaviour

CoolPlay has had a recognizable impact on the participants' behaviour at home, at school and in their communities. All the participants have reported that they are better behaved since joining CoolPlay. The participants reported that they have a noticeable improvement in their behaviour in the classroom and their relationships with their teachers. It was evident that CoolPlay has aided its participants in becoming better behaved in the classroom. This was achieved by showing that there are consequences for their actions, increasing accountability and providing an alternative activity.

Consequences for actions

All the participants reported that they have learned that there are consequences associated with their actions. This realisation has caused them to re-think their previous behaviours and decisions.

I used to be that child that doesn't listen and then I always used to get in trouble. I was always in detention. But now that I have been playing rugby with coach...I calmed down, I don't get into trouble as much, I still get into trouble but not as much because Coach talks to us about the consequences What I have learnt from CoolPlay is that there are always consequences to your actions. (Participant D)

Sitting in front at the class. Because all the children that goes on and disrupts the class, they all sit in the back. So me taking myself away from them by sitting in the front it really helps me focus on the work even though they are trying to distract me. (Participant B)

The development of cognitive skills (Lerner, *et al*, 2000) through the sport for development programme is evident. For example, Participant B has been equipped to make better decisions when it comes to where he sits. He has also shown that he values his time in the classroom and wants to maximise his learning. Despite improving behaviour, there are still instances where the participants are influenced negatively by their peers' behaviours. Their cognitive skills like self-regulation, decision-making and impulse control (Lerner, *et al*, 2000) still need development.

Accountability

Another trend that was picked up is that the participants have increased accountability to the coaches for their behaviour within the classroom. Several participants highlighted how being accountable to their coach for their behaviour in the classroom has encouraged them to have better self-regulation. For this accountability to be successful it is important that there is a strong coach-participant and coach-teacher relationship.

Um him being in contact first of all with my teacher. He always tells me, sometimes I won't even know and then I will just get in trouble and then Coach Carl will tell me. Yes my teacher told me what I did and whatever. Coach Carl always knows what I am up to. (Participant B)

It's different with the rugby because when you are there then what happens here at school and outside, coach Carl knows it somehow. I don't know how. So he

knows and he will message you at the time and will say that he knows that you did this and then you have to run extra laps and that's not nice. (Participant C)

So you see you have a team and you don't want to let the team down, so that really pushes you to stop doing the bad things. (Participant C)

The CoolPlay coaches have created a mentor relationship that holds their player accountable for their behaviour inside and outside of school. Participants also do not want to misbehave because of the impact that it will have on their teammates. Another key element to keep participants accountable for their actions is fostering a sense of belonging to the team (Sport and Development, 2017). A strong sense of belonging encourages learners to exercise self-control and restraint with their behaviour. They have started to move away from bad behaviours because of how it will negatively impact the rest of the team. This relates to their sense of belonging (see Section 4.3.5).

Providing alternatives

Lastly, CoolPlay gives the participants an alternative activity. Instead of engaging in negative behaviours after school, they are involved in a positive activity. Filling the participants' time after school with a life skills programme linked to sport has diverted them from the negative influences in their communities.

Like when he introduced rugby to us here he kept us away from a lot of bad things. I am really grateful for him. (Participant K)

So basically we finish school here at 3 o'clock and then we started training until 4:30 or 5 and then when I get home like 5:30 I am already tired. I get home, I bath, I eat, I do my homework and then I sleep. So I don't have the time or the energy to go out. (Participant J)

There are a variety of negative influences in and out of school, so giving them a positive outlet is important. For the programme to continue to draw participants in and keep their interest, there needs to be focus on actively engaging with the participants. Socially vulnerable youth with low socioeconomic status tend to be involved in problem behaviours (Hermens, *et al*, 2017). Sport for development programmes can attract and mobilise participants because of the emphasis on participation (Sport and Development,

2017). Full mobilisation of the target population can minimize the negative influences they face in the environment or community

4.3.4 Interpersonal Relationships

Lastly, being involved in CoolPlay has positively impacted participants' interpersonal relationships. Participants have become more trusting of others, they have strengthened their community by encouraging each other and lastly, they have a stronger sense of belonging. These themes are explored in detail below.

4.3.4.1 Growth in trust

Participants described how CoolPlay and interactions with their coaches have helped them grow in trust. This is evident in participants confiding in each other when they need help and looking up to the coach as a role model.

Confiding in each other

Most of the participants report that they the growth in trust between one another helps them confide in each other. They have been able to learn from, support and motivate each other.

Normally we do trust activities like we bond with each other like coach will tell us...each one will get a partner and then we go to separate parts of the field and then we like ask that person questions just to get to know each other. (Participant H)

I have learned that I can...like I can trust other people... no matter who they are, it is getting easier to trust other people and that has helped me. (Participant L)

We talk about communication, you must learn how to trust the other players, you must like.... during when we are like playing a game you must learn how to trust other people and you must also learn how to motivate someone when they are down. You need to encourage them with a word and tell them come on you can do this, something just to cheer him up. (Participant L)

Not only have participants' trust in their coaches and fellow participants grown, but they have also grown their overall trust capital. The improved ability to build relationships, connections and levels of trust are all identified as outcomes from effective sport for

development programmes. Trust is essential to the successful holistic development of the participants in CoolPlay. Bonding social capital involves closer connections between people and is characterised as creating a strong sense of belonging (Tourountsis, 2015). In this case the bond is between the CoolPlay participants as well as the bond with their coaches. In this case, it is evident that there is an increased level of bonding social capital between the participants and the coaches. This growth in trust capital increases their support of one another and positively impacts their education outcomes. This is described in greater detail in the following section.

Coach as role model

Participants reported having a trusting relationship with their CoolPlay coaches. They characterise their coach-participant relationship as one built on trust and they look to their coach as a role model. The growth in their emotional capabilities has had a positive influence on their lives. They are now, not only more vulnerable with each other about the problems they face, but they are also more able to confide in adults, such as their coaches. Being able to confide in a role model has allowed them to negotiate the struggles that they encounter in life and at school.

Coach Carl is like an older brother to us man. (Participant C)

We get to talk to each other and he says that we say, stays there and doesn't come out. I really look up to him and I can trust him with my problems. He shows me how to deal with things. (Participant F)

I would say that coach, the two coaches they play a big role in my life, I would refer to them as father figures because usually they motivated me. They give us not only talks based on rugby but based on our own lives as individuals. Things that have an impact on your life. (Participant G)

For this 'change process' to be effective the quality of the coaching relationship is key, the coach needs to build trust, make the participants feel valued and act as a role model (Tourountsis, 2015).

