



**THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THE  
HOLISTIC DEVELOPMENT OF LEARNERS IN MULTICULTURAL  
SCHOOLS OF THE FREE STATE PROVINCE**

**PIETER WERNER VAN ZYL**

**BEd (CUT); BEd Hon.(CUT)**

Dissertation submitted in fulfilment of the requirements for the degree

**MAGISTER IN EDUCATIONIS**

**IN THE**

**FACULTY OF HUMANITIES**

**AT THE**

**CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE**

Supervisor: Professor. G Alexander, Central University of Technology, Free State

Co-Supervisor: Professor. S Matoti, Central University of Technology, Free State

Bloemfontein

2021

## ACKNOWLEDGEMENTS

---

I would like to express my heartfelt appreciation and gratitude to the following people for their invaluable contribution towards the success of this study, namely:

- The almighty GOD who has given me the opportunity and strength to complete this study. FIL. 4:13 and ROM. 8:31-33.
- I would like to thank the Central University of Technology for the financial assistance given to me during this journey.
- A great sincere thanks and warm-hearted appreciation to both my supervisors, Professor Gregg Alexander and Professor Sheila Matoti for their energy, tireless supervision, persistent guidance and expert advice throughout my dissertation journey.
- I want to thank the principals, teachers, and learners who contribution to this study, as well as the Department of Basic Education granting permission to engage with schools in the Lejweleputswa Education District.
- To my parents, brother, sister, grandparents, close family members, and friends for their great support and constant encouragement. Thank you so sincerely.
- Great thanks to my principal, Mnr. H.S. Alberts and SGB for supporting me with my study; assisting me with arrangements for scheduled meetings with the school principals; the distribution of my questionnaires and the interviews I conducted at the relevant schools.
- Lastly to my warm-hearted wife who tireless motivated, support, guided, encourages me during this journey. Thank you for all you advice across the dining table while we pursuit to fulfil our dreams together in completing both our master degrees. Doing such great life journeys with you and dreaming together makes this journey all worth regardless of the tiring late evenings and holidays that we needed to sit through. Thank you and I love you unconditionally.

## DECLARATION-STUDENT

---

Student no. \_\_\_\_\_

I, Pieter Werner van Zyl, hereby declare that:

**“THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THE HOLISTIC  
DEVELOPMENT OF LEARNERS IN MULTICULTURAL SCHOOLS OF THE FREE STATE PROVINCE  
”**

... is my own work and that all the sources that I have used or cited have been indicated and acknowledged by means of complete references. This dissertation has not been submitted to another university before.

---

(Pieter Werner van Zyl)

Date: 27 August 2021

## ABSTRACT

---

It is well documented in literature that participation in extracurricular activities in schools has a positive influence on learners' attendance, participation, scholastic achievements and career aspirations. On the otherhand, it is also noted that the lack or in some cases, the non-existence of extracurricular activities stifle learners' growth and learning, especially in multicultural school settings, where the foundation for learners' development has to occur in a conducive environment. Most multicultural primary schools in the Free State province, in particular the Letjweleputswa educational district, seem not to use extracurricular activities as an effective tool in promoting learners' holistic development.

This phenomenon initiated this study to pursue its main aim, which is to assess teachers' role in promoting the holistic development of learners in multicultural school settings of the Free State province, in particular, the Letjweleputswa educational district. A mixed method approach was pursued in realising the objectives for this study. Questionnaires were used to ascertain teachers' perceptions regarding their role in promoting the holistic development of learners through extracurricular activities and how they use these activities in advancing learners' physical, cognitive, social, academic, spiritual and emotional development. Learners' views and lived experiences on the use of extracurricular activities in promoting their holistic development was ascertained via semi-structured focus group interviews.

Research findings revealed that schools offer extracurricular activities to varying degrees and that some activities are non-existent at most institutions. A total of 29.23% teachers did not participate in extracurricular activities, whilst 47.69% of teachers participate at least once a week in activities. Teacher participants appear to lack knowledge, skills, commitment, willingness and enthusiasm to encourage learners to participate in extracurricular activities and as such come forth as being unsure of how extracurricular activities could possibly promote the holistic development of their learners. Learner participants stated that

their involvement in extracurricular activities could give them a greater chance of being employed; of getting a better job one day; of being accepted into university; and of developing certain attributes, such as creativity, innovation, and endurance. The study recommends that multicultural schools in the Free State province, in particular the Letjweleputswa educational district need to implement various extracurricular activities as to develop a range of traits and competencies for their learners- this response of schools could possible cultivate an institutional atmosphere for the development of learners' physical, emotional, cognitive, social, moral underpinnings, problem-solving, academic, life-skills, well-being, leadership skills, analytical skills, and communication skills.

**Keywords:** Extracurricular activities, Holistic development, Multicultural schools.

## LIST OF ABBREVIATIONS

---

ATKV	-	Afrikaanse Taal en Kultuur Vereniging
CAPE	-	Children’s Assessment of Participation and Enjoyment
CAPS	-	Curriculum and Assessment Policy Statement
DoBE	-	Department of Basic Education
DoE	-	Department of Education
ECA’s	-	Extracurricular activities
FET	-	Further Education and Training Phase
GEAR	-	Gaining Early Awareness and Readiness for undergraduate programs
GPA	-	Grade Point Average
ISASA	-	Independent Schools Association of South Africa
MCP	-	More Capable Peers
MRC	-	Medical Research Council
NBA	-	Ntambag Brother Association
NCES	-	National Centre of Educational Statistics
NCS	-	National Curriculum Statement
NSDUH	-	National Survey on Drugs Used and Health
PAC	-	Preferences for Activities of Children
PAM	-	Personnel Administrative Measures
RCT	-	Randomised Controlled Trail
Low SES	-	Socio Economic Status
SGB	-	School Governing Body
SMT	-	School Management Team
SSCC	-	School Sport Coordinating Community
STATS SA	-	Stats South Africa
UCSA	-	United Christian Student Association
ZPD	-	Zone of Proximal Development

## LIST OF TABLES

---

TABLE 3.1 RESPONSES FROM THE TEACHERS IN THE FIVE MULTICULTURAL SCHOOLS OF BRANDFORT .....	112
TABLE 3.2 NUMBER OF LEARNERS OF THE FIVE MULTICULTURAL SCHOOLS IN BRANDFORT WHO PARTICIPATED IN THE FOCUS GROUP INTERVIEWS	112
TABLE 3.3 SAMPLE SIZES FOR A GIVEN POPULATION/UNIVERSE (N).....	113
TABLE 4.1 SUMMARY OF BIOGRAPHICAL DATA OF TEACHERS IN THE PILOT STUDY .....	129
TABLE 4.2 BIOGRAPHICAL SUMMARY OF LEARNERS IN PILOT STUDY.....	130
TABLE 4.3 TEACHERS' RESPONSES TO THE STATEMENTS EMANATING FROM THE QUESTIONNAIRES .....	132
TABLE 4.4 GENDER REPRESENTATION OF PARTICIPANTS .....	134
TABLE 4.5 DISTRIBUTION OF PARTICIPANTS ACCORDING TO AGE .....	136
TABLE 4.6 DISTRIBUTION OF PARTICIPANTS ACCORDING TO TEACHING EXPERIENCE .....	139
TABLE 4.7 SAMPLE IN TEACHING RANK OF PARTICIPANTS .....	142
TABLE 4.8 LEARNERS SUCCESS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES.....	165
TABLE 4.9 SCHOOLS IN THE POPULATION PROMOTING LEARNERS' HOLISTIC DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES .....	168
TABLE 4.10 TEACHERS' BELIEF ON WHETHER THE PROMOTION OF EXTRACURRICULAR ACTIVITIES IS IMPORTANT TO DEVELOP LEARNERS' HOLISTIC GROWTH .....	172
TABLE 4.11 ENTHUSIASTIC TEACHERS ARE MORE WILLING TO INITIATE NEW ACTIVITIES TO DEVELOP THEIR LEARNERS .....	174
TABLE 4.12 TEACHER PERCEPTION ON THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT.....	208
TABLE 4.13 TEACHERS' RESPONSES TO THE ATTRIBUTES EMANATING FROM THE QUESTIONNAIRES .....	209
TABLE 4.14 DATA ON THE BIOGRAPHICAL INFORMATION OF THE LEARNERS USED FOR THE FOCUS GROUPS.....	214

TABLE 4.15 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 1.....	216
TABLE 4.16 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 2.....	225
TABLE 4.17 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 3.....	228
TABLE 4.18 AGE IN WHICH LEARNERS STARTED TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES. ....	232
TABLE 4.19 NUMBER OF ACTIVITIES IN WHICH THE PARTICIPANTS ARE CURRENTLY INVOLVED .....	233
TABLE 4.20 QUESTIONS, MAIN CATEGORIES AND SUBCATEGORIES INDICATING THE LEARNER’S INTERACTION DURING EXTRACURRICULAR ACTIVITIES.....	234
TABLE 4.21 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 6.	237
TABLE 4.22 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 7.	243
TABLE 4.23 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 8 .	244
TABLE 4.24 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 9 .	248
TABLE 4.25 QUESTION, MAIN THEME AND ISSUES RELATING TO QUESTION 10.....	251
TABLE 4.26 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 11. ....	254
TABLE 4.27 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 12. ....	256



## LIST OF FIGURES

---

FIGURE 1.1 BRONFENBRENNER'S BIO-ECOLOGICAL MODEL (EGGEN & KAUCHAK, 2014).....	7
FIGURE 1.2 POPULATION FOR SAMPLING (KUMAR, 2014). ....	14
FIGURE 2.1 ZONE OF PROXIMAL DEVELOPMENT (VYGOTSKY, 1896-1934; MCLEOD, 2018).....	29
FIGURE 2.2 THE FIVE KEY CONCEPTS OF DEMOCRATIC EDUCATION (PERRY, 2009).....	33
FIGURE 2.3 FACETS OF CULTURAL INTELLIGENCE (YORDANOVA, 2011).....	39
FIGURE 2.4 HYPOTHESISED MODEL OF INTELLIGENCE (FERRY, 2016).....	44
FIGURE 2.5 PROCESS OF COGNITIVE DEVELOPMENT (MCLEOD, 2018).....	51
FIGURE 2.6 BRANDFORT SINGLE OR DIVORCED POSSIBLE PARENTS. SOURCE: STATS SA (2011) .....	87
FIGURE 4.1 DISTRIBUTION OF GENDER OF TEACHER PARTICIPANTS .....	133
FIGURE 4.2 DISTRIBUTIONS OF PARTICIPANTS ACCORDING TO AGE.....	135
FIGURE 4.3 DISTRIBUTION OF PARTICIPANTS' AGE PER SCHOOL.....	138
FIGURE 4.4 DISTRIBUTION OF TEACHER PARTICIPANTS ACCORDING TO RANK.....	141
FIGURE 4.5 DISTRIBUTION OF TEACHERS PARTICIPANTS ACCORDING TO HIGHEST ACADEMIC QUALIFICATION.....	143
FIGURE 4.6 DISTRIBUTION OF TEACHER PARTICIPANTS ACCORDING TO CLASS SIZE .....	145
FIGURE 4.7 DISTRIBUTION OF SCHOOLS ACCORDING TO THE MEDIUM OF INSTRUCTION.....	146
FIGURE 4.8 DISTRIBUTION OF TYPES OF LEARNING PROBLEMS PER SCHOOLS.....	148
FIGURE 4.9 DISTRIBUTION OF SCHOOLS OFFERING EXTRACURRICULAR ACTIVITIES.....	151
FIGURE 4.10 DISTRIBUTION OF SCHOOLS OFFERING EXTRACURRICULAR ACTIVITIES PER WEEK.....	152

FIGURE 4.11 TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES PER WEEK AT THE RESPECTIVE SCHOOLS IN THE POPULATION .....	154
FIGURE 4.12 DISTRIBUTION OF SPORT CODES THAT ARE COACHED BY TEACHERS.....	156
FIGURE 4.13 DISTRIBUTION OF PERFORMING ARTS BEING COACHED OR MENTORED PER WEEK.....	158
FIGURE 4.14 DISTRIBUTION OF THE PERFORMING ARTS BEING COACHED OR MENTORED PER WEEK BY THE TEACHER PARTICIPANTS.....	160
FIGURE 4.15 DISTRIBUTION OF ACADEMIC PROGRAMME COACHED OR MENTORED PER WEEK BY TEACHER PARTICIPANTS.....	162
FIGURE 4.16 DISTRIBUTION OF LEARNERS' SUCCESS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES .....	164
FIGURE 4.17 DISTRIBUTION OF SCHOOLS WHICH OFFER EXTRACURRICULAR ACTIVITIES TO PROMOTE HOLISTIC DEVELOPMENT .	167
FIGURE 4.18 DISTRIBUTION OF TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES IN THE SCHOOLS .....	169
FIGURE 4.19 DISTRIBUTION ON THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT.....	170
FIGURE 4.20 DISTRIBUTION OF ENTHUSIASTIC TEACHERS FOR SUCCESSFUL EXTRACURRICULAR ACTIVITIES .....	173
FIGURE 4.21 AT THE CENTRE OF THE RELATIONSHIP BETWEEN SCHOOL, PARENTS AND COMMUNITY IS THE LEARNER, WITH THE GOAL OF OPTIMAL ACHIEVEMENT .....	205

## LIST OF ANNEXURES

---

ANNEXURE A	-	ETHICAL CLEARANCE CERTIFICATE
ANNEXURE B	-	PERMISSION TO PERFORM THE STUDY BY DOE
ANNEXURE C	-	QUESTIONNAIRE CONSENT FORM (TEACHERS)
ANNEXURE D	-	QUESTIONNAIRE QUESTIONS (TEACHERS)
ANNEXURE E	-	FOCUS GROUP SEMI-STRUCTURED INTERVIEWS CONSENT FORM (LEARNERS)
ANNEXURE F	-	FOCUS GROUP SEMI-STRUCTURED INTERVIEWS (LEARNERS)
ANNEXURE G	-	PILOT STUDY OF QUESTIONNAIRES (TEACHERS)
ANNEXURE H	-	PILOT STUDY OF FOCUS GROUP SEMI- STRUCTURED INTERVIEWS (LEARNERS)
ANNEXURE I	-	Mrs. C KEEP (LANGUAGE EDITOR)

“Education is the most powerful weapon which you can use to change the world”.

***Nelson Mandela***

## TABLE OF CONTENT

---

<b>ACKNOWLEDGEMENTS</b> .....	ii
<b>DECLARATION-STUDENT</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>LIST OF ABBREVIATIONS</b> .....	vi
<b>LIST OF TABLES</b> .....	vii
<b>LIST OF FIGURES</b> .....	ix
<b>LIST OF ANNEXURES</b> .....	xi
<b>TABLE OF CONTENT</b> .....	xiii
<b>CHAPTER 1:</b> .....	1
<b>INTRODUCTION AND ORIENTATION TO THE STUDY</b> .....	1
<b>1.1 INTRODUCTION</b> .....	1
<b>1.2 BACKGROUND TO THE STUDY</b> .....	4
<b>1.3 MOTIVATION FOR THE RESEARCH</b> .....	6
<b>1.4 CONCEPTUAL FRAMEWORK</b> .....	6
<b>1.5 PROBLEM STATEMENT</b> .....	10
<b>1.6 AIM AND OBJECTIVES OF THE STUDY</b> .....	11
<b>1.7 RESEARCH DESIGN AND METHODOLOGY</b> .....	12
<b>1.8 THE RESEARCH POPULATION</b> .....	13
<b>1.9 SAMPLING</b> .....	14
<b>1.10 DATA GATHERING PROCEDURES</b> .....	15
<b>1.10.1 QUESTIONNAIRES</b> .....	15
<b>1.10.2 FOCUS GROUP INTERVIEWS (SEMI-STRUCTURED INTERVIEWS)</b> ..	16
<b>1.10.3 TRIANGULATION</b> .....	16
<b>1.11 SIGNIFICANCE OF THE STUDY</b> .....	17
<b>1.12 DELIMITATION OF THE STUDY</b> .....	18
<b>1.13 ETHICAL ISSUES</b> .....	18
<b>1.14 LIMITATIONS OF THE STUDY</b> .....	19
<b>1.15 CONCLUSION</b> .....	20
<b>CHAPTER 2:</b> .....	21
<b>LITERATURE REVIEW: EXTRACURRICULAR ACTIVITIES TO PPROMOTE THE HOLISITC DEVELOPMENT OF LEARNERS IN MULTICULTURAL SCHOOLS</b> ...	21
<b>2.1 INTRODUCTION</b> .....	21

<b>2.2 CONCEPTUAL FRAMEWORK .....</b>	<b>22</b>
<b>2.2.1 BRONFENBRENNER’S ECOLOGICAL SYSTEMS .....</b>	<b>23</b>
<b>2.2.2 VYGOTSKY’S SOCIOCULTURAL THEORY .....</b>	<b>26</b>
<b>2.2.3 ZONE OF PROXIMAL DEVELOPMENT .....</b>	<b>27</b>
<b>2.2.4 SCAFFOLDING: INTERACTIVE INSTRUCTIONAL SUPPORT .....</b>	<b>29</b>
<b>2.3 THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING .....</b>	<b>31</b>
<b>HOLISTIC DEVELOPMENT IN MULTICULTURAL SCHOOLS .....</b>	<b>31</b>
<b>2.3.1 MULTICULTURAL EDUCATION IN SCHOOLS .....</b>	<b>31</b>
<b>2.3.2 MULTICULTURAL EDUCATION .....</b>	<b>33</b>
<b>2.3.3 MULTICULTURAL ISSUES TO INSURE A COMPASSIONATE LEARNING ENVIRONMENT .....</b>	<b>34</b>
<b>2.3.4 CURRICULUM RELEVANCE TO LEARNERS’ HOLISTIC DEVELOPMENT .....</b>	<b>36</b>
<b>2.3.5 DIVERSITY .....</b>	<b>37</b>
<b>2.3.6 INTELLIGENCE AND HOLISTIC DEVELOPMENT .....</b>	<b>38</b>
<b>2.3.7 CULTURAL INTELLIGENCE .....</b>	<b>39</b>
<b>2.3.8 COGNITIVE CULTURAL INTELLIGENCE .....</b>	<b>39</b>
<b>2.3.9 MOTIVATIONAL CULTURAL INTELLIGENCE – SELF-EFFICIENCY .....</b>	<b>40</b>
<b>2.3.10 BEHAVIOURAL CULTURAL INTELLIGENCE .....</b>	<b>42</b>
<b>2.3.11 METACOGNITIVE CULTURAL INTELLIGENCE .....</b>	<b>43</b>
<b>2.3.12 HYPOTHESISED MODEL OF INTELLIGENCE .....</b>	<b>44</b>
<b>2.3.13 UBUNTU IN SOUTH AFRICA .....</b>	<b>44</b>
<b>2.4 DIMENSIONS RELATING TO THE HOLISTIC DEVELOPMENT OF .....</b>	<b>45</b>
<b>LEARNERS .....</b>	<b>45</b>
<b>2.4.1 PHYSICAL DEVELOPMENT .....</b>	<b>47</b>
<b>2.4.2 SOCIAL AND EMOTIONAL DEVELOPMENT .....</b>	<b>48</b>
<b>2.4.3 COGNITIVE DEVELOPMENT .....</b>	<b>50</b>
<b>2.4.4 MORAL AND SPIRITUAL DEVELOPMENT .....</b>	<b>52</b>
<b>2.5 EXTRACURRICULAR ACTIVITIES IN ENHANCING HOLISTIC .....</b>	<b>53</b>
<b>DEVELOPMENT .....</b>	<b>53</b>
<b>2.5.1 SPORTS AS AN EXTRACURRICULAR ACTIVITY .....</b>	<b>56</b>
<b>2.5.2 ARTS AS AN EXTRACURRICULAR ACTIVITY .....</b>	<b>57</b>
<b>2.6 TEACHERS’ VIEW TOWARDS EXTRACURRICULAR ACTIVITIES .....</b>	<b>59</b>
<b>2.7 A COMPREHENSIVE APPROACH FOR STRATEGIES TO .....</b>	<b>64</b>
<b>ENHANCE THE HOLISTIC DEVELOPMENT AND GROWTH OF LEARNERS IN MULTICULTURAL SCHOOLS .....</b>	<b>64</b>

<b>2.8 THE WAY TEACHERS PERCEIVE THEIR ROLE IN PROMOTING</b> .....	66
<b>HOLISTIC DEVELOPMENT OF LEARNERS THROUGH</b> .....	66
<b>EXTRACURRICULAR ACTIVITIES</b> .....	66
<b>2.8.1 THE ROLE OF TEACHERS</b> .....	66
<b>2.8.2 TEACHERS PARTICIPATION IN EXTRACURRICULAR ACTIVITIES TO DEVELOP LEARNERS</b> .....	67
<b>2.8.3 TEACHING MORAL VALUES THROUGH EXTRACURRICULAR ACTIVITIES</b> .....	69
<b>2.8.4 THE BENEFITS OF EXTRACURRICULAR ACTIVITIES FOR HOLISTIC DEVELOPMENT IN LEARNERS</b> .....	71
<b>2.8.5 USING SCHOOL ACTIVITIES TO DEVELOP LEARNERS HOLISTICALLY</b> .....	73
<b>2.9 IMPORTANT DEVELOPMENT OCCURS THROUGH THE USE OF</b> .....	74
<b>EXTRACURRICULAR ACTIVITIES</b> .....	74
<b>2.9.1 COMMUNICATION AND LEADERSHIP SKILLS</b> .....	75
<b>2.9.2 TEAMWORK SKILLS</b> .....	76
<b>2.9.3 ANALYTICAL SKILLS</b> .....	76
<b>2.9.4 GENERIC SKILLS</b> .....	77
<b>2.9.5 ADAPTABILITY SKILLS</b> .....	78
<b>2.10 EXTRACURRICULAR ACTIVITIES THAT TEACHERS CAN USE IN</b> .....	78
<b>PROMOTING HOLISTIC DEVELOPMENT OF LEARNERS</b> .....	78
<b>2.11 LEARNERS’ OPINION TOWARDS THE USE OF EXTRACURRICULAR</b> .....	81
<b>ACTIVITIES IN PROMOTING THEIR DEVELOPMENT</b> .....	81
<b>2.11.1 TRANSITION TO EFFECT LEARNERS’ ABILITY FOR DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES</b> .....	81
<b>2.11.2 SOCIAL LIFE AND BEHAVIOUR OF LEARNERS</b> .....	83
<b>2.11.3 CAREER OPPORTUNITIES FOR LEARNERS THROUGH</b> .....	84
<b>EXTRACURRICULAR ACTIVITIES</b> .....	84
<b>2.11.4 LIFE SKILLS OBTAINED BY LEARNERS</b> .....	86
<b>2.11.5 LEARNERS’ INVOLVEMENT IN COMMUNITY SERVICE</b> .....	88
<b>2.11.6 EFFECTIVE ACADEMIC LEARNING TO PROMOTE LEARNERS’ DEVELOPMENT</b> .....	89
<b>2.11.7 LEARNER PREFERENCE FOR EXTRACURRICULAR ACTIVITIES</b> .....	92
<b>2.12 FACTORS IMPACTING LEARNERS’ PARTICIPATION IN</b> .....	93
<b>EXTRACURRICULAR ACTIVITIES</b> .....	93
<b>2.12.1 GENDER</b> .....	93

2.12.2 AGE .....	94
2.13 BARRIERS LEARNERS FACE WHEN PARTICIPATING IN EXTRACURRICULAR ACTIVITIES.....	95
2.13.1 RACE AND ETHNICITY .....	98
2.14 CONCLUSION .....	98
CHAPTER 3:.....	99
RESEARCH DESIGN AND METHODOLOGY .....	99
3.1 INTRODUCTION .....	99
3.2 AIM OF THE STUDY.....	100
3.3 PERMISSION .....	100
3.4 RESEARCH DESIGN.....	101
3.4.1 QUALITATIVE RESEARCH APPROACH .....	102
3.4.2 ADVANTAGES OF QUALITATIVE APPROACH.....	103
3.4.3 DISADVANTAGES OF THE QUALITATIVE APPROACH .....	103
3.4.4 QUANTITATIVE RESEARCH APPROACH.....	104
3.4.5 ADVANTAGES OF QUANTITATIVE APPROACH .....	105
3.4.6 DISADVANTAGES OF QUANTITATIVE APPROACH .....	106
3.5 MIXED METHOD APPROACH .....	107
3.6 THE SAMPLING METHOD AND SELECTION OF PARTICIPANTS .....	109
3.7 PURPOSIVE SAMPLING.....	113
3.8 DATA GATHERING METHODS AND PROCEDURES .....	114
3.8.1 QUESTIONNAIRES AS A RESEARCH INSTRUMENT.....	114
3.8.2 ADVANTAGES OF A QUESTIONNAIRE.....	115
3.8.3 DISADVANTAGES OF USING QUESTIONNAIRES .....	116
3.8.4 FOCUS GROUP SEMI-STRUCTURED INTERVIEWS.....	117
3.8.5 ADVANTAGES OF FOCUS GROUP SEMI-STRUCTURED INTERVIEWS .....	117
3.8.6 DISADVANTAGES OF FOCUS GROUP SEMI-STRUCTURED INTERVIEWS.....	118
3.9 THE PILOT STUDY.....	118
3.10 DATA GATHERING PROCEDURE .....	119
3.11 CRITERIA RELEVANT TO THE QUESTIONNAIRE .....	120
3.11.1 RELIABILITY.....	120
3.11.2 VALIDITY .....	121
3.11.3 TRIANGULATION .....	122



<b>3.12 DATA ANALYSIS .....</b>	<b>123</b>
<b>3.13 LIMITATIONS OF THE DATA COLLECTION PROCESS .....</b>	<b>124</b>
<b>3.14 ETHICAL ISSUES .....</b>	<b>124</b>
<b>3.15 ERADICATION OF SOME OF THE DISADVANTAGES ASSOCIATED WITH QUESTIONNAIRES AND FOCUS GROUP SEMI-STRUCTURED INTERVIEWS</b>	<b>125</b>
<b>3.16 CONCLUSION .....</b>	<b>126</b>
<b>CHAPTER 4 .....</b>	<b>127</b>
<b>PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH RESULTS ..</b>	<b>127</b>
<b>4.1 INTRODUCTION .....</b>	<b>127</b>
<b>4.2 DATA OBTAINED FROM PARTICIPANTS IN THE PILOT STUDY .....</b>	<b>128</b>
<b>4.2.1 INTRODUCTION .....</b>	<b>128</b>
<b>4.2.2 BIOGRAPHICAL DATA OF PARTICIPANTS IN THE PILOT STUDY .....</b>	<b>129</b>
<b>4.2.3 BIOGRAPHICAL DATA FOR LEARNERS IN THE PILOT STUDY .....</b>	<b>130</b>
<b>4.3 OVERVIEW OF THE DATA GATHERING PROCESS .....</b>	<b>131</b>
<b>4.3.1 QUESTIONNAIRES DISTRIBUTED TO TEACHERS IN THE BRANDFORT SCHOOLS .....</b>	<b>131</b>
<b>4.3.2 TEACHERS' RESPONSES ON ATTRIBUTES EMANATING FROM THE TEACHERS' QUESTIONNAIRES .....</b>	<b>132</b>
<b>4.4 PRESENTATION, ANALYSIS AND DISCUSSION OF QUANTITATIVE DATA .....</b>	<b>133</b>
<b>4.4.1 BIOGRAPHICAL DATA OF TEACHER PARTICIPANTS - SECTION A ..</b>	<b>133</b>
<b>4.4.2 GENDER OF TEACHER PARTICIPANTS .....</b>	<b>133</b>
<b>4.4.3 AGE OF TEACHER PARTICIPANTS .....</b>	<b>135</b>
<b>4.4.4 TEACHING EXPERIENCE OF PARTICIPANTS IN BRANDFORT SCHOOLS .....</b>	<b>138</b>
<b>4.4.5 TEACHING RANK OF TEACHERS IN BRANDFORT SCHOOLS .....</b>	<b>141</b>
<b>4.4.6 HIGHEST ACADEMIC QUALIFICATION OF TEACHERS IN BRANDFORT SCHOOLS .....</b>	<b>143</b>
<b>4.4.7 CLASS SIZES OF TEACHERS IN BRANDFORT SCHOOLS .....</b>	<b>145</b>
<b>4.4.8 MEDIUM OF INSTRUCTION IN BRANDFORT SCHOOLS .....</b>	<b>146</b>
<b>4.4.9 LEARNING PROBLEMS AMONGST LEARNERS IN BRANDFORT SCHOOLS .....</b>	<b>148</b>
<b>4.5 LEVELS OF PARTICIPATION OF TEACHERS IN EXTRACURRICULAR ACTIVITIES - SECTION B .....</b>	<b>151</b>

<b>4.5.1 EXTRACURRICULAR ACTIVITIES BEING OFFERED BY THE SCHOOLS IN</b>	<b>151</b>
<b>BRANDFORT</b>	<b>151</b>
<b>4.5.2 TIMES PER WEEK SCHOOLS IN BRANDFORT OFFER</b>	<b>152</b>
<b>EXTRACURRICULAR ACTIVITIES</b>	<b>152</b>
<b>4.5.3 TEACHERS IN BRANDFORT SCHOOLS WHO COACH AND MENTOR</b>	<b>154</b>
<b>EXTRACURRICULAR ACTIVITIES PER WEEK</b>	<b>154</b>
<b>4.5.4 THE TYPE OF SPORT CODES THE TEACHERS OF BRANDFORT</b>	<b>156</b>
<b>COACH/MENTOR</b>	<b>156</b>
<b>4.5.5 TEACHERS WHO COACH/MENTOR PERFORMING ART IN THE SCHOOLS</b>	<b>158</b>
<b>IN BRANDFORT</b>	<b>158</b>
<b>4.5.6 THE TYPE OF PERFORMING ARTS TEACHERS WHO COACH/MENTOR</b>	<b>160</b>
<b>AT BRANDFORT SCHOOLS</b>	<b>160</b>
<b>4.5.7 TYPES OF ACADEMIC PROGRAMME COACHED/MENTORED BY TEACHERS IN</b>	<b>162</b>
<b>BRANDFORT SCHOOLS</b>	<b>162</b>
<b>4.5.8 EXTRACURRICULAR ACTIVITIES RELATING TO LEARNERS' SUCCESS</b>	<b>164</b>
<b>IN BRANDFORT SCHOOLS</b>	<b>164</b>
<b>4.6 INFLUENCES OF EXTRACURRICULAR ACTIVITIES ON LEARNERS' HOLISTIC DEVELOPMENT - SECTION C</b>	<b>167</b>
<b>4.6.1 SCHOOLS IN BRANDFORT THAT OFFER EXTRACURRICULAR ACTIVITIES TO PROMOTE LEARNERS' HOLISTIC DEVELOPMENT</b>	<b>167</b>
<b>4.6.2 TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES</b>	<b>169</b>
<b>IN THE SCHOOLS OF BRANDFORT</b>	<b>169</b>
<b>4.6.3 THE IMPORTANCE OF PROMOTING EXTRACURRICULAR ACTIVITIES TO</b>	<b>170</b>
<b>DEVELOP LEARNERS' HOLISTIC GROWTH IN BRANDFORT SCHOOLS</b>	<b>170</b>
<b>4.6.4 ENTHUSIASTIC TEACHERS ARE MORE SUCCESSFUL IN DEVELOPING</b>	<b>173</b>
<b>NEW ACTIVITIES TO NURTURE LEARNERS IN THE BRANDFORT SCHOOLS</b>	<b>173</b>
<b>4.7 PRESENTATION, ANALYSIS AND DISCUSSION OF THE OPEN RESPONSES OF THE QUALITATIVE SECTION OF THE QUESTIONNAIRES</b>	<b>175</b>

<b>4.8 BENEFIT OF LEARNER PARTICIPATION IN EXTRACURRICULAR</b>	<b>175</b>
<b>ACTIVITIES - SECTION D</b>	<b>175</b>
<b>4.8.1 PHYSICAL DEVELOPMENT AND FITNESS</b>	<b>175</b>
<b>4.8.2 BUILDING SELF-CONFIDENCE</b>	<b>177</b>
<b>4.8.3 LEARNERS' ACADEMIC PERFORMANCE</b>	<b>178</b>
<b>4.8.4 LEARNERS' DISCIPLINE AND SELF-DISCIPLINE</b>	<b>180</b>
<b>4.8.5 DEVELOPING SOCIAL SKILLS</b>	<b>181</b>
<b>4.8.6 HOLISTIC GROWTH AND DEVELOPMENT</b>	<b>184</b>
<b>4.9 IT IS NECESSARY FOR ALL TEACHERS TO TAKE PART IN</b>	<b>185</b>
<b>EXTRACURRICULAR ACTIVITIES</b>	<b>185</b>
<b>4.9.1 CULTIVATING AN ATMOSPHERE OF LEARNING</b>	<b>185</b>
<b>4.9.2 EXTRACURRICULAR ACTIVITIES RELIEVE AND RELAX LEARNERS</b>	<b>188</b>
<b>AND</b>	<b>188</b>
<b>TEACHERS</b>	<b>188</b>
<b>4.9.3 EXTRACURRICULAR ACTIVITIES PROMOTE GOOD RELATIONSHIPS</b>	<b>189</b>
<b>4.9.4 TEACHERS NEED TO BE PLACED IN AN ACTIVITY OF THEIR</b>	<b>191</b>
<b>STRENGTH</b>	<b>191</b>
<b>4.10 THE ROLE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THE</b>	<b>193</b>
<b>HOLISTIC DEVELOPMENT OF LEARNERS</b>	<b>193</b>
<b>4.10.1 SOCIAL ACTIVITIES THAT DEVELOP LEARNERS MENTALLY</b>	<b>193</b>
<b>4.10.2 DEVELOPING MOTOR AND GROSS MOTOR SKILLS</b>	<b>194</b>
<b>4.10.3 PROBLEM SOLVING IN REAL-LIFE SITUATIONS</b>	<b>194</b>
<b>4.10.4 SPORTSMANSHIP, TEAM SPIRIT, AND CULTURE</b>	<b>195</b>
<b>4.10.5 INTELLECTUAL WELL-BEING AND GROWTH</b>	<b>197</b>
<b>4.10.6 PARENTAL INVOLVEMENT IN LEARNER DEVELOPMENT</b>	<b>198</b>
<b>4.11 FACTORS PREVENTING THE HOLISTIC DEVELOPMENT OF LEARNERS</b>	<b>199</b>
<b>THROUGH EXTRACURRICULAR ACTIVITIES</b>	<b>199</b>
<b>4.11.1 LACK OF EQUIPMENT, FACILITIES, AND TEACHER INTEREST</b>	<b>199</b>
<b>4.11.2 LOW SOCIO-ECONOMIC STATUS; LEARNERS LACK PARTICIPATION</b>	<b>200</b>
<b>IN</b>	<b>200</b>
<b>SPORTS</b>	<b>200</b>
<b>4.12 SPORT AND CULTURAL ACTIVITIES PROMOTE MULTICULTURALISM IN</b>	<b>201</b>
<b>SCHOOLS AND THE COMMUNITY</b>	<b>201</b>

4.12.1 MULTICULTURALISM AND DIVERSITY .....	201
4.12.2 ENCOURAGING PARTICIPATION AND INTERACTION FROM THE ... BROADER COMMUNITY .....	204
4.13 HOW TEACHERS PERCEIVE THEIR ROLE IN PROMOTING LEARNERS' 208 HOLISTIC DEVELOPMENT IN THE PROCESS THROUGH THE USE OF .....	208
EXTRACURRICULAR ACTIVITIES - SETION E .....	208
4.13.1 PROMOTING MULTICULTURAL EDUCATION IN CLASS .....	210
4.13.2 PROMOTING VALUES OF <i>UBUNTU</i> .....	210
4.13.3 PROMOTING PHYSICAL DEVELOPMENT .....	210
4.13.4 PROMOTING LEARNERS' SOCIAL AND EMOTIONAL DEVELOPMENT .....	211
4.13.5 DEVELOPING LEARNERS' MORAL VALUES THROUGH THE USE ... EXTRACURRICULAR ACTIVITIES .....	211
4.13.6 ABILITY TO PROMOTE TEAMWORK SKILLS .....	212
4.13.7 ABILITY TO ENHANCE ANALYTICAL SKILLS .....	212
4.14 PRESENTATION, ANALYSIS AND DISCUSSION OF QUALITATIVE DATA .....	213
4.14.1 INTERPRETATIONS EMANATING FROM QUESTION 1 .....	216
4.14.1.1 MAIN THEME: BENEFITS OF VARIOUS SPORTING CODES .....	216
4.14.2 INTERPRETATIONS EMANATING FROM QUESTION 2 .....	225
4.14.2.1 ADDITIONAL ACTIVITIES FOR LEARNERS' HOLISTIC DEVELOPMENT.....	226
4.14.3 INTERPRETATIONS EMANATING FROM QUESTION 3 .....	228
4.14.3.1 PERSONAL ACCEPTANCE FOR PARTICIPATION IN .....	229
EXTRACURRICULAR ACTIVITIES .....	229
4.14.4 INTERPRETATIONS EMANATING FROM QUESTION 4 .....	232
4.14.5 INTERPRETATIONS EMANATING FROM QUESTION 5 .....	233
4.14.5.1 EXTRACURRICULAR ACTIVITIES THAT BENEFIT SOCIAL INTERACTION. ....	234
4.14.6 INTERPRETATIONS EMANATING FROM QUESTION 6 .....	237
4.14.6.1 EXTRACURRICULAR ACTIVITIES ASSISTING LEARNERS' HOLISTIC .....	238
DEVELOPMENT .....	238
4.14.7 INTERPRETATIONS EMANATING FROM QUESTION 7 .....	243
4.14.7.1 ACTIVE TEACHERS LEAD TO ACTIVE LEARNER DEVELOPMENT	243
4.14.8 INTERPRETATIONS EMANATING FROM QUESTION 8 .....	244

<b>4.14.9 INTERPRETATIONS EMANATING FROM QUESTION 9 .....</b>	<b>248</b>
<b>4.14.9.1 EXTRACURRICULAR ACTIVITIES ENHANCE PERSONAL VALUES .....</b>	<b>248</b>
<b>THROUGH PARTICIPATION .....</b>	<b>248</b>
<b>4.14.10 INTERPRETATIONS EMANATING FROM QUESTION 10 .....</b>	<b>251</b>
<b>4.14.10.1 EXTRACURRICULAR AND EXTRAMURAL ACTIVITIES ACHIEVE HIGHER ACADEMIC GRADES IN LEARNERS .....</b>	<b>252</b>
<b>4.14.11 INTERPRETATIONS EMANATING FROM QUESTION 11 .....</b>	<b>253</b>
<b>4.14.11.1 EXTRACURRICULAR ACTIVITIES INCREASE HIGHER EMPLOYABILITY .....</b>	<b>254</b>
<b>4.14.12 INTERPRETATIONS EMANATING FROM QUESTION 12 .....</b>	<b>256</b>
<b>4.14.12.1 EXTRACURRICULAR ACTIVITIES ENCOURAGE A LEARNER'S TALENTS AND SELF-BELIEF .....</b>	<b>257</b>
<b>4.15 CONCLUSION .....</b>	<b>257</b>
<b>CHAPTER 5 .....</b>	<b>258</b>
<b>DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION .....</b>	<b>258</b>
<b>5.1 INTRODUCTION .....</b>	<b>258</b>
<b>5.2 RESEARCH FINDINGS .....</b>	<b>258</b>
<b>5.2.1 RESEARCH QUESTION 1 .....</b>	<b>259</b>
<b>5.2.2 RESEARCH QUESTION 2 .....</b>	<b>262</b>
<b>5.2.3 RESEARCH QUESTION 3 .....</b>	<b>264</b>
<b>5.2.4 RESEARCH QUESTION 4 .....</b>	<b>266</b>
<b>5.2.5 RESEARCH QUESTION 5 .....</b>	<b>268</b>
<b>5.3 SYNTHESIS OF FINDINGS (TRIANGULATION BETWEEN THE QUANTITATIVE AND QUALITATIVE DATA) .....</b>	<b>272</b>
<b>5.4 RECOMMENDATIONS FOR MULTICULTURAL SCHOOL SETTINGS .....</b>	<b>274</b>
<b>5.5 LIMITATIONS OF THE STUDY .....</b>	<b>279</b>
<b>5.6 RECOMENDATIONS FOR FURTHER RESEARCH .....</b>	<b>279</b>
<b>5.7 CONCLUSION .....</b>	<b>280</b>
<b>REFERENCES .....</b>	<b>281</b>
<b>ANNEXURES .....</b>	<b>350</b>
<b>ANNEXURE A .....</b>	<b>351</b>
<b>ANNEXURE B .....</b>	<b>352</b>
<b>ANNEXURE C .....</b>	<b>354</b>
<b>ANNEXURE D .....</b>	<b>355</b>

<b>ANNEXURE E</b> .....	<b>362</b>
<b>ANNEXURE F</b> .....	<b>363</b>
<b>ANNEXURE G</b> .....	<b>366</b>
<b>ANNEXURE H</b> .....	<b>382</b>
<b>ANNEXURE I</b> .....	<b>388</b>

# CHAPTER 1:

## INTRODUCTION AND ORIENTATION TO THE STUDY

### 1.1 INTRODUCTION

---

The need for growth and development arise due to deprivation and are said to galvanise people when their needs are unmet. The motivation that inspires people to fulfil such needs will grow exponentially. Consequently, the researcher is of the opinion that the longer people are not exposed to adequate opportunities to enhance their holistic development, the more motivated people may become in fulfilling Maslow's need for self-actualisation. While this study focuses on ascertaining the use and value of extracurricular activities in promoting the holistic development of learners in multicultural schools, a gap in the use of effective strategies by teachers in Free State multicultural schools, particularly the Lejweleputswa educational district, seem to exist. Research by Kapur (2015) shows that the use of extracurricular activities assist learners with the necessary activities to develop in body, mind and spirit. Maslow concurs with Kapur by stating that people's growth does not only arise because of a deficiency in a particular aspect of development, but rather from a desire to grow as a person. Learners desire to grow can be motivated through the establishment of participation in extracurricular activities (Pioner,2015). In some instances, schools request additional fees and costs from parents as a mechanism of enhancing their holistic development- this is fulfilled through various sporting codes, school newspapers, literary activities, drama clubs and cultural clubs. Learners may be introduced to extracurricular activities at school which may not be entirely appropriate to their forms of learning- this in essence may hinder their health and holistic human development.

Extracurricular activities need to be managed according to learners' needs and desires and as such ensure promote an appropriate development structure to ground effective strategies which could possibly be used by teachers. Encouraging learners

to participate in extracurricular activities should commence in the early phase of childhood education where the platform for learners' personality, learning and development is laid. Learners come into contact with peers who also engage in extracurricular activities. Therefore, teachers should initiate opportunities to advance appropriate strategies as a measure in enhancing learners' holistic development, especially in the early phase of their development where learners have to indulge in enjoy and play (Sampson, 2012). Extracurricular activities assist to improve the creativity and artistic talents among learners. Well-known educational philosophers, such as Rousseau, Spencer and Dewey further reiterate the importance of extracurricular activities among learners in developing social relationships and intellectual intelligence. Learners associate with different peer groups, which may satisfy their socialisation, self-assessment, self-identification, as well as the fulfilment of their need to become self-actualised. Learners can further be enabled to reach self-actualisation by participating in academic activities, such as maths or science clubs, and research projects- these activities contribute to learners' academic growth, which may assist them in mastering certain life tasks; developing leadership roles, increasing their involvement in the community and expressing their civil responsibly (Barge, 2015).

The holistic growth of humans in developing countries, such as South Africa can be seen as a multi-dimensional vision of development (Kapur, 2015)-this development may in turn cause an anomaly-developing difficulty in extracurricular structures, which could possibly limit human activities in the social, economic, educational and cultural spheres of society. Thomas and Lleras (2009) have identified high school learners who were highly praised by their teachers as those who had good social skills and work habits; participated in extracurricular activities in high school; had completed higher levels of education than some of their classmates who had similar test scores, the latter being less socially adroit and participated less in extracurricular activities. According to Thakur (2013), it is an accepted norm that extracurricular activities support learners' social and personal development skills. Mason (2017) corroborates the previous scholars' position and articulates that extracurricular activities generate positive growth in human development. According to Kapur's (2015) further states that extracurricular activities promote all aspects of human



development, regardless of anomalies; even more so in multicultural school environments, where for the development of learners as holistic beings is perceived as cardinal.

The objective of the researcher for this study is to investigate the use of extracurricular activities in promoting learners' personal skills for the fulfillment of their development processes. The holistic view of human development can be observed in different aspects, such as the physical, emotional, mental, spiritual and social. In the observation of the researcher, learners at different schools in the Lejweleputswa educational district of the Free State province, participate in different sport clubs, presented by the community. Extracurricular activities are not offered by all the schools, which indicate a somewhat negative outlook for the learners. According to Bottenburg (2011), a positive view can be seen on how voluntary sport clubs motivate learners to participate. This is indicated by the European sport community that such a sector has positively influenced learners and grew particularly in the last decade of the twentieth century. In the opinion of the researcher, the absence of such a community that opens doors for extracurricular activities to enhance the learner's holistic growth might lead to deficient growth in many communities. The sole purpose for the opinion of the researcher is that some learners might participate in various sporting clubs and cultural activities in their respective communities, while others might not; the latter possibly entertaining themselves with undesirable activities, such as using illegal substances. Wilson (2009) opines that learners who decide to participate in extracurricular clubs will enhance their skills to become holistic, but is not claimed that this will be the sole goal of holistic growth. According to Uluga, Ozden and Eryilmazc (2011), the participation in extracurricular activities in school appears to have a positive influence on learners' attendance, achievements and aspirations for future education. Dick (2010) also states that learners who participate in extracurricular activities have higher grade averages and school attendance than non-participants, which in turn might contribute to learner attitudes toward their holistic development.

## 1.2 BACKGROUND TO THE STUDY

---

Statistics South Africa (2016), indicates that there is a large percentage of learners in Brandfort schools, Free State province who experience challenges in completing their schooling. A total of 367 out of 3134 adults obtained higher education, while 1065 out of 3134 adults completed their grade 12 school leaving certificate. Learners in the Brandfort area of the Lejweleputswa educational district could be exposed to an array of challenges and poor socio-economic conditions. According to Snellman (2015) the influence of socio-economic and racial composition may not only exist, but seems to be growing in magnitude in Brandfort. Hart, Tompett and Snellman (2017) corroborate the statistics of South Africa, suggesting that the low level of education in Brandfort may be due to the low socio-economic status of the community. This situation in turn could possibly translate in a lack support for the promotion of learners' holistic growth in extracurricular activities and as such cause learners to develop a non sense of belonging (Hart, 2016). The researcher has also observed that all the multicultural school settings in the Brandfort area have a feeding scheme at school where a large number of learners receive possibly, their first meal of the day. School-based isolation by race and class lead to social stratification through the unequal allocation of educational resources and experiences, which disadvantage learners with a low socio-economic status background and cause them to experience grave challenges, most of the time (Tompsett, 2017).