4.3.4.2 Encouragement from teammates and coaches

All fourteen of the participants spoke about how they are encouraged by their teammates and their CoolPlay coaches. This encouragement has caused the participants to support each other and to hold each other accountable in various ways.

Supporting each other

Interpersonal relationships are boosted between participants because they are encouraging each other with their skills development and their education achievements.

Yes. My teammates are helpful. They are always encouraging me to do stuff.
(Participant A)

The others ones tell me to go for it...if it is a tough point they tell me to go and try it, so then I go and try it. If it works, it works...if it don't work, it don't work....then they tell me that next time it will work. (Participant J)

The coaches have created an environment where participants celebrate each other's successes. This environment is critical to the final theme from the interviews, that participants have a strong sense of belonging. Encouragement and trust are two major ingredients needed to foster a feeling of belonging. This contributes to the CoolPlay community's cohesion and spirit, as seen in other effective sport for development programmes (Tourountsis, 2015).

Accountability

The participants and coaches spur each other on to continue to work hard to achieve their goals and keep each other accountable. The encouragement received from participants helps the boys ask each other for help with academic work that they do not understand. Relying on each other for help and encouragement ultimately results in improved academic performance.

They help me with the natural science and how to understand it better. It's my teammates that are my friends, they help me understand things when I don't.
(Participant L)

“By pushing me to do what I am best at. And because he is checking in with my teacher.” (Participant B)

The coaches encourage participants to share their academic and personal goals. Being aware of their teammates’ goals enables the boys to hold each other accountable. Knowing that others are holding them accountable and supporting them in their pursuits positively impacts their social and emotional development, which in turn impacts their cognitive skills and school engagement (Holt and Neely, 2011). This contributes to their overall development and academic achievements.

4.3.4.3 A stronger sense of belonging

Lastly, participants spoke about how CoolPlay has given them a stronger sense of belonging to a group. Most of the participants stated that they feel they are part of the CoolPlay rugby team and that their bonds have strengthened over time. This has manifested itself by participants always being together (even outside of the programme) and looking out for each other.

Always together

CoolPlay has provided them with a strong bond. This bond means they seek each other’s company even outside of the programme.

“Yes but with the rugby boys I can be myself. I know them for two years. The rugby boys I have been with them for two years and we are always together.” (Participant B)

“To just see us grow together as a team because a lot of us weren’t even friends, a lot of us didn’t even know that we existed on this school...and now we are closer than brothers, we do everything together on and off school so.” (Participant E)

Sport for development programmes foster a sense of belonging to a team or a group (Sport and Development, 2017). The sense of belonging attributed to CoolPlay causes the participants to start looking out for each other.

Looking out for each other

The participants spoke about looking out for each other. The support structures they are giving each other often fill their need for a sense of belonging. The background of the participants often means that they do not have these support structures at home, so their belonging to a team is crucial.

For me I would say that rugby has shown us different ways in which we can tackle problems, you can face your problem and if you can't how someone else can help you figure out the problem. Even if it is not one of the coaches you will always have a rugby teammate you can rely on to help you, who is willing to hear you. (Participant G)

...like on Whatsapp if your status is like off or something...it is always one of my teammates that will ask me if I am fine, if I want to talk about it, if I am upset about something. (Participant K)

The growth in connections (Lyras and Peachey, 2011) has encouraged the boys to help each other through difficult times and to tackle personal problems and problems at school. It also increases their commitment to learning together. The programmes help increase their social connectedness (Edwards, 2015) to each other, which has positively impacted their education outcomes.

4.4 DISCUSSION OF FINDINGS FROM TEACHERS

The findings will first present the perceptions and experiences of the teachers interviewed. The structure of the presentation of findings follows that of the table presented below (Table 4.4). The following sections will elaborate on each of the themes by providing quotes from the teachers, giving the researcher's interpretation of the quotes relating it to the available literature.

Themes	Categories	Sub Categories
1. Individual achievements and behaviours	1.1 Improved Attendance	<ul style="list-style-type: none"> • Importance of coach – teacher relationship • Works as an incentive
	1.2 Improved Academic Achievements	<ul style="list-style-type: none"> • Future focused/goal direct behaviour • Confidence in the classroom
2. Social, emotional and cognitive capabilities	2.1 More Self-Aware	<ul style="list-style-type: none"> • Verbalise their problems • Ask for help when needed
	2.2 Better able to manage emotions/self-control	<ul style="list-style-type: none"> • Fewer outbursts • Growth in discipline
3. Benefits to society	3.1 Improved Leadership	<ul style="list-style-type: none"> • Leading by example • Take initiative
	3.2 Improved Behaviour at school	<ul style="list-style-type: none"> • Respect for authority • Value driven behaviour • Accountable to their coach
4. Interpersonal relationships	4.1 Growth in trust	<ul style="list-style-type: none"> • Better teacher -learner relationship
	4.3 A stronger sense of belonging	<ul style="list-style-type: none"> • Belonging to a group • Support system

Table 4: Teacher Data Presentation and Discussion Structure

4.4.1 Individual Achievements and Behaviours

The data showed that the teachers agree with the CoolPlay participants that their behaviours and individual achievements have been positively impacted. This has manifested itself in the improved attendance of the participants and improved academic achievement. Both of these trends will be discussed in detail below.

4.4.1.1 Improved Attendance

Firstly, all five teachers noticed that there has been a marked improvement in the attendance of the CoolPlay participants. One teacher stated that; not only are the CoolPlay participants coming to school more regularly, but when they are absent, they

are bringing notes that explain their absenteeism, which is rare among their peers. Two trends from the teacher interviews regarding improved attendance are that the coach-teacher relationship is important and that CoolPlay is working as an incentive for the participants to attend school.

Importance of coach-teacher relationship

Four teachers commented on how the coach-teacher relationship is vital to ensuring CoolPlay participants regularly attend school. They spoke about how now when there's a problem with attendance, they can alert the coach and the coach can address it in the team talks with the rugby or netball teams. The coach-teacher relationship also allows the teachers to know more about the challenges participants are facing so that they are able to be more effectively impact their lives.