Learners need for growth and development are confronted with various challenges in multicultural school settings in the Free State province. Thus, the focus of this study suggest strategies to assist teachers with learners development and holistic growth. The researcher has been teaching and coaching extracurricular activities for eight years, of which seven of these years was at a designated high school (former ex model C school) in the Brandfort area of the Free State province. Since teaching at this school, the researcher has observed a lack of dedication from schools in general, in offering learners a range of extracurricular activities. Furthermore, teachers' perceived lack of motivation to spend time in extracurricular activities in enhancing learners' growth has been noted by the researcher. Although many more

issues could be considered in affecting the capacity of learners' participation, the researcher deduced that some schools and teachers lack the knowledge and skills in developing learners optimally and granting them fair opportunities in reaching their full potential. It appears that these schools leave learners at the mercy of community clubs which seem not to be purely focused on supporting children with all aspects of their holistic development or holistic education, but rather simply present an isolated sport code in most cases. In exploring the possible reasons how learners could advance their inner personal skills, the focus of the study focused on certain strategies which might be used by teachers to develop learners holistically and as such ensure that motivated teachers offer extracurricular activities in multicultural schools of the Lejweleputswa educational district of the Free State province.

By participating in extracurricular activities, learners generally derive great benefits which, in turn, improve their academics and result in their achieving higher grades (Wilson, 2009). Extracurricular activities might give a plausible contribution to a learner's academic achievements. Participating in such activities contributes to the fulfilment of their whole being in becoming self-actualised in their purist form (Massoni, 2011). In the opinion of the researcher, holistic development is not only met by participating in extracurricular activities, but also in the academic achievements that learners obtain. In order for humans to develop holistically, they need to pay attention to themselves as a whole by addressing factors that might affect the mind, body and spirit which, in turn, may thrive on three elements, namely, balance, inclusion and connection (Aishah, 2014). In educational research, questions are still being asked as to whether extracurricular activities offer value to these elements. According to Bueno & Hund (2015), people still have the perception that out-of-class experiences serve of great value to social and personal growth, which can contribute to holistic development, but still may hold no priority over course work, team projects and assignments, in assisting the development of interpersonal skills. Barge's (2015), statement agrees with Bueno & Hund (2015) by noting that colleges in America are full of students being active, and contributing to their communities. In addition, European sports centres have supported their communities for learner participation in extracurricular activities, especially in north-western European countries, such as Sweden, Denmark, UK, Ireland, the Netherlands, Belgium and

Germany, and in southern European countries, such as Spain and Italy. According to world university rankings, extracurricular activities are now more important for application than ever before. Extracurricular activities have become more pivotal in decision making (Grove, 2015). Students, by making their presence felt by participating in activities, colleges started to note that they were developing their talents and passions more rapidly than non-participants.

### **1.3 MOTIVATION FOR THE RESEARCH**

---

As believed in the opinion of the researcher, teacher's internal workload might be heavy and in most cases, extracurricular activities are included in the allocation. The researcher maintains that extracurricular activities present opportunities for teachers to become mentors for learners. In most rural schools in South Africa it is however observed that teachers lack interest in coaching or leading extracurricular activities at their schools. The motivation for the research is to suggest strategies that might be used at schools for teachers using extracurricular activities to promote the holistic development of learners. The study may be used in motivating teachers by setting out an understanding of the role they need to play in promoting holistic development by using extracurricular activities. The research will focus on identifying and suggesting strategies for teachers to understand the value and use of extracurricular activities in promoting the holistic development of learners. The motivation behind the research is not only to encourage teachers of the value of extracurricular activities, but also to motivate learners to partake in such activities, which might ultimately enhance their own personal growth, personality and identity development.

### **1.4 CONCEPTUAL FRAMEWORK**

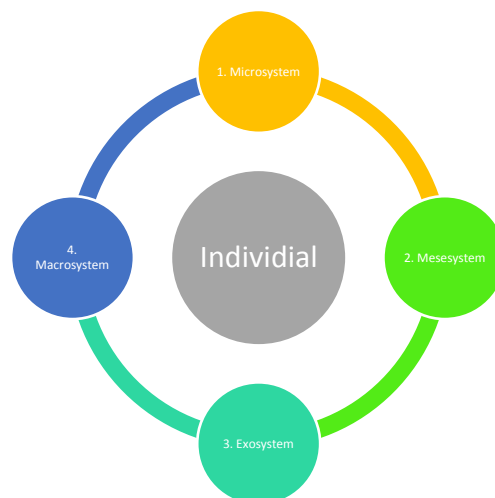
---

The conceptual framework is the structure that can embrace or support the theory of a research study, as it presents and defines the theory that explains why the research problem, under study exists. Consequently, in the opinion of Mchunu and Le Roux (2010), every person, except those with disabilities, is born with some sort

of athletic ability to participate in a sport to improve their physical and intrinsic development. Holistic education aims at assisting learners to realise their full potential. Abraham Maslow referred to the fulfilment of holistic education as "self-actualization". Education with a holistic perspective contributes to the growth of every person's intellectual, emotional, social, physical, artistic, creative and spiritual abilities (Krishnamurti, 2003).

Referring to the above-mentioned, the study will consist of three theories which are based on certain paradigms from which they are developed.

Firstly, the researcher used Bronfenbrenner's bio-ecological model (figure 1) for the purpose of this study. which proposes that a person's growth might be influenced by a set of systems in their environment, such as family, peers and social institutions, schools and exposure/non exposure to extracurricular activities (Eggen & Kauchak 2014). The surroundings and realities that learners engage with family, peers, teachers and coaches might provide ideal sources for social growth by ensuring their environments are secure. Having to deal with schools in the Brandfort area of the Free State province, it might be that the issues and social realities prevalent in Bronfenbrenner's theory, might be absent in the great majority of the learners' daily lives. If teachers have knowledge of the systems and the effect they have on the development of their learners, they may assist learners to develop in relation to their age, ability difference, contextual background and diversity. This development in turn, ultimately inspires learners to believe that they are able to achieve any given school task.



**FIGURE 1.1 BRONFENBRENNER'S BIO-ECOLOGICAL MODEL (EGGEN & KAUCHAK, 2014).**

Bronfenbrenner's systems theory on the one hand, views individuals as being central to their own actualisation within a specific environment. This issue, according to the researcher, may lean towards Maslow's hierarchy of needs where all people have a need to be self-actualised. On the other hand, Gilliland (2012) views people's needs as deficits, which are instinctive, collective, and related to all humans. Maslow's hierarchy of needs is directed towards motivating a person's growth, which is similar to what Bronfenbrenner's bio-ecological systemic theory espouses. Bronfenbrenner's theory is aimed at highlighting learners' environmental growth needs, whereas Maslow's theory is pronged on learners' personal growth. Individuals are focussed on their contribution to humanity rather than themselves. In the context of Maslow's theory both teachers and learners will be motivated by the strategies to promote their holistic development. Therefore the researcher believes that learners may develop in the frame of Vygotsky's Zone of Proximal Development (ZPD) when interacting with each other while participating in extracurricular activities. However, not all forms of interaction are equally effective. A learner benefits optimally from interaction when operating in his/her ZPD. Tasks which individual cannot yet perform alone but which could be accomplished when supported by a more knowledgeable other (Bainbridge, 2018).

Finally, the researcher holds the view that the growth of people is related to the aspect of holistic education. The significance of holistic education should be understood as a paradigm, rather a particular method or technique (Embong, Hashim & Yusoff, 2015). In an attempt to highlight holistic education, a conceptual framework articulating the holistic development of learners may consist of seven educational objectives, essential components, and integral elements. Such objectives, according to Embong, Hashim and Yusoff (2015), generate seven essential components namely, spiritual education; moral training; intellectual discipline; physical education; language literacy; social education and professional training. All of the objectives in some way or another, seem not to be prevalent in numerous households worldwide- a potent example being a deficit in the holistic growth of learners in multicultural school settings. The aspects outlined by Bronfenbrenner's and Embong, Hashim and Yusoff's theoretical frameworks for holistic education might be compared to Maslow's hierarchy of needs might eventually serve as a strategy to respond to the stated research questions.

In addition, the philosophy of Stephan Pepper's system of world views is applied in the theories of human development, such as the mechanistic, organismic, and contextual domains (Haynes, 2009). Human behaviour, as in the social science models of Marx, Freud, and Skinner determine the external societal forces of internal, mechanistic processes (Reed, 2006). Mechanistic development focuses predominantly on human behaviour (Reese, 2012). Psychologists set out to find scientific laws that allow them to predict and control human behaviour, suggesting that humans have a built-in motivational system that drives development, under the right conditions. Humans become intrinsically motivated and become personally involved. The evidence found by the psychologists indicates that humans learn more when they are intrinsically motivated. Encouraging learners to participate in various extra-curricular activities may lead to a mentoring relationship between teachers and learners (Lopez, 2011), thus as a teacher or a coach, learners' ownership of being part of a collaborative group, will ultimately increase (Reed, 2006).

The Organismic view emphasises collaboration between developmental phenomena, in a meaningful manner. Mechanistic theories are not visible in an organismic worldview, because the theory reflects on the internal workings of the holistic and organic whole of a person. The development theories descending from organismic perceptions embrace Piaget's constructivist theory of cognitive development (Haynes, 2009). Piaget's theory also set out certain factors which influence development. Teachers who use Piaget's theories need to recognise the two important engagements occur between people which are their experience with the physical world and interaction with people. Social experience plays an important role in developing learners holistically, especially in multicultural schools. Social experiences in Piaget's theory emphasise their importance, where learners test their schemes against those of others. Teachers can provide social experiences for the learners in two ways. First, the teacher guides the learners' developing understanding through questioning; and secondly, the teacher can form groups in which learners interact and promote the integration of learning from different cultural backgrounds. Contextual development according to these theorists has meaning in the context of the larger environment in which it may occur, such as interacting with a more knowledgeable adult (Eggen & Kauchak, 2014). In conclusion, Bronfenbrenner, state that person-context connections which occurring at the



microsystem level, are of special significance (Tudge et al., (2009). Even though additional distal ecologies relate to the nature and quality of the interactions that occur within the microsystem, development is directly affected by the exchange between the individual and his/her current environment. Proximal interactions is cardinal to development in a constructive stage-environment fit process (Roeser & Eccles, 2009).

## 1.5 PROBLEM STATEMENT

---

The problem, in the opinion of the researcher, is that extracurricular activities seem not to be optimally used at school level in contributing towards learners' holistic development. Teachers may have a limited awareness about their perceived role in enhancing learners' holistic development; they can expose learners to an array of extracurricular activities. Learners may have limited to no obligations towards extracurricular activities and as such, may hold misbeliefs of the manner in which extracurricular activities could possibly promote their holistic development. This, in turn, might adversely affect schools' responses in optimising the benefits associated with extra-mural activities. According to the researcher's observation as a teacher at a high school, teachers in multicultural primary schools in the Brandfort area of the Lejweleputswa educational district of the Free State province, appear not to use extracurricular activities optimally in promoting the holistic development of learners, as would be expected. Such practice could stifle some aspects of the learners' development, especially in primary schools, where the foundation their development should be laid. Many factors and conditions seemingly, contribute to the latter mentioned situation. Brandfort is regarded as an area with high levels of poverty, huge unemployment, high dropout rate amongst learners at high school level and poor school attendance. The researcher is of the view that learners' exposure to various extra-curricular and cultural activities might serves as a motivating factor in mitigating against these challenges and as such fulfil a cardinal role in promoting the holistic development of learners.

Emanating from the above problem statement, the following main research question is explored for the purpose of this study, namely:



- How do teachers use extracurricular activities in promoting the holistic development of learning in multicultural schools of the Lejweleputswa educational district in the Free State province of South Africa ?

The following subsidiary research questions are further explored for this study.

- How do teachers perceive their role in promoting the holistic development of learners through extracurricular activities?
- Which extracurricular activities do teachers use in promoting the holistic development of learners?
- How effective are extracurricular activities in promoting learners' holistic development?
- What do learners think of the use of extracurricular activities in promoting their development?

## 1.6 AIM AND OBJECTIVES OF THE STUDY

---

The cardinal aim of the study is to investigate how teachers use extracurricular activities in promoting the holistic development of learners in multicultural schools of the Lejweleputswa educational district in the Free State province of South Africa? Specific strategies which teachers could explore in using extracurricular activities to promote the learners' holistic development were explored.

The following objectives are pursued for the purpose of this study, namely:

- To ascertain how teachers perceive their roles in promoting the holistic development of learners through extracurricular activities ?
- To determine the various extracurricular activities used by teachers in promoting the holistic development of learners ?
- To investigate the effective use of extracurricular activities in promoting learners' holistic development ?

- To ascertain learners views of extracurricular activities in promoting their holistic development ?

## 1.7 RESEARCH DESIGN AND METHODOLOGY

---

The research design in the study will followed a mixed method approach which involves both the qualitative and quantitative approaches. The qualitative approach is a way of thinking generally in conducting qualitative research. The outcome of qualitative research produces findings not arrived at from statistical evidence or any form of quantification (William, 2006). Qualitative research may refer to research about behaviours, emotions, people's lives, lived experiences and cultural phenomena. According to Eggen and Kauchak's (2014), Bronfenbrenner's bio-ecological systems approach benefits the use of qualitative approach, purely by the fact that through this approach data can be gathered to ascertain behaviours, emotions, lived experiences and cultural values and beliefs in the research participants environment.

The quantitative approach, on the other hand, can assist the researcher in the quest to gather valuable data and variables of the participants' environment. According to Rahman (2016) quantitative research is a research strategy that emphasises the quantification of the analysed data that have been collected by the population (teachers and learners in Brandfort multicultural schools of the Lejweleputswa education district of the Free State province). Both Bronfenbrenner and Maslow focus on the individual's quest to either succeed in their environment, which may lead to the need for self-actualisation. It is therefore appropriate for this study to make use of Bronfenbrenner and Maslow's theories as these promote the learners' learning environment and the fulfilment of their needs in society. These theories also assist schools and teachers to find pragmatic strategies which promote the holistic development of learners.

Education needs a holistic methodology which could assist in facilitating each learner's quest in developing their individual abilities and capacities at a suitable time and pace; support the learner's growth and accomplishments; encourage their

inquisitiveness; inspire a lasting positive outlook on the world and as such foster individual and cultural compassion (Ilisko & Badjanova, 2015). Research methodology can be defined as a universal plan about what the researcher will do to answer the key research question (Maxwell, 2012). The study aims to clarify the conceptual dimension of a holistic approach to education in developing learners by using extracurricular activities to enhance learners' educational growth. Teachers in Latvia pinpoint the essence of the holistic approach and value the opportunities it affords for shaping the content of holistic education (Ilisko & Badjanova, 2015). A careful blend of quantitative methods were used in the study to enable the researcher to gather data about the perceptions of school teachers in the Lejweleputswa educational district.

## **1.8 THE RESEARCH POPULATION**

---

In research, the population can be divided into two groups namely, the target population and the accessible population. The target population is the whole group of people in which the researcher would be interested. The accessible population can be taken as the population from which the researcher draws conclusions. The population the researcher targeted for this study, was the teachers and the learners in from the Brandfort area in the Lejweleputswa educational district (Figure 1.2). The learners were selected from high schools in the Brandfort school locality.

The teachers of all the schools in Brandfort participated in the study on a voluntary basis. The population that will be used to generate data in order to answer the research questions is 65 teachers and 39 learners. The learner participants representative of the population, range from the senior phase (grades 7-9) and the FET phase (grades 10-12).

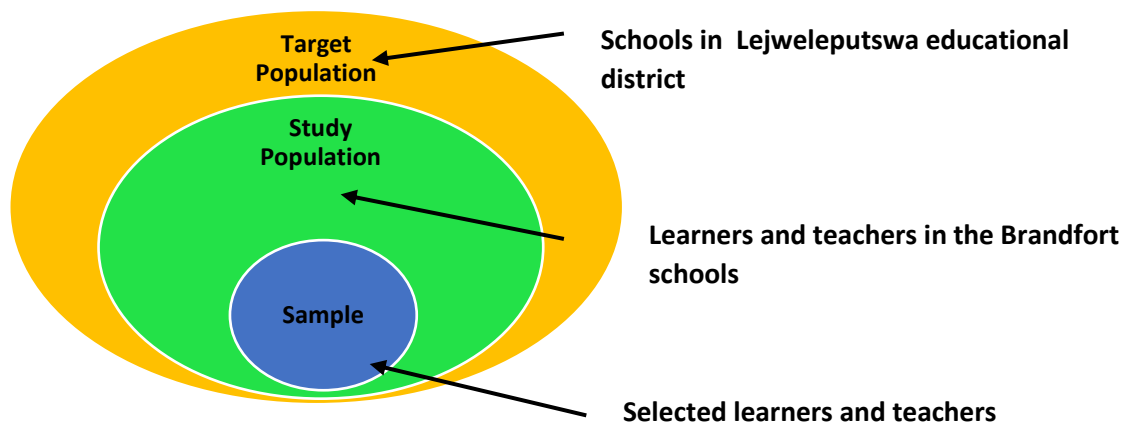


FIGURE 1.2 POPULATION FOR SAMPLING (KUMAR, 2014)

## 1.9 SAMPLING

---

According to Cherry (2017), sampling is a process of selecting a number of individuals in such a way that the individuals represent the larger group from which they were selected. The purpose of sampling is to gather data about the population to make a suggestion that can be generalised by the population. The population of (129 teachers and 43 learners) that was selected from the Brandfort schools, which formed part of the sample that was used to gather the data for any plausible conclusion to be made in the study. This made the sample, a non-probability type which leads to a convenience sampling procedure. All the participants in the population had an equal opportunity of being selected for the sampling procedure to collect data (Kumar, 2014). The participants were selected from five multicultural school settings. The reason in using learners for this study as well is to get a sense of your thinking on the use of extracurricular activities in promoting their development- this also clarify the aim of the study to motivate learners to achieve higher academic grades and think more constructive of issues influencing their development. The reason for involving teachers in the study was to ascertain their perceptions on issues affecting the holistic development of learners; whether teachers use extracurricular activities effectively; the type of extracurricular activities they use in promoting the holistic development of learners; and how teachers

perceive their role in developing learners through the use of extracurricular activities.

## **1.10 DATA GATHERING PROCEDURES**

---

### **1.10.1 QUESTIONNAIRES**

---

Questionnaires can provide evidence between large populations' cultural patterns, and qualitative data may also provide more in-depth perceptions on participants' attitudes, thoughts and behaviours (Harris & Brown, 2010). Questionnaires are multiple choice answer options which are analysed using pie-charts, bar-charts and percentages. The advantage of using questionnaires increases the speed of data collection and there is low or no cost allocated and a higher level of objectivity is achieved in comparison to alternative methods of primary data collection (Dudovskiy, 2007). Questionnaires suited the purpose of the study for the sole purpose of low cost and that data can be collected at a high speed.

The Qualitative approaches are divided into four groups, namely; Ethnography, Phenomenology, Field Research and Grounded Theory, (Rahman, 2016). The Ethnography approach will assist the researcher to understand the multicultural environment, the ethnicity and the geographic location of the schools. The purpose of using a qualitative questionnaire is to obtain the personal feeling and opinion of the participants. The purpose of using open-ended questions assisted the researcher to gather data on how teachers perceive their role in learners' holistic development. Teachers may be using extracurricular activities to promote learners' holistic development, but is it done effectively for the benefit of learners? The type of strategies teachers use in promoting learners' development, via various extracurricular activities, is under scrutiny in this study.

The method of quantitative research for this study was to investigate issues around teacher perceptions in extracurricular activities, the effectiveness gained by learners, and to ascertain the extent the school promotes such activities (Maxwell, 2012). The questionnaires were designed in exploring possible strategies to answer the researcher's questions. Quantitative questions focus on how teachers use

extracurricular activities to promote learners' development and the way teachers' perceive their roles in promoting the holistic development, together with the effectiveness and type of extracurricular activity being used in promoting holistic development.

### **1.10.2 FOCUS GROUP INTERVIEWS (SEMI-STRUCTURED INTERVIEWS)**

---

A group interview may be seen as a small group of five to ten people led by an experienced moderator/researcher through a discussion of relevant questions (Harris & Brown, 2010). The reason for the use of focus group interviews by the researcher is that some learners could interpret the question incorrectly and misunderstood some of the vocabulary that was used. The advantage of such interviews will ensure that the answers to each question the researcher allocated to the group, will be more accurate than the questionnaires. The group interviews were held with learners who strictly participate in extracurricular and cultural activities. The researcher directed questions related to the research question and main aim of the study. The main question was aimed at ascertaining learners' views on whether they believed that the use of extracurricular activities promoted their development. The aim of the interviews was also to gather insight into whether improvement has occurred and if learners have experienced some growth in their academics when they participated in extracurricular and cultural activities.

### **1.10.3 TRIANGULATION**

---

The study focussed on several types of research methods as to gather a large and valuable amount of data. Through this process the researcher used triangulation to improve the validity and reliability of the data which involved using more than one research technique such as the qualitative approach and the quantitative approach, Collecting information using the mixed method approach in the form of questionnaires and focus group interviews were appropriate for the purpose of this study. Therefore, collecting definitely enhances of information the validity and reliability of the results (Zohrabi, 2013). The value of using triangulation to validate the study was to determine whether the qualitative approach had any relation with

the quantitative approach but also to establish if the group interviews informed the data gathered by questionnaires.

## 1.11 SIGNIFICANCE OF THE STUDY

---

This study envisaged to enhance the capacity of teachers in using effective strategies for supporting learners in using extracurricular activities to enhance the holistic development of the learner and present the activities to build a holistic generation. The study investigated the belief that extracurricular activities could possibly enhance the holistic development of learners in Brandfort multicultural schools. In addition to simply searching for shortfalls, the study offered recommendations on how these problem areas can be addressed, if it is found that supplementary attention is needed to promote the use of extracurricular activities for the growth of learners in these multicultural schools. Benefiting from this study could firstly include how teachers use extracurricular activities to promote holistic development, and if they perceive their role as teachers as valuable in making a holistic difference in their day-to-day teaching by using extracurricular activities effectively.

The above-mentioned, teachers and learners could specify the added support required by teachers and learners in the schools in Brandfort. Firstly, teachers, learners, parents, or principals might not even be aware that they are falling short of or mismanaging the extracurricular activities. Secondly, teachers and learners in Brandfort, almost certainly learn more about how they could possibly develop in a holistic manner when aspects for their growth and learning could contribute in promoting their holistic development. Thirdly, and perhaps most importantly, the learners who participated in this study were exposed in so far as how their involvement in extracurricular activities might assist them in becoming self-actualised individuals but also having a teacher who understands their environment and what is needed to enhance their development.

## 1.12 DELIMITATION OF THE STUDY

---

The delimitation of a study can be construed as a characteristic that define the boundaries (the geographic region and the profession or organisation) of a study. In a study, the first delimitation is the choice of the problem itself, implying that there can be other problems that could have been chosen, but were not considered for the purpose of this study (Simon, 2011).

The study is limited to the learners attending multicultural high schools in the Brandfort area of the Lejweleputswa educational district of the Free State province, South Africa. Brandfort is noted as a small country town in the Free State province. The majority of the schools are located in the township area. The schools in the township of the Brandfort area are divided into Foundation phase, Intermediate phase, Senior phase and Further Education & Training phase schools. The school which is situated in the town area of Brandfort is a combined school, from grade R to 12. The researcher observed that the learners of the combined school are given more opportunities to participate in various forms of extracurricular or co-curricular activities to develop their holistic development. The researcher focussed on teachers and learners from the schools in the Brandfort area which freely and voluntarily participated in this study. The study is limited to the extent to which teachers and learners have an interest in extracurricular activities.

## 1.13 ETHICAL ISSUES

---

People of today, generally think of ethics as a rule which distinguishes between right and wrong which, in most ways, can also be construed as a common way of conducting a norm between acceptable and unacceptable behaviour in human life (Resnik, 2015). According to Resnik (2015), most people generally learn ethical norms at home, in school, from cultural religions and in social settings in which they are raised. Most people tend to develop their sense of right and wrong during adolescence. People's moral development occurs when humans grow to reach self-actualisation (Resnik, 2015). In research, it is important to have norms which promote the aims of the research study, such as knowledge, truth and avoiding errors. The use of ethical issues by a researcher assisted in building a strong sense



of value which is essential to collaborative work, such as accountability, mutual respect and fairness (Resnik, 2015).

A brief outline is rendered as to how consent for this study was sought.

**Consent to collect data:** Permission to conduct interviews and administer qualitative semi structured focus group interviews and quantitative surveys was obtained from the principals, teachers, learners, and parents from the five multicultural schools in Brandfort (see Annexure A, B, C, and E).

**Informed Consent:** Prior to the distribution and management of the qualitative and quantitative surveys, participants' consent to be interviewed was acquired from each participant (see Annexure C and E).

**Concealment and anonymity:** To ensure concealment, participants were reassured verbally and in writing that the information would be handled with the strictest confidentiality (see Annexure C and E).

#### 1.14 LIMITATIONS OF THE STUDY

---

Limitations are potential weaknesses in the study of a researcher, and generally as a researcher, one has no control over the limitations whatsoever (Simon, 2011). According to Simon (2011), limitations can be found in anything, and are mostly in the form of time. Conducting a study over a certain period of time is only a fraction of the time needed to reach effective evidence in a study.

Some of the teacher participants did not partake in the study although most of them assured the researcher that they avail themselves and set aside time to complete the questionnaires. The researcher had to return to most of the schools and constantly request teacher participants to complete the questionnaires. The learners who participated in the focus group interviews initially felt hesitant and shy to give their opinions. However, after establishing a trusting relationship with them and assuring them about confidentiality, learners were more free to participate in the study. Two of the learners withdrawn from the focus group interviews. The researcher speculates that these learners who choose not to participate may have problems with their

academics or do not have the desire to participate in extracurricular activities. Learners generally perform better in academics in the first term due to the small amount of learning material, but afterwards, when the volume of work increases, the learners' performance generally decreases drastically. Some learners travel between 60km to 90km to attend school which also reduces the time for studying, compared with learners who do not travel. Some of them felt they could rather go home on a weekend than spend more time at school in extracurricular activities.

## **1.15 CONCLUSION**

---

The aim of this chapter was to introduce the significance, aim and the problem statement of the research study as it relate to the topic. The following chapter will outline the literature review on the use of extracurricular activities to develop the holistic development of learners and how teachers use and perceive their role in doing so.

## CHAPTER 2:

# LITERATURE REVIEW: EXTRACURRICULAR ACTIVITIES TO PPROMOTE THE HOLISITC DEVELOPMENT OF LEARNERS IN MULTICULTURAL SCHOOLS

### 2.1 INTRODUCTION

---

This literature study examined the various issues confined to the enhancement of teacher and learner capacity and how this competence further affects the use of extracurricular activities to promote learners holistic development in multicultural schools in the Lejweleputswa educational district of the Free State province of South Africa. To ascertain the above, a theoretical framework making use of four theories in the form of Bronfenbrenner, Maslow's hierarchy of needs, Vygotsky's socio-cultural theory, and holistic education were used for this study. An in-depth investigation was conducted of the issues, aspects and challenges involved in understanding the phenomena linked to the development of learners' holistic development.

The study provided various perspectives on the effect of extracurricular activities on the development of teachers using extracurricular activities. The expectation is that some of the suggestions concerning extracurricular activities will reveal the benefits of learners' holistic developmental trajectories. This literature review is aimed at providing possibilities for school personnel to encourage learners to participate in extracurricular activities. This chapter outlines a review of the literature relating to extracurricular activities in multicultural educational contexts. The following section presents how teachers use extracurricular activities to promote the holistic development of learning in multicultural schools. The second section aims at how teachers perceive their role in promoting the holistic development of learners through extracurricular activities. The third section addresses the types of extracurricular activities that teachers might use to promote the holistic development of learners. The last section highlights the views of learners on extracurricular activities and how they may promote their development.

## 2.2 CONCEPTUAL FRAMEWORK

---

The conceptual framework used for this study comprises four theories in form of Bronfenbrenner's bio-ecological systems; Abraham Maslow's hierarchy of needs; Vygotsky's socio-cultural theory; and holistic education theory, as well as aspects relating to how teachers perceive their role in learner development; the effectiveness of using extracurricular activities to promote learner development; and learners' views and beliefs regarding the use of extracurricular activities in promoting their holistic development.

Firstly, I as researcher will use Bronfenbrenner's bio-ecological model which proposes that people's growth might be influenced by a set of systems in their environment, such as family, peers and social institutions, such as school or extracurricular activities (Eggen & Kauchak, 2014). Secondly, I opted for Maslow's hierarchy of needs. Maslow's hierarchy of needs, in the opinion of Gilliland (2012), sees people's needs as a deficits which are instinctive, collective, and related to all people's needs. Overall, Maslow's hierarchy of needs were formulated to motivate a person's growth, which is also noted in Bronfenbrenner's bio-ecological system which is aimed at learners' environmental growth. Maslow's theory is aimed at learners' personal growth where an individual does not focus only on what will benefit themselves, but rather will be of benefit to humanity. Thirdly, learners may develop in their Zone of Proximal Development when interacting and participating in extracurricular activities. However, not all forms of interaction are equally effective. A learner benefits optimally from interaction when working in their Zone of Proximal Development, with an array of tasks that an individual cannot perform alone but can accomplish when supported by a more knowledgeable other (Bainbridge, 2018). Finally, I aimed at investigating the holistic growth of people, looking at holistic education as well. Ron Miller (1992), a prominent leader in holistic education, states that the significance of holistic education should be understood as a paradigm rather than a particular method or technique (Embong, Hashim & Yusoff, 2015). All of the objectives, in some way, are absent in many house- holds all over the world, which can also indicate a deficit in the holistic growth of learners in Brandfort's multicultural schools.

The strategies set by Bronfenbrenner's and Embong, Hashim and Yusoff's theoretical framework for holistic education might be seen in relation to Maslow's Hierarchy of needs to eventually form strategies to address the research questions.

## 2.2.1 BRONFENBRENNER'S ECOLOGICAL SYSTEMS

---

Commencing with Bronfenbrenner's ecological perspective, day-to-day activities are both a cause and a consequence of learner development. According to McHale, Dotterer and Kim (2012), research on learner activities directs attention to the courses through which daily activities may have an influence on learners. The influential activities may provide learners with the opportunity to learn and practise skills; serving as a forum for identity development; meeting the expense of opportunities to build social ties; connecting learners to social institutions; and guarding learners against engaging in wrongful activities are the usual aspects for learner's holistic development. Furthermore, Witt, Duerden, & Peter (2010) state that learners' daily activities are influenced by the multi-layered ecology within which their lives are rooted; an ecology that ranges from the proximal contexts of everyday life (e.g. family, peer group), to the larger political, economic, legal and cultural settings of greater society.

Bronfenbrenner argues that human beings can also be developed contextually within four major systems, namely the microsystem, mesosystem, exosystem, and macrosystem. Bronfenbrenner's (1979) influential work labels the child's ecology in relation to a set of nested levels. Bronfenbrenner labelled ecologies as face-to-face connections between the child and their environment that take place in the microsystem. A school learner's unshakeable participation in the classroom, an out-of-school activity, peer group, family, and neighbourhood are all interactions in the microsystem's holistic development. In the multicultural schools in Brandfort such a system will contribute significantly to all learners. The opportunity can arise for all learners to participate in classroom exercises regardless of what activity the teacher sets. The mere fact that the learner will be provided with the opportunity to take part in group work, social connection with peers, and have a positive tale at the end of

the day to bring home to the dining table to share is an accomplishment (Gebert, 2012). In the microsystem learners need to share and deal with the neighbourhood in which they are raised (Brooks-Gunn & Foster, 2012). Promoting holistic development in multicultural schools might enhance peer relationships in understanding one another's cultural backgrounds within the more diverse youth structures of the Lejweleputswa educational district, more specifically, the Brandfort area. Within the mesosystem neighbourhoods have a fundamental impact on a learner's development. The groupings of microsystems tend to summarise the child's direct involvement in school settings (Revington, 2015). Understanding Bronfenbrenner's model has important implications for teachers. For example, referring to multicultural schools in Brandfort and the situations that may arise. knowledge of the neighbourhood, the schooling system, and the community, accordingly assist teachers in involving people at all levels of the education system. Inviting a member of the police force or a community service worker to come to school and discuss the importance of a safe and healthy community and by introducing ways to get learners involved in extracurricular activities can make a difference in the personal and social development of the learners in Brandfort schools. At the level of the mesosystem, the progressive significance pertaining to participation in any one microsystem (e.g. the school) is seen as relative to the child's involvement in the other microsystems (e.g. the family, the peer group) (Revington, 2015). For example, parents and schools are two important elements of the microsystem and effective schools promote high levels of parental involvement. If this study is able to promote the use of extracurricular activities in schools in Brandfort, the learners' holistic development may be enhanced. Teachers not only need to perceive their role in the development of learners' holistic development, but also to see the great opportunity given to them to pursue the development of learners by using effective extracurricular activities and purposefully contributing via extracurricular activities in the further development of learners. In addition, these proximal ecologies are expected to have mutual and synergistic effects on the development process, such that the influence of one setting can be understood only with orientation to the others (Phenice & Griffore, 2016). At a higher distal level, the term exosystem states that the ecologies may not involve adolescents directly but may sway their development indirectly by affecting the settings of the microsystems (e.g. conditions at the parent's workplace could affect the family microsystem). In

Brandfort according to STATS SA (2011), 38.8% rate of unemployment is situated amongst households, with a 50.2% of youth unemployment. The exosystem includes societal influences, such as parent's jobs and successful school systems which are stated by STATS SA (2011) not to be of a high success rate in Brandfort. For example, parent's jobs can affect the amount of time parents need to spend with their love ones, but this might not be applicable in Brandfort, since a great percentage of parents are unemployed. Unemployment leads to lower incomes, a low quality of physical and mental health, and uncertainty for those directly affected (Crouter & Mchale, 2005). The negative psychological concerns of unemployment can even affect spouses and children. Learners who experience childhood with parent unemployment have lower life satisfaction at ages 18-31. This suggests that the psychological cost of parental unemployment may be problematic for young children as negative involvements accumulate over a lifetime and stressful events early in a child's life may have a stronger effect on outcomes later in the development stages (Nikolova & Nikolaev, 2018). With reference to the unemployment rate and the youth that need to be employed in Brandfort, the question could be asked whether it is not related to issues influencing the holistic development of learners. If the exosystem is disturbed by a lack of parental involvement, it might be argued whether it would be possible for holistic growth or any form of positive development to occur in the microsystem.

Lastly, the term macrosystem signifies the largest level of stimulus in this framework and embraces aspects, such as culture or civic policies that both affect and are affected by the groupings of ecologies labelled by Bronfenbrenner (Hannaway, 2012). The macrosystem plays an important role in the study due to the existence of multicultural schools where learners need to deal on a daily basis with issues of diversity which may possibly assist different cultural ethnicities to grasp a wider view of reality (Santos, 2018). For example, the outlook through which society views the services provided to children and families, how society deals with poverty and offers support, may influence the quality and level of children's education.

Even though Bronfenbrenner's previous work stated that growth includes a dynamic interaction within and across levels of the individual's ecologies, devotion to the biological contributions and the child's own role in the development process might be restricted (Cherry, 2019). Nonetheless, the more modern styles of the bioecological

theory of human development highlight that all physiognomies of the individual — biological, psychological, social, and emotional, are measured to understand the developmental process (Bronfenbrenner, Tudge et al., 2009). Therefore, the bioecological approach to practising extracurricular activities allows the researcher to analyse the context characteristics and to assess the individual's developmental assets, values, attitudes, and motivation.

In summary, an ecological perspective illustrates the complexity of studying why youth become involved in particular extracurricular activities and why teachers may not assume an active role in using extracurricular activities to promote learners' holistic development. In the face of this complexity however, this ecological model can serve as a road map in the interests of the researcher in ascertaining the youth's way of thinking about extracurricular activities and how they could contribute to their own development, as well as the teacher's way of using the activities to develop such learners holistically in their social environments.

### **2.2.2 VYGOTSKY'S SOCIOCULTURAL THEORY**

---

Lev Vygotsky, a Russian psychologist, provided an alternative view to development; a sociocultural theory of development which emphasises the role of social interaction, language, and culture on a child's developing mind (Eggen & Kauchak, 2014).

Even though it would be generally agreed that the transmission of culture from generation to generation is one of the foremost goals of education, the existence of culture in the classroom has remained almost invisible. Learners have been perceived as individuals owning natural functions of perception, memory, and problem solving that should be used for the transmission of learning (Kozulin, 2004). Culture appeared as an informal part of the curriculum, external to the process of learning. Only when multiculturalism became recognised as an empirical reality of the European and American classrooms, did educators finally discover the ever-present phenomenon of culture in learning (Kozulin et al., 2003). In the context of this study, learners in class who are active in an extracurricular activity have the opportunity to gain knowledge, along with the perseverance of the teacher (the more



knowledgeable other), as well as to gain information of different cultural backgrounds when interacting socially with peers or classmates (Eggen & Kauchak, 2014). Vygotsky suggested that learners need to reinvent the knowledge of a culture on their own; this process assists learners by incorporating external, society-based ideas into internal cognitive structures. According to Vygotsky, social interaction requires the use of language, and social cultural theory suggests that language plays three important roles in development (McLeod, 2018). Firstly, it is the ability of learners to put their understanding into words which marks an advance in both their understanding and development. This has an important implication of which teachers should take note. Teachers in multicultural schools, such as in Brandfort, should encourage their learners to use language in the classroom during extracurricular activities to describe their understanding, whilst the teachers need to guide learners in this process. My observations as a researcher are that learners frequently talk to themselves during free play and in participation in class activities or extracurricular activities. Vygotsky believed this free-floating speech is the forerunner of internal, private speech, and self-talk that leads to thinking and action (Clark, 2004). According to Emerson and Miyake (2003), learners who use private speech accomplish more than their peers, enjoy learning more, and learn complex task more efficiently than learners who do not use private speech. Private speech in language development can provide the learners in Brandfort's multicultural schools with tools to examine their thinking. Winsler and Naglieri (2003) concur that private speech helps with problem solving and other advanced order functions, and controls emotions and actions, all of which mark the beginning of self-regulation. The Zone of Proximal development and Scaffolding are two related concepts to Vygotsky's sociocultural theory.

### **2.2.3 ZONE OF PROXIMAL DEVELOPMENT**

---

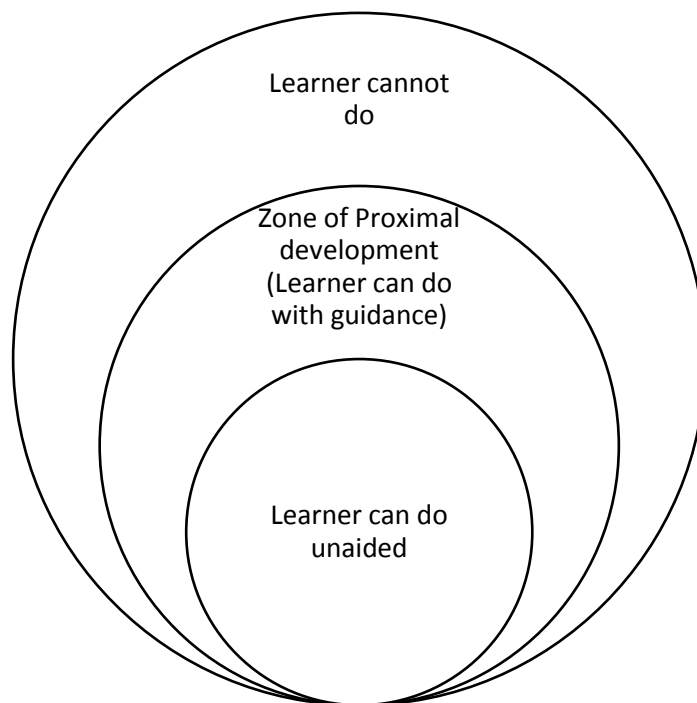
The zone of proximal development, often abbreviated as ZPD, can be seen as the distance between the authentic developmental level as strong-minded by independent problem solving and the level of potential growth as determined through problem-solving under adult supervision, or in collaboration with more proficient peers (McLeod, 2018). Relating to social interaction and development, learners

benefit from the experience of interacting with a more knowledgeable other. As seen in Vygotsky's (1978) Zone of Proximal Development not all forms of interactions are equally effective, and learners generally benefit most from interaction when working in their zone of development. According to Cherry (2018) as cited in Vygotsky (1978), the more knowledgeable other is someone with a higher level of knowledge than the learner. It is the teachers, coaches, and parents who are the perceived knowledgeable other in the Brandfort community who should provide the critical guidance and instruction during the sensitive learning period. While learners may not yet be capable of accomplishing things on their own, they will still be able to perform tasks with the assistance of skilled instructors in the community (Glassman & Wang, 2004). It is not always a teacher, parent, or adult who may be seen as the knowledgeable other, but in some cases, an older peer; thus, peer interaction can provide valuable assistance and instruction. In the teenage years when forming an identity and fitting in is so critical, is just one example why learners also see older peers as a knowledgeable other (McLeod, 2018). Learners at this age frequently look to their peers for information about how to act and how to dress. The dangers entailed in following peers with wrong intentions, which in many cases have been observed to be a problem in South African schools, are when learners use drugs, bully younger peers, fall pregnant at a young age, or land in jail (Karakos, 2014). Vygotsky believed that peer interaction was an indispensable part of the learning process. In order for learners to learn new skills, Vygotsky recommended pairing more competent learners with less skilled learners.

Teachers that use pairing in the class or activities firstly need to understand that the learners' cultural development appears twice, or on two planes (Bekiryazici, 2015). According to Vygotsky, it first appears on the social plane, and later on the psychological plane; that is, amongst people or in social events on the inter-psychological plane (in a class setting or activity at school), and then inside the learner as an intra-psychological category.

In order for learning to occur on these two planes, the learner should be in the 'Zone of Proximal Development' (ZPD). Vygotsky defined ZPD as "the distance between the real event or developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult supervision or in teamwork with more capable peers" (Clabaugh, 2010). This

occurs in class when teacher pairs a learner with a more capable academically orientated peer which may be a classmate or adult (the teacher). With the assistance of MCP, the learner can move through the ZPD and also connect with the two psychological planes wherein social development occurs. In addition, cognitive and holistic growth takes place inside the learner when accomplishing a task taught by the knowledgeable other. This method assists teachers to develop and build confidence by using Vygotsky's pairing to carry out tasks in class with a classmate that cannot be done by the learner themselves. A peer can assist them in this process (Clabaugh, 2010).



**FIGURE 2.1 ZONE OF PROXIMAL DEVELOPMENT (VYGOTSKY, 1896-1934; MCLEOD, 2018).**

#### **2.2.4 SCAFFOLDING: INTERACTIVE INSTRUCTIONAL SUPPORT**

---

When learners are in the zone of proximal development, providing them with the suitable assistance and tools, which Vygotsky referred to as scaffolding, gives learners what they need to accomplish the new task or skill. Eventually, the scaffolding can be removed and the learner will be able to complete the task self-sufficiently (Cherry, 2018). Most commonly, parents and teachers are seen as the

more knowledgeable other, who play essential roles in helping learners progress through the zone of proximal development for each task they are attempting to complete (Eggen & Kauchak, 2014). For example, as learners in Brandfort's multicultural schools start to select an extracurricular activity, they are largely inexperienced in the rule and know-how of the activity. Therefore, the teacher or coach starts to explain and demonstrate by using the participants as examples in the activities on how to dribble a soccer ball, how to do science experiments, or how to express yourself in drama clubs. According to Vygotsky, as learners start to do the activities on their own, this illustrates the concept of scaffolding, which is assistance that helps learners to complete tasks they cannot complete independently. Learners' development is enhanced by the parent and teacher support; without this support, development is impaired (Lutz, Guthrie & Davis, 2006). Effective scaffolding provides only enough support to allow learners to progress on their own. According to Gatens (2014) to establish effective scaffolding, teachers need to be creative in order to support learners in their activities. Thus enthusiasm is conveyed by creating new activities at school to encourage participation, as well as developing holistic growth. Furthermore, Gatens (2014) suggests teaching learners the need to participate in extracurricular activities to build a connection that translates well into the atmosphere of a safe teaching environment. Moreover, the hesitant learner who struggles to be part of the school setting could be helped to find comfort in developing outside of the formal class setting (Alber, 2014). Teachers can pursue the personal interests of a learner by sharing their personal hobby with a learner, which might get the learner more involved in the school (Brenton, 2016).

The teachers in Brandfort's multicultural schools need to know how to use extracurricular activities and capacitate their role in perceiving learners holistic development. This study's aim is to investigate the effective use of extracurricular activities by teachers and whether schools present any form of development outside of formal class activities to enhance the ability of learners to develop. To develop teachers might seem easier said than done, since lack of knowledge about extracurricular activities could be a common training requirement. Each teacher might need training in a different sphere of presenting extracurricular activities to learners by the school, so as fulfil the learners' effective development. The effective development of teachers and the school structure may encourage learners to

participate more frequently in extracurricular activities and foster a positive mind set among parents. With reference to the effective use of extracurricular activities or the way teachers perceive their role in promoting the holistic development of learners, training and/or skilling might be required to assist teachers. I as researcher, sought to investigate the aspects discussed in the following sections.

## **2.3 THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING HOLISTIC DEVELOPMENT IN MULTICULTURAL SCHOOLS**

---

Extracurricular activities should be used daily for the fulfilment of the learners' development. The reasons why extracurricular activities are key for learners' holistic development are that they develop thinking skills, enhance social skills, boost self-confidence and bring out many hidden talents (Ahmad, 2016). Key concepts of Vygotsky assist learners to enhance these necessary skills needed in their Zone of Proximal Development and Scaffolding stages where ultimate development should occur.

### **2.3.1 MULTICULTURAL EDUCATION IN SCHOOLS**

---

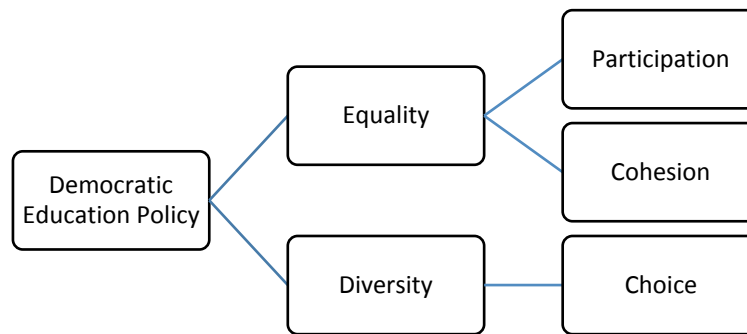
Multicultural education is, in essence, a vast and encompassing term and therefore needs to be demarcated in its totality for the study framework. Multicultural education has been understood in numerous ways and from a variety of perspectives by several individuals and groups. Thus, Lemmer, Meier & van Wyk (2010) concur with the numerous perspectives from which multicultural education derives. Multicultural education is viewed as transferring the recognition of a culturally pluralistic society into an education system. Therefore, multicultural education can be regarded as a process which guides the total education enterprise.