It is important that the coach is speaking to the teachers because then we can help them even further. We speak to the coach so we know what is going on at home and what is not happening so we are able to help them more. They are able to focus and appreciate their own environment. CoolPlay is stepping in and helping these kids. They are planting a seed in a child's life that they would not otherwise have. This a good thing and it is impacting their schoolwork, their academics and it is uplifting them. (Teacher 5)

No it's completely different so um... for further elaboration I would say that the absenteeism at this particular school and I can only speak about this particular school it is extremely high but in comparison to the kids that are part of the rugby program, they are much better. They are at school regularly which is good and the teachers know which boys are in rugby so if there is a problem with attendance we tell the coaches, then they can address it in their rugby time. (Teacher 3)

It is also important that the coaches and teachers are communicating with each other so that participants who are not attending school are encouraged to come to school more often. The relationships between the coaches and the school are key to ensuring the programme provides a successful incentive to increase school attendance.

A good relationship between the coaches and teachers guarantees that the participants are consistently attending and participating in the classroom. Increased attendance ensures that they are acquiring the knowledge, capacities and skills needed for success in schooling (United Nations Educational, Scientific and Cultural Organisation, 2015a) and in their future. Consistently being in the classroom is the first step to combating high dropout rates, grade repetition and slow age-grade progression (Motala, *et al*, 2009). The next step is ensuring that the learners are engaged in relevant learning.

Incentive

All teachers stated that CoolPlay provides an incentive to attend school more regularly. They noted that the practice of the school and coach together enforcing school attendance as a mandatory rule in order to participate in sport is an excellent extrinsic incentive for improving school attendance.

Yes, yes I have considerable. Like I said if you can use it as dangling carrot then it works actually because um...they want to come to training which is good. Like I said fortunately for us if they want to come to training then they have to be in class. (Teacher 3)

No they are good. Especially their attendance at school because there's the rule if you aren't at school you obviously won't make practice and then you can't play. So you can't think that you can come once or twice to practice and then you expect to play. (Teacher 1)

It is apparent that participants value the programme and enjoy their time there, causing them to come to school more often. Teachers using the programme as an incentive to entice participants to come to school has worked in many instances. For example, one teacher uses the analogy of the programme as a 'dangling carrot.' In order to increase the attendance of participants at school it is essential that they enjoy their time and that they personally value it. Getting participants' buy-in is crucial to keeping the programme as an incentive for school attendance. This means coaches need to keep their sessions fun and variable for participants to keep coming back. The programme is attracting, mobilising and inspiring learners (Sport and Development, 2017). This emphasis on participation fits into the youth development theory and the sport for development outcomes model

(Benson, *et al.*, 2007; Damon, 2004; Tourountsis, 2015). The emphasis on participation translates into the importance of attending school, which potentially leads to better learning and improved academic performance.

4.4.1.2 Improved Academics

The second trend picked up from the data analysis is that all of the teachers have noticed that CoolPlay participants have improved academic performance. This was widely attributed to participants becoming more future-focused and growing in their confidence in the classroom.

Future-focused

Three teachers found that CoolPlay encourages participants to become more future-focused. According to the teachers, participants have started to understand the connection between what they learn at school and preparing them for success in the future.

....on practice days they get the boys into room 13 and they spend an hour doing academics as well and they chat about things after school. Some of them are now forward thinking and looking at what they can possibly do when they leave school one day. (Teacher 2)

...mostly the girls that is doing the netball are not that academically strong but with the CoolPlay and with all the motivation that goes in with it, it actually helps them a lot because now they are wanting to achieve their goals. As I said now, this girl that failed last year, she will definitely pass this year. (Teacher 1)

Yes there is obviously and improvement in the grades, not excessive but there is a, because of the life skills...so they are setting goals and that is translating into how to approach the academic side of it. (Teacher 5)

Participants are setting academic goals for themselves in order to ensure success in the future. This was deemed by the teachers to be fairly unusual, with the majority of the participants' peers only focused on the here and now. The shift to becoming future-focused was attributed to the CoolPlay life skills lessons and the encouragement from coaches to form and share goals with their teammates. Coaches focus on encouraging positive growth and development, which facilitates improvements in academics. This helps to focus participants on their potential rather than their supposed incapacities (Damon, 2004; Benson, *et al.*, 2007).

This finding is linked to the positive youth development theory. This link is drawn because teaching life skills enhances the youths' capacity and competence, which enables them to change and learn from their social context; in this case in the classroom (Benson, *et al*, 2007, p. 910). The coaches encourage participants to achieve the goals they set for themselves.

Confidence in the classroom

Another finding from the teacher interviews is that the CoolPlay participants are more confident in the classroom. They can ask questions when they need help, they are confident when answering the teachers' questions, and they are displaying greater overall confidence.

...he is very confident, he sits right in the front and he is always throwing questions at me and he always has something extra to say about the topic that I am teaching...so well he only joined recently but he is very determined in what he wants to do. (Teacher 2)

...now she feels that she is doing well in her netball and now she feels motivated to work on her schoolwork as well. The programme has helped her feel more confident at school because of her sport. (Teacher 1)

Four teachers deduced a cause and effect relationship between CoolPlay participants growing confidence in the classroom and improved academics. The participants' ability to be more confident has allowed them to engage more meaningfully with their learning. Motala, *et al* (2009) highlights the need for learners to engage more meaningfully with their learning in order for the South African education system to be successful. The growth in confidence through CoolPlay is one way that participants are changing their behaviours and as a result, improving their academic performance.

4.4.2 Social, Emotional and Cognitive Capabilities

Two themes were picked up while analysing the teachers' interview transcripts: CoolPlay participants are becoming more self-aware and they are better able to manage their emotions. These themes and their related sub-categories are discussed below.

4.4.2.1 More Self-Aware

Three teachers spoke about how participants have become more self-aware since participating in CoolPlay. Teachers have seen a marked difference between the participants' behaviour and the behaviour of their peers. Two themes that were consistent throughout the interviews are that participants are better able to verbalise their problems and they are able to ask for help when needed.

Verbalise their problems

They all spoke about how CoolPlay participants have been equipped with the tools to verbalise their problems. They can speak to their teachers when they have a problem at school, at home and in their community.

Most definitely, yeah I would say three out of three are able to tell me about their problems. They all in different times of the year have had an academic, emotional or physical extra curricular conversation with me at different times of the year obviously. (Teacher 3)

...seen so much tenacity and determination and when there is a problem and we do approach them most of them will tell us about it and then listen and take in and will take responsibility. We remind them that whatever they are learning in the sessions, they can take to class... (Teacher 5)

...like last year I used to drive him home and to the field. So he is open and he would tell me about the difficulties at home, financially it's hard but he makes a plan to have all the uniform he needs, he borrows from his friends. He has been proactive... (Teacher 5)

CoolPlay participants being able to verbalise their problems to their teachers means that teachers are better equipped to help when needed. Not only does the ability to verbalise their problems demonstrate a growing sense of self-awareness but it also shows a growth in trust between CoolPlay participants and their teachers. The growth in trust is linked to Lerner, *et al's* (2000) argument that one of the key elements to positive youth development is the encouragement for youth to be more connected to themselves and those around them. CoolPlay encouraging participants to first be more self-aware and then verbalise their problems and needs in order to find solutions is in line with the positive youth development theory (Lerner, *et al*, 2000).

Ask for help when needed

Participants are first able to verbalise their problems and then they are able to ask for help when needed. Teachers spoke about how the participants' growth in self-awareness has allowed them to ask for help when needed.

Again, very....they can tell you if they don't understand it and they can ask you to re-explain and when asked a question they can answer in a way that they feel fit and they feel comfortable. (Teacher 3)

They are very approachable and they know that most teachers, I speak for myself maybe. But they come to you very calmly and state that they don't understand something and if you can please explain it and guide them where possible because um...I know some of them that take on extra lessons and tutors. So they are very open to actually question if they don't understand something. (Teacher 2)

Their growing sense of self-awareness has allowed them to ask for help and they have come to realize that asking for help is not a sign of weakness. In classrooms that are loud and disruptive with class sizes ranging from 30-40 learners it is important that participants assert themselves to get the help they need. This skill set helps them engage more meaningfully with their learning and in turn it positively impacts their education outcomes. One of the reasons South Africa's education is failing its youth is attributed to large classroom sizes that create a barrier to learning and also contribute to high dropout rates because learners get frustrated with being unable to succeed in the classroom environment (UNICEF, 2017; Motala, *et al*, 2009). With South Africa's education continuing to underperform (UNICEF, 2017; The Economist, 2017; Department of Education, 2009), learners ability to ask questions is a step towards improving their own education and South Africa's overall.

4.4.2.2 Better Able to Manage Emotions/Self-control

The second theme from the data analysis is that the participants are better able to manage their emotions and exhibit self-control. This was verbalized in two ways: (1) CoolPlay participants have fewer outbursts and (2) they have become more disciplined.

Fewer outbursts

Teachers have noticed that CoolPlay participants have fewer outbursts in the classroom when problems come up and their peers are misbehaving. They react in a more calm and controlled manner and often choose not to involve themselves in disruptive situations.

Immediate reaction I would say is...I think that the balance is an attribute to this and I think that it is a very calm reaction and it's not...there's not outbursts which is generally a teenager from the 14-18 category that is their general way of reacting to anything so yeah. (Teacher 3)

...in the classes I have, they are big classes but if there is a problem, if it's not them that is involved then they won't become involved unless they think they can help or if they think I am being unfair. They won't react emotionally at first but they handle it better compared to the other learners. (Teacher 5)

It is evident from the interviews that the CoolPlay participants have developed increased self-awareness leading to improved self-regulation. Self-regulation is a useful tool for success and contributes to a healthy development. Becoming more self-aware leads to positive changes in behaviour (Lerner, *et al* 2000), including fewer outbursts in class. This finding has also shown that well run programmes foster positive behaviours and decrease the risks of problematic behaviours. Resulting in emotional outbursts at school being reduced (Fraser-Thomas, *et al* 2007).

More disciplined

All teachers spoke about how CoolPlay participants are disciplined and encourage their classmates to be more disciplined.

...at the end of the day she will tell her group that we need work here and we need to get our work up to date, so that is a real motivation and she is more disciplined. It gives them also a form of feeling important because now they know me and they feel that they can answer my questions and that there is not right or wrong answer with me. They feel more comfortable and confident. (Teacher 1)

What I like about the whole programme is that we started playing with CoolPlay rugby in 2016 and we didn't win any matches in 2016. We won our first match in 2017 on the 17th of August, 8-5. And up to that time the boys kept on coming to practice, even though they were losing, 50-something in 2016. We scored maybe a penalty but they kept on coming so what I told Luq is that it's not about rugby and winning and losing for them, I have seen that the character is being built...and they have grown in their discipline. (Teacher 5)

There is, they seem to be more disciplined, show more respect...when you walk in the passage ways they greet you and they come up to shake your hand...whereas most of the other kids they don't do that...you know. The boys in rugby have really changed, seriously they have....pretty much the boys that I do teach are more disciplined than the rest. (Teacher 2)

This growth in discipline has become so instilled that participants have demonstrated remarkable discipline and character even in the face of adversity. The growth in positive life skills like discipline is often attributed to participating in sport for development programmes (UNICEF, 2017) and it contributes to overall youth development (Lerner, *et al.*, 2000).

4.4.3 Benefits to Society

Being part of CoolPlay has also benefited society, particularly the classroom and the school. All the teachers spoke about how CoolPlay participants have displayed leadership skills and that their behaviour has improved.

4.4.3.1 Improved Leadership

The teachers all stated that CoolPlay participants have improved their leadership skills and capabilities as they continued in the programme. CoolPlay participants are leading by example and are taking initiative to choose leadership roles in order to positively influence their environment.

Leading by example

They all spoke about instances where the CoolPlay participants have led by example in their classrooms. The participants encourage each other to get involved in class projects and exhibit positive attitudes towards learning. This enhances the learning environment in the classroom and assists the teacher in generating more classroom participation.