Tosic (2012) concurs with this view that multicultural education embraces the transferring of recognition of a culturally pluralistic society to an education system. Lemmer, Meier & van Wyk (2010) also acknowledge that multicultural education in a rightful manner includes all racial and cultural groups. The applicability of schools in Brandfort to reach the aims of the study can be plausible in the findings of the different races and cultures the teachers and schools need to deal with. As

mentioned by Banks (2002), a major goal of multicultural education is to reform the school and other educational institutions so that learners from diverse racial, ethnic, and social class groups will experience educational quality". Therefore, multicultural education should thus be regarded as a procedure which guides the education initiative. Multicultural education should be a method of comprehensive school improvement and basic education for all learners. For the enhancement of multicultural education, schools and society need to accept and affirm the pluralism (racial, ethnic, linguistic, economic, religious, and gender), that learners, communities and teachers represent (Alexander, 2016)

Multicultural education should be democratic to all principles of social justice (Jwan & Kisaka, 2017). This could be of particular relevant to all the learners in multicultural schools of the Lejweleputswa educational district in the Free State province. As observed by me, democratic opportunities do not arise from the government-dependent schools in Brandfort. I believe that the learners are provided only with the necessary educational elements to be educated and in reality, do not seem to be benefiting from a whole school development schooling system and as such, challenge the notion of democracy in multicultural schools (Perry, 2009). This said, if the study could hopefully assist the schools in Brandfort to respond to the challenges faced in multicultural schools, learners could possibly acquire equal opportunities and develop their holistic development via the community via the social, cultural, political, and economic forces at play.

Perry's diagram on democratic education in figure 2.2 outlines some tenets on equal educational opportunities.



**FIGURE 2.2 THE FIVE KEY CONCEPTS OF DEMOCRATIC EDUCATION (PERRY, 2009).**

By observing Perry's diagram of democratic education equality for all learners leads directly to the participation and cohesion of learners. This will start with the basic elements of enhancing opportunities for learners' holistic development in multicultural schools, as well as providing them with a diverse learning environment, which has become a challenge, most teachers in South Africa face daily. Enhancing basic opportunities will motivate learners and teachers towards acquiring the necessary skills, knowledge, values and attitudes to enable learners to participate meaningfully in the multicultural schools in Brandfort.

### **2.3.2 MULTICULTURAL EDUCATION**

---

Schools in South Africa are confronted with preparing learners in South Africa's new democratic dispensation (Govender, 2004). Abdullah (2009) argues that multicultural education is one of the serious issues facing educationists in culturally diverse societies. I believe that multicultural education can advance the level of equal opportunity in education. Abdullah (2009) further argues that multicultural education is an opportunity for equality, especially for learners who have been denied an opportunity to grow and participate.

Banks (2001: 2) efficiently summarises, multicultural education as follows:

*...multicultural education pursues to build equal opportunities for all learners, as well as learners from diverse racial, ethnic, and social class groups. Multicultural education attempts to create equal educational opportunities for all learners by altering the total school environment so that it will imitate the different cultures and groups within society and the nation's classrooms*

Multicultural education seeks to ensure educational equity for members of diverse racial, ethnic, cultural, and socioeconomic groups, but teachers have felt that previous studies are insufficient and unlikely to bring equal education opportunities. They believe a more comprehensive, all-embracing approach to education is needed, not only to address racial and cultural inequalities but also socioeconomic based inequalities.

The term multicultural education has been found to have existed for a long time in South Africa, but how effective this system has been is open to question. It should be remembered that the development of South African learners and the motivation behind the uniting of all South Africans is embodied in the quotation of Nelson Mandela: *“Education is the most powerful weapon which you can use to change the world”*. According to Spaul (2013), as far as South Africa's educational outcome is concerned, it has the worst educational system of all middle-income countries and performs worse than many low-income African countries. The aim of this researcher is not to discuss the educational success rate, but rather to suggest strategies and findings about the school systems in South Africa to not only uplift the system but to suggest strategies to enhance the holistic development of learners.

### **2.3.3 MULTICULTURAL ISSUES TO INSURE A COMPASSIONATE LEARNING ENVIRONMENT**

---

Hate and bullying are motivated by bias against an individual's, race, ethnicity, gender, sexual orientation, religion, or disability (Gorski, 2015). Examples include assault and battery, with vandalism a common factor in the modern era of multicultural schools. Examples of bullying may be found in the schools in the Brandfort district which may influence a learner's ability to develop holistically.



Learners of diverse cultural backgrounds need exposure to valid information about different cultural diversities. Lemmer, Meier and van Wyk (2010) believe that by simply bringing different groups of people together who have previously lived and grown up in isolation, barriers to inter-racial contact will fall away naturally and positive social contact will ensue. In the opinion of Suttie (2014) and substantiated by Hartell & Meier (2009), diversity in schools gives learners more opportunities to have intergroup contact and make intergroup friends which will result in positive social contact. If diversity in schools can create a positive, social contact between different racial backgrounds, it could be said that Vygotsky's sociocultural theory definitely contributes to the holistic development of learners in diverse classroom settings.

Teachers, principals, and parents of the schools in the need to be aware of diversity in classrooms and on the playing fields when learners and teachers participate in extra-curriculum activities. Positive, social contact between learners should not only focus on learners from different ethnicities, but on the holistic development of all learners in multicultural schools. The structures of the schools in Brandfort need to focus on a learning environment aimed at enhancing academic and extracurricular activities. It is crucial to focus on the holistic growth of learners by engaging with learners, and helping them to understand diversity in terms of race, ethnicity, religion, sex and sexual orientation (Gorski, 2015). Lynch (2016) states that diversity needs to be embraced by teachers while engaging with learners and to be respectful of all cultures, especially when learners socially interact, so that learners will be able to interact with all cultures once they leave the classroom. The way in which Lynch (2016) asserts that diversity needs to be embraced at school level is to provide learners with evidence that classmates who do not look or act like them are still people just like them. Furthermore, teachers need to teach their learners about multicultural role models; those who exhibit that people of all genders, ethnicities, and appearances can have a positive impact on the world and deserve to be respected and emulated. Applying Vygotsky's theory is to embed learning activities in a culturally authentic context. Learners need to be involved in social interactions, such as group work, where they can be encouraged to use language to describe understanding the other. Development needs to start in the Zone of Proximal Development and teachers should use extracurricular activities and develop such activities towards learners' ZPD.

### **2.3.4 CURRICULUM RELEVANCE TO LEARNERS' HOLISTIC DEVELOPMENT**

---

Designed for all South African teachers, a curriculum is a document drafted by curriculum specialists employed by the South African government, which teachers ought to follow and to a great extent, not question. This contracted view of the curriculum is dangerous because it provides the South African government with the power to enforce their ideological beliefs on the masses and at the same time, legitimise its power in governance (Paul, 2015). Nevertheless, Carr (1998) believes that a curriculum is more than the content or subject matter that is taught in schools, but also embodies teaching methods, learning objectives, classroom organisation and assessment procedures. Mashau (2012) further claims that the curriculum plays a significant role in social and political spheres of a society in inducting learners into the culture, practices and social relationships of their society. This according to Mashau (2012) means that a curriculum is a contextualised social development which should include cultural elements, such as the religious beliefs, music, arts and science in representing the cultures of the country. For example, if teachers use holiday themes, teachers should be sensitive to the fact that not all children celebrate the same cultural festivities. Nevertheless, the history curriculum in South Africa is aimed at denouncing the past and celebrating the present and the new heroes as set out in the new National Curriculum Statement to be used by all schools (Weldon, 2009).

The multicultural schools in the Lejweleputswa educational district of the Free state province, especially the Brandfort area, to be used in my study, need to provide information through their subjects, such as Social Science, of world culture and not only complete the CAPS curriculum for the year. According to the National Curriculum Statement (NCS) the CAPS documents used by schools in South Africa as provided by the Department of Basic Education, are aimed at equipping learners, irrespective of their socio-economic background, race, gender, physical or intellectual ability, with skills and values necessary for self-fulfilment, and meaningful participation in a diverse nation driven by Ubuntu. The National Curriculum Statement (NCS) principles are based on social transformation and equal educational opportunities for all sections of the population. Human rights, inclusivity, environmental and social justice infused in the Constitution of the Republic of South

Africa for equality are mandated. The National Curriculum Statement (NCS) grade R-12 is sensitive to issues of diversity, such as poverty, inequality, race, gender, language, age, and disability (Department of Basic Education, 2011). In South African schools the Department of Basic education provides for the assimilation of different cultures, where learners can share and interact with one another, not only in the classroom but also during extracurricular activities. Using The National Curriculum Statement (NCS) is a practical way of teaching and sharing diversity amongst learners, especially in a multicultural environment where the holistic development should be the key aspect of education. The relevance to the study as believed by Lynch (2016) is to embrace the diversity of cultures in multicultural schools by using extracurricular activities to promote the holistic development of learners.

### **2.3.5 DIVERSITY**

---

Defining the word diversity as gleaned from the Oxford Dictionary, originates from the Latin word *diversus*, which means variation, differentiation, and individuality, more than one of a different kind. Diversity therefore ought to be any variety of humankind, in the psychological, physical, and cultural form such as, personality, aptitude, appearance, sexuality, learning preferences, nationality, and educational level, etc. (Hartell & Meier, 2009). South Africa is no exception; the country's unique cultural structure makes South African society essentially multicultural (Brechin, 2014). Diversity therefore constitutes any kind of variety in humankind, as well as sexual orientation, disability, learning preferences, nationality, educational level, marital status, parental status, age, etc (Roald, 2011). Lemmer et al. (2010) aver moreover, that multiculturalism in daily language is used to describe the diverse nature of society which can help learners and teachers in the context of multicultural education, where multiple ethnic backgrounds meet daily. Learners can contribute and gain from others, as well as accessing their own heritage (Faaea-Semeatu, 2015). The acknowledgement and participation of learners in multicultural interactions would help learners to interact by learning the cultural intelligence of other learners as has been done by the Maori culture for integration to prevail. Learning to accommodate diversity in South African schools can bring unity thus support not only the cultural beliefs of teachers but also motivate learners to learn

about their diverse cultural beliefs being unified in a rainbow nation. Yeager (2012) argues that working in teams is a good way of accomplishing goals set out to reach fulfilment. In developing holistic growth, teachers need to establish a diverse classroom atmosphere by identifying the needs of the learners, and reflecting the demographics of each learner who participates in the activities. In addition, teachers need to become part of the community and encourage learners to participate in civic organisations in the community which provide opportunities to strengthen relationships amongst peers as they come together to serve others. Finally, it is vital to create a cultural community through the activities in class or in extracurricular activities, so that all learners are aware of the different levels of diversity and work towards a common goal.

### **2.3.6 INTELLIGENCE AND HOLISTIC DEVELOPMENT**

---

According to Van Dyne, Ang and Koh (2009), the idea of cultural intelligence originated in North America and is widely used by businesses as a way to connect with potential trade partners in the Asian market. This framework could be applied in disciplines, such as sociology, multiculturalism, and education. In order to obtain cultural intelligence, educators should observe and follow the four stages set out by Van Dyne et al. (2009). Cultural intelligence is an important individual proficiency that is consistent with contemporary conceptualisations of intelligence; the ability to adapt and adjust to the environment (Benson, 2003). Emotional intelligence complements cognitive intelligence, because both are important for high quality personal relationships and effectiveness (Early & Gibson, 2002). Cultural intelligence explains people's adaptability to diversity and cross-cultural interactions (Hodge, 2017). In essence, therefore, cultural intelligence develops a more progressive knowledge of traditions, nationalities, corporate cultures and disciplines that could have an influence on teacher and learner development skills, as well as the holistic growth of people's intelligence.

According to David Livermore (cited in Hodge, 2017), being able to deal with differences in a teaching/learning environment sets out methods and behaviours of teaching styles and learners' abilities that come about through a mix of cultures. Operating together within one environment can bring a number of benefits to a

school, as well as to learners' holistic development. Livermore, further explains that teams (which refer to participants in extracurricular activities), with low cultural intelligence underperform compared to learners or teachers with high levels of cultural intelligence regarding innovation, engagement, profitability and other developmental factors.

### 2.3.7 CULTURAL INTELLIGENCE

---

Cultural intelligence is vital for growth efficiency, the quality of learning and for creating a beneficial connection between learners, teachers, and the learning environment, as posited by Lemmer et al. (2010), who add that it contributes to the positive social contact that will ensue. Yordanova's diagram on facets of Cultural Intelligence in figure 2.2 outlines the different phases of intelligence.

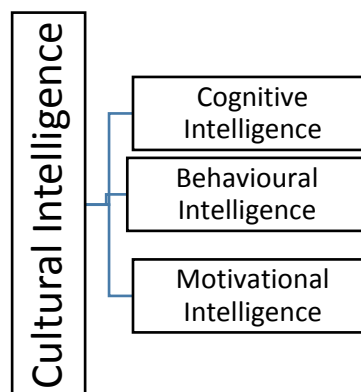


FIGURE 2.3 FACETS OF CULTURAL INTELLIGENCE (YORDANOVA, 2011).

### 2.3.8 COGNITIVE CULTURAL INTELLIGENCE

---

To develop a better understanding according to Hornby & Wehmeier (2004) on the subject of cultural intelligence, a good start would be to define the notion of culture. The Oxford dictionary defines culture as the customs and beliefs, arts, way of life and social society of a particular country or group. Furthermore, Van Dyne, Ang and Koh (2009) postulate that cognitive cultural intelligence in the cultural environment of an individual, is the acquaintance with norms, practices, and agreements in different cultural surroundings. The wide diversity of cultural groups in the modern world of cognitive cultural intelligence specifies knowledge of culture in general, as well as

knowledge of cultural differences. Cultural resemblances and variances are the basis of decision making and performance in multicultural situations. As cultural intelligence is about being successful in a cross-cultural environment, any further argument about cultural intelligence will be meaningless, without a detailed understanding of the term of effective cultural interaction (Yordanova, 2011). Essentially, effective intercultural interaction has been regarded as characteristic of good personal adjustment; of the development and maintenance of sound interpersonal relationships with culturally different others; and the effective achievement of task-related goals (Thomas, Elron & Stahl, 2008).

Chih-Hung Chang and Costas (2017) aver in their study of a cross-sectional design that people with higher fitness levels or people participating in habitual physical activity exhibit loftier cognitive functions when compared to people with lower fitness levels, or people who exercise infrequently. With reference to this view, I believe that learners who participate in extracurricular activities, develop their cognitive intelligence by participating in such activities. Furthermore, Dibernardo (2014) suggests that the notion of cognitive intelligence in sports is always changing and evolving in the same way as Maslow's hierarchy of needs develops people to achieve self-actualisation. In conclusion, physical exercise may prove to be a simple, yet effective way of enhancing learners' mental functioning and is also required to develop cognitive intelligence, and promote learners' holistic growth (Tompsonski, Davis, Miller & Naglieri, 2009).

### **2.3.9 MOTIVATIONAL CULTURAL INTELLIGENCE – SELF-EFFICIENCY**

---

In order to effectively become accustomed to culturally different situations, individuals need to be motivated to do so (Van Dyne, Ang & Koh, 2009). Motivation is the individual drive that inspires people to experience new situations that further influence people's yearning to interact with culturally different others (Templer, Tay & Chandrasekar, 2006).

In order to explain the motivational facet according to Eakin (2015), the cultural self-representation theory needs to be implemented in an attempt to be able to manage human resources in the most effective and satisfactory manner. As with the cognitive

facet of cognitive intelligence, the motivational dimension is also closely connected with the self-concept that consists of three self-motives that are: enhancement, efficacy, and consistency.

Firstly, the impression of self-enhancement has been studied prolifically and is thought to be affected by opportunities in the environment (Eakin, 2015). By interpreting such opportunities, schools need to look at establishing appropriate systems to provide learners with the necessary opportunities to participate in extracurricular activities. Commonly, learners aim at maintaining a positive self-image when participating in extracurricular activities and thus look for situations that offer comfort and bring satisfaction not simply in the activity but also amongst peers. In general, learners who tend to alter reality when participating only to maintain a positive self-view, seemingly lose their high self-enhancement and end up being negative towards extracurricular activities (Templer, Tay & Chandrasekar, 2006). Furthermore, Earley, Ang and Tan (2007), state that a low level of self-enhancement will have a positive effect on learners since it will heighten their motivation to search the external world. Secondly, self-efficacy is related to a learner's proficiencies to deal with a task (Earley, Ang & Tan, 2007). As a tendency, people seek out situations which they judge that they can deal with, but in some schools, especially as seen in Brandfort, limited extracurricular activities are presented to the learners. Thus, from the start, it is easier for learners to ignore the situation where virtually nothing is being done to develop their capabilities to be self-efficient. High self-efficacy can be beneficial for cultural intelligence, since it indorses that learners will be more motivated to overcome hurdles, to interact cross-culturally, and to deal with challenging tasks (Van Dyne, Ang & Koh, 2009). Lastly, self-consistency is a learner's desire to maintain coherence and consistency in their experiences and understanding. This means that learners with a high level of self-consistency motivation will be unable to adapt to new settings, such as moving to a school that lacks extracurricular activities. These learners will tend to ignore information that does not fit into their self-view and may lose their full potential to develop holistically.



### 2.3.10 BEHAVIOURAL CULTURAL INTELLIGENCE

---

In the previous sections, the dimensions of cultural intelligence and motivation have been discussed. More often than not, being knowledgeable and motivated is not adequate (Yordanova, 2011). Therefore, one must be able to display appropriate behaviour when interacting with people from diverse cultures. Cultural intelligence requires people to have behavioural repertoire responses which are needed for a given situation (Earley, Ang & Tan, 2007). Learners, in respect to behavioural intelligence, can rely neither on a particular behaviour, nor on a set of well mastered behaviours, but have to possess a repertoire of behaviour that works well across situations (Thomas, Elron & Stahl, 2008). As cited from the Longman Dictionary of Contemporary English (2013) repertoire behaviour is the total number of things that someone or something is able to do. When learners go to grade school, they begin to develop an interest in sports, structured board games, and group games with a complex set of rules. The interest in sports or games to be developed in learners can be seen as the building blocks of learners starting to build their own identity in the total number of things they will be able to do in their state of repertoire behaviour (Miller-Keane, 2018). Behavioural problems not only exist in developing learners to do things they are able to do, but behaviour also occurs in school settings where teachers and other school personnel have opportunities to see learners interacting in several peer group situations (such as, classroom, playground, and during break time) with both positive and negative situations occurring for teachers to use in assessments. Teacher assessments can embrace behavioural checklists and rating scales and direct clarifications of specific social behaviours. Teachers in multicultural schools may use the clarifications of learners' behaviours to guide them to develop and teach learners not only in the classroom, but in extracurricular activities; how to adapt and grow positively in their repertoire behavioural approach towards others, especially in a multicultural school context (Miller-Keane, 2018).



### 2.3.11 METACOGNITIVE CULTURAL INTELLIGENCE

---

Metacognitive cultural intelligence brings about diversity in cultural consciousness and awareness during interactions with people who have different cultural backgrounds. The factors of metacognition comprise a critical component of cultural intelligence for three key reasons. Firstly, it indorses active thinking about people and circumstances when cultural experiences differ. Secondly, it elicits critical thinking about traditions, expectations and culturally bound thinking. Thirdly, it allows individuals to appraise and revise their mental maps, subsequently increasing the correctness of their understanding. For example, a South African manager was sent to Malaysia to close a major deal. While in Malaysia the manager was introduced to someone named Roger, so he proceeded to call him 'Rog' several times during the negotiations. Unknowingly, perhaps with a lack of knowledge of the cultural background of Malaysians, this important potential client was a Rajah. Rajah is a monarch or princely ruler in the Indian subcontinent and Southeast Asia. Rather than showing respect, the South African appeared disrespectful and insensitive. Introducing and making use of metacognitive cultural intelligence in extracurricular activities which brings diversity in culture forward, can help South African learners to deal respectfully with such situations as the manager in Malaysia experienced. Extracurricular activities in multicultural schools provide learners with the opportunity to socially connect in diverse cultures, especially in schools of South Africa, since the rainbow nation has such a rich diverse cultural background. Learners for example, who need to take part in a sport or academic tour sometimes, need to deal with the fact that others of numerous ethnicities will be on tour with them. They will have to learn to respect the differences of Muslim learners who may eat only Halaal food or of Christians who pray before they eat. Metacognitive cultural intelligence brings about the differences that arise amongst learners in multicultural schools and teachers have the opportunity to educate learners about these differences in cultures, which will ultimately contribute to learners' holistic development.

### 2.3.12 HYPOTHESISED MODEL OF INTELLIGENCE

---

I as researcher, hypothesise that learners who show great awareness in motivational cultural intelligence, may develop even better holistically when participating in extracurricular activities, which in return may lead them to pursue more cultural experiences during their time in extracurricular activities, participating with learners from different ethnicities, by respecting others' culture and privacy, and to make use of the knowledge gained, especially repertoire behaviour (Ferry, 2016).



**FIGURE 2.4 HYPOTHESISED MODEL OF INTELLIGENCE (FERRY, 2016).**

### 2.3.13 UBUNTU IN SOUTH AFRICA

---

According to Chibba (2013), Ubuntu is defined as “a person is a person through other people”. Ubuntu can be explained in Nguni as “the quality of being human”. This quality is personified as an Nguni proverb: ‘umuntu ngumutu ngabanye abantu’. In my opinion teachers, parents, learners, and schools need to embrace a greater understanding and appreciation of Ubuntu, with regard to a number of concepts, such as family, spirituality, education and leadership; concepts mostly needed for the fulfilment of holistic development. Furthermore, Ubuntu accentuates the richness of people's cultural inheritance and goes a long way to providing application principles, especially for how members of a society relate to one another and to the world of work when faced with the stresses of modernisation (Msengana, 2006). If Ubuntu is successfully applied, according to Moloketi (2009) cited in Masengana (2006), Ubuntu could provide a basis for interpreting the experiences of diversity and transformation and even contribute to a superior capacity for the continent of Africa. Moreover, it could become more relevant for countries globally dealing with diverse communities to live the spirit of Ubuntu from the grassroots of the schooling system using pursuits, such as extracurricular activities (Meyer, 2008). Implementing Ubuntu from childhood will nurture the cultural intelligence of young learners, especially

where Ubuntu is strongly based upon one's traditional beliefs and practices, such as as in African traditions acquired in childhood (Moloketi, 2009). Further, Metz (2001) postulates that in order to understand Ubuntu, one would have to experience it in terms of social occurrences which constitute the parameters within which it can be defined, in both traditional and modern societies. Therefore, in modern education where multicultural education takes place in all schools of South Africa and in many schools globally, teachers, parents, and the school need to understand and use effective strategies, such as extracurricular activities to promote these parameters. In so doing, learners will know who they are in society and become who they want to be in a holistic context (Chimuka, 2015). Ubuntu underlines unity, regardless of people's cultural diversity and social background and they can still live together in peace and in trust. Living in peace and trust contributes to Ubuntu's belief; not simply by living together but also by working and competing together as Nelson Mandela strove to unite South Africa using sports with the ideal of Ubuntu. The influence Mandela had on the nation in using sports not only to unite a nation but to inspire and develop our nation can be seen in the building of the Ubuntu Soccer Academy in Cape Town. Mastrocola (2013) experienced this belief in the Ubuntu Soccer Academy and how soccer as a sport is used to promote holistic growth for youth in the community; a community similar to the town of Brandfort in the Lejweleputswa educational district where the majority of learners participate in soccer. Multicultural schools should make an effort to accentuate the interconnectedness of learners regardless of culture, ethnicity, racial and religious differences by applying Ubuntu to their teaching styles, so as to build the growth of learners and promote the use of extracurricular activities, together with learners' holistic development.

## **2.4 DIMENSIONS RELATING TO THE HOLISTIC DEVELOPMENT OF LEARNERS**

---

Holistic development is a practical methodology applied to a comprehensive learning system where physical, social, emotional and cognitive development of a child is taken care of. This style of education not only focuses on mere learning but also on applying what is learnt (Mathivanan, 2017). One can underline wholeness (holistic)

as the mark of South Africa's concept of a person. Wholeness is the hallmark of a South African perspective on life as a whole (Msengana, 2006). From the perspective of a holistic life, people must affirm themselves in the universal sense, which ultimately implies respect for oneself and for other human beings. The philosophy of holistic development (wholeness) sees the body not only as a bearer of, but as the medium through which the totality of human experience can be articulated. It is also a means through which experiences can lead to a process of transforming learners' teaching environment for the fulfilment of holistic education (Omolewa, 2007). The vision of the Department of Basic Education in South Africa is motivated to provide environments for the development of a learner's full potential in all aspects of holistic growth, such as cognitive, emotional, social, physical and moral development. Research done by Dlamini (2017) has revealed that such quality care and education as set out by the DBE (Pretoria) during early childhood, is valuable to children's growth and development throughout their lives. The benefits identified by Dlamini (2017), such as physical development (use of sports develop good motor skills); emotional development (learners learn to cope with a wider range of scenarios, such as compassion and empathy); communication skills (learners learn to communicate with a knowledgeable other); cognitive development (give learners opportunity to express creativity); creative development (may develop enthusiastic approach to learning); healthy learning (exercises, activities and games make learners aware of their surroundings); and special awareness (changing learners' developing brains, acquiring skills, such as problem-solving and arithmetic). These are some aspects that can contribute to the holistic development of learners. Although South Africa still has a long way to go to improving the accessibility of education, keeping in mind that 80% of young South African learners do not have out-of-home educational care leading to their first year of school.

Training learners to use their kinaesthetic (body) tools, such as ears, eyes, legs and hands, as well as learning to use their discretion to make decisions in contrary circumstances is the primary objective of the education system (Mathivanan, 2017). Teachers and school management are influential in making this development materialise. Knowledge is a social condition and is the core responsibility of any education system (Tambara, 2015). Education should focus on the learner as a whole (holistically), which means that pedagogy caters to the physical, emotional,

social and cognitive development of children (Mutekwe, 2018). Holistic education should assist learners in multicultural schools to develop and encourage learners to acquire 21st century skills, such as active learning, out of the box thinking, critical thinking, effective communication, teamwork, technological skills, knowledge of life skills and career personality (Haynes, 2009).

#### **2.4.1 PHYSICAL DEVELOPMENT**

---

Human infancy is the process in which people start to physically develop and continues into late adolescence focusing on gross and fine motor skills, as well as puberty. Physical development includes developing control over the body, predominantly muscles and physical coordination (Thomas, 2017). Physical Education and school sport can greatly contribute to programmes, such as educational achievement, public health, community cohesion and of course, sporting performance at the highest level. Sports, physical education, education and health are woven together contributing significantly to holistic human resource development. Within schools, physical education is an essential component of quality education (Shiple, 2016). As learners start to gain from physical education, they learn what their bodies can do; they gain in self-confidence thus promoting social and emotional development. According to Brende (2015), two factors that will ensure robust sport and physical education for teachers/principals to use in school are, the development aids/resources in line with the curriculum, and capacity development of teachers to use the resource, like indigenous games of “morabaraba” in mathematics in their in teaching.

The applicability of physical education in extracurricular activities for multicultural schools is to provide quality physical education to ensure participation in school sports; enable learners to develop motor and cognitive skills (ABC of sport); provide opportunities to develop responsibility by working in groups independently of the teacher; providing opportunities for younger learners to realise their areas of strengths in sports; and to develop a healthy attitude towards physical education (Shiple, 2016).

In the course of holistic development, positive assertiveness and a vigorous lifestyle should be well organised by the education providers together with learners

themselves. Physical drive is salutary for altering a learner's mood and attitudes besides having a healthy body (Steinmayr, 2016). Physical development is the way in which the body increases in skill and becomes more complex in its performance (Cherry, 2018). The two main areas of physical development are gross motor skills and fine motor skills. Gross motor skills uses the large muscles in the body, and includes walking, running, and climbing (Mauro, 2018). These basic skills learners should develop when participating in extracurricular activities. Gross manipulative skills consist of single limb movements, frequently of the arm; for example, throwing, catching and making sweeping arm movements (Logsdon, 2018). This type of activity can be introduced and used in Lejweleputswa educational district, possibly in the form of playing cricket where boys can develop single limb skills by throwing and catching balls. For girls, netball is an activity to develop similar physical skills. Fine manipulative skills involve accurate use of the hands and fingers; for example, pointing, drawing, using a knife and fork or chopsticks, writing or doing up school laces (Ranson, 2013). This type of skill is very basic and for which parents need to take full responsibility to teach and develop their children at home. Teachers in multicultural schools, more specifically in the Brandfort area, can offer learners the opportunity in the Foundation Phase to develop fine motor skills by using activities to move objects with a kitchen tong, fixing knobs and screws, and moving straws through the holes of a colander are examples activities which can be used. Physical development also consists of sensory development; the process whereby people receive information through their senses, such as vision, hearing, smell, touch, taste, and proprioception (Mailloux & Smith, 2013).

#### **2.4.2 SOCIAL AND EMOTIONAL DEVELOPMENT**

---

Social and emotional development is the change, over time, in children's ability to react to and interact with their social environment (Thornton, 2016). Furthermore, Kapur (2015) contends that children mature at a different pace from one another and therefore certain milestones will socially and emotionally be obtained at different intervals. As children reach these milestones at certain ages, they become socially competent by the knowledge obtained. Children learn social skills very early in life that determine their social competence which refers to the person's ability to get

along with others and to adapt to new situations or milestones. For example, babies make eye contact, mimic facial expressions, and respond to voices. As children age, they socially interact more frequently with other children and adults, thus benefiting from learning additional social skills. Social competence not only includes the ability to collaborate with peers but also takes account of things, such as an aptitude to show empathy, express feelings, and share kindly (Cherry, 2018). Teachers and parents need to know that modelling appropriate behaviours is essential for social and emotional development. Observation plays a dynamic role in the way young children learn new things. For example, the child sees the parent sharing, expressing gratitude, being helpful, and the child will learn from the knowledgeable other to understand how to interact with other people outside the home (Gordon & Browne, 2014). Teachers in multicultural schools should play a significant role in assisting learners develop social and emotional competence. Teachers can with intent, support learners' social and emotional health by using children's books, planning activities, coaching on the spot, giving effective praise, modelling fitting behaviours, and providing cues, all of which are attributes found in extracurricular activities for holistic development (Kostelnik et al. 2015).

Emotional feelings comprise the growth of feelings about, and consciousness of oneself; the development of feelings towards other people, and the development of self-esteem and self-concept (D'Silva, 2014). Social development includes the growth of the child's relationship with other people. For example, learners from different cultural backgrounds in schools participate in extracurricular activities and are confronted with diversity and start not only to learn about the differences in other cultures, but to grow holistically in cultural intelligence (Van Dyne, Ang & Koh, 2009).

Lastly, teachers in multicultural school settings and parents need to offer praise when learners demonstrate good social behaviour in class, sport activities, or at home. Cherry (2015) further postulates that reinforcement not only makes learners feel good about themselves, it benefits their holistic development to understand why certain behaviours are desirable and worthy of praise. It also assists learners/children to feel worthy about themselves, as well as playing a significant role in developing a sense of empathy and emotional competence. Thus, learners'



social and emotional health is just as imperative as their physical health, and affects their ability to develop the potential to lead a fulfilling life (Ho & Funk, 2018).

### 2.4.3 COGNITIVE DEVELOPMENT

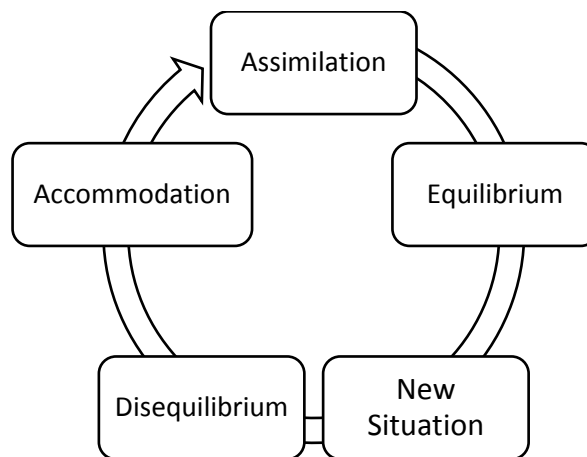
---

Piaget's (1936) theory of cognitive development clarifies how a child constructs a mental ideal of the world (McLeod, 2018). Piaget regarded cognitive development as a process which ensues due to biological maturation and interaction with the environment. The experience which people have with their environment needs to make sense of things that happen or do not happen in the short and long haul (Marinoff, 2003). Piaget (1952, 1959, 1980) defined this need for understanding as the drive for equilibrium; a cognitive state in which people experience new capabilities that make sense to them because they become able to explain them using their existing knowledge (Berk, 2010). As long as people are able to make sense of new experiences, they remain at equilibrium, when the equilibrium is disrupted; people become motivated to re-establish it. This stage of cognitive development occurs when people's understanding advances as a result of regaining equilibrium (Willingham, 2009).

When people try to make sense of their experiences and reach equilibrium, they construct schemes and mental operations that present an understanding of their environment. These schemes are viewed as the building blocks of thinking (McLeod, 2018). For example, when a learner in a multicultural school starts to play soccer, they go through a series of experiences, such as attempting to kick the ball, dribble the ball through a grid, score a goal, and make routine soccer-playing decisions. As the learner playing soccer cognitively organises these experiences, they become the learner's soccer scheme by using skills learnt. The soccer scheme is in place and the learner is now able to play indoor as well as outdoor soccer because their thinking on how to play soccer did not have to change (Eggen & Kauchak, 2014). The learner assimilated the experience with their previous knowledge of soccer. Assimilation is a course of using existing schemes to understand new experiences (Berk, 2010). The learner supposedly plays in a six man a side soccer match with different rules of play and skills needed. The learner now needs to change their thinking about playing outdoor soccer; in other words, the learner must



accommodate their scheme. Accommodation is the process of creating new schemes or adjusting old ones when they can no longer explain new experiences (Cherry, 2018). McLeod's model of the process of cognitive development in figure 2.5 outlines the order when development has been accommodated.



**FIGURE 2.5 PROCESS OF COGNITIVE DEVELOPMENT (MCLEOD, 2018).**

As posited by Pachucki (2018), sport competitions in the form of extracurricular activities contribute to cognitive and intellectual development, as children must use lucidity, strategy and extrapolation skills to defeat the opposing team and secure a victory (Salunke, 2017). Cognitive or intellectual development is development of the mind - the part of the brain that is used for identifying, reasoning, knowing and understanding (Peronto, 2014). Perception in cognitive development involves people making sense of what they see, hear, touch, smell and taste. Teachers in the Brandfort schools should use activities to teach learners sensible knowledge so that learners can become self-sufficient, relying on their own previous knowledge and remaining undisturbed in their equilibrium. Perception is affected by earlier experiences and knowledge, as well as by the person's emotional state at the time (Gandhi, 2017). Language development is the development of communication skills (Cherry, 2018). These include skills in receptive speech; the capability of recognising words and language. It involves gaining information and meaning from routine (e.g. we have finished our breakfast so next it is time to get dressed); and visual

information within the environment (e.g. dad holding his keys means that we are going to get the car; a green light means go) etc. (Rosen, 2014). Expressive speech can be defined as the skills essential to form views and express those using suitable words and grammar combinations. This may also consist of gesturing and facial expressions, especially in early childhood and using words as ‘stuff’ or ‘things’ instead of specific words or phrases (Kulman, 2015). Articulation speech is the aptitude to physically move the tongue, lips, teeth and jaw to produce sequences of speech sounds, which make up words and sentences (Gandhi, 2017). Articulation is essential for pronouncing sounds, words and sentences which are pure and can be effortlessly understood and interpreted by others, in order to be able to prompt basic needs and wants, right through to being able to participate in complex conversations, with music as an extracurricular activity enhance such needs (Schenk, 2017).

#### **2.4.4 MORAL AND SPIRITUAL DEVELOPMENT**

---

Moral and spiritual development consists of a developing responsiveness of how to relate to others ethically, morally, and humanly (Gillard, 2011). It involves nurturing values, such as honesty and respect, and obtaining concepts, such as right and wrong and responsibility for the consequences of one’s actions (Mohamad & Esa, 2013). As opined by Shipley (2017), philosophy and the arts help develop the intellectual, spiritual and emotional characteristics of people, while sports help people to develop the physical. We need equilibrium of mind, body and spirit to feel and function at our best. In my opinion, for learners confined to school in the Lejweleputswa educational district to function at their best, teachers need to offer soccer, rugby, netball, reading clubs, and music for learners to develop physically, but also to build moral values and be strong in spirit holistically. These sports builds character, teaches strategic thinking, analytical thinking, leadership skills, goal setting and risk taking that build confidence and motivate learners for the fulfilment of holistic development (Streight, 2015).

## 2.5 EXTRACURRICULAR ACTIVITIES IN ENHANCING HOLISTIC DEVELOPMENT

---

The word “extracurricular” can be broken down into its roots. For a precise explanation: “extra” means “outside” and “curricular” refers to all of the work the teachers do in the classroom (Patel, 2003). Extracurricular activities are activities that teachers use to develop learners in as well as outside of class. Learners can be assured that development occurs when they participate in extracurricular activities, which later on in life contribute to the development of holistic growth (Hare, 2010). Learners, in the quest to fulfil their holistic growth, can make use of extracurricular activities, such as sports, student newspapers, literary activities, drama clubs and cultural clubs (Barge, 2015). I aver that learners have no excuse of not participating in any form of extracurricular activity at school to fulfil their holistic growth. Learners gain much more than developing muscles and physical coordination (Thomas, 2017) but in the process develop physical intelligence, social and emotional intelligence, and cognitive intelligence, which is critically needed for holistic and educational growth (Brende, 2015). According to Sampson (2012), for learners to develop such intelligence, they need to take part in extracurricular activities, especially if they lacked early childhood development. Extracurricular activities, particularly in multicultural schools, which are needed to develop the above-mentioned intelligences, are not only sports, but can be gained from academic extracurricular activities as well. These may be in the form of maths and science clubs, or research (Haynes, 2009). Thus, learners might grow in a vast variety of dimensions when participating in extracurricular activities.

Many countries around the world form part of the integration process of multiculturalism in schools and amongst learners to reach holistic fulfilment. The Spanish education system encourages learners to participate in activities organised by the French society, in some regular extracurricular activities, joining an athletic team, a choir, a hiking club, and taking dance or art classes. Furthermore, other European countries, such as France and Spain which share a great amount of history between them. This aspect of joining related countries of similarities in culture can assist learners to gain knowledge of the other. Cultural intelligence requires people to have behavioural repertoire responses which are needed to acknowledge

and respect diverse cultures and nations through the use of extracurricular activities. (Earley, Ang & Tan, 2007). The importance of the cultural differences and similarities between Spanish and French learners helps to inform them about their shared history (Benson, 2003).

In comparison to African education systems, learning through dance and music are essential to the African way of life and are introduced to equip the learners with the capacity to function efficiently in other areas of learning, such as language acquisition, speech therapy, literacy, numeracy, and other related themes (Omolewa, 2007). A learner benefits most from interaction when working in their Zone of Proximal Development; a range of tasks that an individual cannot yet do alone but can accomplish when assisted by others. This may also lead to the scaffolding of interactive and instructional support. More knowledgeable others, most commonly parents and teachers, play essential roles in helping learners progress through the zone of proximal development for each task they are attempting. For example, a 7-year-old boy turns up for extracurricular activity at the cricket field. The excitement of the young boy is overwhelming and starts to show through his handling of the cricket ball. The other boys in the team start to laugh at the young boy's technique of managing to throw the ball. Immediately, the teacher approaches the boy and explains the necessary technique and skill needed for the 7 year old to use. The teacher's continuously asking the boy to repeat the drill, builds up his skill level. As the learner gains confidence, the teacher starts to leave the boy to throw the ball amongst his team mates. Scaffolding provides learners only with enough support to allow them to grow on their own. Logan and Scarborough (2008) concur that learners who are tough and left to build relative skills, such as throwing a ball builds the learner's holistic growth through the use of extracurricular activity.

Furthermore, it can be argued that a multicultural school's environment and philosophy are key components in the school's performance (Cohen, McCabe, Michelli & Pickeral, 2009). Participation in extracurricular activities also develops a learner's relationship with adults or teachers within and outside the school, thus creating an ideal environment for development. A school's extracurricular activity participation exposes learners to the positive life of supportive social networks, interaction with non-parent adults such as teachers, and the promotion of self-

efficacies and identity (Gilman, 2014). Interscholastic athletics and other extracurricular activities are important features in the culture of American secondary schools and middle schools (Cohen et al., 2009). A Baltimore Kids Chess League demonstrated how an after-school activity cannot only improve learners' confidence and academic capability but also could shape strong social relationships and skills for learners who may otherwise have been troubled by violence and academic failure (Madigan, 2008). Moreover, learners who feel linked to school are less likely to miss school or be involved in fighting, bullying, and vandalism (Madigan, 2008). When learners participate in extracurricular activities at multicultural schools, and they become part of a new network of peers, they establish persistence and self-worth in their community. Extracurricular activities are influential and empowering experiences because they have the potential to impact learners' sense of belonging, and encourage positive academic and psychosocial outcomes (Akos, 2015). Scholarship continues to underline the benefits of learner's connection to others in the secondary learning environment. As long as pleasing, challenging, and appropriate activities to the skill level of teenagers are offered, and the adult leader's approach and communication style is appropriate, teenagers' commitment towards extracurricular activities is assured (Akos, 2015). Barge (2015) established that athletic participation may be more applicable for improving boys' self-esteem in relation to holistic development, whereas participation in non-athletic activities may be more applicable for girls' self-esteem and holistic development.

Hagewen & Kort-Butler (2011) maintain that in relation to self-esteem and holistic development, high school learners benefit greatly from participating in extracurricular activities as long as the activities are related to self-concepts and skill sets that continue to be influential in a learner's holistic growth. Fredricks (2011) describes the value of participating in extracurricular activities at multicultural schools but even more so, if learners firstly take part in a variety of activities which may help learners to compensate for negative experiences in one particular activity, rather than cancel the opportunity not to participate at all. Continuous exercise offers more opportunities for learners in a variety of extracurricular activities to understand the structures and to support learners' successful development. In conclusion, the use of extracurricular activities in different settings by teachers teach learners the

differences amongst cultures so as to promote holistic development, as well as learning about the origin of their own cultures.

Extracurricular activities from a bio-ecological viewpoint assumes that the different settings in which individuals are nested (school, neighbourhood, family) offer diverse learning environments and developmental opportunities (Bronfenbrenner, 1979). In this study, extracurricular activities will be divided into following components: sports, art, school-based clubs, service activities, and cultural diversity.

### **2.5.1 SPORTS AS AN EXTRACURRICULAR ACTIVITY**

---

Sport according to the Oxford Dictionary is an activity comprising physical action and skill in which an individual or team competes with another or others for entertainment, such as soccer, rugby, or cricket. Sports, need to be valued to ensure the holistic development of children as they foster their physical, social and emotional health (Thompson et al., 2018). Physical activity and sports have an educational impact and thus, the value of the educational benefits of sport should not be undervalued (Way, 2014).

Sports are part of every single culture's past or present, but every culture has its own definition of sports. According Thompson et al. (2018), there are at least two types of play: spontaneous or unconstrained play and regulated play. For example, a child sees a flat stone, picks it up, and sends it hopping across the pond. The action is not premeditated, but is at least relatively free of constraint and there to enjoy. The second form of play is regulated where learners participate in a sport, such as soccer where rules are bound. This said, in both situations cognitive development for holistic growth occurs.

Whether spontaneous or regulated, sports have been the subject of decades of research which reveals that certain sports (e.g. athletics) have a tendency to be a high-status activity that influences adolescent peer culture (Peck et al., 2009). In comparison with non-participants, learners who participate in structured sports have a tendency to obtain a higher GPA (grade point average) in high school, a better possibility of attending tertiary education and report greater independence and satisfaction in their first job. Researchers argue that sports enable positive

developing trajectories, since learners who participate learn skills associated with initiative (sustaining effort, setting goals) and develop morals such as accountability, conformity, perseverance, resistance to risk-taking, bravery, and self-control (Peck et al., 2009).

The use and value of different sport codes for example, a sport code such as chess assists learners with problem-solving abilities; thus, it promotes the cognitive development of learners (which is an aspect of holistic development). Physical education in a sport code, such as rugby focuses on gross and fine motor skills (aspects of holistic development) where learners learn what their bodies can do. They gain in self-confidence, promoting social and emotional development (symbolic play to develop skill in expressing oneself, and exploring one's experiences, ideas, and emotions) (Rock, 2018). Constructive play in a sport code requires a set of cognitive skills. For example, when a learner starts to play soccer, one has a series of experiences of attempting to kick the ball, dribble the ball through a grid, score a goal, and make routine soccer-playing decisions. Constructive play teaches learners about management, building, and fitting things together (Richards, 2018). Sport constructs a great number of opportunities for learners to develop, especially learners in multicultural school such as in the Brandfort area of the Lejweleputswa educational district appear to have no obligation to participate in a formal sport at school. Teachers can use the formal school day to incorporate activities in their teaching unknowingly, such as chess to develop cognitive development and problem-solving skills.

## **2.5.2 ARTS AS AN EXTRACURRICULAR ACTIVITY**

---

Arts can be reviewed as the fine and performing arts: painting, sculpting, writing poetry, playing an instrument, singing, dancing, acting, creating mixed media productions, and film-making (Upitis, 2015). Cultures are arbitrated on the origin of their arts, with most cultures and historical eras not doubting the significance of including the arts as part of every learner's education (Trojanos, 2012). In the review of Upitis (2015), working in elementary musical theatre has been encouraging learners to trust one another; take risks; grow to be part of a larger community; learn



to interact more efficiently with their peers; and form a deeper and more cultured sense of creative identity. Intrinsically, learners from such an artistic school will lead fulfilled lives. Learners with an absence in experience of the arts in their schooling, will be undernourished in knowledge by the end of their education (Mahoney et al., 2009). In contrast, learners whose schooling embraces the arts will benefit throughout their lives, in a multitude of ways, by the intrinsic benefits that the arts bring to the quality of the learners' lives (Roeser & Eccles, 2009). Learners benefit not only intrinsically, but in the environment and academically, thus growing cognitively and developing holistic growth. For example, teaching music to learners increases maths scores better than the direct teaching of maths itself, and it is found that learners who participate in classical ballet lessons, improve their geometry scores as well (Davis, 2008).

A diversity of theories over the last century has evolved as to the causes of artistic development. According to Koopman (2007), it turns out to be a mixture of cognitive, social, psychological, and cultural aspects. In the view of Troyanos (2012) development in the arts can also be affected by different learning styles, multiple intelligences, disabilities, preferences, needs, culture, and education. Nonetheless, one of the predominant influences on an artist's (learners taking art in school) development is what Vygotsky characterised as the "Zone of Proximal Development (Kozulin et. al., 2003) referring to the difference between what learners can do on their own and what they can do with the benefit of instruction. The teacher/artist guiding learners into a profounder level of creative thinking and reflection as used in a holistic approach would certainly improve artistic development. Another prevalent influence that affects learner's artistic development is motivation. The decision or purpose to become better must come from the learner. This motivation would be intrinsic if the lessons and curriculum are composed of topics that are meaningful to the learner, and allow the learners' inner voice to be expressed. Motivation is the individual drive that inspires people to experience new situations that further influence people's yearning to develop holistically (Templer, Tay & Chandrasekar, 2006). According to Foster (2018), learners in multicultural schools need arts-based extracurricular activities to gain holistic growth in developing fine motor skills, and skills such as motivation, self-discipline, self-awareness, and problem-solving. Playing an instrument lights up the learner's brain and their synapses fire while



their neurons are in hyper drive. In addition, learners playing an instrument or other arts-based hobbies can boost their overall academic performance.

Although arts, such as music and ballet promote a learner's holistic development, this extracurricular activity still remains dominantly used by people in the middle socio-economic class. According to Olson (2015), children who's parents have a low financial income participate less in extracurricular activities than their counterparts parents with a higher income which leans positively to people who fear the idea that art education is expensive to experience.

Furthermore, not all arts are set around musical settings, but can also be found in cultural indigenous games. Examples used by Nkopodi and Mosimege (2009) in their study, show that indigenous games like morabaraba in South African schools can increase mathematical abilities. Art education (musical instruments) increases maths scores according to Davis (2008), from his analysis of the indigenous game of *morabaraba*, a game played in different communities in South Africa and neighbouring countries, such as Lesotho and Mozambique (Nkopodi & Mosimege, 2009).

Teachers in multicultural schools of the Lejweleputswa educational district, do not necessarily need to use art education to promote cognitive skills, fine motor skills for the social and emotional development of learners in order to grow holistically. As indicated by Nkopodi and Mosimege (2009), multiple African countries incorporate their own cultural identities as indigenous games to enhance a subject, such as maths.

## **2.6 TEACHERS' VIEW TOWARDS EXTRACURRICULAR ACTIVITIES**

---

When teachers set out to believe in learners, they may harvest a higher learner attendance and achievement to become holistic (Kirsch, 2013). Teachers firstly need to establish an interest in and understand the benefits to be gained from extracurricular activities; to understand how important the involvement of extracurricular activities can be for learners (Kirsch, 2013). Teachers in multicultural schools who use extracurricular activities, firstly need to know that many learners are not aware of all the opportunities for participation that exist at the school. Teachers need to become educated about the programmes offered at the school (Keenan,

2010). According to Keenan (2010), learners who may not have a vast number of opportunities to participate in extracurricular activities may lack self-determination skills and need significant encouragement by teachers to explore their potential interest in outside extracurricular activities. Teachers need to use extracurricular activities to promote the holistic development of learners. They must embrace extracurricular activities as a strategy, offering opportunities for learners to engage in school activities which may lead to constructive academic performance and holistic growth (Gilman, 2014). One of the methods used by Gilman (2014), was to establish a school identity for learners to have an internalised sense of belonging which may be part of the school environment that constitutes an important part of their experience. The use of extracurricular activities needs to be motivated by teachers, as it has been shown how learners gain cognitively, as well as developing holistically. To encourage learners to develop their individual strengths, teachers can use a wide variety of activities to deepen understanding on the subject area (Upitis, 2015). For example, learners participating in musical activities achieve higher maths scores and show progress through the introduction of indigenous games. Learners in multicultural schools, such as in the Brandfort are appear to be mostly fond of indigenous games to promote academic scores because they originate from that culture. Teachers can use African indigenous games not only to promote scores academically, but to use such games to teach cultural diversity, and introduce the importance of behavioural intelligence when socially interacting with different ethnicities. Learners who socialise in the indigenous games can eventually benefit from their Zone of Proximal Development when interacting with knowledgeable others. According to Cherry (2018) as cited in Vygotsky (1978), the more knowledgeable other is someone with a higher level of knowledge than the learner. It is the teachers, coaches, and parents who are the more knowledgeable other in the Brandfort multicultural school community who provide the critical guidance and instruction during the sensitive learning period. While learners may not yet be capable of accomplishing things on their own, they will still be able to perform the task with the assistance of the skilled instructors in the community (Glassman & Wang, 2004).

Russell (2013) found that extracurricular activities often emphasise racial lines between learners. In multicultural schools in the USA, learners from the same social

economic status and racial background have lunch together and participate in the same activities, rather than interacting on a social basis with learners of different racial backgrounds. Social and emotional development is the change over time in the learner's ability to react to and interact with their social environment (Thornton, 2016). Learners who interact with different cultures enhance their cultural intelligence. This suggests that cultural intelligence is vital for learner growth efficiency; the quality of learning and creating beneficial connections between learners, teachers, and the learning environment is crucial (Lemmer et al., 2010).

Furthermore, Carter (2013) states that teachers in multicultural schools need to focus on flexibility in the integration at school that will help learners in participating in extracurricular activities. Teachers need to see the impact of using extracurricular activities to promote the integration phase between racial groups at school; it can highlight the possibility for multicultural growth amongst learners. According to Russell (2013), extracurricular activities in the USA sometimes provide a route for the integration of boys and girls. It is the job as teachers to inspire multicultural integration to develop the learners, and, in this era, it is simply not enough to function on the axis of colour-blindness. Teachers can use interactions to incorporate competent role models, such as professional athletes, who can assist teachers to develop and improve the skills of learners and these kinds of athletes are used globally (Carter, 2013). Wladimir and Vitali Klitschko can be seen as professional athletes who contribute to a learner's development. The international boxing idols can be seen as prime examples of role models in the integration of multiculturalism via sport. Teachers can use such methods to enhance the holistic growth of learners in multicultural schools, thus allowing learners the opportunity to express themselves and not get lost in a large school environment as seen in some South African schools (Gilman, 2014). Teachers are seen as role models and learners should feel free to express themselves to the best of their abilities, especially in extracurricular activities, where the teacher can benefit from the opportunity to enhance the integration of racial groups (Gatens, 2015). In extracurricular activities where teachers are mostly seen as role models and are respected by learners, are in the driving seat to instil knowledge and skills, and provide opportunities to develop learners cognitively and holistically (Martino, 2009). Teachers can reach the fulfilment of multicultural integration through social networks in using extracurricular

activities to delimit the integration of racial and cultural differences in learners who do not usually socialise in other fields of the formal school calendar. Extracurricular activities can help learners to feel connected in social groups at school amongst peers, but it is still not certain whether teachers are promoting extracurricular activities to all groups of learners, so that they experience the same social development and grow holistically in social and emotional intelligence (Richards, 2018). Teachers may fear that the extracurricular activities will interfere with learners' academic responsibilities and limit the time to do schoolwork. Teachers who encourage learners to participate in extracurricular activities cause them to feel more attached to the school when being part of the extracurricular activities, thus opening up more opportunities to make friends; being less absent from school; and are more likely to avoid risky behaviour; all of which may lead to greater holistic growth (Gilman, 2014).

According to an article on the Alumniportal Deutzland the German private sector uses corporate sports to improve the performance of staff and the atmosphere at work. They maintain that there is no better way for colleagues from different racial ethnicities and cultural backgrounds to bond than to participate in sport activities after work. In theory, this form of participation can improve not only the cultural differences in the staffroom, but also teachers encouraging multicultural learners in class to interact more freely amongst themselves to nurture the development in the classroom environment of multiculturalism. Lopez (2011) asserts that the influence of extracurricular activities on a learner's success leads to holism in the classroom and suggests a positive influence on grades which is the goal of extracurricular activities. Extracurricular activities provide teachers with the opportunity to influence a learner's life in a way that is valuable beyond the classroom because extracurricular activities help learners to stay focused on schoolwork and aspire to lofty goals. Extracurricular activities also help construct a mentoring relationship between learner and teacher that may be paramount to a young person's life (Gatens, 2014). Establishing a strong mentor relationship with a learner in a classroom environment can be challenging. Being a teacher enables one to show a side of oneself to the learners that they would not see inside the classroom setting, which may lead to disciplinary problems where learners do not fully understand why the teacher is more disciplined in class than on the sports field (Ravishankar, 2015).

With overworked teachers and overpopulated classrooms, constructing resilient relationship away from schoolwork, formal assignments and detention slips can be a difficult accomplishment for teachers. Teachers who are also involved in after-school extracurricular activities can get to differentiate their learners in a diverse atmosphere (Petty, 2014). One of the most significant factors a learner can gain from his or her education is a mentor relationship with their teacher. The mentoring relationship derived from extracurricular activity involvement is important for learners, since part of primary education is learning to interact with adults (Lopez, 2011). Extracurricular activities exercised in multicultural schools provide a way for learners to interact with responsible and caring adults in a less traditional atmosphere. Adult interaction for learners, such as connecting with their teachers is very important to learner maturation. Learners connecting with their teachers not only boosts their morale of self-esteem, but learners who feel appreciated also get praised by their teachers, especially when learners demonstrate good social behaviour in class, in sport activities, or at home. Cherry (2015) further postulates that reinforcement not only makes learners feel good about themselves, but it benefits the learners' holistic development to understand why certain behaviours are desirable and worthy of praise. Social and emotional developments are significantly boosted in this stage of a learner's holistic development (Kapur, 2015).

Through extracurricular activities, teachers and mentors, act as resources for learners; resources that no other activity in daily life can benefit learners more in growing emotionally and developing cognitively for ultimate holistic development. Providing learners with a place to discharge stress, avoid trouble and learn new things, extracurricular activities are essential in constructing a balanced world view and intelligences for learners not only to become holistic but ultimately, to reach self-actualisation (Lopez, 2011). More often, the less understandable fact is the impact that extracurricular activities can have on a learner's performance and level of commitment in the classroom. Teachers in traditional classroom surroundings, fail to make the most of a learner's enthusiasm, knowledge, and leadership skills that are gained through extracurricular activity (Bobby, 2016).

Teachers in multicultural schools need firstly to create classroom engagement and an interest in the learners as well. General Pedagogical Knowledge in classroom management is a second major component to creating a classroom environment that

is safe, orderly, and focused on learning (Eggen & Kauchak, 2014). Producing these environments entails teachers knowing how to plan, implement, and monitor rules and procedures, organise groups, and intervene when misbehaviour occurs. Teachers who find it difficult with regard to classroom engagement, need to make use of Incentives promote extracurricular attendance (Collins et al., 2008). Incentives can be used to motivate youth to attend schools programmes. It is impossible for teachers to attend all the events learners participate in, but monitoring the learners on the school's media or staying in touch with the learner's performance will assist teachers to find out what excites the learners. Multicultural schools could further escalate learner participation by being interested in a learner's performance, as well as rewarding learners with incentives, such as field trips that instil a sense of belonging to the school (Collins et al., 2008). Incentives may spur academic achievement and keep learners' commitment to learning (Blyth & Walker, 2008). The increased extracurricular programme attendance that incentives motivate can provide learners with additional academic support, and the praise from a teacher or parent can improve a learner's academic performance (Russell et al., 2008). Congratulating a learner who scored a century (100 runs in a cricket match) the next day is key to building the mentor relationship amongst learners, but most importantly, the individual drive from the motivation inspires the learner to experience new situations that further influence learners' yearning for holistic development (Templer, Tay & Chandrasekar, 2006). Learners who succeed in extracurricular activities or any other form of activity can be a significant contribution to their journey of becoming holistic. Teachers can allow learners to share their experience and connect with other learners who may find interest in one another's success and build on the multiculturalism amongst one another (Bobby, 2016).

## **2.7 A COMPREHENSIVE APPROACH FOR STRATEGIES TO ENHANCE THE HOLISTIC DEVELOPMENT AND GROWTH OF LEARNERS IN MULTICULTURAL SCHOOLS**

---

Related to strategies to be used for learners, teachers, and administrators, school level intervention can set in motion a coordination committee, comprising a small team of energetic teachers, administrators, counsellors appointed by the school. The team monitors teachers for effective development of the school's programmes and for learners' holistic development. Regular classroom activities can be implemented

by the SMT (School Management Team) in which the learners and teachers engage in discussion, on order to prevent non-integration amongst learners. Individual intervention needs immediate attention by school administrators to get the involvement of parents of learners to realise the importance of the holistic development of learners in multicultural schools.

A typical strategy of a learner-teacher relationship is the potential to continue to develop as the school year advances. A number of teachers foster an extremely close mentor-like relationship with their learners (Hancock et al., 2012). As a result, teachers will get to know their learners interests and hobbies and can guide them into participating in related activities. Cushman (2006) described teachers as being typically alert to, and monitoring both the academic performance and extracurricular activities of learners. These activities enable learners to master new skills and explore different roles outside of the classroom setting (Cushman, 2006). The first few weeks of school are a critical time for a learner's transformation, especially if a learner is new to the school or is transitioning from middle school to high school (Chomitz et al., 2009). Extracurricular activities which are presented to learners may differ from school to school. An educator's role in student success is imperative (Benjamin et al., 2007). Learners need teachers to support them to strive to be the best learners they can become in their holistic development and teachers should be producing an environment that allows learners to do just that. As long as teachers or adults display that they believe teenagers' interests matter, they reap a payoff in terms of higher learner attendance and achievement (Fox et al. 2010). Teachers have to decide on a commitment towards the development of their learners in the context of extracurricular activities and their value in the learning process. A study by Cleveland et al. (2011) discussed how teachers play substantial roles in building proper decisions that generate these necessary environment variations that facilitate positive outcomes. In my opinion, the majority of the multicultural schools in Brandfort appear not to have any extracurricular activities and therefore might struggle to believe in the abilities of learners in other fields, apart from in the classroom where learners underachieve.

Teacher's strategies to believe in learners and to enhance their holistic growth can be displayed only to a reasonable degree, until the learner accepts the opportunity to



change (Chomitz et al. 2009). Unknowingly, teachers try to help learners to change, but forget that learners move through a transition phase from elementary school to middle school or from middle school to high school, which can be a challenging time in life (Hancock, 2012)- the transition phase is even more challenging because the elementary school is separate from the primary school and the high school. Even more so, learners in multicultural schools of the Lejweleputswa educational district of the Free State province, constantly need to change their environment of learning. The reason for change which the learners experience needs to make sense. Human beings need to make sense of things that happen or do not happen in the short- and long term (Marinoff, 2003). Piaget (1952, 1959, 1980) defined this need for understanding as the drive for equilibrium; a cognitive state in which learners experience new capabilities that make sense to them because people become able to explain issues to them using their existing knowledge (Berk, 2010). As long as the learners are able to make sense of new experiences, they remain at equilibrium, when they cannot remain, the equilibrium is disrupted, and learners become motivated to re-establish it. The teachers are the motivators in the new environment to support and encourage the new learners in the transition phase to adapt to the new school setting and move forward to becoming holistically developed (Blomfield & Barber, 2010).

## **2.8 THE WAY TEACHERS PERCEIVE THEIR ROLE IN PROMOTING HOLISTIC DEVELOPMENT OF LEARNERS THROUGH EXTRACURRICULAR ACTIVITIES**

---

### **2.8.1 THE ROLE OF TEACHERS**

---

The role of teachers is more engaging than simply planning and executing lesson plans. In some senses, teachers spend so much time with learners, that teachers can be labelled as the learner's third parent. Teachers have the opportunity to constantly be a positive role model for their learners who might struggle in academics, lack self-esteem or lack a stable family foundation. The teacher's role as the labelled 'third parent' depends largely on the age and grade of the learners to be taught (Cox, 2018). Teachers' roles in modern multicultural schools are considerably different than they used to be. Teachers were usually issued with a specific



curriculum to teach, together with standard instructions on how to teach, using the same method and system for all learners. In the modern era of education, the teacher's role is more multifaceted. Teachers' work is to counsel; help learners to learn how to use their knowledge to integrate it into their lives; and to become valuable and holistic members of society (Fredricks, 2011).

## **2.8.2 TEACHERS PARTICIPATION IN EXTRACURRICULAR ACTIVITIES TO DEVELOP LEARNERS**

---

Teachers need to become creative in finding effective ways to enhance a learner's development (Gatens, 2014). According to the School Sports Policy of South Africa, the school-based teacher is obligated to form 70% of the representation of the SSCC (School Sport Coordinating Committee). The DoBE and teachers unions have agreed on 1800 hours for teachers to work in a school calendar year (Clark, 2010). While a minimum of seven hours per day is estimate to be 1400 hours per year to develop the nation's youth. It is important for teachers to recognise the importance of involvement in extracurricular activities (Mart, 2013), because learners can benefit from being a part of a group, specifically the low achieving learners who may occupy most of the day in self-contained classrooms (Howard & Ziomek-Daigle, 2009). These learners may not recognise all of the opportunities offered in extracurricular activities that exist in a school; therefore, teachers need to become educated about the programmes they could suggest to their learners (Metsapelto & Pulkkinen, 2012). Learners in multicultural schools may also be faced with limited opportunities for choice-making and lack strong self-determination skills. These learner aspects may be misinterpreted by the teacher, but only need significant encouragement to explore learners' potential interests and connect them to extracurricular activities. Teachers need to realise that extracurricular activities are also used in formal class activities and not only on the sports field (Patel, 2003). Thus, incorporating these activities in class do not only promote learners' development, but also widen their cognitive abilities and broaden their knowledge (Hare, 2010).

Teachers who participate in extracurricular activities help to develop connections between the teacher and learner in the classroom, as well as outside. Teachers, who are able to change learners into fostering a positive attitude towards the school, make time to reach out to these learners who are hesitant about participating in

extracurricular activities. According to Gatens (2014), the place wherein learners often find comfort or enjoyment is outside the formal classroom where teaching can take place in a more settled environment. Furthermore, Graetz (2018) opines that such an environment may become a place where learners love to learn; a place they pursue when they wish to learn; and a place learners remember fondly when they reflect on their learning experiences.

Learners may use extracurricular activities to develop academic and life skills that may contribute to their holistic development. Teachers may find it challenging for learners to participate in extracurricular activities (Carter et al., 2010). This makes it hard for teachers to share the values to be gained through extracurricular activities (Fredricks, 2011). The difficulties identified by teachers may also come from not seeing the struggle of learners with low self-esteem; who are in conflict with a classmate; are too shy to open up publicly in class; and who have difficulties at home causing learners to shut down during class. The automatic response to non-participation might have nothing to do with the actual cause, but instead may add value to learners' interests towards holistic growth. Teachers in the multicultural school settings of in particular the Brandfort area of the Lejweleputswa educational district, most probably have had numerous opportunities to succeed and have failed (Bocarro et al., 2008). Learners who are hesitant to participate or who sit back by taking no risks and avoiding exposure to all the opportunities offered by teachers for cognitive development, holistic growth, and building intelligences towards self-actualisation (Kirsch, 2013), might be suspect to fail in personal growth, class participation, and extracurricular activities (Fredricks, 2011).

For example, motivation enhanced learner achievement in an Ohio school programme for boys at risk of dropping out of school, providing personal motivators for those who took part in extracurricular activities and were closely observed by a school community team (Reed, 2014). Subsequently, in the first year of the programme, learner grade promotion and school attendance improved, and suspension rates were reduced. With regard to schools of Brandfort, in my opinion, a large number of learners might be in danger of dropping out of school because of social issues, such as drugs; under-achievement in academics; being part of gangster

organisations; pregnancy of girls; financial problems; a lack of quality time with teachers; and a de-motivating school environment (Sagenmüller, 2018).

Teachers in the Lejweleputswa educational district could possibly invest in using extracurricular activities not purely to stop such undesirable behaviour but to sow values, beliefs, and self-respect in boys and girls, so that they develop self-belief and experience the best holistic growth. Extracurricular activities provide opportunities for learners to feel free and participate in a social environment (Reed, 2014). A study done by Muilenburg & Berge (2005), suggests that learners who feel that their learning environment was not 'innately' motivated (internally), also found that learners felt a lack of peer collaboration and the absence of social cues or fear of isolation. In South Africa, the dropout rate of high school learners has decreased significantly since 1990, indicated by the National Centre for Education Statistics (NCES): "the status dropout rate decreased from 12.1% in 1990 to 6.5 % in 2014" (Doll et al., 2013). Doll et al. (2013) support Reed (2014) and Sagenmüller (2018) who postulate that learners in South Africa drop out for the same reason as students in America, such as needing money to support families; getting held back in the grade; using drugs; becoming pregnant; and joining gangs. Learners do not drop out because of the school environment; ineffective teachers; and residential instability. Learners from low-income families are 2.4 times more likely to drop out school than their middle-income counterparts. Issues as expressed above can be minimised by teachers who use extracurricular activities which offer learners a motivated learning environment to grow holistically.

### **2.8.3 TEACHING MORAL VALUES THROUGH EXTRACURRICULAR ACTIVITIES**

---

It seems that learners in modern education are not being taught enough moral values. In the opinion of Kuehn (2017), the decrease in moral values has led to an increase of violence in schools as evidenced by school shootings in the United States (Muschert, 2007). Societies around the world have been affected by increased crime and a lack of respect for parents, teachers, elders, and other people in influential positions. In South Africa, Ferreira and Schulze (2014) concur with the Nigerian educationalists, Okoro and Amadioha (2016) that teachers are important agents of moral transformation, not only through formal education but through the integration of extracurricular activities into in-class teaching. In addition,

extracurricular activities can be used to reduce bad behaviour and encourage good morals amongst learners for the fulfilment of holistic development.

Kuehn (2017) suggests that extracurricular activities in multicultural schools can be used as the utility vehicle for teaching moral values. Starting in the first grade, learners have the opportunity to learn how to play musical instruments related to their cultural background. Learners who continue to play musical instruments might be given the opportunity to showcase their talents by playing at school events, such as academic prize-giving ceremonies. Moral values can be gained through interscholastic forensic competitions where learners may participate in public speaking, storytelling, and off-the-cuff speaking Denny (2017). In the opinion of Denny (2017), learners benefit from debates and forensics teaches learners about rigorous thinking, promotes problem solving, and innovative thinking. Debates and forensic influence also helps learners with academic skills which increase a learner's written and oral communication. Moral values may be promoted through a vast number of activities in school which may assist in cultural integration where learners not only participate in debates but also showcase a performance of their various cultural dances.

Overall, extracurricular activities can teach moral values and inspire learners at multicultural schools with values, such as love and compassion (to believe in the school's slogan); cooperation and teamwork,; give hope in raising the school's morals (sports day or marching band); justice and honesty (learners learn by following the sports rules); self-sufficiency when learners organise occasions, such as the school's birthday; and respect (Farca & Velea, 2013). In a similar manner, learners in multicultural schools might reinforce their moral values and develop holistically (Ferreira & Schulze, 2014). As extracurricular activities should be used to develop learners holistically and to teach moral values in schools, so extracurricular activities should be used in neighbouring counties of South Africa and on other continents. In Cameroon the activities of a football club, Ntambag Brother Association (NBA), has aimed at fighting corruption by altering moral values and practices in the community (Fakwang, 2009). In Uganda, a study on two organisations "Roots and Shoots" and "Wildlife Clubs of Uganda", which engaged 487 participants in in-service learning activities, showed higher positive levels of self-

esteem, self-respect, positive attitudes towards diverse groups, and commitment to social justice in the community (Johnson-Pynn & Johnson, 2010). In South East Europe, Salto Youth (2011) have an intercultural dialogue camp from diverse backgrounds. Salto Youth (2011) found that the learners on the camp formed relationships with one another through volunteer projects set at the camp (e.g. using artistic tools to increase awareness of environmental issues and a variety of sports and recreational and cultural activities). Some of the outcomes of these educational camps involved changes in self-concept; an appreciation of other cultures; environmental sustainability; the importance of an active social conscience and participation; and the identification of mutual values across cultures. All in all, learners in the multicultural schools, such as in the Brandfort area of the Lejweleputswa educational district of the Free State province, may initiate great opportunities for learners to learn across cultures; gain cultural intelligence; develop moral values, such as self-respect; grow holistically, and to reach self-actualisation in becoming a well-integrated learner driven by inner moral values.

#### **2.8.4 THE BENEFITS OF EXTRACURRICULAR ACTIVITIES FOR HOLISTIC DEVELOPMENT IN LEARNERS**

---

Jackson (2017) states that extracurricular activities are very important, because they develop a child's life equally to its academics and learners in secondary schools experience high volumes of pressure to perform well so as to attain high grades. Learners wanting to perform well in academics is normal, but in context some learners who focus solely on their academic scores experience no outside life beyond the classroom; all they constantly think about is their books and notes, reaching out for more academic development, rather than gaining cognitive intelligence. Learners become stationary in human development whose worlds revolve around books, thus making no room for holistic development.

Parents, guardians, and learners tend to misunderstand the importance of extracurricular activities. Teachers in many schools have to convince parents and guardians to permit their children to participate in extracurricular activities (Jackson, 2017). Parents may feel that afterschool activities distract their children from their studies. Learners also tend to believe that they do not need extracurricular activities

to develop cognitively, holistically, learn about cultural diversity or to reach self-actualisation; all they tend to do is to concentrate on their books. This perception could not be more untrue. Extracurricular activities and academics complement each other to develop a well-rounded learner with a reasonable amount of social skills, compared to book-orientated learners (Wilson, 2009). South African schools provide so many activities including sports such as athletics, football, and rugby, scouts, debating, chess and even music (Summerton, 2017). According to Massoni (2011) there are numerous benefits learners may gain from participating in extracurricular activities. Firstly, an improvement in academic performance has been shown in studies that learners who participate in extracurricular activities have a marked improvement in grades. This improvement can be attributed to the skills learners have learnt; for example, help with time management to accommodate their activities at school; better organisational skills; and the boosting of self-esteem (Wilson, 2009). Secondly, better time management skills teach learners how to balance their academics versus their hobbies. Learners need to incorporate a management plan for clubs and sport activities into their school life and allocate adequate time for each. Learners learn how to plan their day to include study time as well extracurricular activities and will know how to be productive with free time (Dick, 2010) and such learners are less likely to procrastinate. Thirdly, learners learn new useful skills that can be used in day-to-day activities. Learners learn skills, such as co-operation with classmates; better social skills; and critical thinking. In the opinion of Uluga, Ozden and Eryilmazc (2011), learners who participate in extracurricular activities are found to be better in leadership skills and learn how to narrate better with their peers than those who do not. Fourthly, participation in extracurricular activities by learners has a sense of commitment towards their involvement in activities. Learners who take part in clubs or sport activities have a commitment, and this commitment extends to all areas of their lives. Universities in modern education are interested in what a learner's contribution is towards the university, apart from their academics (Jackson, 2017). The aim of education regardless of cultural backgrounds in a multicultural school should be to develop learners, such as in the Brandfort area into all round, holistic learners which include intellectual, spiritual, social, physical, and moral capabilities (De Neen, 2012).

## 2.8.5 USING SCHOOL ACTIVITIES TO DEVELOP LEARNERS HOLISTICALLY

---

To understand holistic thinking means to attend to the whole person by addressing matters affecting the mind, body, and spirit that thrives on three acute elements namely balance, inclusion and connection. Educational development focuses on providing a great deal of attention to the mind and health needs of the body, whereas the spirit often receives little or no attention (Zimmerman et al., 2015). Extracurricular activities are an essential part of a learner's holistic development and of the education of a learner. Through extracurricular activities, learners realise their interest and capacities while developing values and proficiencies that may prepare them for a rapidly changing world.

Holistic growth in human development is not only limited to academic disciplines and enhancing skills, but also includes aspects of the mind, spiritually and ethically (Mohamad & Esa, 2013). Human development is focused on the characteristics of humanity which are built through a philosophy of life, religion and moral support (Mohamad & Esa, 2013). Jackson (2017) agrees with Mohamad & Esa (2013) that education and extracurricular activities are complementary to each other, which in modern education sits parallel to extracurricular activities and co-curricular activities. The out-of-class activities have a remarkable influence on all spheres of life, such as the cognitive, emotional, social, moral, cultural and aesthetic. These domains of life that learners gain from, assist in the intellectual development, competitiveness, excellence, quality achievements, creativeness and enthusiasm which may develop from participating in extracurricular activities and co-curricular activities (Ahmad, 2016).

Non-academic activities in the form of the co-curricular provide support to learners later venturing into professional fields, such as fashion, music, painting, art, acting, photography etc. (Andrews, 2013). Co-curricular activities were common in many civilisations (Hoq, 2015). In Sparta (Greece), looking at historical education in the form of extracurricular activities and co-curricular activities, the Spartans used civilised warfare, heroic activities, archery, creativity and artistic talents. In the Roman civilisation, arts and crafts, and religious ceremonies were important factors in the development of the Romans. In ancient Indian schools, extracurricular activities, such as wrestling, cooking, singing, playing, were common for child



development (Hoq, 2015). According to the Daily Observer (2015) extracurricular activities and co-curricular activities complement the entire learning process, which strengthens the classroom teaching and learning environment for development. Extracurricular activities place emphasis on developmental factors, such as the aesthetic and spiritual development, which can be viewed as essential components of education. Co-curricular activities provide learners with the opportunity for socialisation, self-identification and self-assessment (Salunke, 2017). As the Spartans used music, heroic activities, and artistic talents to develop children, they are common activities used today to develop learners cognitively. According to Foster (2018), learners need arts-based extracurricular activities to gain holistic growth in developing fine motor skills, such as motivation, self-discipline, self-awareness and problem solving.

## **2.9 IMPORTANT DEVELOPMENT OCCURS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES**

---

Extracurricular activities accurately mean “activities additional to a course of study (Wilson, 2009) and according to Wong (2013), there has always been a strong belief that extracurricular activities are indispensable to every learner’s learning experience. Extra-mural activities allow learners the development of critical life-skills that in some cases cannot be replicated in classrooms. There is untold benefit in building solid relationships and interpersonal skills, especially in team-oriented clubs and activities (Shiple, 2017). The capacity for learners to manage extracurricular activities in addition to school work requires the development of time-management and organisational skills (Wong, 2013). Involvement in extracurricular activities, whether it is to some degree sporty, such as soccer; swimming; rugby or hockey, or is more academic, such as chess, debating or art, all help in developing a child’s self-esteem and confidence (Marais, 2011). The great benefits of extra-mural activities are that they teach learners about long-term obligations because they have a schedule they must keep to so that they do not let their team down. Learners in multicultural schools have to learn about coping with time management so that their schoolwork is not compromised (Wilson, 2009). Learners joining clubs or teams, obligate themselves to that activity for a certain period of time. Learners are taught to



think on their feet and react in an instant, which to some degree, goes hand in hand with so many areas of people's lives and the circumstance of learners. Being able to think on their feet is constantly necessary, especially when examination time comes around (Park, 2015). Learners being under pressure to pass a ball, make a winning chess move or any other quick reaction (Pilgrim, 2013), entails some critical thinking and problem solving which is part of learners' cognitive ability to grow holistically (Pan & Seow, 2014).

### **2.9.1 COMMUNICATION AND LEADERSHIP SKILLS**

---

Leadership is a course by which a person impacts others to accomplish an objective and guides an organisation in a way that makes it more unified and coherent (Acosta et al., 2013). Leadership is made up of resilient oral and written communications and interpersonal skills, as well as the ability to manage tasks in the environment (Al-Jammal, 2015). Based on the findings of Sheikh (2009), there are features of certain extracurricular activities that seem to work best for developing skills. Participation in leadership programmes appears to be valuable for learners to develop skills in communication, which may be noted as a foundation skill to impact a learner's ability to manage themselves ethically in and out of the classroom.

The most efficient leadership styles in extracurricular activities are noted as transformational and transactional leadership styles. Transformational leaders motivate their followers to do what is best for the organisation, but also to build a relationship through personal, emotional, and inspirational exchanges, so that the followers are motivated to perform well (Andreescu & Vito, 2010). Transformational leaders motivate their followers to do what is best for the organisation. Transformational leaders have the ability to get followers to do work that is well beyond the minimum required of them. Leaders are expected to generate a sense of purpose that both motivates and directs followers so that they voluntarily make meaningful contributions to the organisation (Al-Jammal, 2015). In extracurricular activities a learner has the opportunity to be a leader, as well as a follower in transformational leadership which may influence their relationship with team members and in turn, influence intra-team interaction and communication. The transactional leadership style presents the greatest commitment to change as

compared to transformational leadership (Kane, 2010). Esa (2015) defined the transactional leadership style as embracing motivation and directing followers' self-interest to decrease through a method of rewards and punishment. A transactional leader in a sports team could increase the learner's performance especially when the learner's performances are being measured quantitatively and rewards or punishments are being given fairly amongst all learners; for example, punishment for being late for practice, or rehearsal, or competition (Ahmad, 2013).

### **2.9.2 TEAMWORK SKILLS**

---

Blair (2015) explains that to be part of a team requires commitment, about being dedicated and learning to take responsibility. It teaches learners to find activities that suit them best in pursuance of a common goal. If learners, according to Blair (2015), revoke commitment to participate, they face the reality of failing their teammates. Commitment in teamwork teaches learners to be followers first and to be grateful for lessons learnt from coaches or from teachers' leadership; to learn the rules of the particular extracurricular activity, and to understand that they must produce value to earn and keep their place in the team. The great benefits of extra-mural activities are that they teach learners about long-term obligations because they have a schedule they must keep to, so that they do not let their team down. Learners have to learn about handling time management so that their schoolwork is not compromised (Wilson, 2009).

### **2.9.3 ANALYTICAL SKILLS**

---

Successful entrepreneur, Warren Buffett defined analytical skills as some of the most significant skills for young people in order for them to become successful. In general, most experts, teachers and trainers talk about the capability of dealing with information in deductive and/or inductive ways. According Abazov (2016), analytical skills help learners to visualise and analyse information to see the bigger picture behind the certain facts. However, analytical skills entail that learners need to follow some protocols, procedures, and a well-established plan; that it is particularly important for learners to be aware of the plan to be motivated towards the team's goals. In general, most teachers and trainers talk about the aptitude of dealing with information in a deductive or inductive way.

According to Abazov (2016) it is important for learners to develop subject-specific, or project specific goals, or even interdisciplinary analytical skills, so as to be able to work in a team to ensure the success and well-being of team members. Analytical skills describe a learner's ability to recognise and solve problems using the information they have available. These skills are enormously important for learners' professional, social, intellectual and holistic development (Listmann, 2018).

Working out maths problems is one of the most satisfying ways of improving analytical skills. Maths is very reasonable and maths problems are organised in a way that learners are given information and are required to use that information to solve a problem (Terrell, 2018). Playing brain games, is one of the finest ways to develop learners' analytical skills. Brain games are games that challenge learners to think profoundly, thereby improving their analytical skills (Abrahams, 2017). One example of a brain game is logic puzzles. Joining a debating or reading club is another way of developing analytical skills. Groups like these offer learners the opportunity to come together and talk about ideas, literature, and problems in a friendly setting (Wedge, 2017).

#### **2.9.4 GENERIC SKILLS**

---

“Give a person a fish”, we're often told, “and they eat for today. Teach them to fish, and they'll never go hungry” is a saying that has been heard and thought about many times (Toffler, 2012). Extracurricular activities are frequently used to improve generic skills for learners in Western schools in combination with curriculum-based activities also used to develop the generic skills of learners (Nghia, 2017). Activities used for the generic skills development of learners include service learning activities, volunteering programmes, certain skills focused clubs, serving on school committees or undertaking non-compulsory internships (Freudenberg, 2011). Nghia (2017) found that learners participating in service learning experiences were better able to understand their attained knowledge and gain better communication skills in the multicultural school context, as well as developing collaborative working skills and higher perceptions of gender differences. Extracurricular activities offer learners many informal learning opportunities which are conducive to the development of learners' generic skills which, later on, may improve employment outcomes

(Chmielewski-Raimondo, Mc Keown & Brooks, 2016). Freudenberg (2011) found that learners who joined extracurricular activities rated their own communication skills, leadership skills, creativity, and self-promotion skills higher than non-participants. Clark (2010) argues that the extracurricular activities of British alumni assist to a great extent with their employability skills. They also benefit from their participation in extracurricular activities to develop generic skills. For example, using extracurricular activities and a mixture of generic and specific skills allowed an out-of-work fisherman to become a self-employed electrician and sell his services to the offshore oil industry. The person not only had to master the specific skills of an electrician, he also had to develop generic skills involved in conceiving, designing, crafting, and marketing a small business. Later on, he began selling his services in a competitive market and became a successful businessman (Toffler, 2012).

### **2.9.5 ADAPTABILITY SKILLS**

---

Havenga (2011) defines career adaptability as the readiness to cope with the predictable tasks of preparing learners for the work environment and to learn the unpredictable adjustments prompted by changes in work and working conditions. As stated by Hanson (2017), adaptability combines flexibility with versatility. Flexibility is your willingness to adapt which leads to your attitude towards and aptitude for personal growth. For example, learners need to be adaptable in the workplace, because employees need to be flexible and possess the aptitude to adjust to changing work conditions. A flexible employee can work self-sufficiently or work well with a team. Working in a group allows employees to brainstorm ideas or to create an excellent product, especially in multicultural work environments (Tan, 2017).

### **2.10 EXTRACURRICULAR ACTIVITIES THAT TEACHERS CAN USE IN PROMOTING HOLISTIC DEVELOPMENT OF LEARNERS**

---

The duties or tasks of teachers depend on the necessary tools, such as suitable curricula to circumstances and needs, and taking in consideration the teaching and learning quality (Farahani & Araghieh, 2011). In the opinion of Farahani & Araghieh, 2011 (2011) these elements are considered to be the key factors for preparing and teaching experts, researchers, intellectuals and future executives. With reference to the primary role of a teacher as defined by Cox (2018), it is to use classroom

instructions and presentations to help learners learn and apply theories, such as maths, English, and science, especially in multicultural classes. Teachers should be tutored to prepare lessons, test papers, manage classrooms, meet parents, and work closely with school staff associates. To contextualise the real meaning of being a teacher and looking at the bigger picture, to be a teacher is much more than executing a lesson plan in modern teaching. Teaching is a multifaceted profession and teachers often have to assume the role of a proxy parent (Farahani & Araghieh, 2011). Furthermore, class disciplinarian, mentor, counsellor, bookkeeper, role model, organiser, etc. are also on the 'to do' list for teachers, except that of teaching (Keagakwa, 2011).

In the USA, education is viewed as a right, and not a privilege (Cannon, 2012). Price-Mitchell (2012) records that civic engagement will never be measured on test grades, but it is important, nonetheless. Central Michigan University sets out a perfect example of communal engagement by implementing a GEAR (Gaining Early Awareness & Readiness for Undergraduate Programs) up programme as a service learning project, which enriches a learner's academics (Murray, 2012). Teachers play a significant role in fostering the passion, ideas, and energy to motivate learners to become part of extracurricular activities as a communal engagement. Moreover, Price-Mitchell (2012) posits that teachers in the USA who tie their curriculum to service activities help learners gain skills in critical thinking, planning, organising and problem solving. Teens in the USA develop skills rapidly when civic service projects push them out of their comfort zones, so as to experience the world differently. Price-Mitchell (2012) also wrote that the civically-engaged learners in service projects named their teachers as their civil role model. Society in the USA, not only grades learners by test scores, but how the new generation of learners develop into caring, compassionate, respectful, and engaged members of scholastic development (Leiber, 2018).

The Ministry of Education in Guyana defines the role of teachers as one of teaching knowledge to children (Ferreira & Schulze, 2014). Teachers in Guyana are given a syllabus which must be followed to meet state guidelines. The Guyana educational syllabus is followed by the teachers so that throughout the year, all relevant knowledge is conveyed to the learners. Teachers teach in a vast variety ways

including lectures, small-group activities, and practical learning activities. Teachers in Guyana play an important role in ensuring a well-balanced classroom environment. Teachers who prepare a warm, comfortable environment find that learners who mimic the teacher's actions encourage other learners to be more positive towards education. Teachers are the architects of their classroom environment, which contributes to the type of learning that occurs for development. The action of the teacher in the classroom is set by their attitude towards education and therefore, teachers are admired by their learners. Teachers are typically highly respected and admired by the communities and therefore become role models to learners and parents in Guyana. Teachers who are seen as role models are naturally in the role of mentoring, whether it is intentional or not (Erasmus & Lazarus, 2008). Mentoring is a way a teacher inspires learners to strive to be their best. Mentoring does not only encourage learners to enjoy learning, but to take time to listen to what the learners have to say which results in their sense of belonging in the classroom. This provides learners the opportunity to build confidence and motivates them towards success. Mentoring programmes can start by learners volunteering in communities to fulfil a civic duty. Komosa-Hawkins (2012) states that learners benefit socially and emotionally from mentoring programmes, such as community services and lower the risk of not completing high school. Extracurricular activities provide the opportunity for an effective mentor and mentee relationship. As teachers are tasked with the social and emotional development of young adolescents, developing strong mentoring programmes may be beneficial to learners and others in the community (Larose et al., 2010).

The Finnish education system develops the teachers and learners in a slightly different manner (Maaranen, 2017) from that of South Africa. Everyone has the right to basic education in Finland, free of charge. Public authorities in Finland guarantee everyone equal opportunity to receive educational services within their ability and needs, without being prevented by economic hardships, according to the Constitution of Finland. At age 7 education becomes compulsory for the Finnish population. The Finnish education system is dedicated to promoting a child's requirements for growth, development and learning. The Finnish education system already starts at a young age with integration education to teach learners the culture of Finland but also to provide opportunities to learn about other cultures. The Finnish

learners start off by learning through play, experiencing the joy of learning, rather than focusing on textbooks (Maaranen, 2017). The Finnish school community is set towards team work culture and an individual working culture, thus contributing to cultural development and the integration of education. The success of Finnish education firstly commences by sourcing the right people to become teachers, therefore aiming towards the effective holistic development of all Fins. Secondly, developing these teachers into effective instructors ensures that Finland's school syllabus drives their own people towards holistic growth. Thirdly, Finland puts systems in place, together with targeted support to ensure that every child is able to benefit from excellent instruction (Maaranen, 2017).

## **2.11 LEARNERS' OPINION TOWARDS THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THEIR DEVELOPMENT**

---

### **2.11.1 TRANSITION TO EFFECT LEARNERS' ABILITY FOR DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES**

---

The changeover from elementary school to middle school or from middle school to high school can be a perplexing time in life (Hanewald, 2013). According to Pence & Dymond (2016), transition is regularly associated with substantial changes in both the classroom and social background. In addition, the transition transpires during a time when learners are beginning to experience new physical and psychological variations, which may in turn, affect learner's attitudes and motivation levels at school (Hanewald, 2013). As learners pass from grade to grade, there is a cumulative emphasis on a learner's academic obligation and performance. As learners travel from classroom to classroom throughout the school day, learners experience fewer personal interactions with teachers in middle school and high school (Akos, 2015). Earlier studies by Akos (2015) have revealed that the changes in learner-teacher relationships resulting from these transitions are related to failures in self-perception and self-esteem, both of which have been shown to impact academic drive and performance.

In the South African context, the transition phases are even more challenging because in the majority of schools, the foundation phase is separate from the middle school and the high school. This means that the learners in South Africa constantly



need to change their environment of learning. The reason for change which the learners experience by changing from school to school in their learning environment needs to make sense. Piaget (1952, 1959, 1980) defined this need for understanding as the drive for equilibrium, a cognitive state in which the learners experience new capabilities that make sense to them because people become able to explain them using their existing knowledge (Berk, 2010).

Furthermore Gatens (2014) and Fredricks (2011) believe that learners not only seek someone to care for them, but seek motivation as well to develop their academics and life skills that may translate to holistic development regardless of transitions. Aikens (2013) describes how learners seek ways of achieving their goals and how learners thrive when exposed to positive language, such as in acts, people, teachers, and role models. Although extracurricular activities build relationships between learners and the teachers who supervise the activities, the transition that occurs in South African schools still brings a concern to learners about failure and keeping up with assignments because the change of environment and learning area constantly changes. Learners with low marks may have to spend more time behind their books than participating in any extracurricular activities (Leiber, 2018). Such learners often have fewer opportunities to interact with fellow classmates, which may lead to low social development and the loss of building personal skills. Opportunities such as these give teachers the chance to help and navigate these learners towards a sense of belonging and to find extracurricular activities that will be beneficial to them (Dick, 2010). Reed (2014) defines learner achievement as levels in which learners acquire measurable and attainable educational goals. Goals are critical to human development and successful achievement (Haynes, 2017).

According to the National Centre of Educational Statistics (USA), elementary and secondary schools displayed that one in every five public schools were measured with a high deficiency in 2011, where 75% or more of their registered learners qualified for free or reduced cost lunch. This means a lot of learners come hungry to school, affecting the learner's ability to concentrate and to engage in class activities. Furthermore, with regard to STATS South Africa (2016), school feeding schemes have extended their reach, according to survey data. In 2010, 67,8% of learners attending public schools profited from a school feeding plan, rising to almost 76,2% in 2015. Therefore improving learners' achievements and encouraging learners to



pursue their goals goes far beyond the effect of the teacher-learner relationship. The aim should be to narrow down external factors beyond the reach of learners, thus making room for holistic development to bloom.

The Education Partnerships (2012) suggested that learners who attend schools frequently were more successful than learners who did not. Academic achievement may become higher by the improved attendance of learners who normally have a great absenteeism rate. Academic achievement may be raised by improving the attendance of those learners who would normally have a high rate of absenteeism (Powell, 2012). The revealed statistics of improved feeding can contribute to a learner's attendance, as well as to learner's academic achievement, but overall to a learner's development (Summerton, 2017). Many studies have identified the importance of a learner's development through the use of extracurricular activities and the contribution of discipline that learners gain from participating in such activities. Learners who participate in extracurricular activities are learners who achieve high grades and have a high school attendance rate, as well as success after school. Numerous researchers have defined the relationship between participation and extracurricular activities. One study demonstrated that a learner's loyalty to school increased when participating in extracurricular activities, exhibited a more positive attitude, and reported higher academic achievement (Powell, 2012). Powell determined that time spent on extracurricular activities undoubtedly contribute to greater self-esteem and a stronger school relationship. Lewis & Casserly (2012) emphasised how significant it is for multicultural schools, such as those schools in the Brandfort area of the Lejweleputswa educational district of the Free State province, to provide access to high quality instruction during the school day, as well as ample opportunities for out of school enrichment. Enriching learners' learning environment offers learning opportunities for to develop cognitively and the enrichment of their holistic development.

### **2.11.2 SOCIAL LIFE AND BEHAVIOUR OF LEARNERS**

---

Various studies have sought to clarify the fact that learners who participate significantly in extracurricular activities at school have more inclinations to stay away from the use of alcohol and drugs. When engaged in extra-mural activities Anderson and Garcia (2016) contend that learners learn a sense of accountability, fair play and

morality which inspires them to stay away from alcohol and drugs usage. Hughes (2016) aver that participation in ECAs builds positive awareness of peer groups which diminishes alcohol use. Gilman (2014) states that learners who are involved in sports are nearly twice as likely to continue in school as learners who do not participate; nonetheless, it was also determined that participation in sports teams improved the chance of greater rates of alcohol consumption and drug use. In 2017 the National Survey on Drug Use and Health (NSDUH) in South Africa show that 22.4 million teenagers aged 12 to 17 (89.3 %) who participate in extracurricular activities are less likely to have used liquor, cigarettes, and illicit drugs on past occasions. In particular, teenagers who participated in extracurricular activities were half as likely as non-participants to have smoked cigarettes (Joiners, 2010). Pediatr (2015) confirms that learners who participate in extracurricular activities may help other learners to stop smoking, drinking and drug use.