Yes, definitely....that I see a lot with the grade 11 class that I have. Say for example we need to go out to do practical and then maybe some of the girls don't want to participate but then they will motivate each other. I am referring now to one girl, she will say come we must do it, let's do it, it's part of our mark and it will be enjoyable for us. (Teacher 1)

...I have heard and even in the staff meetings, teachers have stood up and actually said they have seen a huge change in the boys, especially the boys doing the rugby. They almost role models in classes, the rugby boys, there is a huge respect from their side for their teachers and their peers, for the classroom situation. (Teacher 2)

There is this one girl, I actually struggle with her with discipline but then two of the other girls in the same class that are also playing netball will say to her, listen you can't be like, a sports girl don't act like that. So it actually works, even with the class, say for example if we do an activity and one of the netball learners doesn't want to participate then they will say that you can't be a sportswoman and not want to participate... (Teacher 1)

The positive attitudes towards learning new things and conquering challenges have rubbed off on their peers. The CoolPlay participants are able to lead by example and are equipped with skills to encourage peer involvement. Not only does this improve the CoolPlay participants' experience in the classroom but it also leads to improved academic achievements of all the class. Growth in confidence (Lerner, *et al.*, 2000) to lead their peers and set a good example reflects substantial social-emotional development through CoolPlay.

Take initiative

CoolPlay participants have also exhibited the ability to take initiative with their peers and take up leadership roles throughout the school. The teachers view this as unusual and remarkable behaviour. Taking personal initiative to lead was seen as a strength by all the teachers interviewed.

Yes one out of the three is actually now currently being nominated as, not only by me but also by his peers, there were a voting procedure for the RCL which is the student representative council and he actually won the nomination for his grade and he is a rugby player. Yes definitely there has been an increased amount of leadership skills that have been put in them because they now have the drive to take on more responsibility and when asked he immediately accepted. (Teacher 3)

...I would say it's you know something that needs to be taught at home but just general conduct of how they are dressed, their dress code seems much better. Particularly the 3 that I am referring to, that I teach. I don't have to speak to them about uniform, I don't have to address it, it's something that they always seem to uphold by themselves. Um... specifically this year because I know 2 of

them used to have major issues with their academic look...they are taking more pride in their uniform and their school actually. (Teacher 3)

Some of them are now prefects, they started leading and they have taken ownership of the school. You don't have to ask them, they take responsibility and that's unusual for kids these days. They are showing exceptional leadership. (Teacher 5)

CoolPlay has given the participants the impetus to undertake new responsibilities in leadership roles. The programme is addressing issues not usually taught at home, like taking personal responsibility and initiative. Taking ownership at the school has allowed the CoolPlay participants to be comfortable and confident to also take ownership of their learning. The willingness to take on the responsibility of leadership speaks to their social and emotional development facilitated by successful sport for development programmes (United Nations, 2014).

4.4.3.2 Improved Behaviour at School

Not only have the CoolPlay participants grown in their leadership qualities, but they are also benefiting society through improved behaviour. The CoolPlay participants have exhibited a growth in their respect for authority, value driven behaviours and better overall behaviour while the coach is holding them accountable for their actions.

Respect for authority

All the teachers have noticed CoolPlay participants' growth in their respect for authority, which has translated into better behaviour at school.

I mean that is the discipline and all the skills that come out from the rugby game itself, they learn that you almost as part of a group...you need to support your teammate so I am sure that those skills they carry into the classroom. Having respect for the referee's decisions and having respect for your teacher, having respect for your peers. (Teacher 2)

Yes, but to a lesser extent, not your aggravated issues but the normal tone down there with the talking, don't come in loud when you come into class, why are you slightly late. But not your level 5 or 6 issues that send you to the office. No disrespect or insubordination. If you tell them to tone down then they do that. (Teacher 5)

Teacher 2 spoke about how an increase in respect for authority stems from the life skills taught by the coaches and the specific sports played in CoolPlay. He spoke about how rugby is a game focused on respect for authority and this focus has translated into an overall development of respect in other domains. The transfer of skills discussed by researchers (Holt, 2016) is indicative of this resulting behaviour change.

Value driven behaviour

Three out of five teachers attributed the improvement in behaviour to the participants becoming value driven. Teachers acknowledged that the participants are often not learning important values at home and that CoolPlay is filling this gap.

So parents really don't know what is happening at home, they are getting with the wrong crowd, their role models are the gangsters. You can see it in the attitudes of some of the kids over here you know, CoolPlay is actually teaching those values that a person should possess to be successful and that to me is very important. (Teacher 2)

They behave in the classroom, they are very well behaved. They never come late to class, always on time. If they need to bring their gear or whatever they need then they will always come put it in my room and in the afternoon they will come and fetch it. They are very disciplined. (Teacher 4)

CoolPlay has instilled values like respect, responsibility and discipline through their life skills curriculum. This has contributed to a noticeable improvement in participant behaviour and relationships with their teachers, which clearly impacts education outcomes. Values are one of the eight key components to the CoolPlay curriculum (CoolPlay, 2017) and teaching life skills such as values has been an effective tool for behaviour change (Hartmann & Kwauk, 2011).

Accountable to their coach

The final trend expressed by the teachers is that the participants have accountability for their behaviour with their CoolPlay coach. Several teachers highlighted how accountability to their coaches for their behaviour has encouraged them to behave better.

Yeah sometimes the demeanour of the classes, the behaviour of the class rubs off and sometimes it's very hard when there is one learner who is in my class, sometimes the class atmosphere and behaviour impedes on him as rugby player because he is the only person with the skill set that he is learning and sometimes it is very hard to go up against the current when predominately the behaviour bad so sometimes he just falls into it. But he knows that there are consequences and that his coach will speak to him about his behaviour. He knows that there is recourse (Teacher 3)

They really behave and because I think know if they misbehave that coach is going to get to them because he is also talking to them about the way they are acting in the classroom. (Teacher 4)

For this accountability system to work it is important that the coach has a strong relationship with the participants' teachers. The coaches cannot work in isolation. CoolPlay programmes rely on integration and continuity between playing field and school. In order to have positive influence on the learners the coaches must communicate with the teachers regularly so that they understand what is going on with their participants in the classroom. This expectation needs to be reiterated to the CoolPlay coaches and teachers together. Participants' cognitive skills like self-regulation, decision-making and impulse control (Lerner, *et al*, 2000) have improved because of effective coach - participant accountability.

4.4.4 Interpersonal Relationships

Lastly, the teachers mentioned is that CoolPlay has encouraged participants to develop better interpersonal relationships. Teachers cite this as evident in two ways: (1) a growth in trust and (2) a stronger sense of belonging.

4.4.4.1 Growth in trust

Three out of the five teachers spoke about how participants have started to trust others more easily. An outcome of this trust is that teacher- participant relationships have significantly improved since the participants have joined CoolPlay.

Better teacher -learner relationship

CoolPlay encourages the improvement in interpersonal relationships between teachers and participants. Two teachers said that their relationships with the participants have greatly improved as a result of CoolPlay.

...some of them are introverts so it opens them up and gives them a sense of belonging to a team and helps them open up in the classroom and has built our relationships, belonging to a group. And lots of these kids actually want to be part of a group...you know so rugby gives them that opportunity or that place where they can be part of that group. (Teacher 2)

You see with rugby these kids...you've got the buy in from them now...you've the fact that you get to know them on a different level and there is almost that trust that they build up with you and the new relationship that they build up with you...otherwise you don't see that side of the child... (Teacher 2)

...you are sitting with 46 in a class there is very littler one to one contact with the kids. It is difficult because you teach 5 or 6 classes a day and you don't even get to know their names. Whereas with the rugby the group is smaller so you get to know their names and have a better relationship going with them. (Teacher 1)

Having strengthened relationships with teachers contributes to better learning outcomes for the learners. They are able to ask for help when needed and are able to engage in more positive ways with learning. It fosters the connection (Lerner, *et al*, 2000) and social development (Gilman, 2001) essential for positive youth development.

4.4.4.2 A stronger sense of belonging

They all noticed that CoolPlay participants have a stronger sense of belonging than their peers. The CoolPlay participants have a healthy group identity which has led to a support system.

Belonging to a group

Each teacher spoke about how CoolPlay participants have a very strong sense of belonging to the CoolPlay team.

Yes absolutely, they are always together. Many of them are always together. Play times you will find them walking together or they are playing rugby together in the quad. So you know they belong to a group...you know. (Teacher 2)

They have a specific group in the classroom, especially the ones in my class. They behave. They are always working in the classroom in every class...they are always with their teammates. (Teacher 4)

Definitely with the netball, with the CoolPlay because what Annique does as well as coach Luq, there is no one person that stands out, they include everybody so yes, some comes a bit stronger out and some not so strong but they give each one an opportunity to guide the exercise route or so. (Teacher 1)

The coaches encourage a strong sense of belonging by ensuring that every participant feels included and is given opportunities to lead practices. There is an evident growth in bonding social capital amongst the CoolPlay learners. Bonding social capital describes closer connections between people and is characterised as creating a strong sense of belonging (Tourountsis, 2015). It is evident that this sense of belonging through sport for development programmes can have a marked impact on individual development (United Nations, 2014).

Support system

Belonging to a group allows participants to create a support system for each other. Teachers have noticed that participants look out for one another by offering words of encouragement, getting help when needed and supporting each other in pursuing their goals.

That is why I am saying they belong to that group, besides the rugby there is also other talk in that group as well, the academic side and they realise that there is somebody that they can talk to in terms of academics. They can speak to Carl, they can speak to me, they can speak to Brandon. (Teacher 2)

If the one has an issue there is always a comment on they can overcome that issue. I don't sit in their company but there is other things that I don't know how

they support each other but there is a real sense of belonging in that group, really. (Teacher 2)

I don't think a lot of these kids actually look out for each other but rugby has provided them sort of the...the opportunity for them or the space for them to look out for each other because they are part of that group, they are part of the team. (Teacher 3)

The support they provide each other benefits their academic achievements because they no longer feel isolated. Support systems are an important element to sport for development programmes because programming would be ineffective if the participants did not have a supportive community surrounding them (Petitipa, *et al.*, 2005). With community support, participants have developed a stronger work ethic, better persistence in the face of failure and a commitment to development (Holt, *et al.*, 2016).

4.5 CONCLUSION

This chapter has presented the findings of the study and provided a brief discussion relating the theories and literature gathered from previous studies that were introduced in Chapter 2. The experiences and perceptions of the learners and participants coincide and overlap in several categories. Providing both vantage points (participants and teachers) on the impact that CoolPlay has on education outcomes and non-education outcomes gave a stronger contextual understanding to the research objectives and questions. It is evident that the findings from the participants and teachers are aligned with each other as well as with both the sport for development theory and the positive youth development theory. This study linked the sport for development outcomes model developed by Tourounsis (2015) to the participants' schooling experiences and education outcomes. This study has shown that there is potential for sport for development programmes to enhance participants' education outcomes and contribute to meaningful learning. The following chapter will provide the conclusions and recommendations from the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study explored the experiences and perceptions of 14 CoolPlay participants and 5 of their teachers and investigated the impact of CoolPlay on education outcomes. The questions asked were based on the sport for development outcomes model with a focus on education outcomes, namely:

1. Individual achievements and behaviours;
2. Social, emotional and cognitive capabilities;
3. Benefits to society;
4. Interpersonal relationships (Tourountsis, 2015).

This chapter will present the main conclusions drawn from each of the themes listed above. It will then outline recommendations for future research that emanated from this study.

5.2 MAIN CONCLUSIONS

The objective of this study was to use CoolPlay as the focus to investigate if and how sport for development programmes influence education outcomes in the Western Cape. The overarching goal was that this study could be a starting point for addressing South Africa's education problems as a whole and provide better understanding of sport for development programming globally. The conclusions of the findings are summarised below.

5.2.1 Individual achievements and behaviours

To understand how the participants and teachers perceive the programme's impact on their individual achievements and behaviours, they were asked questions about their attendance, their feelings towards school and their academic achievements. It is evident from their responses that CoolPlay has had a positive impact on the participants' attendance and their academic achievements.

The teachers and CoolPlay participants reported that participants' classroom attendance has improved for two main reasons: CoolPlay is being effectively leveraged as an incentive to come to school and participants have grown in their sense of responsibility and purpose to attend school. Although attendance does not directly result in improved school achievement, it does mean that participants are at least consistently present in a learning environment. One trend that was picked up from these findings is that the coach-teacher relationship is essential for the programme to effectively be used as a leveraging tool. In order to be effective agents of change for better school attendance, the coaches rely on taking the initiative to speak to the participants' teachers. If a participant starts missing school, the coach needs to be committed to follow up with that participant, and sanction non-attendance in CoolPlay.

Participants are also coming to school after exams are finished. Typically in the schools selected for research, learners will not return to school after they are done writing their exams. However, the participants will come to school if a rugby session is being offered after exams are complete. This means that the participants place value in the programme which influences growth in discipline and commitment- including to in classroom. This behaviour pattern solidified the longer a participant was in the programme.