### **2.11.3 CAREER OPPORTUNITIES FOR LEARNERS THROUGH EXTRACURRICULAR ACTIVITIES**

---

Today's employers are considering more than just looking at people's degrees. Employers are considering how sound the applicant is and employers have recognised that a lot of the skills people gain at university are not necessarily from academics but are rather from extracurricular activities (Southwell-Sander, 2016). Many learners have these skills, and every learner has the potential ability to cultivate the necessary skills if they lack them (Coetzee, 2014).

The question asked by the many participants is whether active participation in extracurricular activities at school creates greater opportunities in the job market. Tsai & Su (2011) maintain that non-cognitive skills which are self-discipline, inspiration and dependability, are as imperative as cognitive skills, such as perceptions, thinking, and learning, for life success. In the opinion of Fernández-Rodríguez & Ardoy (2011) learner's state that such non-cognitive skills can be learnt over a long period of time and developed through extracurricular activities. Such non-cognitive skills are part of the strands in the employment market. The research of Lutz (2011) indicates the participation in high school sports and other extracurricular activities has an influence on higher incomes in adult life.

According to Soe (2014), learners who participate in extracurricular activities are 49% more likely to be hired than learners who do not participate in sports during high school. This is because the learners are considered to have better attentiveness; team spirit; soft skills to increase efficiency; the aptitude to work more efficiently; and leadership skills (Fernández-Rodríguez & Ardoy, 2011). The participation in extracurricular activities gives learners a 49% advantage not only of holistic development but of the opportunity to be employed. The reasons are that the efficiency and the aptitude to work more effectively and showcase greater leadership skills are gained in being a participant in school activities that fulfil learners' growth.

In a research study conducted at four institutes across the United Kingdom during a one-year period, full-time second-year students were studied at four diverse organisations: a Russell Group organisation in the North of England; two 1960s campus institutes, one in Scotland and one in the South of England; and a post-92 organisation in the capital. In order to discover learners' opinions of extracurricular activities in greater complexity, 33 participants were involved in focus groups and interviews. Telephone interviews were conducted with graduates from the 'class of 2001', at three of the four institutes about what influence extracurricular activities had on their careers (Stuart, Lido & Morgan, 2011). The results from the discussions with graduates showed that their engagement in extracurricular activities provided opportunities to improve themselves and improve their career prospects. The outcomes further indicated that extracurricular activities can add significance to learners particularly for future job hunting purposes and by gaining skills for employment, engaging fully with their courses, and personal and social development (Stuart, Lido & Morgan, 2011).

Learners who participate in non-sports extracurricular activities also had enriched attitudes and ethics; better social interaction and psychosocial change; leadership skills; and inspiration from involvement in real-life situations, which are important for the job market (Soe, 2014). Thus, being involved in extracurricular activities offers superior skills for learners who might be more holistically developed than non-participants; therefore, the use of extracurricular activities by teachers further prepare learners to obtain a greater quality of job opportunities.

#### 2.11.4 LIFE SKILLS OBTAINED BY LEARNERS

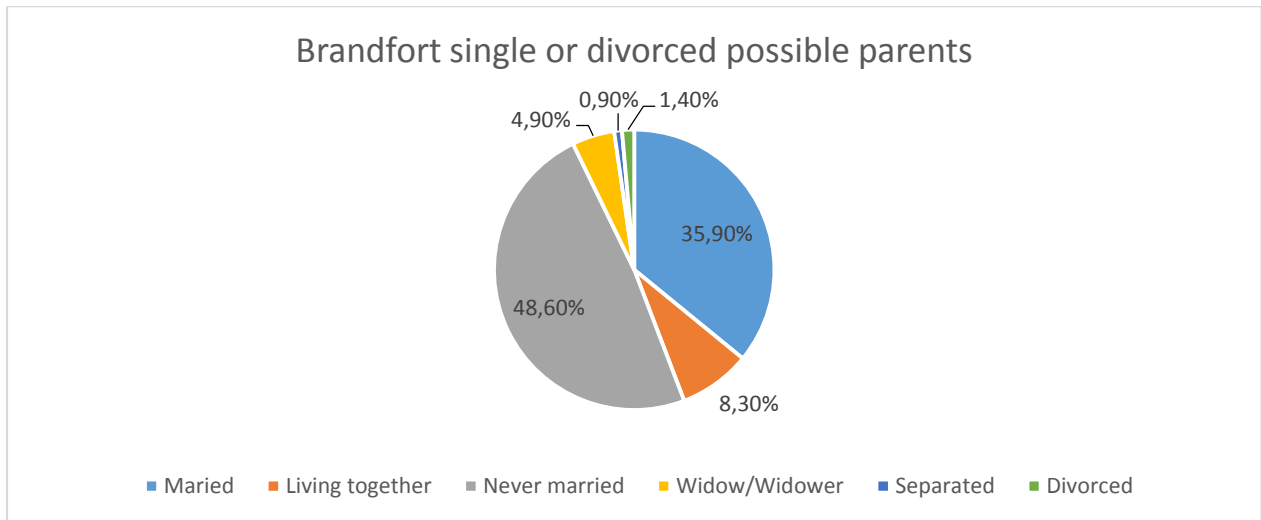
---

Learners who participate in extracurricular activities offered by schools are not restricted to learning academic skills but also improve social and life skills through experience. Wilson (2009) emphasised that extracurricular activities can offer learners self-confidence about their physical and social selves. Social aptitude often affords people countless opportunities to intermingle with others, improve friendships, and to develop social assurance. Therefore, participation can be understood as a sign of holistic development and self-affirming behaviour amongst learners. Such life-long reimbursements of participation in extracurricular activities shape learners to grow into well-rounded human beings (Kapur, 2015). Extracurricular activities, such as communal service, and charitable internships encourage a greater sense of community and belonging in learners. Fernández-Rodríguez & Ardoy (2011) state that learners who participate in extracurricular activities also benefit from a sense of happiness and fulfilment in life. A deeper understanding of daily human life can be gained by learning simple values through extracurricular activities which may impact on learner's life, such as decent health; self-assurance; and a good social life thus increasing contentment throughout a learner's life.

They found that learners who participate in extracurricular activities, such as school field trips, practical workshops, and team activities, peer mentoring and evaluative activities had no lack in developing holistically when compared to their peers (Lee, 2013). The results indicate a positive outcome irrespective of whether the learner grew up in a single parent home or a divorced environment. Some learners still felt optimistic about concepts, such as self-worth and acknowledged an improvement after extracurricular science intervention.

In the South African context of multicultural communities and schools, such environments of single and divorced parents are prevalent. In 2015, the divorce rate in South Africa increased by 2.3% from 2014 with 55.6% of divorces having children under the age of 18. The majority of divorces came from the white population group who dominated the stats from 2003 to 2007; thereafter, the black African population group had the highest number of divorces up until 2015. By 2015, 42, 9% of divorcees came from the black African population group and 26, 1% from the white

population group, according to South African divorce Statistics (2016). Although the divorce rate is high in South Africa, it remains, as contended by Lee (2013), that learners can still develop holistically in all aspects of development, regardless of whether they are raised by a single parent.



**FIGURE 2.6 BRANDFORT SINGLE OR DIVORCED POSSIBLE PARENTS. SOURCE: STATS SA (2011), [http://www.statssa.gov.za/?page\\_id=4286&id=7116](http://www.statssa.gov.za/?page_id=4286&id=7116)**

The statistics revealed above may indicate that a possible 1.4% of parents are divorced; 4.9% of parents are living together and who possibly might have children; 48.6% who have never married but also may have children; widow/widower parents who may raise their children without a parent present; compared to the married percentage of 35.9%. Although the majority of the residents in the Brandfort area is 52.3% Black African and White 45.1% (STATS SA 2011), it is not concrete enough to generalise according to divorce statistics in South Africa that learners in these two population groups are disadvantaged by being raised by a single parent, and that these learners do not have the capability of developing. With reference to the general findings of Richter & Lemola (2017), learners from the Brandfort community may still gain positive holistic development if they participate in extracurricular activities, as well as being mentioned by Lee (2013). Thus, extracurricular activities balance the learner’s environmental circumstances in respect of their development. Extracurricular activities often offer such skills as problem-solving; strategic preparation; and organising and leadership skills; which cannot be developed through normal classroom activities (Duggan, 2017). Duggan (2017) highlights that

some extracurricular activities provide opportunities for learners to develop their identities by realising their interest, finding adolescent friends with whom they form bonds and take leadership roles in the community (Flanagan & Levine, 2010). In addition Eccles & Wang (2012) claim that learners who participate in extracurricular activities become more devoted to their school and show more attendance, which improve their sense of belonging. Nevertheless, some scholars claim that if participation is overloaded or has no adult supervision, it can have an undesirable influence on learners. Nonetheless, positive and negative developing outcomes frequently hinge on the kind of extracurricular activities learners are involved in (Shulruf, 2010). The investigation done by Richter & Lemola (2017) on the effectiveness of extracurricular science intervention for at-risk learners who live with single parents in Taiwan shows that “it is predominantly positive that the academic performance of boys and girls from single-parent families might be enriched by extracurricular activities. This might have narrowed some of hazards for poor academic performance and enhanced their psychosocial functioning”.

#### **2.11.5 LEARNERS’ INVOLVEMENT IN COMMUNITY SERVICE**

---

At hand research is limited to the amount of literature on the impact of participation in out-of-school extracurricular activities in the community. Various out-of-school extracurricular activities include volunteering, and job opportunities in the community. Wilson (2009) specifies that volunteer and service-related activities increase the native and worldwide community by experiencing the influence imbedded in extracurricular activities and involvement of community members. Barrientos (2017) highlights some effects of service learning; learners pledge to serve the requirements of the community, thereby forming sturdy relations to develop services and increase the quality of life for community members. Barrientos (2017) further displays just how volunteering supports the community and increases the life of the people being assisted. The report of Volunteer Now (2011) specifies that volunteering presented a dynamic connection to the community, strengthened their ability to cope with day-to-day life and had been influential in improving skills, building confidence, nurturing self-esteem, and making new friends. Volunteering and service learning curriculums not only address needs in the community, but also

have an influence on a learner's individual psychological development, social and life skills.

In summary, life skills are those skills that help promote well-being, positive health outcomes and prolific development. They comprise a set of essential skills that allow young people to take positive steps to enhance their health; develop positive social relationships; and make positive contributions to society (Kometsi, 2015). Thus, the concept of life skills transcends previous concepts, such as coping and adaptation to circumstances (learners from Brandfort are in the Lejweleputswa educational district constantly need to change school), it presupposes an active, autonomous and responsible stance towards the self in the social world (Hanbury & Malti, 2011). In primary and secondary education, life skills may refer to a set of skills that include, but are not limited to the following aspects: money management; food preparation; hygiene; basic literacy and numeracy; and organisational skills (Kometsi, 2015). Furthermore, MoES (2011) postulates that life skills are aptitudes needed by an individual to deal efficiently with friends, family, society and one's environment in a proactive and beneficial way; to appreciate and live with oneself; to become accustomed to positive behaviour, values and attitudes; and to deal effectively with the strains and challenges of everyday life. Life skills include all those skills that are relevant to all areas of life (Ngwena et al., 2003). Learners in multicultural schools need to develop holistically and should in the end not simply possess knowledge (Morris, 2009). Equally important is that they should also achieve outcomes in certain life skills, such as a sense of self-esteem; capacity for healthy relationships; independence; critical and creative thinking; survival and coping skills; commitment to lifelong learning; and to reach their potential and achieve the best they can be (Motepe, 2009).

#### **2.11.6 EFFECTIVE ACADEMIC LEARNING TO PROMOTE LEARNERS' DEVELOPMENT**

---

In countries around the world, participation in extracurricular activities is generally associated with a better quality grade point average (GPA), higher educational ambitions, greater tertiary education enrolment, and reduced absenteeism. In Rwanda, personal development is important in the overall benefits of education, especially in higher learning programmes. Higher education in Rwanda does not only



focus on academic development but includes the personal development of learners (Atieno, 2018). Furthermore, an alteration in a learner's environment will help develop a learner's nature. Learners will possess better personalities and eliminate negative behavioural traits (Atieno, 2018). Bondy and Peguero (2011) emphasise that learners achieve educational accomplishments, self-esteem and acuity in life, due to increased participation in scholastic-related, extracurricular activities, such as honour societies, plays, sports, school bands and clubs. In addition, various types of extracurricular activities produce different types of outcomes for learners, as is argued by Peck, Roeser, Zarrett and Eccles (2009) who affirm that the numerous effects of participating in extracurricular activities are determined by the type of extracurricular activities in which the learners are involved. A number of researchers have established the benefits of participating in extracurricular activities at school and have concluded that they have a positive influence on the learners' learning outcomes and academic success (Bondy & Peguero, 2011; Wilson, 2009). As early as 1961 a study done by Coleman concluded that many extracurricular activities are not academic; some may argue that they are disadvantageous. Nevertheless, Coleman states that some subcultures still focus on features, such as athleticism and popularity, which take learners away from academic responsibility, but in the end still develop important life skills. After the study of Coleman (1961), Marsh (1992) investigated the effects the participation of extracurricular activities have on learners throughout the last two years of high school. This was done by conducting research over large, nationally representative high schools. Marsh found that there are connections amongst the total number of extracurricular activities a learner is involved in and the numerous dissimilar outcomes such as a positive social and academic self-concept; taking more progressive courses; spending more time on homework; higher GPA; more educational ambitions; more parental participation; less absenteeism; higher college appearance; and higher work-related ambitions. Looking at South African education standards and grade scores, a study done by Reddy & van der Berg (2012) which found that the matric (grade 12) pass rate of learners who reach grade 12 from grade 8 were a mere 72% of which 28% of learners were left behind. In my opinion most learners in the educational system of South Africa are not adequately developed according to their holistic growth. Statistics indicate an increase in annual pass rates, but do learners develop life skills to enhance their holistic development, especially via extracurricular activities?



The distribution of learners per phase indicates a concern in the core development phase of young learners between the ages of 6 and 9 years old. The reason for this indication by the researcher is the indication that only 0.40% of learners in 2013 were actively involved in a form of early childhood development to become holistic. The statistic grows exponentially to a high of 33.20% from 0.40% which states that 32.80% of the learners might not have been school ready for the Foundation Phase. The next concern is that only 22.40% of learners might be in the Intermediate Phase which may indicate 10.80% of the learners are progressed learners or have failed the grade. The only growing phase is the 1.00% increase of learners from the Intermediate Phase (grades 4-6) to the Senior Phase (grades 7-9). The FET band (grades 10-12) contributes about 20.60% of learners from the 33.20% of the Foundation Phase. Ineffective development of learners especially in the FET band where South Africa needs to produce the next leaders is 13.40 % less than where they started. Using extracurricular activities might not only develop the learners of South Africa but also offer better educational opportunities for learners to be successful and to pass the FET band.

In the existing National School Curriculum, as approved in the Curriculum and Assessment Policy Statement (CAPS), Physical Education has been made compulsory in the school programme and has to be scheduled once a week (Department of Basic Education [DoBE], 2011). Nevertheless, the latest revisions of the document specify that a large number of schools have not steadily executed this policy (De Vos, Du Toit & Coetzee, 2016). Simpson (2012) states that 75% of South African children in the age group seven to nine years use the internet for playing games, and 40% of adolescents in South Africa, ages 13 to 15 years use the internet for listening to music or downloading. According to De Vos, Du Toit and Coetzee (2013) physical activity levels are prone to decrease in children between 9 and 15 years of age, with an accompanying increase in sedentary behaviour. In the broad spectrum, sedentary behaviour means that any time an individual is sitting or lying down, they are engaging in sedentary behaviour (Tremblay, 2017). Common patterns of sedentary behaviours include: inactive while at work or school; watching television; using a computer; or playing video games. According to the Medical Research Council (MRC, 2002), 27% of South African girls and 22% of South African boys devote a minimum of 3 hours per day watching television. Thus, valuable time

is lost by learners who should be participating in some developmental activity at school to enhance their future and develop their mind, body, spirit, and personal behaviour towards holistic development. Comparing the pass rate of the NCS grade 12 exams, the rate has increased by only 4.3% with a decrease in 2014 of 2.6%. It may be that the low pass rate of 73.9% is connected to the sedentary life-style in youth in this modern era of technology. The influence of extracurricular activities according to Wilson (2009), Barge (2015) and Simpson (2012) can contribute to a higher pass rate in South African schools and towards a more effective education system, as well as prospering a greater South African economy. Wilson (2009) states that the advantages of participating in extracurricular activities comprise better grades, having higher consistent test scores, and higher educational achievement. Peck, Roeser, Zarrett and Eccles (2009) concur with Wilson (2009), postulating that active involvement in extracurricular activities can bring about positive academic outcomes, including better quality grades and test scores; more school attendance; and enhanced educational ambitions. Thus, there are a number of studies that indicate the benefits and positive properties of participating in extracurricular activities and developing learners' holistically - a need for balance between academic work and life skills to make an impact on learners' personal development (Wilson, 2009).

### **2.11.7 LEARNER PREFERENCE FOR EXTRACURRICULAR ACTIVITIES**

---

An essential element of discovering participation in extracurricular activities is that of the significance and preference learners place on participation, as noted by Simpkins & Schaefer (2011). They provide solid evidence that learners who are more self-determined in their enthusiasm towards extracurricular activities are more probable participants in such activities.

Newman (2014) confirmed in a comparative analysis study in Bulgaria, Taiwan, and USA that learners were more probable participants in activities which they valued highly. The importance of investigating a learner's favourite activities and constructing an inventory to monitor effective interventions was also illustrated by Seigel (2015). He aimed to investigate the first choice of after-school activities and the reason for learners' choice to participate. The purpose of the study was to guide learners to pick a preferred activity and inspire them to be more physically active

outside of school hours. According to Gosnik and Spehar (2008), despite the fact that learners of different ages, genders and race groups lived in the same area and in the same conditions, there were substantial differences between learners' activity preferences. The effect that cultural variances specifically associated with race and gender had on activity preference and participation was highlighted, emphasising the need to generate inventories of preferred activities across these constructs (Simpkins & Schaefer, 2011). The most preferred activities selected by learners on an international scale for females were dancing, badminton, aerobics, yoga, and swimming. Males selected football, table tennis, basketball, swimming, archery, and rugby (Gosnik & Spehar, 2008). Referring to the girls' selection of activities, such as dancing and swimming, development can be gained cognitively where learners generally benefit in maths scores when participating in such activities and physically develop a healthy body and mind. Male's selection is based on field sports where a great amount of time is spent on social development, as well as becoming equipped in cultural development and intelligence. The sports in which the different sexes participate are not developing one more than the other; it is a selection based on interest and overall, holistic development occurs.

## **2.12 FACTORS IMPACTING LEARNERS' PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

---

The current literature addresses the significance of determining a learner's participation in extracurricular activities and is believed to be essential to development, health and well-being (Newman, 2014). However, quantifying participation is a multifaceted task, since there are a great number of issues which may influence participation (Vimbani & Moosmann, 2013). Elements, such as age, gender, and personal barriers have been acknowledged as some of the key contributing factors of a learner's participation (Vimbani & Moosmann, 2013).

### **2.12.1 GENDER**

---

Gender has been established to be a predictor of extra-mural participation diversity (King, Law & Hurley, 2010). Extracurricular activity participation is commonly found to be higher for boys than for girls; the latter are classically more involved in skill-based, social and self-improvement activities (Engel-Yeger, 2009). A study

conducted on after-school activity participation patterns of 194 African American and White 3rd to 5th grade learners, showed that boys roughly between 8 and 10 years of age testified to participating more passionately in coached sports than girls of similar age. However, girls testified to participating more passionately in academic and socialisation activities than the boys (Greer & Hardin, 2009). The same outcomes were established by Engel-Yeger (2009) in which the CAPE (Children's Assessment of Participation and Enjoyment) and PAC (Preferences for Activities of Children) were used to observe the activity participation and preferences of 332 Israeli children and youth aged 5 to 18 years old. In Canadian environment boys prefer participating more in on-field or physical sports than girls who preferred the arts (skill-based activities). In comparison to the studies done by Engel-Yeger (2009) and King, Law and Hurley (2010), boy participants who compete in physical activities compared to girls who participate more in social, skill-centred and self-improvement activities, are lower rated than boys in the NCS pass rate success. This is not to be said that girls generally are not cognitively strong or as capable as boys, but may point to the fact that physical activities contribute more positively to holistic development. As the South African NCS (National Curriculum Statement) examination 2013 indicated, boys who participated in physical sports performed better academically, with a pass rate of 80.0% in comparison to girls of 76.5%.

### **2.12.2 AGE**

---

The literature supports philosophies that age is an essential element in what children do, with whom and where (Pierce, Bolt, & Vandell, 2010). Studies have displayed that participation intensity, satisfaction and preference for social activities amplify with age and that there is a reduction in recreational activities and an increase of children rather in watching television or play iPad. As early as 1991, Larson and Richards demonstrated how participation intensity and satisfaction of social activities increased with age when they found that girls in ninth grade (about 14 years of age) took part in more social activities than girls in fifth grade (about 10 years of age). The study by Brown and Gordon (1987) had already corroborated these findings when they established that with increasing age, children with and without incapacities visited peers, spent more time on telephone calls, and more time on out-of-the-house activities. According to Jarus and Lorie-Goldberg (2011), there is a higher

intensity of participation in all activities from ages 5 to 11 years and a decline in participation intensity in the age range 12 to 18 years. This is valid for all categories of extracurricular activities, excluding social activities and self-improvement activities. Activity participation fluctuates considerably during the adolescent period; for example, adolescents' participation in community-based programmes, such as religious and service activities, is commonly low but declines even further during late adolescence (Peck, Roeser, Zarrett & Eccles, 2009). Learners' participation in school-based activities usually increases through elementary school and peaks in adolescence (Kariyana & Maphosa, 2012). The time frame of the peak rests in part on the type of activity.

Participation in athletics and performing arts activities are noted to peak in middle school, while participation in other school clubs appears to peak in late high school (Villarreal, 2009). The age-graded changes occur for several reasons. First, in comparison with primary learners, secondary school learners have different pressures on their time, such as a formal engagement, which reduce the possible time they have to devote to other activities. Secondly, secondary school learners may perhaps need to devote a significant amount of time to homework or to contributing to the family through chores. Thirdly, secondary school learners are likely to spend their time with peers or being unsupervised, due in part, to increasing independence (Roeser & Eccles, 2009). Fourthly, secondary school learners have more activity alternatives than primary school learners, since there are a larger variety of activities for secondary school learners offered at schools, in addition to those in the community. Fifthly, competitive standards of activities increase from primary school to secondary school, such that skill level progressively governs access to an activity.

### **2.13 BARRIERS LEARNERS FACE WHEN PARTICIPATING IN EXTRACURRICULAR ACTIVITIES**

---

The limited amount of literature and number of articles specify that some encounters have negative effects concerning extracurricular activities. Managing time becomes a test for most learners who are unreliable with time management and who take longer than adults to finish homework and to study (Jackson & Burrus, 2016). Jackson & Burrus (2016) also record that some after-school extracurricular activity

participation consumes extra time and energy, more than learners can handle which leaves them with insufficient time to finish house chores and homework. Scheerens (2013) presents a parallel view that participating in extracurricular activities takes away time for homework; decreases learners' time spent with parents; and sometimes causes overload which drains learners mentally and physically. Puig & Lee (2010) propose that one of the approaches is to get involved only in one or two extracurricular activities which do not consume too much time after school. I, as a teacher, continue to advise learners to select extracurricular activities which are according to their interest and which leave sufficient time to finish homework, house chores and other priorities. Several of my learners have decided not to participate in extracurricular activities, since the potential to encounter stress when balancing schoolwork and extracurricular activities, make time a tight schedule (Craft, 2012). In addition, learners who participate in demanding activities may not have sufficient time to devote to their family which, later on, may affect the relationship between the child and its parents (Reynolds, 2015). Wilson (2009) states that over-scheduling might influence a learner's academics and level of obligation, as well as influencing the learner emotionally and physically, which may perhaps lead to stress and fatigue. Craft (2012) also points out that by participating in sports and performing arts competitions can put pressure on learners, which occasionally can be overwhelming. Jackson & Burrus (2016) indicate that if learners are stressed or overloaded with activities, they have to forgo a few activities and allow some time for relaxation or unstructured activities with family and peers. The overloaded activities and unnecessary stress may detract from valuable time spent on unstructured activities with family and peers that can contribute to a learner's motivation to further participate in any activities and to develop in a holistic manner. Learners need unstructured activities to continue developing analytical skills which contribute to their holistic development (Listmann, 2018).

Learners may sometimes discover that extracurricular activities can be expensive. Mchunu and Le Roux (2010) specify that some extracurricular activities can be very costly and also work on a pay-to-play basis. For example, learners who participate in Karate need to pay a monthly fee to participate at the club. Reynolds (2015) also specifies that structured sport extracurricular activities and music-related extracurricular activities are expensive for learners and parents, since registration

fees and the purchase of uniforms, equipment and musical instruments apply. Wilson (2009) highlights the fact that performing arts extracurricular activities, such as a band may cost a large amount of money to buy instruments and to have private lessons. Some learner cannot meet the expense with parents on a limited income. Wilson (2009) is also of the opinion that it is tough for average-income learners to train with an athlete who has had additional training, state of the art equipment, and enjoys the opportunity to play the sport year-round. Economic disadvantages amongst learners can bring disappointment and frustration, or even exclude some learners from the opportunity of participating, even more so of not developing holistically. This is the position of learners especially in Brandfort's multicultural schools.

One approach to overcome this barrier, advised by Reynolds (2015), is for schools to offer to assist learners with equipment and instruments for school organised sports and music extracurricular activities. A lack of parental support and involvement can be seen as one of the reasons for learners not to participate in extracurricular activities; thus, a learner's socio-economic status can be measured as one of the barriers (Reynolds, 2015). Transportation also plays a part in the challenges prohibiting learners from participating in extracurricular activities. Mchunu and Le Roux (2010) state that learners who use public or school transportation may be discouraged from being involved in extracurricular activities. According to the DoBE (Department of Basic Education in South Africa) the average learner walks a distance of 2-3 km in 30 minutes. In South Africa around 72% of learners who walk to school take 30 minutes or less. Nevertheless, it takes 22% of learners 30-60 minutes to get to school and that learners walk daily around 6 km which takes away 60 minutes of study time. In general, the main challenges preventing learners from participating in extracurricular activities can be seen as time management; stress; overloading of chores and homework; financial issues; parental involvement; and transportation. In my opinion, many learners have to focus so much on chores to be done at home, that parents and care-givers may actually take away the opportunity offered to learners in extracurricular activities to develop holistically and reach self-actualisation.



### **2.13.1 RACE AND ETHNICITY**

---

Mahoney, Simpkins, Vandell and Zarrett (2009) state that African Americans have a higher participation rate in extracurricular activities in America than European Americans. According to Mchunu and Le Roux (2010), non-participation in sports when comparing whites and black Africans (also in South Africa), black African females consider their self-image considerably more important than participating in sport than black African males. It has been found that learners from low-income families consider social activities to be a more important reason for not participating in sport than learners from average-income families. Lastly, Mchunu and Le Roux (2010) contend that learners from urban, rural or township backgrounds do not differ significantly with respect to their reasons for non-participation in sport and are the sole builders of why they are not developing holistically.

### **2.14 CONCLUSION**

---

The prime premise of chapter 2 was that extracurricular activities are very important in addressing learner participation, as well as teachers' use of extracurricular activities to promote learners' holistic development. The use and/or the introduction of extracurricular activities in multicultural schools in the Lejweleputswa educational district of the Free State province, will assist teachers to teach and create developmental learning environments, from which learners can benefit by participating in the activities for their personal growth. Participating in extracurricular activities could empower learners of the multicultural schools, in particularly the Brandfort to grow in their Zone of Proximal Development, as well as building on their intelligences by communicating in their languages to share more about themselves, so that they may build holistic ability in the scaffolding stage. The chapter further detailed how learners need to participate in extracurricular activities and the positive holistic growth that could be gained by their use of the stated tools for the fulfilment of holistic development. The next chapter will discuss the research design and methodology.



## CHAPTER 3:

# RESEARCH DESIGN AND METHODOLOGY

### 3.1 INTRODUCTION

---

This study focuses on the development of the learner's holistic growth through the use of extracurricular activities. Without proper investigation, all efforts to develop learners cannot solely rely on such activities. This chapter assisted the researcher with some research strategies on design and methodology, to gain a better understanding concerning the use of extracurricular activities and the effectiveness how teachers use it to develop learners' holistic growth.

The emergence of research methodology in the social and behavioural sciences began during the 1980s (Teddlie & Tashakkori, 2003). According to Mouton, an appropriate research methodology needs to be used in any study to answer the fomulated research questions effectively. The aim of this chapter is succinctly, to define research, which Costello (2003) in turn, sees as the systematic, critical and self-critical enquiry which aims to contribute to the development of knowledge and wisdom.

De Vos, Strydom, Fouche and Delport (2007) further recommend that the research method used in a study must include sampling, sources and processes for effective data gathering, measurement issues and the method of data analysis to be used in addressing the research problem. Consequently, the chapter focus on the selection of the participants, the method of data analysis and the diversity of the study; unfolding the value of the validity, reliability, triangulation, and trustworthiness of the research instruments to establish the level of capacitation of teachers to use extracurricular activities to promote holistic development, as well as for learners to gain trust in participating to develop themselves in the five multicultural schools of Brandfort. The description of the components of research methodology is directed at identifying the use of extracurricular activities to promote the holistic development of learners in the five multicultural schools in the Brandfort area of the Free State province.

### 3.2 AIM OF THE STUDY

---

The aim of the study is to ascertain the use of extracurricular activities in promoting the holistic development of learners in the five multicultural schools in the Brandfort area of the Lejweleputswa educational district in the Free State province, The main objective of the study is to collect data to ascertain what the characteristics of extracurricular activities are in developing learners holistically in multicultural schools. It further aims, if possible, to view teachers' insight into the role they have in promoting learners' holistic development, through the use of extracurricular activities. The aim of the study is to determine if teachers are using extracurricular activities which could possibly enhance learners' well-being and their personal growth. The study further wants to investigate learners' views as to whether they believe that extracurricular activities could promote their holistic development. Additional issues and challenges learners and teachers are confronted with in the five multicultural school settings will also be pursued.

### 3.3 PERMISSION

---

**Consent to collect data:** Permission to conduct interviews and administer qualitative and quantitative surveys was obtained from the principals, teachers, learners, and parents from the five multicultural schools in Brandfort (see Annexure A, B, C, and E).

**Informed Consent:** Prior to the distribution and management of the qualitative and quantitative surveys, as well as to the participants' consent to be interviewed was acquired from each participant (see Annexure C and E).

**Concealment and anonymity:** To ensure concealment, participants were reassured verbally and in writing that the information would be handled with the strictest confidentiality (see Annexure C and E).

Privacy to all information linking to a person's physical and mental conditions, personal conditions and social relationships which is not already in the public realm, gives the participant the freedom to choose for themselves when and where, in what conditions and to what degree their personal attitudes, opinions, habits, doubts and fears are to be communicated to or withdrawn from others (Cohen, Manion &

Morrison, 2011). In terms of the principle of anonymity, information provided by participants ought in no way to expose their identity.

### **3.4 RESEARCH DESIGN**

---

Research design in education research is demarcated as a plan to be followed to achieve the research objectives and to formulate the hypotheses. This is usually accomplished by way of a strategic framework that serves as a relation between the research questions and the performance or implementation of the research (Pule, 2014). A research design may also be seen as a set of advance decisions to build a master plan of stipulating the methods and the techniques for gathering and analysing the data. The aims of the study were investigated through empirical research in the form of questionnaires to the teachers and learners of the five multicultural schools in the Brandfort area of the Lejweleputswa educational district. Mouton (2002) describes a research design as a clarification of how the researcher plans to accomplish the research problem that has been articulated; to support the researcher in anticipating what the fit research decisions should be. Authors, such as De Vos, Strydom, Fouche and Delport (2007) support Mouton's view that research methodology expresses the idea that it is the researcher's responsibility to select the method(s) fit for the research to be piloted. In making such a decision, the researcher is directed by the general aim of the research. Investigation about the use of extracurricular activities to promote learners' holistic development in the five multicultural schools in Brandfort, directed the study to follow the qualitative and quantitative approach as part of the methodology. To safeguard the validity for this study, a pilot study was done by the researcher to cross-check the understanding and vocabulary of the questionnaires to ensure effective findings. The advantage of using both qualitative and quantitative research designs in a study is highlighted by Mcguigan (2011). According to this scholar, both qualitative and quantitative research might be more useful than the other at some point in the research. In view of the latter, the researcher has chosen to use both research methods to unify the reliability of the results, in an effort to find strategies for teachers to use extracurricular activities to promote learners' development, as well as to motivate learners through the findings, that participating in the activities contributes to their

personal growth. Mixed method research will be used to gather the relevant data necessary to provide suggestions and strategies.

### **3.4.1 QUALITATIVE RESEARCH APPROACH**

---

It is vital in any endeavour to highlight the methodology that is used. The selection of qualitative methodology was grounded in the assumption that it provides data that are applicable and suitable in answering the research questions. Qualitative research as mentioned by Creswell (2009), explores and understands the meaning of individuals or groups, ascribing to social or human problems. Hesse-Biber & Leavy (2011), concur with Creswell that the sole purpose of qualitative research is to find meaning. Cohen, Manion and Morrison (2011), observe qualitative research as a more naturalistic, emergent and case orientated accession; it studies the natural setting of the subject and makes narrative descriptions in deriving conclusions. Qualitative practitioners are committed to the naturalistic perspective and the interpretive understanding of human experience. Qualitative research methods can be comprehended as similarities to educators' relationships with their learners (Denzin & Lincoln, 2011), When teachers need to understand why learners behave in certain ways, when they feel the learners are not participating, or the strategy used to promote the use of extracurricular activities is not working, teachers need to delve into the learners' lives and search for justifying circumstances in the five multicultural schools.

It can generally be asserted that the use of the qualitative research approach supports researchers in exploring the depth and richness of the human experience from their participants. Qualitative research techniques highlight the significance of the subjective experience of the individual or participants in the formation of their social world. Aspects pertaining to how teachers use extracurricular activities and the strategies they use to support their role in promoting learners' holistic development, which may assist them to perceive their role in motivating learners to participate in the five multicultural schools will be interrogated.

### **3.4.2 ADVANTAGES OF QUALITATIVE APPROACH**

---

According to Creswell (2007), Maxwell (2012), and Rahman (2016), qualitative research has the following advantages:

- Firstly, qualitative research applies a detailed description of participants' opinions, feelings, and experiences.
- Secondly, arguments are made that qualitative research holistically understands human experiences better; for example, it is an interdisciplinary field which embraces a wider range of human viewpoints.
- Lastly, qualitative research assists the researcher to unfold the inner experiences of the participant and to figure out how meaning in their culture is shaped.

The researcher found that the teacher participants in the study truly applied their opinions and feelings towards extracurricular activities. The researcher also found that the teachers are not aware of the impact extracurricular activities have on learners' development. The enactment of certain strategies may assist teachers in supporting all learners in the five multicultural schools in the Lejweleputswa educational district, more specifically to the Brandfort area.

### **3.4.3 DISADVANTAGES OF THE QUALITATIVE APPROACH**

---

According to Creswell (2009), Hancock (2002) and Tomal (2003), qualitative research has the following disadvantages:

- Firstly, qualitative research is much more time consuming to collect data compared to quantitative research.
- In the broader sense of gaining knowledge with the time consuming factor looming in qualitative research, it means that only a few teachers and learners were accommodated by this technique.
- Secondly, the researcher's personal biases and eccentricities may easily influence the outcome of results.

- There is a possibility that the researcher may include their own feelings, which is incorrect for the research on the participants' feelings and experiences.
- If a qualitative researcher, observes the teachers of only one school or of only one grade of learners, found that teachers are not using extracurricular activities or do not perceive their roles in learners' holistic development and why learners do not participate or believe in the values of extracurricular activities, the findings could be skewed.
- It is impossible for the researcher to generalise what the learners' needs are in the five multicultural schools in Brandfort, because their social contexts might be quite different. The reason why teachers use extracurricular activities at one school might not be the same in another, as well as to the learners from the different schools.

The researcher visited the sampled schools on numerous occasions. This assisted in the teachers having time to complete the questionnaires. Nevertheless, this was time consuming and it also appeared to the researcher that teachers' sense of responsibility was lacking because the researcher had to deliver new questionnaires to the schools due to teachers losing their original questionnaires or misplacing them.

#### **3.4.4 QUANTITATIVE RESEARCH APPROACH**

---

The researcher decided to make use of a quantitative approach to obtain anonymous and comparative data because of the number of learners involved. As mentioned in the research design, Mcguigan (2011) expounds that quantitative research in the collection and examination of data is entirely unbiased. The emphasis of the quantitative research design is on counting and measuring procedures. The principal feature of a quantitative research method as mentioned by Chilisa and Preece (2005) is focused on numbers and statistical analysis, which portrays a still picture of a certain point in time. Consequently, applicable to this study which focuses on using extracurricular activities to promote learners' holistic development, Leedy & Ormond (2005) affirm that this type of research method is concerned with the reliability, validity and generalisation of observed behaviours of teachers and learners in the five multicultural schools in Brandfort.

Quantitative research regularly establishes the use of questionnaires as it is a traditional tendency for clarity and understanding. This tendency was followed throughout this study, mostly because the research context varied. Consequently, in the opinion of Babbie and Mouton (2007), the monotectic motive seeks a broad-spectrum in the form of the law of nature or the particular, in the form of the defined structure. The essential objective is to generalise results to a larger population signified by the selected sample. An important feature of the quantitative research method is the use of proper simplified language in questionnaires, to allow the access and accuracy of data throughout the interpretation, findings and recommendations. In this study, a 5-point Likert scale questionnaire was used to gather data from teachers in the five, identified multicultural schools as to ascertain their views and experiences in using extracurricular activities.

### **3.4.5 ADVANTAGES OF QUANTITATIVE APPROACH**

---

According to Shuttleworth (2008), Mislevy (2002), and De Vos, Strydom, Fouché, and Delport, (2007) quantitative research has the following advantages:

- Quantitative research is an exceptional way of finalising results and proving or disproving the hypothesis.
- Furthermore, after a statistical analysis of the participants' feedback, a comprehensive answer can be reached.
- To expound on the advantages of the quantitative research method, reliability and validity will be explained broadly as it might be regarded as two of the major advantages.
- Firstly, the researcher strives for their quantitative research instruments to display reliability qualities and impressions, such as consistency, accuracy and precision which will be the common denominators.

- Consequently, for this study to be valid direct questions should be modelled and concealment should be guaranteed.
- Just as essential in the quantitative research method paradigm lays a different scientific instrument, namely validity.
- Validity focuses on ensuring that the instruments measure precisely, and specifically the concept in question was to establish whether extracurricular activities promote the holistic development of learners.
- In terms of the validity of this study, direct questions were modelled and concealment seemed to be guaranteed through this process.

Using quantitative data gathering tools supported the researcher in benefiting more from the use of dichotomous variables. 'True/False'; 'Yes/No'; and 'Never/Often/Seldom' modes of answers assisted, effectively as time saving mechanisms. Employing 'straightforwardness' in presenting questionnaires to participants is one of the greatest strengths of a quantitative data gathering tool.

#### **3.4.6 DISADVANTAGES OF QUANTITATIVE APPROACH**

---

According to Shuttleworth (2008), Babbie and Mouton (2007), and Francis (2012), quantitative research has the following disadvantages:

Although reliability and validity were used as advantages, some weaknesses still seem to appear.

- The only disadvantage of the quantitative method approach with respect to reliability is the target audience's orientation level about the concept reliability, which challenged the researcher to motivate participants to be part of the study undertaken.
- It remains the researcher's continuous duty to eliminate any mistake or misconception related to the 'exact truth' of what is measured.
- Conceivably, one of the most challenging research techniques is proving the existence of construct validity, because it includes determining the degree to which an instrument successfully measures a theoretical construct.



- Quantitative research method can also be challenging, expensive and time consuming, as there is frequently some uncertainty which requires testing and refinement as was found by the researcher in the five multicultural schools.
- Seeking truth in social circles is of great value for researchers, because it becomes more evasive if science fails to clarify the value of reliability to the lay audience as a tool transcending gender, geography, economics and beliefs.
- The contradiction of responses can be designed to be expansive.
- However, responses are more elaborate, in contrast to a multiple-choice scenario.

The teachers in the population agreed to complete and take part in the study, but on the day of completion some teachers backed out or did not submit their questionnaires after they had completed them. This also had effect on the percentage of questionnaires that were needed to be completed, so as to ensure reliability and validity.

### **3.5 MIXED METHOD APPROACH**

---

A quantitative and qualitative methodology was used in the study to address the research questions. Adherence to quantitative or qualitative methodologies, which endorsed the rise of qualitative methods and the partial eclipse of numerical methods, has given way to mixed method research. This recognises that qualitative and quantitative methods embody only one, conceivably not very useful, way of classifying methods; that there is a necessity for fewer confrontational methods to be accepted between different research paradigms and a greater convergence between the two. Quantitative or qualitative objectivity and subjectivity correspondingly is neither meaningful nor productive, since there is compatibility between the two. Onwuegbuzie (2007) argues that not all quantitative approaches are positivist in nature and not all qualitative approaches are hermeneutic. Onwuegbuzie suggest

that methodological puritism should give way to methodological pragmatism in addressing research questions (Cohen, Manion & Morrison, 2011).

Creswell (2007) proposes that mixed methods research established an early existence in evaluating research. Morrison (2010) suggests the integration of different approaches; ways of viewing a problem; the types of data in conducting conformity and exploratory research; induction and deduction, in answering research questions. Strengthening the inference could emanate from the research data and as such, generate theory. Mixed method research is both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research; this combination of research is being used to provide a better understanding of a research problem (Creswell, 2008). Furthermore, Morrison (2010) states that mixed methods are essential to find information and perspective, increase the corroboration of the data and extract less biased and more precise conclusions. Mixed methods research identifies, and works on the premise that the world is not solely quantitative or qualitative; it is not an either/or world, but a mixed world. This said, the researcher may find the research has a prime disposition to, or requirement for, numbers or for qualitative data.

The researcher used a mixed method approach in the study that displayed both qualitative and quantitative research techniques. According to Bulsara (2007), using quantitative and qualitative approaches may assist the researcher to generate new knowledge that may involve concurrent sequential use of the two methods. The use of a mixed research approach was largely derived from the idea of using triangulation, which refers to the use of more than one research instrument to achieve the purpose of the study. The researcher is of the opinion that the use of the mixed method approach in this study, made it possible for qualitative and quantitative research to complement each other in establishing the current factors which might possibly influence the teachers' strategies in assisting learners' development and behaviour towards an active participation in extracurricular activities. The way in which teachers perceive their role in developing learners holistically, affects teachers' use of extracurricular activities to promote learners' holistic development.

Consequently, in the opinion of Creswell & Piano Clark (2007), the disadvantages of the triangulation of data in relation to mixed methods, have some weaknesses to show. According to Creswell & Piano Clark (2007), Leedy & Ormond (2007), de Vos, Strydom, Fouché and Delpont (2007), and Bulsara (2007), the mixed method approach have the following disadvantages:

Firstly, the workload in using more than one research method or instrument can be heavier than banking on a conventional one-way method. An administrative nightmare might appear to collect data, if time management and financial implications are involved.

Secondly, triangulation is relatively, an intangible concept, specifically as it is not a general or preferred mode of empirical inquiry, given its complex nature. The complexity of triangulation requires the researcher to be highly proficient in both methods, via the literature background establishment, interpretation and application.

Lastly, no acceptable protocol exists for using triangulation as this approach might be too flexible. The flexible nature of triangulation means that no particular guidance can be deduced when using to two given instruments.

### **3.6 THE SAMPLING METHOD AND SELECTION OF PARTICIPANTS**

---

De Vos, Strydom, Fouché and Delpont (2007), state that sampling means any percentage of a population or universe as being representative of that population or universe. Consequently, this is why the researcher motivation for the selection of participants, to be a representation of the five multicultural schools in the Brandfort area of the Lejweleputswa educational district, and learners who appear to be specifically, participating in extracurricular activities or those learners who may be neglecting this activity, due to insufficient support from school structures. Maree (2007) avers that the sampling theory has been developed to recommend ways of drawing 'scientific' samples which are at random and representative of the population. These outcomes can tell us more about the population in general. Mouton (2002), Maree (2007) and De Vos, Strydom, Fouché, and Delpont, (2007), agree that as the size of the sample escalates, it becomes more likely to find

accurate results. De Vos further disputes that a certain degree of respondents or subjects' humanity transpires in any research project and it is worthwhile drawing a greater sample than may eventually be needed.

It is not always possible to involve a minimum number of participants in an investigation as mentioned by De Vos, Strydom, Fouché and Delpont (2007). If the total population is small in the case of the researcher, where only the schools in Brandfort were used, and that it would be preferred if the entire population could be involved in such circumstances.

The study was conducted in the Lejweleputswa district where the multicultural schools are situated in the Brandfort area. The multicultural schools in the Brandfort area are divided into different grades, which meant that learners attend only the school in which phase they are currently enrolled. For example, the demarcation of the schools range from grade R-6 which combines the foundation phase, as well as the intermediate phase. The learners need to change school at a very young age to further their education from grade 7-9. Brandfort has one no pay fee school where learners attend the FET phase (grades 10-12). The fourth school in the study is situated in town and learners can attend school from grade R-12. The setting was of interest to the researcher and since it assisted the researcher who is also a fulltime teacher at one of the mentioned schools seemed convenient. This allowed the researcher to build a relationship with the learners and the teachers of the different schools in the area. The researcher preferred to use learners from grade 8-12 in the study.

Sampling is a course of selecting a few elements from a larger group to work with, to come up with workable conclusions from the study, according to Masiloane (2008). The researcher explored the use of a non-probability sampling and according to De Vos, non-probability sampling can be subdivided to consist of accidental, purposive and quota sampling. The intent in sampling individuals, as Creswell (2009) asserts, is to select individuals who are representative of a population, so that the outcomes can be comprehensive to a population under study. Sampling can arise directly out of the issues when deciding upon the population on which the research will focus. Sampling is the selection of teacher and learner participants for the research to be done in fulfilment of the project (Cohen, Manion & Morrison, 2011).