The second observed outcome was that the participants and teachers reported improved academic achievements for CoolPlay participants. This result was attributed to a growth in personal responsibility for academics, increased focus and discipline, and the provision of extra support by the coaches. Participants who were interviewed reported that their understanding of the curriculum content and their marks had improved since joining CoolPlay. They spoke about learning focus and discipline from the CoolPlay coaching. They also touched on how important the after-session study time is for their academic achievements. It is apparent that the life skills and the extra support provided by CoolPlay are two essential components to improved individual behaviours and achievements.

5.2.2 Social, emotional and cognitive capabilities

The second factor of the research was the social, emotional and cognitive capabilities growth experienced by the participants. This was measured by asking questions about self-efficacy, confidence in the classroom and management of emotions. The interviews concluded that CoolPlay has a positive impact on all three categories, by helping participants better relate to problems in the classroom, confidently interact with their peer group and teachers, and build a stronger sense of resilience. These changes lead to better education outcomes, as well as holistic development of participants

CoolPlay's curriculum focuses on encouraging resilience and self-efficacy. Growth in these areas was linked to the life skill games provided by the coaches. Participants reported that their growth in resilience and self-efficacy has caused them to be persistent in mastering school material. Consequentially this study shows that CoolPlay's influence, leading to resilience in the face of adversity, has positively impacted participants' educational outcomes.

Participants also reported improvement in emotional management and self-control when reacting to problems with peers in their classroom. Participants with fewer disciplinary issues are able to focus and learn, rather than contributing to loud and disruptive classroom environments. Although most participants reported being better able to manage their emotions and reactions, some still need to improve in this area. Being reactive to situations is a normal behaviour trait of adolescents. Overall, CoolPlay has facilitated participants to achieve better overall behaviour as they think before they act and exercise self-control. Both of these behaviour changes have impacted their educational outcomes.

Lastly, there has been a marked growth in the self-esteem and confidence of the participants. This was reported consistently in the interviews with both the participants and teachers. The boost in self-confidence has allowed participants to ask questions when they do not understand class subject material and to engage more effectively in the classroom. They are also more confident in the area of classroom management, making

sure their peers behave appropriately. This growth in confidence has contributed to meaningful learning.

5.2.3 Benefits to Society

Benefits to society were measured by asking questions about participants' overall behaviour at school, leadership roles they take on, and how they feel when asked to lead. The themes from the interviews were that CoolPlay has improved the leadership capabilities and behaviours of participants.

Overall, according to both participants and teachers, there was an improvement in the participants' leadership capabilities. Participants are taking on more leadership roles both in and out of school, including roles that benefit their communities. Participants and teachers attribute this growth in leadership to the confidence reinforced by CoolPlay. Participants have taken the responsibility of holding their peers accountable for their behaviour, resulting in a more controlled classroom environment. All five teachers agreed that participants' leadership has provided an excellent example for their classmates and that they are exemplary amongst their peers. There is still room for improvement of the leadership skills for some of the participants. The participants who are marked as potential leaders need to be mentored by the CoolPlay coaches to ensure their full potential is reached.

The behaviour of participants at school and in the classroom has also been impacted by CoolPlay. The majority of the participants reported that they have improved in their behaviour. Despite the few who are still misbehaving there has still been an observable improvement in their behaviour. This was attributed to learning that there are consequences for their actions, being held accountable to their coaches and their teammates, and CoolPlay providing them with an alternative to negative influences.

5.2.4 Interpersonal relationships

CoolPlay has had an impact on the interpersonal relationships of the participants. This was determined by answers to questions about belonging to a group and having a support

structure. The feedback showed growth in trust, encouragement from other teammates and coaches and, importantly, a strong sense of belonging to a group.

Participants reported that they have grown in their ability to trust others through their relationships with their coach and their teammates. They are able to open up about problems they face in and out of school. This has allowed them to get the help they need in the classroom. The growth in trust is coupled with the encouragement and support they receive from their teammates and coaches. Participants reported that they are encouraged by their teammates to keep trying in the face of academic challenges. This support structure has allowed them to improve their academics by soliciting help when needed. This ultimately impacts their education outcomes in a positive way.

Finally, there has been a growth in participants' sense of belonging. The majority of participants reflected that they feel they are an important part of the CoolPlay rugby programme. This connection has strengthened their bonds and produced strong accountability among one another. They are able to hold each other accountable for self imposed academic goals. This bond also means they are able to better support each other in their learning.

5.3 RECOMMENDATIONS

This study has led to several recommendations for further research as well as recommendations for improvements in current sport for development programmes.

5.3.1 Recommendations for Further Research

As a result of studying CoolPlay's impact on education outcomes through a sports for development outcomes model lens, three recommendations for further research have emerged. First, the results of this study may be a step towards wider scale research on the education outcomes impacts of sport for development programmes in the Western Cape. The research could incorporate pre and post-programme interviews as well as focus groups.

More information can be obtained through a triangulation of primary sources between sport for development participants and non-sport for development participants in the same school. This would include school records as sentinel indicators. Examples include but are not limited to attendance records and academic performance (including drop out, age progression/non progression). This would provide an understanding if there is any effect on overall classroom performance simply by having a few sport for development participants in the classroom.

Another recommendation is a comparative study of the effectiveness of sport for development programmes in order to determine best practice for impacting education achievements. Disaggregating by programme would determine how to best equip participants with the skills needed to succeed in their academic career, informing best practice. As stated in Chapter 2 there is a lack of research on how participating in sport for development programmes impacts participants' education outcomes. Further research would address this.

5.3.2 Recommendations for CoolPlay

The following are recommendations for CoolPlay to improve education outcomes, based on what was learned in this study:

- The majority of the participants expressed that their relationship with their coach had a big impact on changing their behaviour. It is important that CoolPlay encourages and equips the coaches with the tools needed to effectively mentor the participants. They need to set a good example for the participants and reiterate the reason why success and completion of school is important. In addition commitment to consistent connection with participants is key.
- Similarly, the coach-teacher relationship is important to ensure maximum impact. The coach needs to be checking in with teachers to keep participants accountable for their attendance at school and their behaviours in the classroom.
- Lastly, after session homework help by coaches should be a routine for all CoolPlay programmes. This added service has clearly made a noticeable impact

on the participants; this should be rolled out across all the CoolPlay partner schools.