It is often found that in the case of small-scale research for example, using two or three schools (in relation to the study of the researcher), two or three groups of learners or a group of teachers, no effort to generalise is preferred. This is often the case for ethnographic research, action research, and case study research. Small-scale research frequently uses a non-probability sample, since some disadvantages might arise from non-representativeness. It might be less complicated to set up, may significantly be less expensive and prove satisfactory where researchers do not aim to generalise findings outside the sample in question, or where they are simply piloting a questionnaire as a prelude to the main study. Non-probability sampling might be used when techniques cannot specify the probability of each member in the population, which has been selected by the researcher (Trochim, 2020). In the process of the study, sampling is a group of participants being used on a voluntary and free basis (Trochim, 2020). Findings from such a research process are generally limited to the population that is used and cannot be extended to a larger population. The selected participants have common features that are of importance to the researcher, namely learners and teachers. This study includes all learners and teachers who were willing to participate in the study which was located in the Brandfort area. The researcher intentionally selected the sample on the basis that the selected participants hold the most pertinent information regarding the learners' participation in extracurricular activities and how teachers perceived role is understood in contributing to the holistic development of learners. The researcher preferred to use this method of research to establish an accurate opinion and feeling of the participants towards extracurricular activities. A varied population was used in the study to investigate the teacher's role in promoting holistic development; how teachers perceive their role in promoting holistic development in extracurricular activities; types of extracurricular activities used by teachers to promote learners' holistic development; and learners' views regarding extracurricular activities to promote their development.

With regard to the sample of this research study, the researcher identified a total of 129 teachers and 41 learners in the five multicultural schools in Brandfort. Table 3.1 and 3.2 below indicate the representation of teachers and learners who voluntarily opted to participate from these schools (see Annexure C and E).

Permission to conduct the study was sought from the Free State Education Department (see Annexure A), as well as from the principals of the five multicultural schools in Brandfort (see Annexure B).

**TABLE 3.1 RESPONSES FROM THE TEACHERS IN THE FIVE MULTICULTURAL SCHOOLS OF BRANDFORT**

Schools in Brandfort	Number of teachers	Distributed questionnaires	Completed questionnaires returned	Return rate per schools
School A	31	31	17	54.83%
School B	22	22	8	36.36%
School C	24	24	22	91.67%
School D	23	23	8	34.78%
School E	29	29	10	34.48%
<b>Total</b>	<b>129</b>	<b>129</b>	<b>65</b>	<b>50.38%</b>

**TABLE 3.2 NUMBER OF LEARNERS OF THE FIVE MULTICULTURAL SCHOOLS IN BRANDFORT WHO PARTICIPATED IN THE FOCUS GROUP INTERVIEWS**

Focus group per school	Number learner participants	Percentage of learner participants
FGA	6	100%
FGB	9	100%
FGC	6	100%
FGD	6	100%
FGE	7	100%
FGF	7	85.71%
<b>Total</b>	<b>41</b>	<b>95.12%</b>

In relation to the sample size, Lavrakas (2008) articulates that the sample size most typically represents the number of respondents used in the study to be representative of the universe/study population. This implies that the researcher can, with confidence, deduce the relevant assumption that the learner participants are in line with regard to the universe. The researcher also faced challenges with the teacher participants to conduct the study and to gather the necessary data in relation to the universe/population. Furthermore, a population of 129 teacher participants (N=129), a sample of at least 97 teachers needed to serve as sample for the study. Table 3.3 provides an overview of the representative sample sizes. A total of 65

teacher participants completed the questionnaires. This signalled a response rate of 50.38%. The researcher alluded to the challenges experienced with regard to data gathering.

**TABLE 3.3 SAMPLE SIZES FOR A GIVEN POPULATION/UNIVERSE (N)**

N	S	N	S	N	S	N	S
10	10	140	103	420	201	1800	317
15	14	150	108	440	205	1900	320
20	19	160	113	460	210	2000	322
25	24	170	118	480	214	2200	327
30	28	180	123	500	217	2400	331
35	32	190	127	550	226	2600	335
40	36	200	132	600	234	2800	338
45	40	210	136	650	242	3000	341
50	44	220	140	700	248	3500	346
55	48	230	144	750	254	4000	351
60	52	240	148	800	260	4500	354
65	56	250	152	850	265	5000	357
70	59	260	155	900	269	6000	361
75	63	270	159	950	274	7000	364
80	66	280	162	1000	278	8000	367
85	70	290	165	1100	285	9000	368
90	73	300	169	1200	291	10000	370
95	76	320	175	1300	297	15000	375
100	80	340	181	1400	302	20000	377
110	86	360	186	1500	306	30000	379
120	92	380	191	1600	310	40000	380
130	97	400	196	1700	313	50000	381

Altered from Sekaran in Kivido (2006)

### 3.7 PURPOSIVE SAMPLING

In purposive sampling, the researcher chose the participants deliberately because of their suitability in advancing the purpose of the research. Consequently, the participants were therefore selected for their interests, experience and relevant knowledge in relation to the specific environments. In the opinion of Maree (2007) purposive sampling is used in special cases with a special purpose in mind, whereas Neuman (2006) believes that purposive sampling allows the researcher to select information-rich participants.



## **3.8 DATA GATHERING METHODS AND PROCEDURES**

---

What follows below is a description of the research tools that were formulated and used, as well as the motivation for using these particular data gathering tools. The data collection tool included questionnaires and semi-structured qualitative group interviews (see Annexure D and F). The questionnaires contained semi-structured questions mixed with a 5-point Likert scale and open-ended questions (see Annexure D). The semi-structured focus group interviews contained semi-structured questions which the researcher explained to the learner participants, while conducting the interviews (see Annexure F). The aim, using these data gathering methods and procedures was to fulfil some of the objectives and to answer the research questions. Chapter 4 presents a discussion on the questionnaires and focus group interviews used in this study.

### **3.8.1 QUESTIONNAIRES AS A RESEARCH INSTRUMENT**

---

The data gathered were largely perception based, and involved learners and teachers related to the research questions. One of the difficulties experienced was that the less tangible aspects of the school might be the most difficult from which to collect data to determine learner development through extracurricular activities. Quantitative and qualitative methods were used by the researcher to gather information from the participants in the study. Questionnaire surveys and semi-structured qualitative interviews for individuals and groups were used as instrumentation by the researcher as a methodological tool to collect data (see Annexure F).

The format of the questionnaires was based on a 5-point Likert scale. Open ended questions were used to gather information from participants to fully express their opinions and views (see Annexure D). The researcher also used open-ended questions to gather data from teachers, as well as from the learners. The researcher used triangulation to ensure effectiveness in the findings which was obtained via the questionnaires. Triangulation assisted the researcher with validity and by comparing the learners' opinions during the focus group semi-structured interviews and the teachers' questionnaires, as well as the literature addressed in chapter 2.



The *educator questionnaire* consisted of the following sections (see Annexure C and D):

- **Section A:** Biographical information
- **Section B:** Teachers' levels of participation in extracurricular activities
- **Section C:** Influence of extracurricular activities on learners' holistic development
- **Section D:** Open-ended questions
- **Section E:** Teachers' use of extracurricular activities and how they perceive their role in promoting learners' holistic development in the process.

The focus group semi-structured interviews consisted of the following sections (see Annexure E and F):

- **Section A:** Biographical information
- The characteristic issues and challenges learners in the five multicultural schools in Brandfort face to promote their holistic development through the use of extracurricular activities.

### 3.8.2 ADVANTAGES OF A QUESTIONNAIRE

---

As the most generally used primary data-gathering tool, Debois (2019) highlights the following advantages of questionnaires; substantial space will be devoted to the design and construction of the item format.

- The format of the questionnaire fits the objective of the research format.
- The researcher opted for questionnaires which were suitable for a relatively large audience to respond to standardised questions, especially in such a large audience as found in the five multicultural schools in Brandfort.
- Ideal for an analytical approach exploring relationships between variables.
- Offers a quick way to gather information, but found to be time consuming for the researcher in the schools in the Brandfort area.
- Low cost in terms of money and time.

- Questionnaires can be completed by respondents at a time and place best suited to them.
- Data analysis of closed questions is fairly simple, and questions can be coded easily.
- Respondent's anonymity can be ensured (see Annexure C and E).
- Respondents enjoy a high degree of freedom in completing the questionnaires.

The researcher had the opportunity to leave the questionnaires with the teachers and did not need to wait for the participants to complete the questionnaires. The researcher is also employed full-time and did not have the freedom to visit the schools for long periods.

### **3.8.3 DISADVANTAGES OF USING QUESTIONNAIRES**

---

Picncu (2018) highlights the following disadvantages of questionnaires relevant to this study.

- The researcher found a high rate of non-response, and the timely circulation of the questionnaires was a challenge in the five multicultural schools. A response rate of 50.38% was ultimately achieved. The researcher is a fulltime teacher, which made it challenging to leave school and distribute the questionnaires at an adequate time amongst the five multicultural schools.
- The researcher made use of multifaceted questionnaires which might be complex to complete and require in-depth thought which might have been responsible for the low response rate.
- At times, not all questionnaires were returned or were returned late or even lost by the respondents. This was a challenge faced by the researcher during the study in the five multicultural schools in Brandfort.
- The questionnaire's instructions can sometimes be unclear and inaccurate.
- Respondents may decline to respond to items in the questionnaires that they feel are of a sensitive nature. The teachers also felt by signing the consent form their identity and privacy may be harmed and may not be concealed.

This is optional for participants and during the formal school days, teachers appeared not always to be in the mood to complete the paper, especially regarding issues involving their occupation. In this case, the researcher experienced the questionnaires as a time-consuming exercise.

### **3.8.4 FOCUS GROUP SEMI-STRUCTURED INTERVIEWS**

---

Focus group semi-structured interviews (see Annexure F) are ways of collecting data concurrently from several groups of people, usually from those who share common experiences and who concentrate on their shared meaning (Kristiansen, 2018). Focus group semi-structured interviews are a data collection method conducted in a series of interviews with a minimum number of 4-8 members interacting between themselves (Rule & Johncheck, 2011). Focus group semi-structured interviews are useful for gaining a sense of the variability and diversity of views and of whose views are dominant and marginal in a small group (Edwards & Holland, 2013). The role of the researcher in focus group semi-structured interviews is to observe, listen, moderate, analyse and to understand the thought processes of participants (Rule & Johncheck, 2011).

### **3.8.5 ADVANTAGES OF FOCUS GROUP SEMI-STRUCTURED INTERVIEWS**

---

- In group interviews more people are used at a lower cost (Oltmann, 2016).
- Smaller groups will perceive one another as essentially similar and will devote less time discussing the issues.
- Focus group semi-structured interviews inhabit a space in which people can get together and generate meaning among themselves rather than individually (Edwards & Holland, 2013).
- The potential of focus groups is easily changed, whether during group sessions or post sessions.

The advantageous experiences of the researcher were that learners easily participated and had no problem motivating other learners to be part of the study. Teachers from the five multicultural schools assisted the researcher in the selection of learners to participate. To make use of this option time was not lost by the

researcher to firstly motivate learners to participate, but also to use the teachers to encourage learners to participate in the study.

### **3.8.6 DISADVANTAGES OF FOCUS GROUP SEMI-STRUCTURED INTERVIEWS**

---

- Focus group semi-structured interviews may be found to be small and not representative.
- All the participants must meet at the same place and at the same time which limits the researcher's control if potential participants live in a geographically distant region (Cresswell, 2009). The researcher targeted four of the five multicultural schools wherein some of the learners could not participate due to disciplinary situations that kept them away from the interviews.
- Participants may find themselves dominated or distorted by others and may lose motivation or willingness to say what they mean or feel. The researcher needed to control the situation for the whole group to interact during the interviews.
- In addition, participants claim that focus group interviews can also produce shallow and poor data, thus decreasing the quality of the overall insight (Oltmann, 2016).

The researcher needed to be out of his comfort zone where there were, at times, some challenges experienced during the focus group sessions. The researcher was frequently disrupted by learners entering the classroom or teachers taking the participants out of class due to other disciplinary issues at the school.

### **3.9 THE PILOT STUDY**

---

According to Cadete (2017) a pilot study is small-scale, preliminary study which examines whether the crucial components of a main study are feasible (see Annexure G and H). This can also be a randomised controlled trial (RCT). The researcher decided to conduct a pilot study for both the teacher participants' questionnaires (cf. 4.2.2), as well as the learner participants' questions that would be used in the focus group interviews (cf. 4.2.3). This strategy was used by the researcher to minimise the possibility of a non-response to the questionnaires. In

relation to this, the researcher identified the following aspects in piloting the draft questionnaires for teachers, as well as the learners' focus group semi-structured interviews:

- Instructions given to respondents.
- Formality or informality of the questionnaire in terms of tone and presentation.
- Length of questionnaire.
- Sequence of questions.
- Quality of respondents in terms of whether they understood the questions and answered them in the way expected.
- Scales and format questions were used.

In some isolated instances, it was necessary to adjust the formulation of certain questions, both in the case of the questionnaires for teacher participants, as well as that for learner participants' interviews. Questionnaires were finalised and distributed to the identified study population of the five multicultural schools in the Brandfort area, after rectification, and final approval by the study supervisors.

### **3.10 DATA GATHERING PROCEDURE**

---

The use of a data collection strategy is critical in developing a sound study. The procedure will specify how the researcher will access and collect information from the participants in the study. A rich data collection procedure in the proposal phase can improve stress and safeguard the data to be used by other researchers to replicate the researcher's study. Furthermore, a rich data collection strategy safeguarded the researcher in finding the information needed to answer the research questions (Kiwani, 2018). Researchers are allowed to make use of numerous data collection methods as may be deemed necessary to collect data (Mpisi, 2010).

The researcher visited the five multicultural schools in the Brandfort area to meet with the participants to complete the questionnaires. This action assisted the researcher to effectively gather the data from the questionnaires. The data of each school were gathered separately, since the researcher could not attend all the schools within the same timeframe. After all the multicultural schools in the Brandfort

area had completed the questionnaires, coding was done with the data gathered. This ensured that the data reduction, through which a code to each questionnaire was assigned, assisted the researcher in analysis preparation.

The researcher developed the research tools with an understanding that questions would be answered by teachers and learners during the data gathering processes. This assisted the researcher's neutrality and guarded against bias. The researcher also took notes during the interviews to gather information regarding the respondents' ideas, observations, and behaviour towards the environment which might assist with analyse procedures (Latif & Dilshad, 2013).

### **3.11 CRITERIA RELEVANT TO THE QUESTIONNAIRE**

---

In the study, the researcher relied on existing instruments and thereafter developed his own data gathering tool to fit the study's purpose and needs. To determine whether the instrument yielded accurate and valid data, its reliability and validity needed to be considered. Wilson & Shuttleworth (2018) assert that reliability and validity are dominant issues in all measurements, because they both connect measurements to constructs.

#### **3.11.1 RELIABILITY**

---

Reliability is basically a synonym for trustworthiness, stability and reliability over time, over tools and groups of respondents. It is filled with accuracy and precision; where some features, such as height can be measured, where musical ability cannot (Kothari, 2004). For research to be reliable, it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be found (Wilson & Shuttleworth, 2018). Wilson & Shuttleworth further suggest that the concept of reliability is largely positivist. While it may be true that broadly held views of reliability appear to adhere to positivism, rather than to qualitative research, it is not entirely so; qualitative research has to be as reliable as positivist research (Cohen, Manion & Morrison, 2011). Reliability is a requirement or sine qua none of validity to both quantitative and qualitative research (Wilson & Shuttleworth, 2018). Since the questionnaires were also tested in a pilot study, they may be considered reliable.

### 3.11.2 VALIDITY

---

Validity is an essential key in effective research. If a section of research is null and void then it is worthless. Validity is therefore a necessity for both quantitative and qualitative/naturalistic research (Zohrabi, 2013). According to Zohrabi (2013) validity in earlier versions of research, was grounded in the view that it was basically a demonstration that a specific tool in fact measures what the significance is, or that an account precisely characterises those features that it is projected to define, explain or speculate on (Wilson & Shuttleworth, 2018). For example, the honesty, depth, richness, and scope of the data attained, the participants approached, the degree of triangulation and the disinterestedness or objectivity of the researcher, might be addressed by these factors in qualitative data validity. In quantitative data, validity might be enhanced through cautious sampling, suitable instrumentation and suitable statistical treatments of the data. Quantitative research suggests a measure of normal error which is intrinsic and which has to be admitted (Kothari, 2004). Therefore validity then, would be perceived as a matter of degree of bias (Cohen, Manion & Morrison, 2011). If this is applied to the questionnaires and interviews used in this study, it would then mean that the contents covered by these questionnaires and interviews reflect the use of extracurricular activities; the roles perceived by teachers; the holistic development by teachers and the challenges faced by teachers to promote the holistic development and challenges faced by learners in participating in extracurricular activities in the five multicultural schools in Brandfort. If the contents of the questionnaires are related to the use of extracurricular activities to promote learners' holistic development in the five multicultural schools in Brandfort, as discussed in chapter 2, 3, 4, and 5, it indicates that the contents of the questionnaires and interviews are truly representative of the existing body of knowledge. Thus, the contents relates to the use of extracurricular activities to promote learners' holistic development in the five multicultural schools.

Pertaining to ensuring validity in this study, the researcher divided each sub-topic into content aspects. The researcher decided on this method since each sub-topic is focused on different aspects of the participants' involvement in the study. The interview schedule for the semi-structured focus groups (see Annexure F) comprised a set of questions based on the learners' perceptions, views and

experiences of the use of extracurricular activities in promoting their development, as well as ascertaining their teachers' involvement in supporting them, via the assistance of extracurricular activities in enhancing aspects of their holistic development.

The teacher questionnaire was divided into three sections (see Annexure D). Section A (close-ended questions) focused on how teachers use extracurricular activities in promoting the holistic development of learning in multicultural schools. Section B (open-ended questions) aimed to perceive the teachers' role in promoting holistic development of learners through extracurricular activities. Section C (close-ended) wanted to determine the kind of extracurricular activities teachers use in promoting the holistic development of learners.

The researcher assessed the responses of the teacher participants via a quantitative data analysis technique called frequency distribution. This assisted the researcher to analyse the values and percentages of the participants and to put data into graphs to display their responses to certain questions. The researcher used an open-ended type of questionnaire to collect qualitative data. Open-ended questions were used, since it allowed the researcher to find an infinite number of possible answers; to collect more detail; to gain unfamiliar information not yet established; and to ascertain the participants' feelings towards learner growth and the possibilities for learners' holistic development via the use of extracurricular activities. This technique was employed so that teachers could fully express themselves with regard to extracurricular activities.

### **3.11.3 TRIANGULATION**

---

Triangulation can be noted as the use of two or more methods of data gathering in the study (Cohen, Manion & Morrison, 2011). The study focused on several types of research methods to collect a high amount of data. Through this process, the researcher used triangulation to improve the validity and reliability of the data which involved using more than one research technique, such as the qualitative approach, the quantitative approach, and group interviews in the study. The researcher used different procedures such as mixed method approach in the form of semi-structured



interviews, questionnaires, learners, subject instructors, and classroom observations to ensure the validation of the results obtained from the data collected. Therefore, collecting varied types of information through the qualitative and quantitative approaches can enhance the validity and reliability of the data in the results (Zohrabi, 2013).

### **3.12 DATA ANALYSIS**

---

Data analysis comprises of various techniques that will be used to inspect and summarize the collected information so that conclusions can be communicated (Mpisi, 2010). It is important for the researcher to consider how the data is going to be analysed after it has been collected. This assisted with planning the structure of the interview. Analysing data involves organising, keeping account and explaining the data. Seeking for patterns in responses was part of the analysis technique (Cohen, Manion and Morrison, 2011). Thomas defines data analysis in quantitative and qualitative research as organising data, breaking it into manageable components, coding and examining data for patterns. The aim is to discover patterns, ideas and meaning. The researcher will make use of descriptive and thematic techniques to analyse the raw data captured through the questionnaires and semi-structured interviews.

During the questionnaires and semi-structured focus group interviews data was analysed by writing data directly from the questionnaires and interviews which is used as the thematic approach to collect data. Narrating the information brings it back to life again. Verbatim quotes can also be inserted to express the participant's answers (Cohen, Manion and Morrison, 2011). It identifies the usefulness of storytelling because through it we get insight into the lives and feelings of others (Thorne, 2000).

With all the answers being transcribed by the teachers and learners answers through the questionnaires and semi-structured interviews it can help identify recurring themes. Recurring themes refer to the similar ideas and thoughts of participants. The researcher went through all the teacher and learners answers to identify the recurring of themes and needed tables.

Furthermore the researcher needed to transcribe the raw quantitative data of the teachers into a more descriptive manner to make sense of and meaning of the collected data. Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way (Thompson, 2009). Patterns, ideas and meaning will also prevail to discover meaning through the data of numeracy. Descriptive statistics do not, allow researchers to make inferences beyond the data analysed or conclusions regarding any hypotheses that might have been made. They are simply a way to describe our data. Descriptive statistics are very important to show what the raw data means and therefor enables researchers to present data in a more meaningful way, allowing simpler interpretation of data (Freeman & Julious, 2010). Through the use of descriptive statistics there are two general types of statistics that are used to describe data namely measures of central tendency and measures of spread (Thompson 2009). Central tendency includes modes, median, and mean as number of statistics, while measures of spread summarize how the scores of the data are spread out. Describing this spread a number of statistics are available, including the range, quartiles, deviation, variance and standard deviation (Krishnaswami, Ranganatham, & Harikumar, 2008).

### **3.13 LIMITATIONS OF THE DATA COLLECTION PROCESS**

---

Some problems were however, experienced with the distribution of the questionnaires. All questionnaires were not completed in full or returned. In all the cases, the researcher personally dispatched the questionnaires to the identified schools to ensure reliability. Dispatching all the questionnaires was very time consuming for the researcher, since he is a full-time teacher. The principals granted permission, but were not all helpful in their communication with the teachers and learners. Some teachers were not interested in participating in the study, without giving any reason for their decision.

### **3.14 ETHICAL ISSUES**

---

Informed agreement insists that the researcher clarifies the study to the respondents and offers them the opportunity to make autonomous and informed decisions about whether they wish to participate in the study or not. The researcher therefore should ensure that the participants can complete the questionnaires voluntarily and that no

harm will be done towards their dignity. Their human dignity will be respected and protected by assuring them that the questionnaires are anonymously completed and that the information will be used for the particular study alone, thus ensuring their privacy. A safe environment will be provided for the learners and teachers to take part in the study and to complete all questionnaires and interviews. The researcher also asked permission (see Annexure C and E) from the respondents as to whether the interviews could be recorded and taped to transcribe and that all this information would remain private at all times. The researcher also needed to get consent (see Annexure B) from the particular school principals, teachers, and learners to conduct the questionnaires and focus group interviews and to record each conversation. The ethical issues (see Annexure A, B, C, and E) that will be used in the study by the researcher will present the data in a non-biased way to ensure true answers that will be provided by the respondents and so to conclude on the findings that is accurate and that can contribute to the study.

### **3.15 ERADICATION OF SOME OF THE DISADVANTAGES ASSOCIATED WITH QUESTIONNAIRES AND FOCUS GROUP SEMI-STRUCTURED INTERVIEWS**

---

The following is a summary of how some of the disadvantages of questionnaires could be eradicated:

- The researcher personally needed to take the questionnaires to the schools in order to firstly get permission from principals (see Annexure A and B) and then to explain the instructions and objectives of the study to the respondents.
- The time-consuming factors need to be kept in mind, especially for researchers who might be full-time employees and might not always be granted permission to take leave to conduct interviews during school time.
- The researcher ensured that the respondents would be at ease about their identity and that anonymity was of great import to the study (see Annexure B, C and E), but still some participants lacked interest in participating. It would help if the Central University of Technology could assist researchers further with ethical applications to provide participants with proof that their identity would remain anonymous during the study and afterwards.

### 3.16 CONCLUSION

---

This chapter discussed the research design preparation by employing a mixed method approach to the study. The mixed method phase of investigation, the researcher employed for applying structured questionnaires and focus group interviews to establish the characteristics of extracurricular activities and their use in developing learners, as well as the issues and challenges learners and teachers face in their implementation. The study further aims to determine the use of extracurricular activities and whether they enhance the learners' holistic development in the multicultural schools of Brandfort in the Lejweleputswa educational district of the Free State province.

The information gathered during the study will be discussed, presented and analysed in chapter 4.

## CHAPTER 4

# PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH RESULTS

### 4.1 INTRODUCTION

---

The chapter seeks essentially to demonstrate how the use of extracurricular activities can promote learners' holistic development in multicultural schools. Furthermore, the chapter outlines the use of quantitative and qualitative research to provide evidence on how the data sources were identified, presented, analysed and discussed. In addition, the chapter outlines the empirical methods that were used to gather data relevant to the research questions stated in chapter 1.

Marlow (2005) describes data analysis as a way of giving purpose to collected data. Ader (2008) further defines data analysis as a process of inspecting, cleaning, transforming and supporting decision making. Data analysis is also defined as the process of data collected in order to provide a meaningful statement of information concerned with the study (Hardy & Bryman, 2004).

In order to provide meaningful information, data had to be analysed. The aim of chapter 4 in this study is to present the various data methods (questionnaires, analysis, and discuss focus group semi-structured interviews) to collect relevant data to answer the research questions, namely (see Annexures D & F):

- How do teachers use extracurricular activities to promote the holistic development of learners in multicultural schools?
- How do teachers perceive their role in promoting the holistic development of learners through extracurricular activities?
- What extracurricular activities do teachers use in promoting the holistic development of learners?

- How effective are such extracurricular activities in promoting learners' holistic development?

As indicated in chapter 3, the researcher decided to use the quantitative and qualitative research approaches to collect data by means of questionnaires for teacher participants and focus group discussions for learner participants in the five multicultural schools in the Brandfort area of the Lejweleputswa educational district of the Free State province.

Three key data instrument designs and collection methods in chapter 4 can be seen as piloting, questionnaires and focus group semi-structured interviews. In order to differentiate between the responses, letter codes '**SAT1, SBT2, SCT3, SDT4, and SET5**' etc. were used for teacher participants from the five multicultural schools. The differentiation between learner participants in order of letter codes that were used were '**FGA L1, FGB L2, FGC L3, FGD L4, FGE L5, and FGF L6**', for learners from the five multicultural schools.

## **4.2 DATA OBTAINED FROM PARTICIPANTS IN THE PILOT STUDY**

---

### **4.2.1 INTRODUCTION**

---

The pilot study (see Annexure G and H) outlines the experiences of the teachers within the multicultural schools in Brandfort and the use of extracurricular activities towards the holistic development of learners. Meetings between the researcher and the teachers in the Brandfort schools were scheduled for term 2, where teachers had more free time during examinations and in term 4 where learners had more time during the afternoons for focus group discussions. The principals attached to the various multicultural schools were informed beforehand of the meetings which took place on the schools' premises. The teachers were further requested to complete the questionnaires for the pilot study. The pilot study enabled the researcher to familiarise himself with the personal and professional backgrounds of the participants. In the second meeting, the researcher involved the learners of the

relevant schools for the focus group interviews, ensuring a familiar environment when conducting the interviews.

#### 4.2.2 BIOGRAPHICAL DATA OF PARTICIPANTS IN THE PILOT STUDY

A total of six (6) teachers answered the questions through a questionnaire. From the total number, three were male and three were female (see table 4.1). While gender was not perceived to have any effect on the perceptions of the pilot participants, it was necessary to indicate the gender of the participants and the gender balance thereof. These participants were selected from various multicultural schools in Brandfort. The next section, table 4.1, presents the data of the participants in the pilot study.

**TABLE 4.1 SUMMARY OF BIOGRAPHICAL DATA OF TEACHERS IN THE PILOT STUDY**

<b>PARTICIPANT NUMBER</b>	<b>GENDER</b>	<b>AGE</b>	<b>TEACHING EXPERIENCE</b>	<b>RANK</b>	<b>HIGHEST QUALIFICATION</b>
Teacher A	Female	Below 30	6-10 years	Teacher	B.Ed.
Teacher B	Male	41-50	16-21 years	Deputy principal	Bachelor's degree
Teacher C	Female	Below 30	5 & fewer	Teacher	Bachelor's degree
Teacher D	Female	31-40	6-10 years	Teacher	B.Ed.
Teacher E	Male	31-40	6-10 years	Teacher	Honour's degree
Teacher F	Male	Below 30	5 & fewer	Teacher	Honour's degree

Table 4.1 shows the biographical information of the participants in the pilot study. The table reflects the gender, age, teaching experience, and qualification of the participants and shows a mixture of youth and experience. The important preliminary trends picked up by the researcher were that some teachers did not understand some of the words or phrases used. The teachers in some instances misinterpreted their answers in relation to the questions asked by the researcher. The researcher clarified the questions in a more understandable way for teachers to provide more valuable and useable data.

The next section presents data on the demographical variables of the participants. Table 4.2 presents the data on the pilot study of the focus group interviews.

### 4.2.3 BIOGRAPHICAL DATA FOR LEARNERS IN THE PILOT STUDY

A total of three learners responded to the questions through the focus group interviews. From the total number, all three learners were female (see table 4.2). While gender was not perceived to have any effect on the perceptions of the pilot learners, it was necessary to indicate the gender of the learners and the gender balance thereof. These learners were selected from various multicultural schools. The pilot study was needed to ensure that the questions obtained relevant and useable data. The next section, table 4.2 presents the data of the learners in the pilot study.

**TABLE 4.2 BIOGRAPHICAL SUMMARY OF LEARNERS IN PILOT STUDY**

<b>PARTICIPANT NUMBER</b>	<b>GENDER</b>	<b>AGE</b>	<b>PARTICIPATE IN SPORTS/ACTIVITIES</b>	<b>NUMBER OF ACTIVITIES CURRENTLY PARTICIPATING</b>	<b>DEVELOPMENT GAINED THROUGH PARTICIPATION</b>
Learner A	Female	17	Yes. Netball/Swimming/Choir/Athletics	4	Teaches respect, teamwork, to face defeat, and to interact with peers/friends
Learner B	Female	17	Yes. Netball/Tennis/Swimming/Athletics	3	Builds self-confidence, builds self-esteem, and teaches you to be patient.
Learner C	Female	17	Yes. Athletics/Netball/Choir	1	Builds self-confidence and enhances learner's social skills.

Table 4.2 indicates the biographical information of the learners in the pilot study. The use of only female learners was not of any significance to the researcher. The



researcher's main focus was to ensure that the questions were understandable and related to learners in multicultural schools. Table 4.2 indicates only the gender, age, participation in sports/activities, and number of activities currently involved in, and the development gained through extracurricular activities in the view of the learners. The researcher found that the pilot study in the focus group opted for adjustments to improve the effectiveness and relevance of the data to be gathered. The researcher opted for items responding to the relevant research questions and data obtained for the questionnaires. Questions were implemented by the researcher in gathering data in accordance with the learners' views of whether teachers use extracurricular activities to enhance aspects of their development. Furthermore, the researcher noted in the literature that extracurricular activities assist learners to participate in activities and discusses any benefits might be gained. The researcher wanted to ascertain whether learners believe that their academic grades might increase due to their participation in extracurricular activities, because emanating from the literature in chapter 2, it has been a great advantage seen by researchers that the use of extracurricular activities enhance academic performance.

The next section will focus on an overview of the data gathering process used by the researcher through questionnaires and focus group interviews.

### **4.3 OVERVIEW OF THE DATA GATHERING PROCESS**

---

#### **4.3.1 QUESTIONNAIRES DISTRIBUTED TO TEACHERS IN THE BRANDFORT SCHOOLS**

---

The researcher visited five multicultural schools in the Brandfort area of the Lejweleputswa Educational district in the Free State province. Prior to the school visits, permission from the relevant schools headmasters and the DoBE Free State province were granted to interview teachers at the schools in Brandfort.

The five schools' teachers participated voluntarily in completing the questionnaires. The researcher distributed 129 questionnaires (see Annexure C, D) amongst the designated schools. The researcher received only 104 (78.19%) of the distributed questionnaires/interview questions back from teacher participants. This figure is more than the required amount for a certain sample size of the population.

According to Sekaran (in Kivido, 2006) a sample size of 97 participants is needed for a population of 130 teachers.

The schools used for this study were four (4); Sesotho/English medium, multicultural schools and one (1) Afrikaans medium, multicultural school in the Brandfort area. The multicultural schools in Brandfort which are predominantly Sesotho/English speaking medium schools are divided into various school phases, namely school 1: Grade R-6; school 2 grade 7-9; school 3: grade 10-12 and school 4: the Afrikaans medium school, is a combined school from grade R-12. The researcher used questionnaires (see Annexure D) to gather data from the teacher participants to ensure the phenomenon of the use of extracurricular activities to promote learners' holistic growth which was under investigation, in discussion both through the quantitative and qualitative data that will be outlined.

#### **4.3.2 TEACHERS' RESPONSES ON ATTRIBUTES EMANATING FROM THE TEACHERS' QUESTIONNAIRES**

---

A description on how teachers use extracurricular activities in promoting learners' holistic development in the process on how to complete the questionnaires is given below. Emanating from table 4.2, the researcher made use of a 5-point Likert scale format for teacher participants to respond to. Throughout the presentation of data, the research made use of the statements that were used in the Likert scale format to discuss the data emanating from the questionnaires. The data were discussed from the teacher participants' questionnaires in the five multicultural schools in the Brandfort area.

**TABLE 4.3 TEACHERS' RESPONSES TO THE STATEMENTS EMANATING FROM THE QUESTIONNAIRES**

<b>Statement</b>	<b>Emanating from the statement</b>
Great deal	The teachers feel they have a great deal of capability to develop learners.
Somewhat	The teachers are more than capable of developing the learners, but might have a flaw in some situations.
Unsure	The teachers are not sure whether they are more or less capable. The teachers might be unsure and stay in the middle.
Little	The teacher knows about the attribute but lacks knowledge to develop

	learners.
Very little	The teacher is not at all capable or has neither the knowledge nor the ability to develop learners.

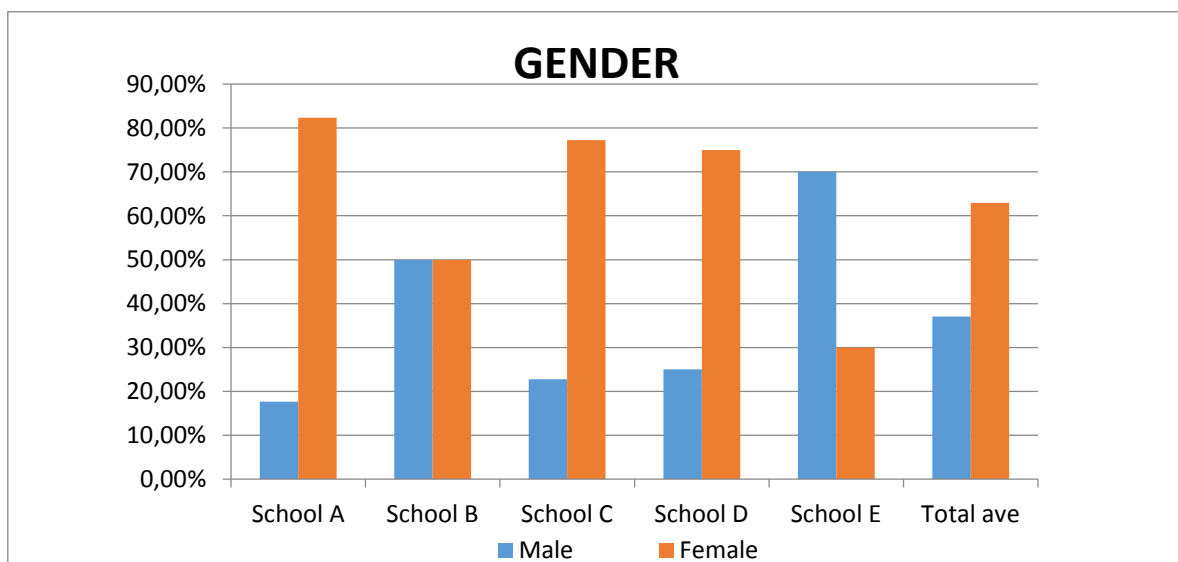
## 4.4 PRESENTATION, ANALYSIS AND DISCUSSION OF QUANTITATIVE DATA

### 4.4.1 BIOGRAPHICAL DATA OF TEACHER PARTICIPANTS - SECTION A

A total of 65 teacher participants completed the questionnaire. From the total number, 21 were male and 44 were female (see table 4.1). While gender was not perceived to have any effect on the perceptions of the teacher participants, it was necessary to indicate the gender of the participants and the gender balance thereof. All these participants were selected from the five multicultural schools in the Brandfort area of the Lejweleputswa educational district.

### 4.4.2 GENDER OF TEACHER PARTICIPANTS

Figure 4.1 specifies that the majority (67.69%) of the teachers in the sample were female, whilst (32.31%) were males.



**FIGURE 4.1 DISTRIBUTION OF GENDER OF TEACHER PARTICIPANTS**

The Brandfort area has 5 schools from which teachers were selected namely: **School A-** 82.35% female & 17.64% male; **School B-** 50% female & 50%

male; **School C-** 77.27% female & 22.73 % male; **School D-** 75% female and 25% male, and **School E-** 30% female & 70% male. The questionnaires were distributed proportionally, according to the number of teachers in a school.

The next section presents the data on the demographical variables of the participants. Table 4.4 presents the data on the sample profile of the participants' genders.

**TABLE 4.4 GENDER REPRESENTATION OF PARTICIPANTS**

	Male	Female	Total
Population	21	44	65
Percentage %	32.31%	67.69%	100%

Table 4.4 indicates the difference of participants between the male and female gender. The females outnumber the males with 67.69% to 32.31% of males. According to Simkins (2015), a study conducted with 400 756 teachers, female educators outnumber their male counterparts by 282 223 to 118 515, respectively. These statistics specified that females made up 70.42% compared to the 29.57% of the males of the teaching force in South Africa. Comparing the gender differences in this study to national results, it seems the gender distribution of teachers in Brandfort multicultural schools is in line with the national feedback.

Although the gender distribution of teachers is in line with the national results, looking abroad, Tani (2019) suggests that female teachers' salaries are higher compared to a non-teaching profession. Furthermore, Tani (2019) indicates that males give up a potentially higher salary in a non-teaching profession to become a teacher. According to Cruickshank (2017), males generally seek a higher salary profession because men and women face different trades-offs and opportunity costs when selecting careers. The concentration of women in teaching is viewed as problematic and parents, learners and schools value the exposure to a diverse workforce that is more representative of society.

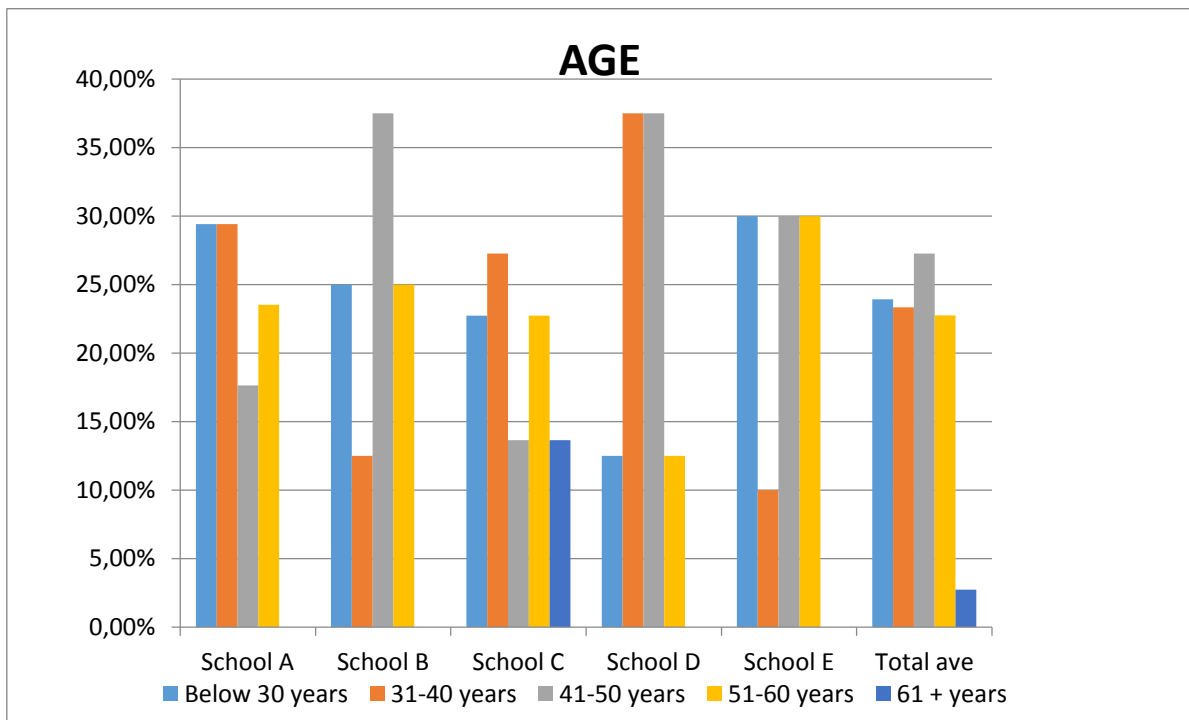
Although the concentration of women is much higher compared to male teachers in the multicultural schools in Brandfort, male teachers appear to participate more in extracurricular activities than female teachers (King, Law & Hurley, 2010). On the

other hand, this fact could possibly assist the multicultural schools in Brandfort to make full use of male teachers to rather develop learners in skill-based, social and self-improvement activities and to use female teachers to develop girls in academics and social activities, as preferred by each gender (Yerger, 2009).

The next section continues with the presentation of the data of the participants. Figure 4.2 and table 4.5 present the data on the age of teacher participants.

#### 4.4.3 AGE OF TEACHER PARTICIPANTS

Figure 4.2 specifies that the majority (50.76%) of the teachers in the sample were more senior in the profession, compared to their colleagues at age 30 and below with 24.61%.



**FIGURE 4.2 DISTRIBUTIONS OF PARTICIPANTS ACCORDING TO AGE**

Figure 4.2 indicates that the majority of the teachers (50.76%) in multicultural schools in the Brandfort area, are in the age group above 40 years. Overall, teachers that are in the age group 31-40 years represent 24.61% of the sample and 41-50 years, represent 23.07%. Teachers close to retirement (between 60-65 years of age) constitute 4.61% of the participants. This is not a good indication of teachers reaching retirement compared to the 24.61% of the total teaching corps, below 30.

Although 4.61% of the teachers are near retirement, a positive site is that 50.76% of the teachers are above 40 years, indicating a minimum of 10-15 years' teaching experience. "School A" is seemingly in a different position to the other schools in the population with a wide spread of youth and experience amongst the staff. This trend might indicate a sufficient sense of trustworthiness and informative feedback of teachers who remained in the profession, and of those who might have returned at a later stage or age (Seigel, 2004).

The next section presents data on the demographical variables of the participants. Table 4.5 presents data on the sample profile of the participants in age.

**TABLE 4.5 DISTRIBUTION OF PARTICIPANTS ACCORDING TO AGE**

Age	Frequency	Percentage %
Below 30 years	16	24.61%
31-40 years	16	24.61%
41-50 years	15	23.07%
51-60 years	15	23.07%
61+ years	3	4.61%
<b>Total</b>	65	100%

Table 4.5, depicts the difference in age groups of the different participants. Comparing the numbers of the youngest group in this study (24.61%) in relation to a study done by Simkins (2015) on the teacher work force in South Africa, that teachers below the age, 1.68% of the total teachers in South Africa, are below 24 years of age. Although the current sample shows a much higher percentage of 24.61% of young teachers compared to the 1.68% in South Africa, a concerning factor still arises that the percentage of teachers in relation to the percentage towards retirement declined by 20% in the study. According to Coleman (2018), teachers between 52-59 years, retire early due to some sort of illness, whilst the most common types of retirement were actuarially adjusted benefits (AAB) (44.8%) and age retirement (47.6%). According to Miya (2017), one of the main reasons teachers quit the profession is the labour law which states that from 1 March 2015, government employees will not be entitled to a lump sum when they retire. Early retirement or teachers leaving the profession is a loss to the education system of

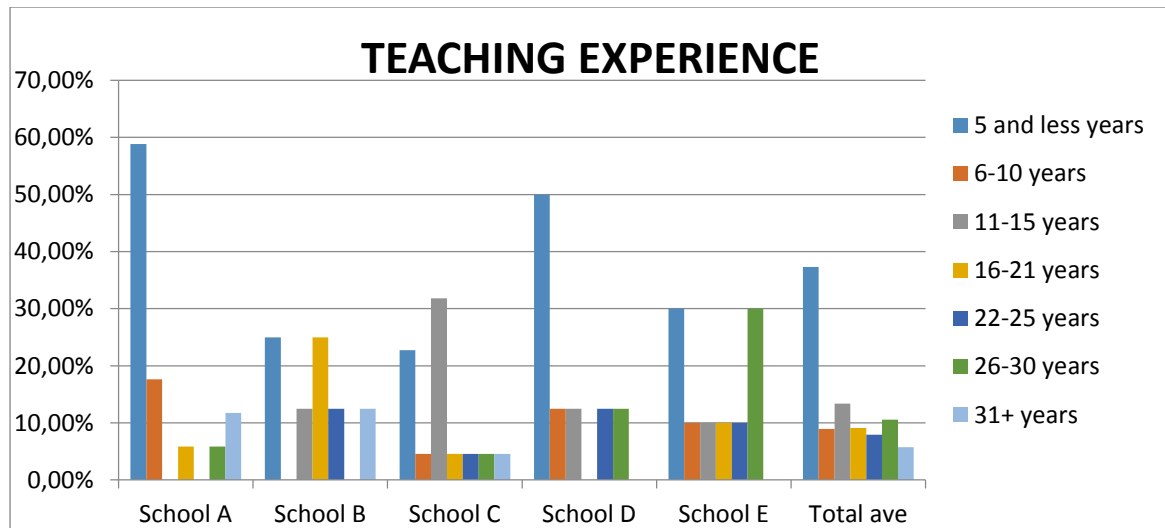
knowledgeable and experienced teachers who are equipped with skills to enhance and develop learners holistically (Seigel, 2004).

Nomusa Ncembu, media officer for the South African Democratic Teachers Union (Sadtu) adds that teachers have lost interest in teaching, because of a lack of resources and teaching in overcrowded classrooms. Vilakazi (2017) concurs with Ncembu, stating that a teacher from Thalana High School in Dundee, KwaZulu-Natal, says, “What is discouraging teachers the most is the conditions we work under”. It appears that a great number of teachers are not completing their teaching careers due to a lack of resources and support from government. A possible problem may arise from the declining teacher numbers and shortage of teachers in the near future as noted by Miya (2017) who states that the South African education system needs 25 000-30 000 teachers but the higher education and training system only produce between 6000 and 8000 teachers per year. This statistic may have implications for extracurricular activities through not having sufficient or adequately trained teachers in this area to promote and develop learners holistically. While age might not be perceived to have any effect on the perception of the multicultural schools in Brandfort, it is necessary to indicate that female teachers display higher participation intensity as they age in social activities, such as choir or debating clubs, whilst male teachers slightly decline in extracurricular activities, excluding social and self-improvement activities (Jarus & Loerie-Goldberg, 2011).

The next section continues with the presentation of the data of the participants. Figure 4.3 and table 4.6 presents the data on the teaching experience of participants.

#### 4.4.4 TEACHING EXPERIENCE OF PARTICIPANTS IN BRANDFORT SCHOOLS

Figure 4.3 indicates that the majority (53.12%) of the teachers in the sample have more than 10 years' teaching experience compared to their less experienced counterparts (37.50%) who have only 5 years' experience.



**FIGURE 4.3 DISTRIBUTION OF PARTICIPANTS' AGE PER SCHOOL**

Figure 4.3 shows that 37.50% of teachers in the five multicultural schools have fewer than five years' teaching experience compared to teachers' experience with 15 years at 15.62%. A concerning factor is the presentation of teaching experience in the categories 16-21 years and 22-25 years which represents 4.68%-7.78% of teachers in the population, respectively.

According to De Grauwe (2004) more experienced teachers have fewer hurdles and challenges compared to their less experienced counterparts. Less experienced teachers seem to complain more about support in their work environment. Complaints from parents and peers make them feel less empowered, compared to the more experienced teachers (Gardenhour, 2008). It could be because seasoned teachers become used to or are experienced in dealing with such encounters than less experienced teachers who might be more influenced by their environment (Broom, 2015). According to Flanagan (2019), teachers with more experience transcend the teaching of life lessons in the sports arena; a helping hand in the process of developing learners. In the classroom, 'life lessons' would be characterised as social, emotional learning; growth in self-discipline and self-



awareness, relationships skills, and decision-making in all skills needed to complement holistic development (Flanagan, 2019). Coaches tend to receive the most universal praise for developing a learner's growth in time spent during sports. According to Lappan (2019), teachers facing these demands must be resourceful and must have the skills and inclination to create an intellectual community in their environment of teaching or coaching.

Table 4.6 presents the data on the sample profile of the participants in teaching experience.

**TABLE 4.6 DISTRIBUTION OF PARTICIPANTS ACCORDING TO TEACHING EXPERIENCE**

Teachers' experience	Frequency	Percentage %
1-5 years	24	37.50%
6-10 years	7	10.93%
11-15 years	10	15.62%
16-21 years	5	7.81%
22-25 years	3	4.68%
26-30 years	11	17.18%
31+ years	5	7.81%
<b>Total</b>	<b>65</b>	<b>100%</b>

Table 4.6 shows the difference in teaching experience amongst the participants. The majority (53.12%) of the teachers in the population have more than 10 years of teaching experience. With reference to the literature, Manda (2014) states that 53.80% of teachers had 1-5 years in teaching experience in dealing with learners academic performance who are participants and nonparticipants in extracurricular activities. Table 4.5 paints a different picture of 37.50% of teachers with 1-5 years of experiences. Worth, Bramford and Durbin (2015) believe that teachers with a teaching experience of 5 and fewer years who leave the profession, leave a dent in the growth of not only teachers in the profession but of teachers becoming knowledgeable to develop learners especially in multicultural schools. Table 4.6 indicates that a great amount of teachers in the study have experience to deal with learners abilities to participate in extracurricular activities.

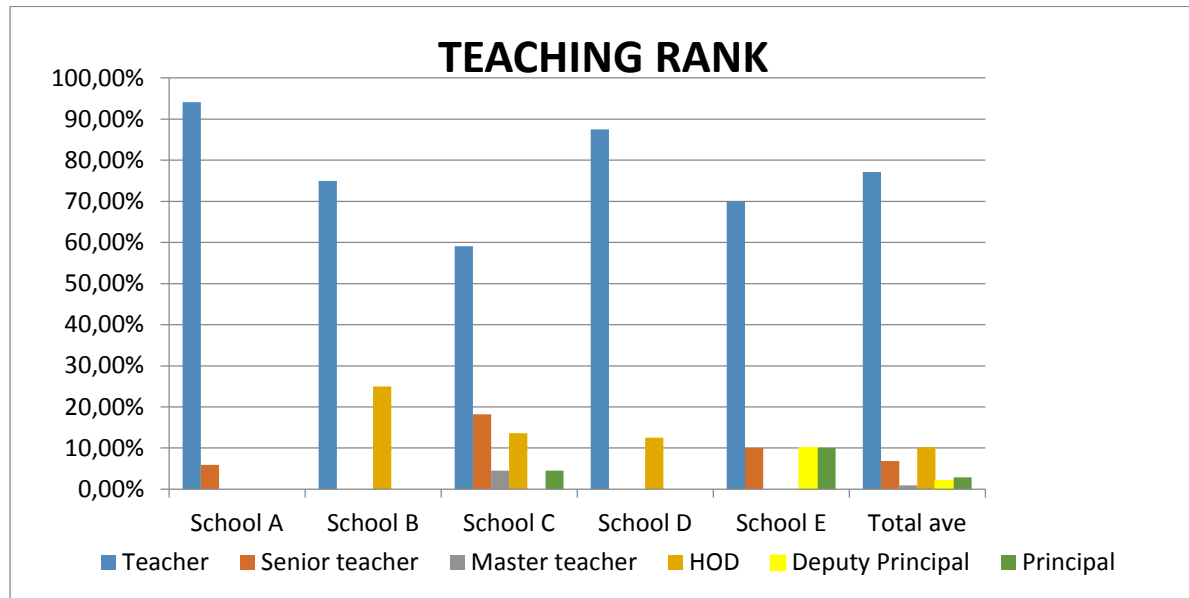
Noted by the researcher is the low percentage of teaching experience from 11-15 years and 22-25 years, which represents 4.68% - 7.78% of teachers respectively, which might indicate that teachers are searching for other professions. With reference to this study, Apostolides (2018) states that this low percentage of teachers obtaining a high level of teaching experience may be due to teachers dropping out of the career or people who change careers to join the teaching profession. The dropout of teachers with great experience brings serious implications; a lack of sufficient and qualified teachers threaten learners' ability to grow effectively as a whole (Garcia & Weiss, 2019). According to Apostolides (2018) many people are trained as new graduates and it is becoming progressively common for people to get into teaching later in their lives. Pozniak (2018) further postulates that teaching as a profession welcomes career changers because their experience in the real world flourishes the know-how of those who have not stepped outside education. Furthermore, Mulvahil (2019) is of the opinion that more than 60% of new teachers enter the field via undergraduate programmes, with mature adults entering teaching as a second career. Many people enter teaching as a second career option in their 40's and beyond.

Emanating from the above, teachers with higher levels of teaching experience may experience fewer challenges compared to teachers with lower levels of experience. Thus, it may be easier for more experienced teachers to deal with diversity, different ethnicities and backgrounds in multicultural schools (Gorski, 2015). Seasoned teachers gain experience to deal with situations as mentioned above and by implementing these techniques in multicultural schools, improves the teaching environment and the development of learners. The techniques implemented by seasoned educators can assist novice teachers to deal with situations, such as race, ethnicity, gender, sexual orientation, religion, or disability which will create a positive teaching-learning environment thus ensuring that learners adapt to the multicultural classroom in the Brandfort area.

The next section continues with the presentation of the data of the participants. Figure 4.4 and table 4.7 present the data on the teachers' ranks in the teaching profession.

#### 4.4.5 TEACHING RANK OF TEACHERS IN BRANDFORT SCHOOLS

Figure 4.4 shows the participants' teaching rank in the five multicultural sample schools. The majority (75.38 %) of the participants are teachers at post level 1, compared to 13.83% of the participants in senior management positions.



**FIGURE 4.4 DISTRIBUTION OF TEACHER PARTICIPANTS ACCORDING TO RANK**

Figure 4.4 indicates that 13.84% hold a managerial position. A great amount of time is spent by teachers managing their school, as well as mentoring other teachers. According to Granvin (2016), the responsibility of an educational manager is to plan, organise and oversee educational approaches and strategies to assist teachers in their use of the relevant strategies to enhance and develop the school curriculum according to their multicultural classroom settings. In South Africa, 66% of an educational teaching day is set out to be spent on actual teaching and learning and teachers in multicultural schools struggle more to keep order and discipline before they can commence their teaching lessons or activities for the day (Motshekga, 2019). This indicates that only 44% of the day is set out to manage school related needs, where teachers encounter administrative problems and keeping order in classrooms which are believed by South African teachers to chip away at their time for developing learners in class or on the sports fields to ensure learners' growth.

Table 4.7 presents the data of the participants' teaching rank.

**TABLE 4.7 SAMPLE IN TEACHING RANK OF PARTICIPANTS**

Rank	Frequency	Percentage %
Teacher	49	75.38%
Senior teacher	6	9.23%
Master teacher	1	1.53%
HOD	6	9.23%
Deputy principal	1	1.53%
Principal	2	3.07%
<b>Total</b>	<b>65</b>	<b>100%</b>

Table 4.7 shows the rank in the teaching profession amongst the participants. Table 4.7 indicates that the majority (75.38%) of the study population are teachers, compared to SMT managers (Principal, Deputy Principal, and HOD's) of the school, at 13.83%. According to Motshekga (2019), the role of teachers is to teach as a profession, whilst managers are there to develop and manage school resources. Teachers need to spend 66% of their teaching day on actual teaching and learning.

Educational managers is a specialist field in the teaching profession, which can put demanding stress on a teacher from the community, especially in a multicultural school setting, thus steering teachers even more away from reaching their goals in developing learners during school time (Friederichs, 2013). Shaked (2016) emphasises that the purpose of school leadership and management is to further enhance learners' comprehensive learning and equity. In multicultural schools, the aspect of holistic development may be relevant to enhancing learners' comprehensive learning and equity. Holistic development includes aspects of a learner's cognitive, social, physical, emotional, linguistic, and moral development. Educational managers need to have knowledge about the holistic development needs of learners, such as health, nutrition, early stimulation, positive social and emotional interactions, and learning opportunities (Voko, Duci & Tahsini, 2014). The promotion of a learner's well-being may enhance their physical and emotional well-being, which creates a healthy life-long habit (Leach, 2016). Promoting these holistic needs, teachers need to be empowered and in time, they might feel that they are part of the school's vision and as such, make important contributions towards the school's growth and development (van Niekerk, 2009). Learners, who participate in

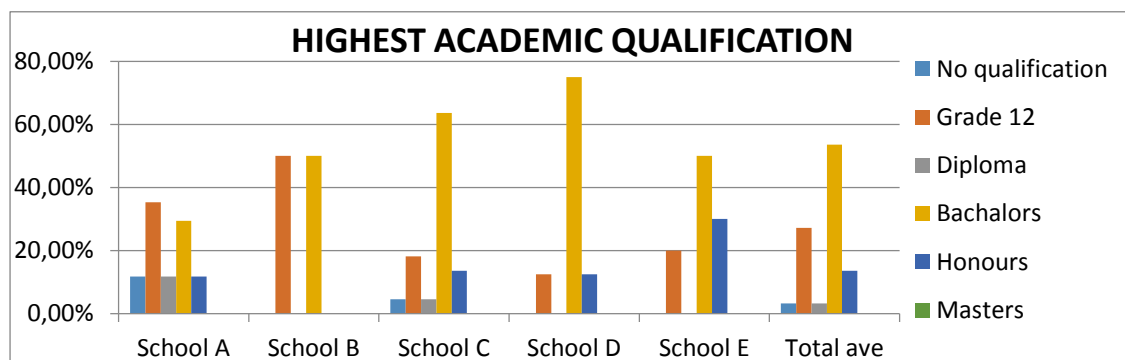
extracurricular activities which are prompted by an empowered and motivated teacher, might gain more life skills and have extended opportunities to enhance their personal growth (Mohlala, 2019).

Teachers in management positions at multicultural schools have the opportunity of being more inspirational towards learners' development, especially in using extracurricular activities and creating positive multicultural learning environments. Teachers in the five multicultural schools in Brandfort have the opportunity to constantly act as positive role models for their learners who might be challenged by academics, a lack of self-esteem, or lack stability at home. Teachers in Brandfort multicultural schools need to include extracurricular activities in their daily routine for the sole purpose of developing connections between themselves and their learners inside, as well as outside the classroom. Teachers who participate in extracurricular activities will bring change in multicultural schools by providing a positive attitude towards the school and to learners who are hesitant to participate but seek a teacher to care for them in acts of kindness.

Section 4.4.6 presents the data of the participants' qualifications. Figure 4.5 presents the data on the highest academic qualification of the teacher participants.

#### 4.4.6 HIGHEST ACADEMIC QUALIFICATION OF TEACHERS IN BRANDFORT SCHOOLS

Figure 4.5 indicates the academic qualifications of the teacher participants. It shows that 13.84% of the teachers have an Honours degree; 52.30% have a Bachelor's degree and 4.61% have a Diploma in education.



**FIGURE 4.5 DISTRIBUTION OF TEACHERS PARTICIPANTS ACCORDING TO HIGHEST ACADEMIC QUALIFICATION**

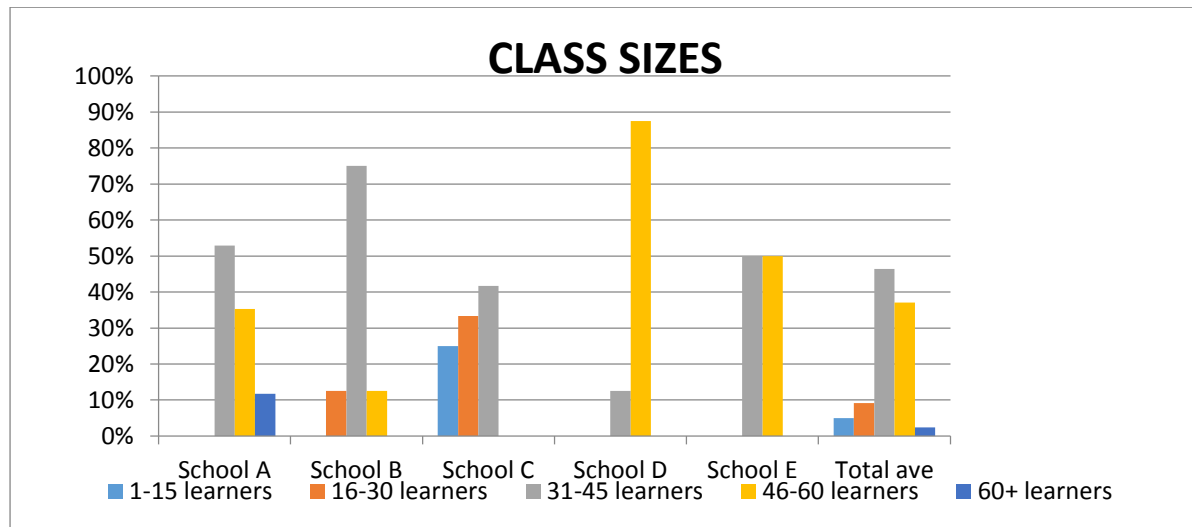
Figure 4.5 displays a concerning factor that 26.15% of the participants have obtained only a grade 12 certificate as an academic qualification. A further 9.23% of these participants have also not obtained a professional qualification. This means that some of the learners are educated by teachers who have obtained no professional educational qualification. When combining the age distribution and the qualification of teachers in South Africa, there is a clear need for educators to be more qualified in the profession (Manda & Motshekga, 2014). Although qualified teachers are needed in South Africa, the South African Council for Educators requires each education student and teacher to be registered with the council before stepping in front of a class full of learners (SACE, 2014). Even though the majority of teachers are qualified, there remain issues of insufficiently trained teachers where schools employ poorly trained teachers, thus presenting a problem for the Department of Basic Education (Gumede, 2017).

The implication of under qualified teachers presents challenges to the education system of schools that have teachers without the necessary skills and knowledge to teach and educate learners in multicultural classrooms. This aspect could have a great influence on the development of learners in the Brandfort area, with 26.15% of the teachers being unqualified, thus leaving learners in a classroom with a teacher not equipped to teach a subject but also not to be able to coach extracurricular activities, as well as not being able to deal with multicultural learning environments.

Section 4.4.7 presents the data on class sizes in Brandfort schools. Figure 4.6 presents the data on the participants' class size per school.

#### 4.4.7 CLASS SIZES OF TEACHERS IN BRANDFORT SCHOOLS

Figure 4.6 depicts the difference in overall class sizes amongst the various multicultural schools.



**FIGURE 4.6 DISTRIBUTION OF TEACHER PARTICIPANTS ACCORDING TO CLASS SIZE**

The majority (85.84%) of the schools in the study population have overcrowded classes. A total of 37.07% schools house more than 45 learners per class, compared to the national standard of 35 learners per teacher (Motshekga, 2019). Kohler (2012) points out that the average class size during 2009 in public schools was 36 learners, compared to 2011 where roughly 2 800 schools had more than 50 learners in the average classroom. Increased class sizes might be a challenge, especially for novice teachers who are not experienced enough to deal with these challenges. This issue in turn, may present challenges even to novice teachers to support learners in their holistic development within multicultural classroom settings (Wilson, 2009). Figure 4.6 further highlights that 46.42% of classrooms have between 31-45 learners. This is not in line with the national policy (Le Donn e, 2018). Classes of such magnitude are substantial, and support the belief that smaller classes increase learners' learning. Small classes seem to be of great value when introduced in early grades and especially for learners from less advantaged family backgrounds (Chingos, 2011). Amongst the schools, only 'school C' had smaller classes for effective learning to take place, while 58% of classes have fewer than 30 learners. The challenge with this is that teachers in other multicultural schools may struggle to

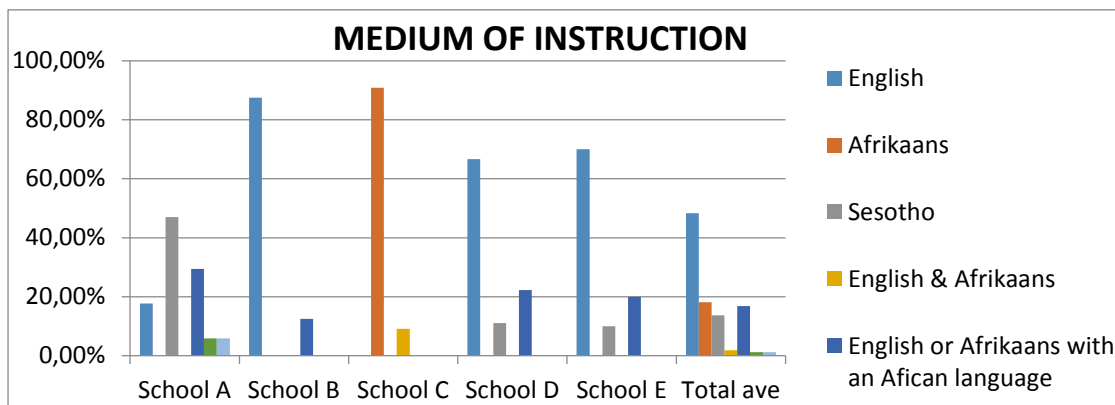
manage large class sizes. Discipline becomes the primary focus of a teacher’s work day. Passionate teachers might become demotivated, allowing educational standards to deteriorate (Navsaria, 2011).

Teachers in multicultural schools, such as in the area of Brandfort, are challenged to justify to the DoE that they are able to teach and educate these big class sizes. The implications that might arise in the settings of a multicultural classroom are that teachers can fail to achieve learning opportunities in activities or to implement prepared lessons for learners to learn. Discipline is one of the main factors to become a teacher’s priority in overcrowded classes.

Section 4.4.8 presents the data on the medium of instruction. Figure 4.7 presents the data on the medium of instruction per school.

#### 4.4.8 MEDIUM OF INSTRUCTION IN BRANDFORT SCHOOLS

Figure 4.7 indicates the difference in the medium of instruction among the participating schools. English is used as medium of instruction, at 48.36% of the Brandfort multicultural schools.



**FIGURE 4.7 DISTRIBUTION OF SCHOOLS ACCORDING TO THE MEDIUM OF INSTRUCTION**

In school C, 91% of the learners are taught in Afrikaans as the primary language of instruction, whilst only 9% of the learners are taught in English as a second language. School B and C use two languages as the medium of instruction, compared to their counterparts in the other multicultural schools. Furthermore, 75% of the schools use more than three languages to teach their learners. The Bill of



Rights states that every South African citizen should receive education in an official language of their choice, but it is not always the case (Botha, Roos, Rossouw & Smit, 2009).

Teachers in South Africa will be teaching in multicultural classrooms, almost 62% of their education career, with at least 10% of the learner's mother tongue will be different from their school's medium of instruction (Motshekga, 2019). Although English is one of the most extensively spoken languages in the world and a popular medium of instruction in South African multicultural schools, a great number of learners in South African public schools are still being educated in their mother tongue (Deyi, 2018). Education in the mother tongue will be a great advantage to all learners, but not all examinations and tests are set in the language being taught by the teacher. The medium of instruction seems to make it much harder for learners to transfer knowledge from one languages perspective to another (Deyi, 2018).

Emanating from the teachers' responses in the study, the medium of instruction being used in the schools of Brandfort seems to make it more difficult for learners to transfer their knowledge during examinations because some schools in the area teach in three different languages. Even though language plays a fundamental role in human lives, it seems to be most relevant to people's cultures and identities. Learners still struggle in South Africa to cope in the multicultural educational systems (Motshekga, 2019). Quality education involves the fulfilment of learners' capabilities, and without doubt, the language of instruction is the key to communication in the classroom (Mohamed, 2013).

Pinnock (2009) argues that language is fundamental to a learner's performance and a lack in language education has been linked to poor performance and total exclusion from multicultural classrooms. The provision of multiculturalism in language, other than one's mother tongue, has caused problems that relate to learners' pedagogy, the acquisition of content knowledge, and the level of motivation to teach (Menken & Garcia, 2010).

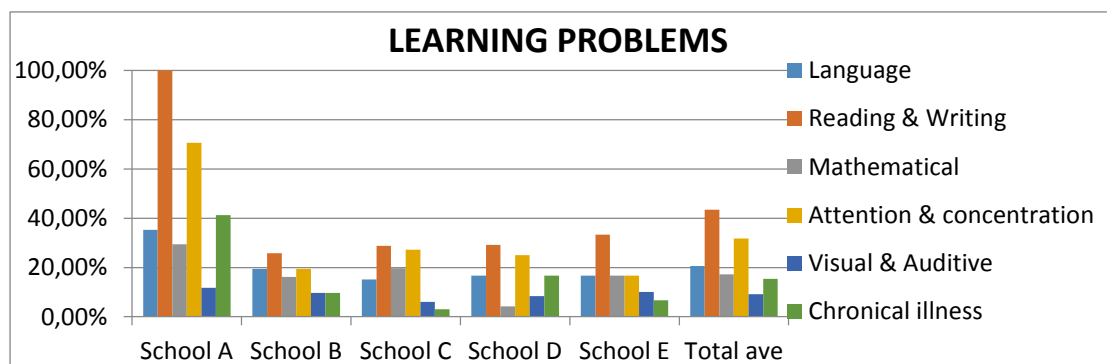
Learners in Brandfort's multicultural schools might lose motivation because they are being taught in three different languages, which might influence their engagement and social interactions during lessons. Mavunga (2010) state that the medium of instruction can be problematic if the language is foreign to both learner and teacher.

Language development and learner growth in the five multicultural schools of Brandfort are viewed as key aspects of a learner’s holistic development. These aspects might be problematic for the learner, as well as for the teachers to create a teaching-learning environment to transfer important knowledge effectively to the learners.

Section 4.4.9 presents the data on learning problems. Figure 4.8 presents the data on the perceived learning problems, learners might experience.

#### 4.4.9 LEARNING PROBLEMS AMONGST LEARNERS IN BRANDFORT SCHOOLS

Figure 4.8 highlights the prevalence of learning problems amongst learners in the five multicultural schools. It shows that the majority (43%) of the schools struggle with reading and writing skills.



**FIGURE 4.8 DISTRIBUTION OF TYPES OF LEARNING PROBLEMS PER SCHOOLS**

Munarak (2017) states that writing is a difficult metacognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to organise multiple processes. The feedback from teachers in the schools shows that 93.87% of the teachers agree that learners struggle to read and write. At school A, all teachers (100%) deal with learners who struggle to read and write. Hay (2015) identifies four important areas that might assist schools in the writing process: (1) writing on topics to attain the knowledge of writing; (2) developing an area in crafting text; (3) enthusiastic participants will write in an energising and motivated spirit, and (4) to archive writing goals thoughts and actions, they need to be directed through the strategies set out.

Furthermore, teachers find it difficult to deal with learners who also struggle with attention and concentration factors in the classroom. Writing is an important skill, but also learner concentration is required to enhance learners' ability to learn a language, such as English. Writing is not only an academic skill but a skill which will translate into one's professional career. In the use of a pedagogical model, as recommended by Rose & Marin (2012), the adequate preparation from teachers is essential to narrow the gap between learners who struggle to read and write. It appears as though 47.69% of teachers find teaching learners who struggle to speak the language used as the medium of instruction, which seems to be mostly English or Afrikaans in South African schools, very problematic.

Furthermore, Figure 4.8 shows that learners are also struggling with Maths in the five sample schools. A total of 44.61% of the teachers agree that learners do struggle to deal with Maths, especially with formulas. All the schools except 'school D' with 4.17%, indicate that their learners struggle with Maths. If the five multicultural schools in Brandfort can make use of activities, such as "marobaroba" to improve learners' mathematical abilities in Maths, teachers might be able to explain new activities, using existing knowledge through the use of such activities during the Maths period. While the teacher introduces new activities to enhance the learners' capabilities in Maths, cognitive development is said to occur (Willingham, 2009). The most commonly accepted reason why learners struggle with Maths is *dyscalculia*. Dyscalculia is when an individual struggles with performing basic calculations and has difficulty manipulating numbers (De Wet, 2010). Figure 4.8 shows, on average that 43% of the learners in the sample struggle with reading and writing. Learners with *dysgraphia* (learning disability that affects writing) and *dyspraxia* (affecting physical co-ordination) seen to have great difficulty in writing and might become distracted by number formation. Thus, they end up by making careless errors or get steps in an equation in the wrong order (Fleming, 2019). According to Santos (2019), Mathematics is a subject that requires maximum concentration and a proper learning environment free from distractions. Teachers who teach learners in a relaxed atmosphere by using music can stimulate the flow of information and maximise concentration (Catchen, 2012). Teachers in the five multicultural schools in Brandfort can make use of music (nature sounds, classical music, music learners enjoy, music with lyrics, and customized music to stimulate

learners in a relaxed environment (Holland, 2016). In this way, learners may assimilate themselves in a course of using existing knowledge and remaining undisturbed in their learning environment.

Figure 4.8 show that 9.17% of the learners have visual and auditive difficulties. Although the average percentage is low, learners with visual processing disorders might lack the visual-spatial processing skills, where they need to align numbers, read graphs, and performs basic geometric operations (Santos, 2019). Vygotsky's Zone of Proximal Development resonates with the idea that effective preparation makes it possible for learners to complete tasks well beyond their current levels (Rose & Martin, 2012).

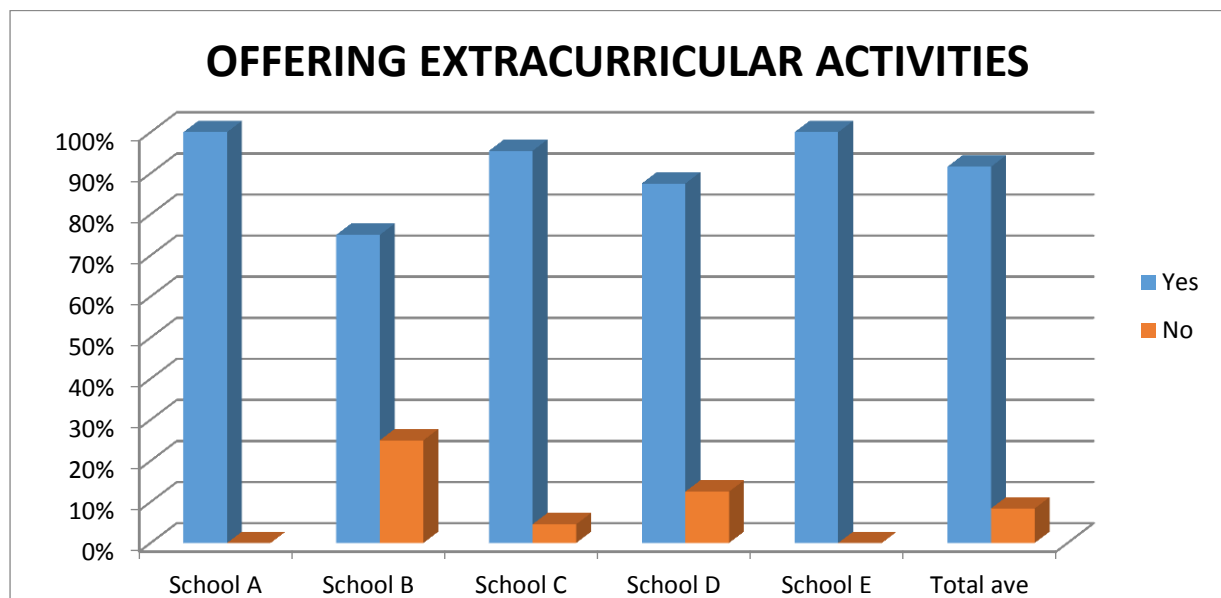
The teachers in the five multicultural schools in Brandfort might possibly make use of listening sounds where learners close their eyes and need to listen to the sound made by the teacher in a recoding or in a shaking movement; for example, salt in a bottle (Bonnie, 2017). They might perhaps assist learners with visual impairment by making use of auditory, tactical and smell techniques and skills. They could also enrich their learning in order for them to also be part of the multicultural classroom setting but most importantly, to improve their academic grades (Penda & Ndhlovu, 2015).

Section 4.5.1 focuses on teachers' participation in extracurricular activities. Figure 4.9 presents the data on whether the school offers extracurricular activities to promote learners' holistic development.

## 4.5 LEVELS OF PARTICIPATION OF TEACHERS IN EXTRACURRICULAR ACTIVITIES - SECTION B

### 4.5.1 EXTRACURRICULAR ACTIVITIES BEING OFFERED BY THE SCHOOLS IN BRANDFORT

Figure 4.9 shows that the majority (92%) of the schools offer extracurricular activities for learners to participate in, whilst (8%) do not offer extracurricular activities.



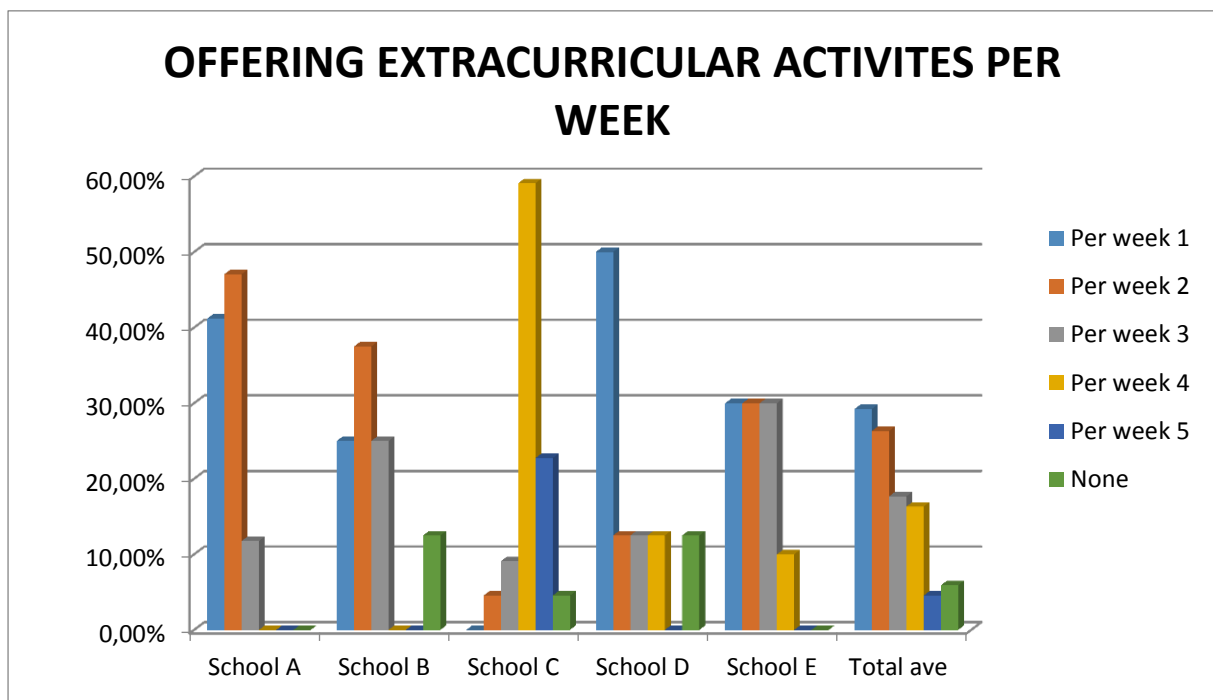
**FIGURE 4.9 DISTRIBUTION OF SCHOOLS OFFERING EXTRACURRICULAR ACTIVITIES**

What was noted by the researcher was that some of the teachers from the five multicultural schools in Brandfort indicated that their respective schools do not offer extracurricular activities, while teachers from the same school indicated that they do offer extracurricular activities. Meaning that there might be a slight chance that these schools are not in the position to offer activities or that some of these teachers do offer and others may not participate as a coach/mentor. This may be due to a lack of resources or support from the DoBE. Extracurricular activities as observed by Clark (2010) are an important part of a learner's education and development. South African multicultural schools should offer various sports and physical activities to enhance learners' academic achievement (Edward, 2011). South African schools need to know that sports and other extracurricular activities are an essential part of the education and development process they offer to their learners (Vosloo, 2011).

Section 4.5.2 and figure 4.10 present data on how many times per week schools offer extracurricular activities.

#### 4.5.2 TIMES PER WEEK SCHOOLS IN BRANDFORT OFFER EXTRACURRICULAR ACTIVITIES

Figure 4.10 show that many of the schools in the Brandfort area offer extracurricular activities at the respective multicultural schools. The majority of the schools offer these activities, on average, around 2 to 3 times per week.



**FIGURE 4.10 DISTRIBUTION OF SCHOOLS OFFERING EXTRACURRICULAR ACTIVITIES PER WEEK**

Figure 4.10 concerning indicates that schools on average (29.24%), offer extracurricular activities only once a week. This may not be adequate to ensure the holistic development of learners. Figure 4.10 highlights that 26.32% of the schools offer extracurricular activities twice a week. According to Leavitt (2008), learners between the ages 6-17 (grade 1-12), should spent 60 or more minutes on a daily basis in some sort of sport or activity at least 3 times per week. A total of 55.56% of the schools do not offer extracurricular activities more two to three times per week. In the population (38.54%) of the schools offer extracurricular activities more than three times per week. This is less than prescribed for learners to grow holistically or to develop the necessary skills or abilities. During formal school days learners come

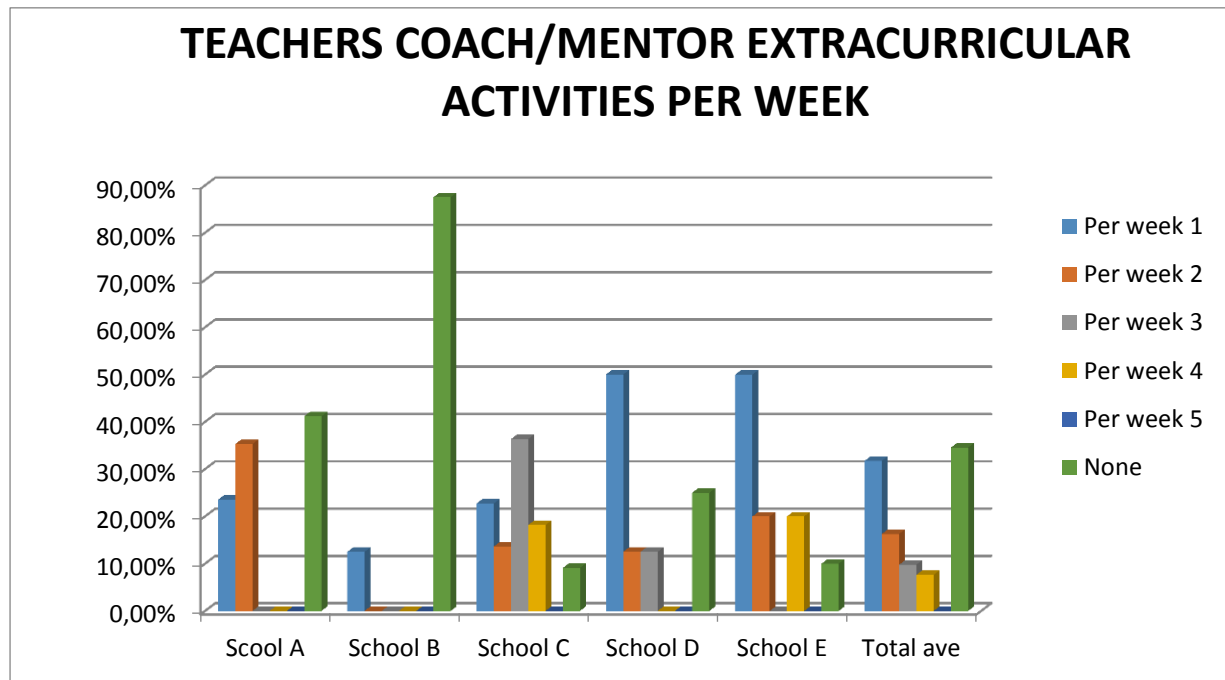
into contact with educators and coaches, whose primary task is to lead and guide learners to adulthood. Therefore, multicultural schools should assist learners with their education, through participation in extracurricular activities (Vosloo, 2011). This indicates that teacher participants might offer extracurricular activities per week as it pleases them at the respective schools and not according to the time needed to spend on learners' holistic growth and development. Furthermore, figure 4.10 also highlights that 'school C' spends around 59% of the week on extracurricular activities which is 4 times per week to develop their learners, compared to the average of the sample total at 16%. Mendez (2019) concurs with Leavitt (2008) and states that learners need to participate at least 3 times per week for at least 60 minutes a day in physical activities to grow holistically. Learners who participate in physical activities are perceived to be healthier (Mendez, 2019).

Emanating from the study, the extracurricular activities could possibly ensure the holistic development of all learners when they participate in extracurricular activities.. Learners' development through extracurricular activities provides much more than developing muscles and physical attributes; they also develop physical intelligence, social and emotional intelligence, and cognitive intelligence, which is critical to holistic and educational growth.

Section 4.5.3 and figure 4.11, presents the data on teachers who coach/mentor extracurricular activities per week.

### 4.5.3 TEACHERS IN BRANDFORT SCHOOLS WHO COACH AND MENTOR EXTRACURRICULAR ACTIVITIES PER WEEK

Figure 4.11 highlights the schools which offer extracurricular activities at the respective multicultural schools.



**FIGURE 4.11 TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES PER WEEK AT THE RESPECTIVE SCHOOLS IN THE POPULATION**

Many of the teachers (34.55%) seem not to coach or mentor any activity during the school week. In 'school B' 87.50% of teacher participants coach or mentor no activity during the school week. In 'school C and E' around 10% of teachers do not coach or mentor extracurricular activities, respectively. According to Clark (2010), the DoBE and teacher unions agree that it is sufficient for teachers to work 1800 hours in a school year, where teachers need only to be present at school for a minimum of seven hours each day. This translates into 1400 hours a year, where teachers are not prepared to use at least some of the remaining hours to develop and support our nation's youth. The teachers in the five multicultural schools in Brandfort can make use of the extra 400 hours left of the teaching hours per year and as such, should implement at least 3 hours per week during school hours for learners to participate in activities to develop and grow. Considering the time set out for teachers by the DoBE, it is understandable that the teachers at the respective



schools might have no interest, motivation or the need to coach or mentor extracurricular activities. Pertaining to the overall picture in the five schools, figure 4.11 further highlights that a large amount (34.55%) of teachers do not coach or mentor any activity in comparison with the 31.75% of teachers who coach or mentor one activity at least, once a week. In the opinion of the researcher, it seems that most teacher participants have little interest or lack motivation to promote the holistic development of their learners.

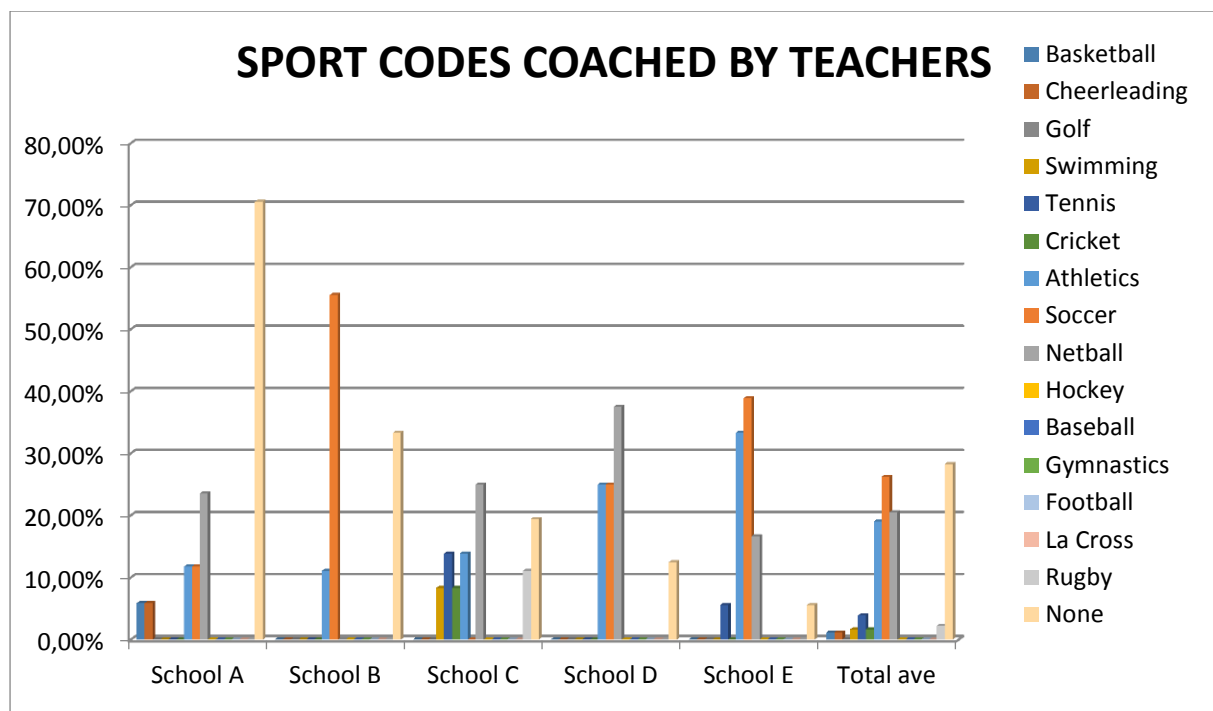
In the opinion of the researcher, the respective time spent by teachers per week to coach/mentor learners is not in relation to what is stated by Leavitt. Learners need to participate at least 3 times per week in an activity. The DoBE only expects schools to do 45 minutes of physical training or development per week. The researcher believes that it might be in the power of the DoBE and the unions to steer multicultural schools and teachers along the path of developing our South African youth. Mendez (2019) argues that learners need to participate 3 times a week for at least 60 minutes a day. Learners are being 'robbed' of time that needs to be developed by the schools and the DoBE to contribute to the holistic development of the learners.

Observing figure 4.10 and figure 4.11, the respective time spent by teachers and set out by schools for learners and teachers to participate in extracurricular activities might have a negative effect on a learner's motivation, their ability to work towards a common goal at school and even to encourage learners to participate (Vosloo, 2011). The data from figure 4.11 shows that the teachers appear not to be interested or motivated to participate in these activities. This in turn, may also lead to learners feeling that there is no need for them to be committed to any activities at school. In general, teachers are viewed as role models in schools. Learners will follow by the example on how they are being led by their role models (Konukman, 2010). Raubenheimer and Le Roux (2008) emphasise that the perceived teacher experience of participation in sport or extracurricular activities in particular, might affect learners' future participation in sport and extracurricular activities, more pertinently in the South African context.

Section 4.5.4 and figure 4.5.4 present the data on the sporting codes that teachers coach/mentor.

#### 4.5.4 THE TYPE OF SPORT CODES THE TEACHERS OF BRANDFORT COACH/MENTOR

Figure 4.12 demonstrates the sport codes being offered or coached by teachers in the five schools. On average, it seems that 28.28% of the sport codes are being coached or mentored by teachers.



**FIGURE 4.12 DISTRIBUTION OF SPORT CODES THAT ARE COACHED BY TEACHERS**

Sport is an important factor in developing learners and contributing to their holistic growth. Figure 4.12 further highlights that teacher participation in 'school A', 70%, are not involved in offering sporting codes to learners. These teachers might have limited backgrounds in coaching, or perhaps are mismanaged by the SMT to do extracurricular activities after school hours. The mismanagement and/or underutilisation of teachers might lead to learners missing out on participating in extracurricular activities; thus teachers might predominantly focus only on learners' scholastic development.

Furthermore, figure 4.12 depicts that the following sports codes are mostly offered or coached at schools, namely: soccer (26.24%), netball (20.54%), and athletics (19.02%). Every sports code is critical and is related to people and their specific cultures and their countries (Chanderkant, 2015). 'School A' is the only school that

offers basketball and cheerleading. Coaching the person and not just the athlete allows a coach to connect positively to influence the behaviour and habits of our learners (Surujlal & Singh, 2010). In multicultural schools teachers have the ability to promote values to learners. Through basketball, the holistic development of learners could be enhanced by instilling traits, such as punctuality, humility, determination, and honesty amongst all the players (Mc Donald, 2018).

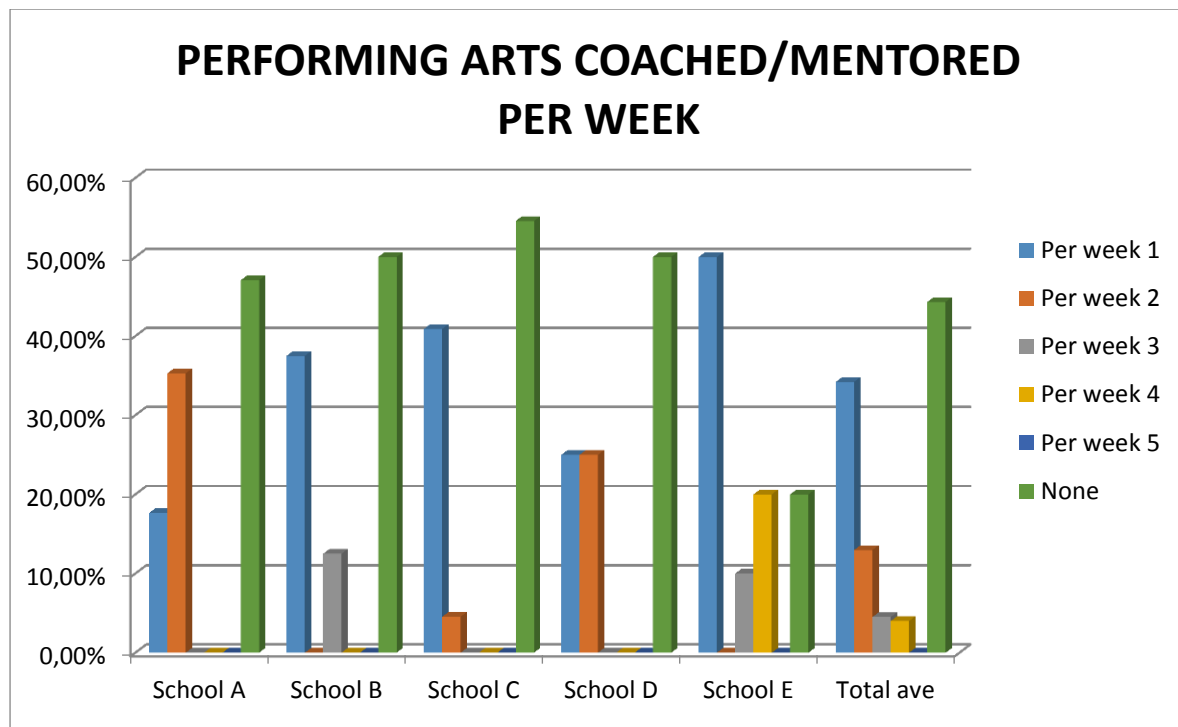
Cheerleading as offered by 'School A' provides learners with a holistic approach to physical endurance, coordination, team playing and leadership skills, and sets learners in a positive mood (Simon & Harold, 2014). The benefits learners gain from participating in cheerleading include aspects, such as fair competition, developing strong morals, protection from negative influences, and decreasing the likelihood of depression and anxiety - all values needed for development and holistic growth (Schlindwein, 2017). A sport, such as soccer assists in developing motor abilities, technical skills and biological maturity (Howard, 2013).