5.4 CONCLUSION

This chapter provided the conclusion of the findings in Chapter Four identified by the four main themes. This study on CoolPlay has shown that sport for development programmes have the potential to positively impact education outcomes. The experiences and perceptions of the participants and teachers captured in the findings show that CoolPlay has had a visible impact on the behaviour and academic achievements of its participants. There is great potential for other programmes to have similar outcomes as well. It is also evident that there is need for more research in this field. It is the hope that this study will start to meet the need for research on how sport for development impacts education outcomes in South Africa and globally.

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APPENDIX A: PARTICIPANT INTERVIEW SCHEDULE

Semi Structured Interview Schedule

SECTION A: DEMOGRAPHIC INFORMATION

What is your name?

How old are you?

What grade are you in?

Who do you live with?

How long have you lived with _____ ?

How far did your mother go in school?

How far did your father go in school?

What does your mother do for work?

What does your father do for work?

Do you have someone at home that can help you with your homework when you have questions?

SECTION B: PARTICIPATION IN A SPORT FOR DEVELOPMENT PROGRAMME

Are you involved in a sport for development programme?

If yes, please describe the programme?

What is your role or position in the programme?

How long have you been part of (name sport for development programme)?

Describe the activities that you do in the programme?

What activities do you enjoy?

What do you think you have learned through the programme?

How has it impacted your behaviours in school?

SECTION C:

How does being involved in sport for development influence individual achievements and behaviours?

Please describe your attendance at school this year?

What has helped you with your attendance at school this year?

Does the programme encourage you to go to school more often?

How have you felt about school this year?

Describe any changes in your attitude towards school?

What has helped you change your feelings?

Please describe the goals that you have set for yourself for this year?

Who has encouraged you to set goals?

What steps are you taking to achieve your goals?

Describe the role that your coach plays in goal setting?

Describe your grades this year at school?

Is this an improvement from last year?

Describe what has helped you improve your grades?

Describe the role that the programme has played in your academic achievements?

SECTION D:

How does participating in sport for development inform social, emotional and cognitive capabilities?

How do you feel about learning new things that look hard?

What strategies do you use to approach new things?

Where did you learn these strategies?

Who encourages you to try learning new things?

If you try something new, how long do you try to do it before you give up?

How do you react if unexpected problems come up at school or at home?

Describe what strategies you use to deal with problems?

What role has the sport for development programme played in helping you deal with difficult times?

How do you feel about your ability to answer your teacher's questions and do your homework?

How do you feel when you can't answer the question the first time?

SECTION E:

How participating in sport for development programmes benefits society?

Describe when you have been in trouble with your teachers or at school?

Does this happen often?

How often has this happened this year?

Explain if anything has helped you become better behaved at school?

Have you had trouble at home or in the community?

Describe what kind of trouble you get into?

Who do you speak to about the trouble you get in to?

Has anyone helped you to think through your behaviour?

How do you feel if you are asked to take the lead in a school project?

Describe what other ways you take leadership at school?

How does it make you feel when you lead at school or in sport?

Do you enjoy being a leader in school or on the field?

Do you have things that you do now to keep you out of trouble at school and at home?

Where did you learn those behaviours from?

Describe how your coach has helped you with this?

SECTION F:

How taking part in sport for development activities influences interpersonal relationships?

Do you have friends that you can talk to if you need help?

Where did you make these friends?

Are your teammates someone that you can rely on for help?

Do you feel like you are a part of a group? What group do you belong to?

How did you become part of this group?

If you are struggling with your work do you have someone at school that you can ask for help?

Are your teammates supportive of your goals?

Do you talk to others about your goals?

How has your coach helped you set and achieve your goals this year?

Do you feel like you are part of a community?

Describe what community you are a part of?

Describe how you became to be part of a community?

CLOSING:

Is there anything you wish to add that has not already been discussed?

Thank you for your participation!

APPENDIX B: TEACHER INTERVIEW SCHEDULE

Semi-structured Interview Schedule

SECTION A: DEMOGRAPHIC INFORMATION

How long have you been teaching?

What subjects do you teach?

How long have you been teaching at (name school)?

What are some of the challenges that the learners face at this school?

How is the overall performance of learners at this school?

How many of your learners are part of (name sport for development programme)?

Are you aware of what the programme provides the learners? Please describe the impact that the programme has?

Do your learners speak to you about the programme?

SECTION B:

PARTICIPATION IN A SPORT FOR DEVELOPMENT PROGRAMME

Have you noticed any changes in behaviours of those who participate in the programme?

Describe the changes that you have noticed?

Describe the learners' attendance this year?

Has there been any changes? If so, what are the changes?

Why do you think these changes have taken place?

Have any of the learners mentioned academic goals to you?

What goals have they mentioned?

Describe any other goals that the learners have mentioned to you?

Can you explain any steps that they have taken to start achieving those goals?

Describe any changes in learners' grades and understanding of curriculum content?

How has their confidence in learning content changed?

How do they react to learning new material in class?

Have you noticed any changes in attitudes towards school and learning? Describe these changes?

SECTION C:

How does participating in sport for development inform social, emotional and cognitive capabilities?

Describe the participants' feelings towards learning hard material?

Describe their immediate reaction to adversity?

Have you noticed them displaying any changes in persistence in learning new tasks?

Explain their reactions when problems arise in the classroom or at home?

Are they able to verbalise their issues and work through them?

Explain who they speak to when problems arise?

How do they react when asked questions in class?

Has this reaction changed this year?

Describe any changes in handing assignments in on time?

Describe any changes in the quality of their work?

Have they been able to start working towards reaching their goals?

Explain who has helped them set and work towards those goals this year?

Have you noticed any more changes in classroom behaviour and attitudes towards learning?

SECTION D:

How participating in sport for development programmes benefits society?

How is their behaviour in the classroom and in school? Is this a change from their behaviour at the start of this year?

Describe any disciplinary issues that you encounter with the participants this year?

Describe any display of leadership qualities?

How have these qualities developed throughout the year?

Explain where you think these leadership qualities have been learned?

Would you be confident in their ability to lead a group project?

Describe the example that they set for their peer group?

SECTION E:

How taking part in sport for development activities influences interpersonal relationships?

Describe the group of friends that they belong to?

Do you feel that their friends are looking out for each other?

Are the participants part of a group? Describe the group that they belong to?

Has this group changed at all this year?

Do you think that they are part of a supportive group/ community?

Describe their attitude when asking you for help when they are struggling to grasp concepts?

Are they comfortable in asking for your help or the help of others?

Thank you for your participation!