The schools represented in figure 4.12, offer sports (choir, debating, cultural events, physical sport of choice, reading clubs in mother tongue etc.) that are in relation to the learner's culture and ethnicity. Learners therefore have the ability to develop themselves and learn other learners' cultures and in the process, contribute to learners' holistic development (Surujlal & Singh, 2010).

Section 4.5.5 and figure 4.13 present the data on performing arts being coached/mentored per week. Figure 4.13 presents the data on the performing arts being coached or mentored per week by the teachers in the population schools.

#### 4.5.5 TEACHERS WHO COACH/MENTOR PERFORMING ART IN THE SCHOOLS IN BRANDFORT

Figure 4.13 shows the performing arts being offered or coached by teachers in the five multicultural schools. It shows that 44.32% of the teachers do not coach or mentor a performing arts activity during the school week.



**FIGURE 4.13 DISTRIBUTION OF PERFORMING ARTS BEING COACHED OR MENTORED PER WEEK**

The majority (55.68%) of participants indicated that their schools offer it at least once a week. The Performing Arts fulfils a well-rounded practical role in a learner’s educational experience (Watanabe-Crockett, 2018). Over the years, teachers have become more aware of the intrinsic value the Performing Arts contributes to learners’ development found in curriculums across the world (Chen, 2016). According to Varner (2018), the Performing Arts is much more than just holistic development, it is about learning versatility and transferable life skills that matter.

Figure 4.13 further shows that the majority (80%) of participants emphasised that their schools offer the Performing Arts more than twice a week, with ‘school E’ being the only school to offer the Performing Arts four times per week. School C

teachers (54.55%) are most likely to have no interest in offering the Performing Arts. Watanabe-Crockett (2018) further states that the Performing Arts hones creativity and intelligence, which is crucial for instilling an understanding of humanity, social and emotional development, critical thinking, problem solving, and good listening.

The schools in figure 4.13 show that the majority (80%) of the schools are from an African cultural background, participating on average at least twice a week in extracurricular activities. It is essential that learners' cultural background should be incorporated into the Performing Arts where it can create an understanding of humanity but more so, to enhance their cultural development and identity which is a critical aspect of holistic development.

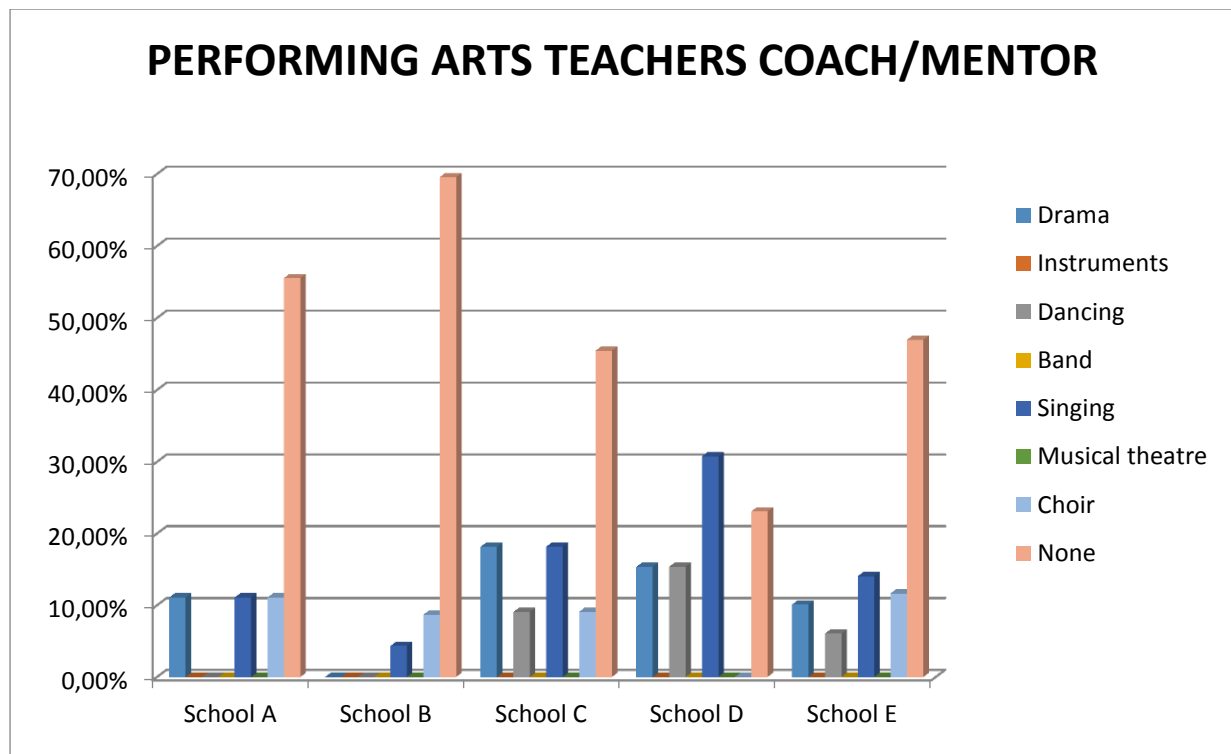
According to the CAPS policy, teachers should spend around 3 hours per week on developing learners' creative and well-being skills. Figure 4.13 shows on average that 34.21% teachers make time only once a week for the Performing Arts, which may be an hour a week; this is 2 hours less than the prescribed CAPS policy norm. The researcher holds the view that learners are being developed through the Performing Arts, which in itself, is a good indicator of multicultural school development.

The Performing Arts as an extracurricular activity offers learners the opportunity to also develop social interaction and emotional empathy (Cherry, 2018). Learners learn to collaborate with peers which also takes into account issues, such as aptitude to show empathy, expressing feelings, and sharing kindly (Thornton, 2016). Teachers in the five multicultural schools need to be aware that the Performing Arts model appropriate behaviours and are essential for social and emotional development. Applying activities to support learners in the five multicultural schools, teachers can with the necessary intent, develop their social and emotional health via the use of children's books, planning activities, coaching on the spot, giving effective praise, modelling fitting behaviours, and providing cues.

Section 4.5.6 and figure 4.14 present the data on the types of Performing Arts offered. Figure 4.14 presents the data on those who coach or mentor the Performing Arts in the population schools.

#### 4.5.6 THE TYPE OF PERFORMING ARTS TEACHERS WHO COACH/MENTOR AT BRANDFORT SCHOOLS

Figure 4.14 highlights the various Performing Arts being coached or mentored by the teachers in the population. The majority (53.03%) of teacher participants indicate that they are active in the Performing Arts activities.



**FIGURE 4.14 DISTRIBUTION OF THE PERFORMING ARTS BEING COACHED OR MENTORED PER WEEK BY THE TEACHER PARTICIPANTS**

All the schools in the population seem to offer singing classes as the schools' choir. According to Varner (2018), music teachers are in an inimitable and often underappreciated position to develop the holistic education of their learners. Teachers should therefore be aware of the value of music education and endeavour to improve music education for the cognitive, academic, social, and emotional development of learners (Berman, 2014). Gordan, Fehd, and McCandliss (2015) conclude that reading performance, Maths performance, and overall scholastic performance have robust connections to musical education; these are cardinal to the holistic development of learners.

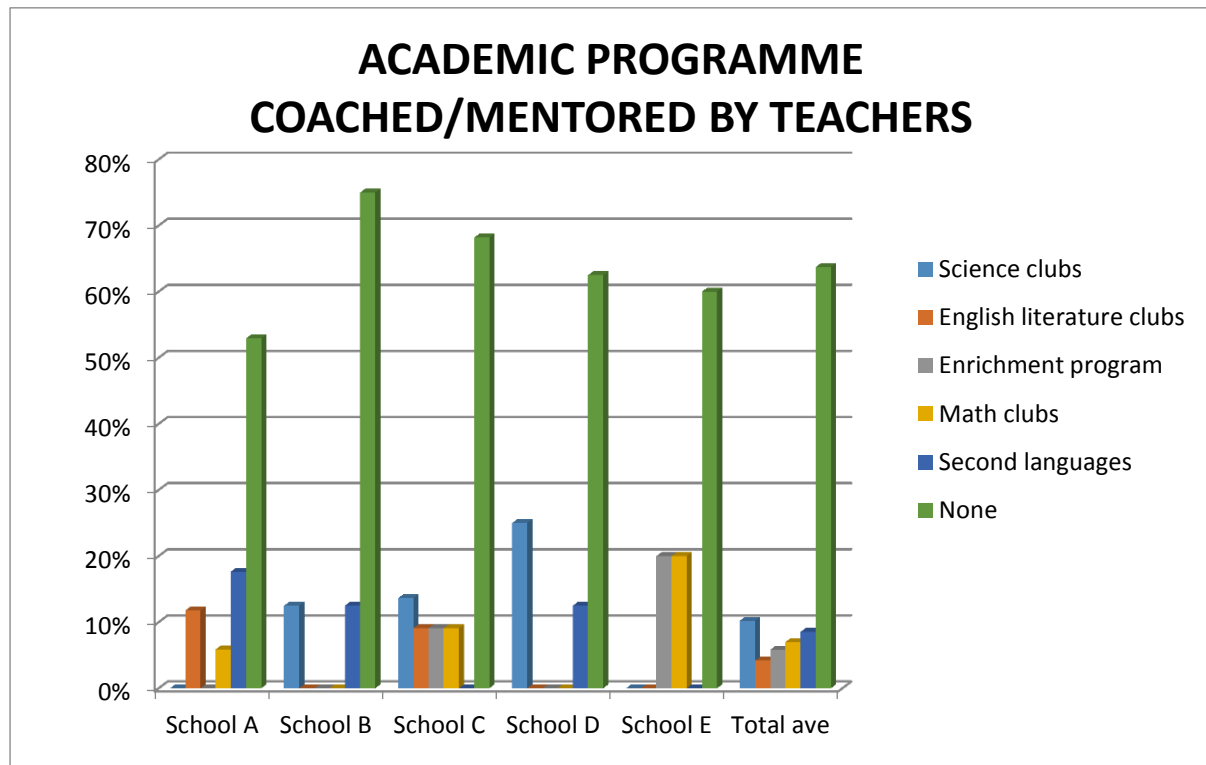
Figure 4.14 further shows that 55.38% of the teacher participants do not participate or appear to have no interest in the Performing Arts. The researcher firmly believes that the teachers in the population might not be aware of the significance of the Performing Arts in multicultural schools in the Brandfort area. Pertaining to 'school A' 55.56% of the teachers do not participate in the Performing Arts and at 'school B', 69.79% of the teachers appear not to participate in the Performing Arts. It appears that only 'school D' has teachers offering singing at school as the primary Performing Arts activity.

Neurologists have found that both music processing (learners who play musical instruments) and language processing (learners who read or study frequently), transpire in the same area of the brain (Maess, Koelsch, Gunter & Friederici, 2001). Figure 4.14 shows that no musical theatre is being offered or performed by any schools in the population. If it was, learners could get the opportunity to learn to play musical instruments. Furthermore, Foregard, Winner, Norton and Schlaug, (2008) state that teachers and community stakeholders need to assess the value of music and the arts in education programmes for the fundamental growth of learners' education. Engaging in music training benefits learners by developing literacy skills and is particularly effective for phonological awareness, a specific ability that enhances learners' reading fluency (Gordan et al., 2015). Music enhances literacy development that supports the acquisition via physical changes in the brain of both music and languages that lead to a learner's academic success. Schools that embrace the arts will enhance learners' lives, in a multitude of ways, and as such, enhance the holistic development of children (Roser & Eccles, 2009). Teaching music to learners in a multicultural school setting increases mathematical abilities better than the direct teaching of mathematics itself, and for that matter, learners who participate in classical ballet lessons, might improve geometry scores (Davis, 2009). This concurs with Vygotsky's "Zone of proximal development" with the difference between what learners can do academically on their own and what they can do with the benefit of instruction to improve academic abilities (Kozulin et. al., 2003).

Section 4.5.7 and figure 4.15 present the data on the types of academic clubs in Brandfort schools.

#### 4.5.7 TYPES OF ACADEMIC PROGRAMME COACHED/MENTORED BY TEACHERS IN BRANDFORT SCHOOLS

According to figure 4.15, an average of 63.72% of the teachers does not mentor any of the clubs



**FIGURE 4.15 DISTRIBUTION OF ACADEMIC PROGRAMME COACHED OR MENTORED PER WEEK BY TEACHER PARTICIPANTS**

Figure 4.15 shows that only ‘school B, C, and D’ offer science clubs to enrich the learners. Kunert, Willems, Casasanto, Patel, and Hagoort (2015) state that learners who attend academic programmes acquired more words when the stories taught are used in a rhythm and melody, and is such asset to learner’s cognitive development.

Figure 4.15 indicates that 14.06% of the teachers participate in singing-related activities and that 11.66% indicate that they participate in their respective school choirs. The relation between music and Maths, whether musical training stimulates mathematical ability or mathematical skill affects musical ability, or whether these skills simply develop in parallel remains unclear (Kunert et al. 2015). The use of music clubs or the use of music in teaching areas might assist teachers in the Brandfort multicultural schools to eliminate some challenges and learning barriers in



reading, writing and Maths. This in turn, might promote the holistic development of learners.

Schools A, C, and D do offer Maths clubs at school. As mentioned by Maess, Koelsch, Gunter and Friederici (2001) learners who play a musical instrument or come into contact with a musical group, such as a choir assists learners to process music and language which transpire in the same area of the brain. In the opinion of the researcher, the teachers in the population need to combine the musical background of the schools with the Maths and language clubs. Berman (2014) motivates that music enhances literacy development that supports the acquisition via physical changes in the brain of both music and languages that lead to a learner's academic success, such as in Maths. This aspect is most essential to teaching in multicultural schools in Brandfort.

Figure 4.15 shows that 'schools C and E' offer no second language. In the opinion of the researcher and according to the DoBE, schools in South Africa need to offer one language which is one's mother tongue and a second language. The second language is seen as a first additional language offered by schools in South Africa as English, Afrikaans, Sesotho, isiXhosa etc.

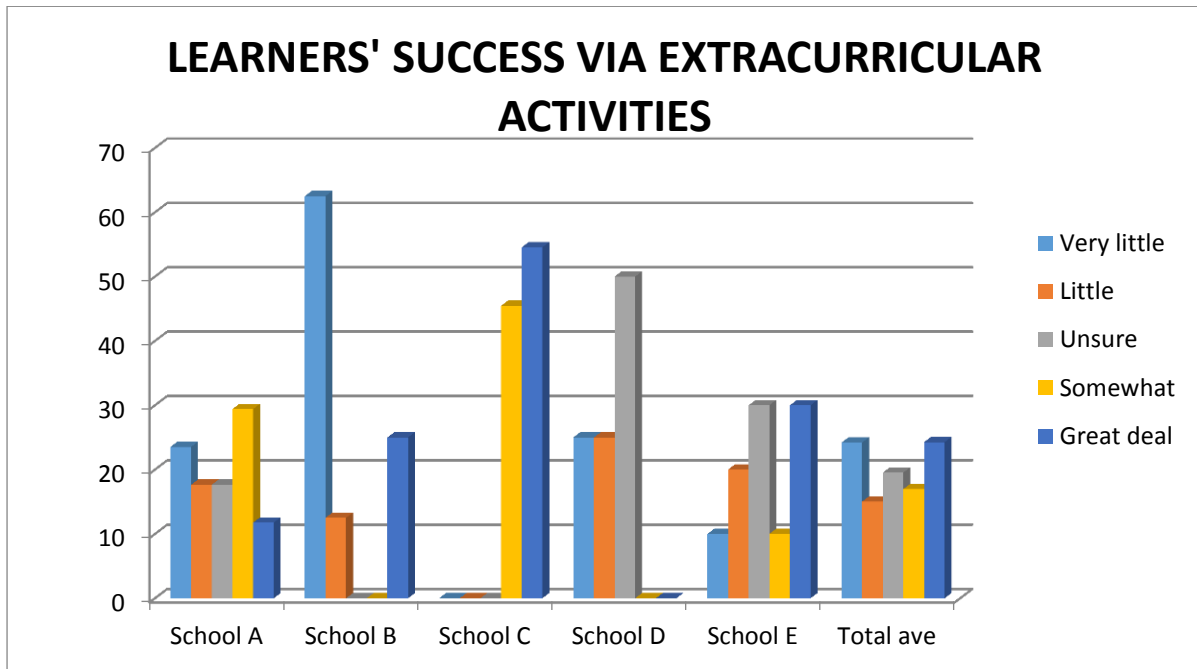
Jensen (2001) states that music is a unique language that enhances the abilities of learners who not excel in the expression of verbal thinking. To assist learners in such an area of learning and development, Kunert et al. (2015) express the view that the brain mechanisms may be shared between music and language, two different cognitive domains that interact in the same area of the brain. Developing this area can assist learners to become fluent in language and the medium of instruction.

Figure 4.15 further indicates that 'schools C and E' offer enrichment programmes. The researcher is of the opinion that the other three schools lack resources, knowledge, facilities, willingness or motivation to enrich the learners of their school who might have a gifted ability in academics. According to Venditto (2018), enrichment programmes are set out for learners who excel in academics and are labelled as gifted and academically proficient learners.

Section 4.5.8 and table 4.8 present the data on learners' success via extracurricular activities.

#### 4.5.8 EXTRACURRICULAR ACTIVITIES RELATING TO LEARNERS' SUCCESS IN BRANDFORT SCHOOLS

According to Figure 4.16 extracurricular activities contribute to a learner's success. It shows that a 'great deal' of the teacher participants (24.26%) believe that extracurricular activities could enhance a learner's ability to reach great success later in life.



**FIGURE 4.16 DISTRIBUTION OF LEARNERS' SUCCESS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES**

Figure 4.16 shows that a total of 24.20% of the teachers indicate that extracurricular activities have 'very little' to do with learners' success in life. According to Meyer (2017), for people to be successful, they need to focus on the significance of goals and achieving one's goal. Garnett (2014) further states that success is created by tasks that may fulfil learners 'Zone of Genius' and as such, maximise one's potential of assisting other people in a meaningful way.

In 'school B', 62.5% of the participants perceive extracurricular activities to have 'very little' impact on learners' success in life. Only 25% of 'school B' view the offering of extracurricular activities, as enhancing a learner's abilities to reach great success. As stated by Garnett (2014), teachers should spend their time maximising

the potential of others. Teachers need to assist learners in fulfilling their goals, developing, and becoming successful in attaining their goals.

Figure 4.16 shows that teacher participants in ‘school C’ support extracurricular activities. Furthermore, 54.55% of the teachers believe that extracurricular activities are largely responsible for a learner’s success in life. However, 45.54% of the teachers in ‘school C’ feel that extracurricular activities have ‘somewhat’ of an impact on a learner’s success. According to Wilson (2009), learners who might have an interest in athletics, the arts, or both, might affect their overall life success. Tariq (2018) postulates that extracurricular activities have one thing in common: they entail practice and planning. In order to reach their goals, learners must prepare. Extracurricular activities assist learners to make connections outside the multicultural classroom. Learners experience the rewards of their diligence and are motivated to do well. This focus on planning applies not only to academics, but also to all aspects of life and the learners’ holistic development (Craft, 2012).

Teacher participants in ‘school A, D, and E’ are ‘unsure’ whether extracurricular activities might enhance a learner’s success. In ‘school D’, 50% of teacher participants seem to be ‘unsure’ whether they might enhance success or not. The researcher is of the opinion that if teachers are ‘unsure’ whether extracurricular activities might have no impact on learners’ success in life is worrying. This is concerning that such views expressed by teachers of the five multicultural schools may hamper their learners’ holistic development. Teachers that might feel that the activities offered at schools are not in relation to learners’ success are not fully open-minded or focus on being a teacher or know what is expected from them.

The next section, table 4.8 presents data on the sample profile of the participants’ belief whether extracurricular activities enhance learners’ success in life.

**TABLE 4.8 LEARNERS SUCCESS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES**

Statement	School A	School B	School C	School D	School E	Total ave
	<b>N=17</b>	<b>N=8</b>	<b>N=22</b>	<b>N=8</b>	<b>N=10</b>	<b>N= 65</b>
<b>Mean</b>	3.4	1.6	4.4	1.6	2	2.6
<b>SD</b>	1.14	2.07	6.06	1.67	1	2.38

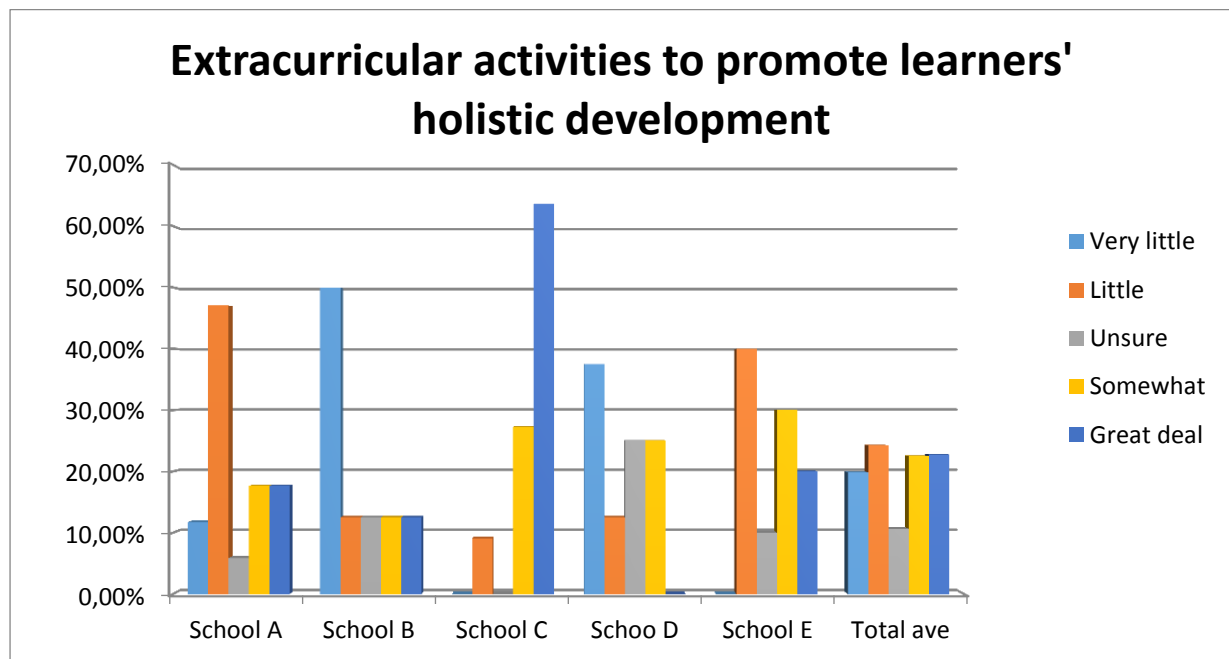
According to table 4.8 'school A and C' believe that learners will succeed more in life if they participate in extracurricular activities. This is shown in table 4.8 by the overall mean of 'school A' at 4.4, closer to 4 meaning 'somewhat' and 'school C' at 3.4, closer to 3 meaning 'unsure'. The standard deviation separates the two schools with 'school A' at a lower overall deviation of 1.14 compared to 'school C' with 6.06. Table 4.8 further shows that the overall belief of the teachers in the population is that they appear to be 'unsure' whether extracurricular activities do enhance or have an impact on a learner's success in life, with an overall mean of 2.6 closer to 'unsure', and an overall standard deviation of 2.38. Although the scores show that there has been little difference between the schools eluding the success of learners through extracurricular activities amongst the research participants; nevertheless, 19.52% of the participants seem to be 'unsure' about extracurricular activities not possibly possessing the attributes to build learners success in life. Table 4.8 suggests that the teachers might misinterpret the power of extracurricular activities and leave great opportunities behind to enhance learners' holistic development. Teachers appear to have a deep regard for learners' lives, but also struggle with factors, such as too many learners; time being too short; only one level of textbook in class; only one standard of discipline for all and classrooms which are too small; all of which are excuses preventing learner development (Tomlinson, 2019).

Section 4.6.1 presents the data on schools that offer extracurricular activities to promote learners holistic development. Figure 4.17 and table 4.9 present the data on whether the schools in the population offer extracurricular activities to promote learners' holistic development.

## 4.6 INFLUENCES OF EXTRACURRICULAR ACTIVITIES ON LEARNERS' HOLISTIC DEVELOPMENT - SECTION C

### 4.6.1 SCHOOLS IN BRANDFORT THAT OFFER EXTRACURRICULAR ACTIVITIES TO PROMOTE LEARNERS' HOLISTIC DEVELOPMENT

Figure 4.17 was designed to show whether the schools in the population offer extracurricular activities to promote learners' holistic development.



**FIGURE 4.17 DISTRIBUTION OF SCHOOLS WHICH OFFER EXTRACURRICULAR ACTIVITIES TO PROMOTE HOLISTIC DEVELOPMENT**

It shows that the majority (54.76%) of the schools offer 'little, very little and some are unsure' extracurricular activities to promote learners' holistic development. School B offers at 50%, very few extracurricular activities to promote learners' holistic development. Teacher participants at 'school A' (47.08%) indicate that they offer few extracurricular activities to promote learners' holistic development.

The researcher is of the opinion that the teacher participants represented in figure 4.17, are of the belief that extracurricular activities might in most cases promote learners' holistic development. These teachers, who coach more than one activity at school, might also be the only ones who motivate the learners to participate in the activities.

Figure 4.17 further depicts that the teachers in 'school D' are unsure as to whether extracurricular activities promote holistic development or not. The data in figure 4.17 of 'school D' are spread out over the 'very little' to 'somewhat' scale. The researcher believes that teachers might not have come into contact with learners who desire such type of activities. According to Jackson (2017), sport codes, music and drama are beneficial to a learner's personality and to building self-confidence to face reality; in this way, learners' holistic development is promoted.

Figure 4.17 also shows that 63.64% of teacher participants in 'school C' offer extracurricular activities to promote learners' holistic development. School C is also the school that offers the most sporting codes amongst all the multicultural schools in the Brandfort area (c.f. figure 4.12). The researcher speculates that there might be a relation to 'school C' where teachers believe that extracurricular activities promote holistic development. Teachers at this multicultural school appear to be more active amongst the learners in coaching or mentoring activities at the school.

Table 4.9 presents the data on participants' belief whether extracurricular activities are used at the respective schools to promote learners' holistic development.

**TABLE 4.9 SCHOOLS IN THE POPULATION PROMOTING LEARNERS' HOLISTIC DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES**

Statement	School A	School B	School C	School D	School E	Total ave
	N=17	N=8	N=22	N=8	N=10	N= 65
Mean	3.4	1.6	4.4	1.6	2	2.6
SD	2.7	1.34	5.89	1.14	1.58	2.53

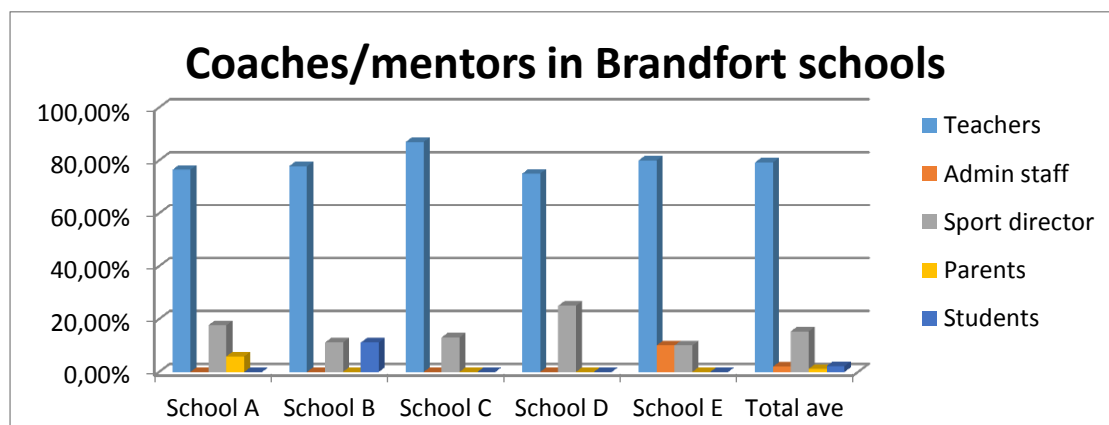
Table 4.9 shows that 'school C' teachers are confident that extracurricular activities are more likely to promote learners' holistic development. This is shown in table 4.9 that teachers in 'school C' believe in the development of learners through extracurricular activities. This view is expressed by an overall mean of 4.4, closer to 4 meaning 'somewhat', with the overall standard deviation of 5.89. Table 4.9 shows that 'school A' has an overall mean of 3.4, closer to 3 meaning 'unsure', with an overall standard deviation of 2.7. This show that 'school A' feels uncertain as to whether they should offer extracurricular activities or not, which can leave learners without the opportunity to develop holistically.

The other schools in the population ‘schools B, D, and E’ are well below the overall mean of the population at 2.6, closer to 3 meaning ‘unsure’, and with the overall standard deviation of the population at 2.53. The scores show that there is great uncertainty amongst multicultural schools as to whether extracurricular activities promote learners’ holistic development. The data in table 4.9 show little difference amongst teachers in extracurricular activities or the willingness to be part of a learner’s growth and development. According to De Neen (2012) policy makers realise that the current education system does not necessarily guarantee a well-balanced and healthy adult, even if the grades indicate high percentages, but insist that education models need to take into account the whole person.

Section 4.6.2 and figure 4.18 present the data on teachers who coach/mentor extracurricular activities in the schools of Brandfort. Figure 4.18 presents the data on teachers who coach or mentor extracurricular activities at the respective schools in the population.

#### 4.6.2 TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES IN THE SCHOOLS OF BRANDFORT

Figure 4.18 shows the teacher participants who coach or mentor extracurricular activities in the multicultural schools. Teachers have a substantial impact on learners’ lives (Brooks, 2019).



**FIGURE 4.18 DISTRIBUTION OF TEACHERS WHO COACH OR MENTOR EXTRACURRICULAR ACTIVITIES IN THE SCHOOLS**

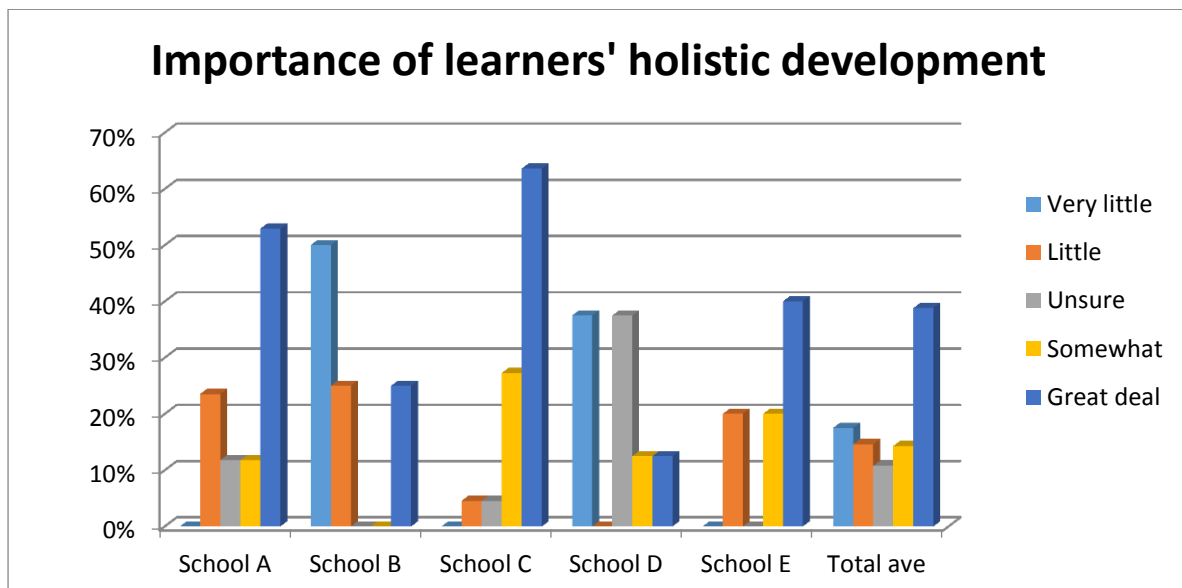
Figure 4.18 indicates that teachers as majority (79.24%) usually, coach or mentor the activities at school and that extracurricular activity are also coached or mentored by the schools’ sport directors.

Figure 4.19 also highlights that only 'school B' makes use of students to coach or mentor activities and that 'school E' makes use of administrative personal to coach or mentor the schools activities. Brooks (2019) states that the effect teachers have on learners' live involve not only the teaching of particular academic skills, but also the significance of learner growth and fostering the holistic development which are so crucial in multicultural school situations.

Section 4.6.3 and figure 4.19 present the data on the importance of promoting extracurricular activities to develop leaners' holistic growth.

#### 4.6.3 THE IMPORTANCE OF PROMOTING EXTRACURRICULAR ACTIVITIES TO DEVELOP LEARNERS' HOLISTIC GROWTH IN BRANDFORT SCHOOLS

Figure 4.19 shows the importance of promoting extracurricular activities to develop the holistic development of learners.



**FIGURE 4.19 DISTRIBUTION ON THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT**

School A's total of 38.82% of teacher participants agree, with a 'great deal' that it is important to promote extracurricular activities for learners' holistic growth, in multicultural school settings.



Agrawal (2014) concurs with the teachers in the population, that extracurricular activities are critical for learners' holistic development in major aspects, such as thinking, social skills, and self-confidence.

Figure 4.19 further depicts that 'school B's' teachers believe that promoting extracurricular activities is not that important to foster a learner's holistic growth. Figure 4.18 shows that 40% of teacher participants at 'school E' and 64.63% of participants at 'school C' agree that the promotion of extracurricular activities is not of any importance to learners' holistic development. Jackson (2017) differs from their argument because this aspect develops a child's life equally to its academics.

Figure 4.18 shows that a combined average of 32.61% teacher participants believe that a great deal of the schools believe 'very little, too little' that extracurricular activities are not seen as important for the development of learners. The researcher is of the opinion that aspects to foster learners' development skills might be lost due to teachers not believing in the importance of promoting extracurricular activities in multicultural schools. Skills that can be fostered to find suitable solutions in critical situations provide learners with a breather that lowers learners' stress and boredom, provides a youth that are not unsociable, and lastly brings the hidden talent of learners to the fore.

Learners in multicultural schools want to perform well in academics but in context, numerous learners solely focus on academics and experience no life beyond the classroom and as such, may be exposed only to issues of cognitive intelligence. The latter may have several implications for learning and development. Learners might not improve their academics, lose attributes in time management skills, and fail to learn new skills, such as co-operating with classmates to improve their social skills and critical thinking.

The next section presents the data on the demographical variables of the participants. Table 4.10 presents the data on the importance of promoting extracurricular activities to develop learners' holistic growth.

**TABLE 4.10 TEACHERS' BELIEF ON WHETHER THE PROMOTION OF EXTRACURRICULAR ACTIVITIES IS IMPORTANT TO DEVELOP LEARNERS' HOLISTIC GROWTH**

Statement	School A	School B	School C	School D	School E	Total ave
	<b>N=17</b>	<b>N=8</b>	<b>N=22</b>	<b>N=8</b>	<b>N=10</b>	<b>N= 65</b>
<b>Mean</b>	3.4	1.6	4.4	1.6	2	2.6
<b>SD</b>	3.43	1.67	5.85	1.34	2	2.85

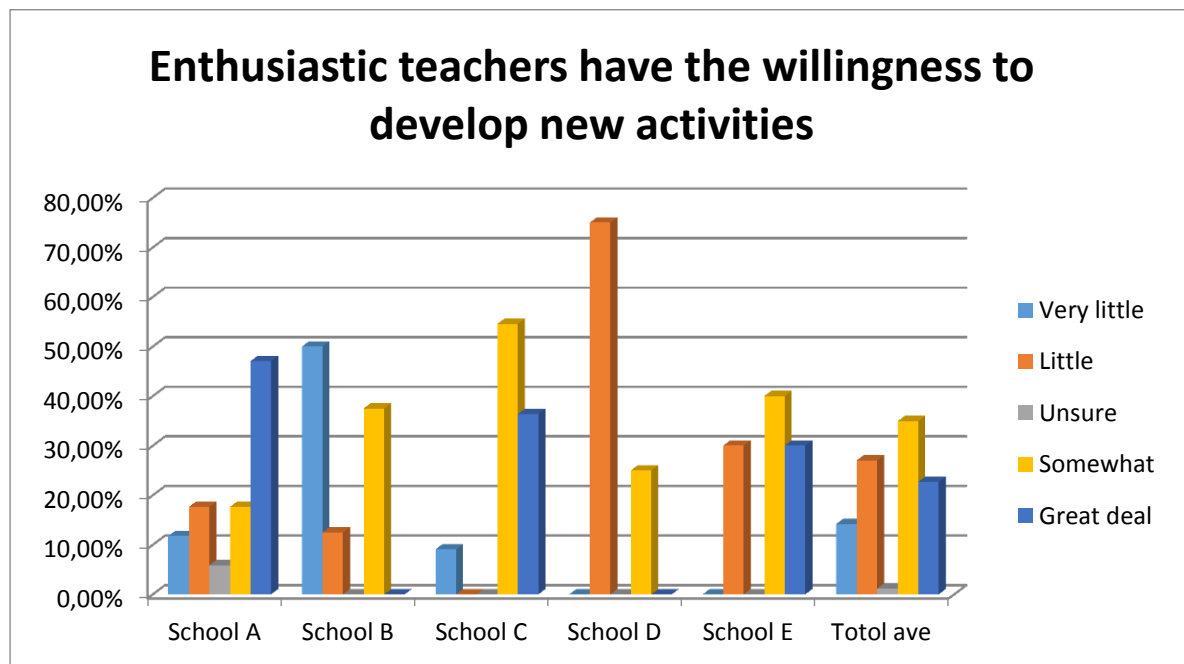
Table 4.10 reflects the participants' sense of importance, not just for extracurricular activities, but in contributing to learners' holistic development. Table 4.10 shows that 'school C' finds the promotion of extracurricular activities in their schools greatly important. Shown in table 4.10 by the overall mean of 'school C' at 4.4, closer to meaning 'very', with the overall standard deviation of 'school C' at 5.85. Table 4.10 further shows that only 'school A's' participants might believe that extracurricular activities need to be promoted at school to be used to develop learners, as shown with an overall mean of 'school A' at 3.4, closer to 3, meaning they are 'unsure', and with an overall standard deviation of 'school C' at 3.43.

Table 4.10 reflects that the majority of the schools do not see the importance of extracurricular activities in developing learners' holistic growth, with not one of these remaining schools reaching the overall mean of 2.6 and the overall standard deviation of 2.85.

Figure 4.6.4 presents the data on enthusiastic teachers to be more successful in developing new activities. Figure 4.20 and table 4.11 present the data that enthusiastic teachers are more successful in developing new activities to nurture a learner's growth.

#### 4.6.4 ENTHUSIASTIC TEACHERS ARE MORE SUCCESSFUL IN DEVELOPING NEW ACTIVITIES TO NURTURE LEARNERS IN THE BRANDFORT SCHOOLS

Figure 4.20 show that enthusiastic teachers have the ability to develop learners more successfully through implementing new activities. According to Hall (2016), teacher enthusiasm leads to greater learner achievement.



**FIGURE 4.20 DISTRIBUTION OF ENTHUSIASTIC TEACHERS FOR SUCCESSFUL EXTRACURRICULAR ACTIVITIES**

The figure shows that the majority (57.62%) of the teachers are of the view that enthusiastic teachers will develop new activities for learners to benefit from. Educators developing new activities motivate learners to be more involved, to contribute more to class discussions and to be at ease with educators to discuss personal matters or concerns (Stearns, 2019).

A total of 50% of teacher participants from 'school B' show 'very little' enthusiasm for developing new activities. Teachers, who are not enthused about a particular subject or activity, make it difficult to convey enthusiasm towards others (Krashen, 2017).

In 'School D', 75% of the teacher participants indicates 'little' enthusiasm for developing new activities for learners. In the opinion of the researcher, it seems that

teacher participants in 'school D' may not be motivated enough by the SMT or has other issues as to why they show so little enthusiasm. Teachers who report undergoing symptoms of depression teach their classes inversely to their peers (Schwartz, 2018). Finley (2018) concurs that teachers with depression might be less enthusiastic and teach differently from their peers who use activities, such as giving directions; setting classroom norms; developing new activities; and explaining a new task or assignment.

Furthermore, teacher participants at 'school A' (47.06%) and 'school C' (36.36%) show a 'great deal' of enthusiasm, have the ability to develop new activities and motivate teachers to implement such activities at school. The enthusiastic teacher is continuously familiarising him/herself with modern educational media and teaching methods, to accommodate a deeper understanding of the pedagogies involved in their learners' multicultural classrooms (Oprea, 2013).

Table 4.11 presents the data on enthusiastic teachers being more willing to initiate new activities to develop their learners.

**TABLE 4.11 ENTHUSIASTIC TEACHERS ARE MORE WILLING TO INITIATE NEW ACTIVITIES TO DEVELOP THEIR LEARNERS**

Statement	School A	School B	School C	School D	School E	Total ave
	N=17	N=8	N=22	N=8	N=10	N= 65
Mean	3.4	1.6	4.4	1.6	2	2.6
SD	2.7	1.81	5.36	2.6	1.87	2.86

Table 4.11 show that the majority of teacher participants (42.38%) do not believe that enthusiastic teachers are willing to initiate new activities for their learners' development. 'School A' has a mean of 3.4, which is closer to 3, meaning 'unsure', with a standard deviation of 2.7. Participants in 'school C' are firm believers that enthusiastic teachers would be more willing and motivated to develop new activities for their learners. Table 4.11 shows the mean of 'school C' as 4.4, which is closer to 4 meaning 'somewhat', with a standard deviation of 5.36.

The scores in table 4.11 show that there has been few differences, thus alluding to the opinion that enthusiastic teachers will be able to develop new activities and that they appear to more motivate. Teachers cannot expect something from their learners if they clearly do not even want to do it themselves. According to Krashen (2017),

teachers who expect their learners to do exercise and activities need to show some enthusiasm and be positive about the classroom environment and their enthusiasm will rub off onto their learners.

The next section presents the data on open-ended questions answered by the participants. The next sections are the opinionated open-ended questions on how learners can benefit by participating in extracurricular activities.

#### **4.7 PRESENTATION, ANALYSIS AND DISCUSSION OF THE OPEN RESPONSES OF THE QUALITATIVE SECTION OF THE QUESTIONNAIRES**

---

The qualitative data analysis in the current study is a process and procedure in which the collected data are transformed into explanations, understandings and interpretations of the people and situations that are being investigated. The qualitative data analysis (open-ended questions) was based on the development of learners' holistic growth when participating in extracurricular activities (see Annexure D).

The next section entails the analysis of responses from the participants in relation to the guiding questions of the questionnaires. The analysis will be dealt with according to the main categories and subcategories as they emerged from the participants' responses. The analysis will be justified further by quoting participants verbatim.

#### **4.8 BENEFIT OF LEARNER PARTICIPATION IN EXTRACURRICULAR ACTIVITIES - SECTION D**

---

##### **4.8.1 PHYSICAL DEVELOPMENT AND FITNESS**

---

Physical development and fitness keep the body strong, healthy and enhance mental health by decreasing depression, anxiety, pain and loneliness. Physical activities also increase focus, school performance, sleep and energy levels (Shiple, 2016). Participants who viewed the benefit of participating in extracurricular activities foster physical development (**SAT2, SBT3, SBT6, SAT7, SCT4, SCT7, SCT12, SCT13, SCT14, SCT15, SDT2, SDT6, SET2, and SET6**). Physical development is that which starts as early as infancy and continues throughout life, concentrating on gross and fine motor skills, as well as puberty (Thomas, 2019).

**SAT2:** *“...revealed that learners who participate in extracurricular activities become physically fit.”*

Physical development is the way in which the body increases in skill and becomes more complex in its performance (Cherry, 2018). Thomas (2019) further postulates that physical development also includes developing the body, particularly muscles and physical coordination.

Teacher participants (**SBT3, SBT6, SBT7, SCT4, SCT12, SCT14, SDT39, SET45, and SET49** agree with **SAT2**) revealed that learners who participate physically benefit greatly. According to Ghildiyal (2015), sport promotes individuals much more than in the physical aspects alone.

**SAT2:** *“learners who participate in sports become more active in promoting a healthy body and mind, which leads learners to listen attentively in class.”*

Sport helps learners to build character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking (Rosewater, 2010). Furthermore, Mauro (2018) states that learners also develop gross motor skills and fine motor skills needed for large muscles and small limb movements, skills used in analytical and strategic thinking.

Teacher participants (**SCT7, SCT12, SCT13, SDT2, and SET6**) believe that in order for learners to develop physically, they need to participate in extracurricular activities, but physical development is not the only enhancement gained, as seen from **SCT26**'s statement:

**SCT26:** *“Learners who participate in extracurricular activities not only develop physically, but foster their emotional and, psychological well-being to adapt to positive and negative situations in life.”*

The participants revealed that learners need to participate in extracurricular activities, not only to promote what is called holistic development, but to build personal skills, such as problem-solving, developing their personal well-being, and ensuring that motor and gross motor skills are being introduced and balanced throughout their upbringing and developed in multicultural schools. Learners in multicultural schools need to develop their well-being and skills to visualise and

analyse information to see the bigger picture of life and to be a life-long learner (Abazov, 2016).

#### 4.8.2 BUILDING SELF-CONFIDENCE

---

Self-confidence is an indispensable part of humanity. A person with self-confidence in general likes themselves, is enthusiastic about taking risks to achieve their personal and professional goals, and thinks positively about the future (Griffin, 2019). Teacher participants (**SAT3**, **SAT11**, **SAT13**, **SBT5**, **SBT7**, **SCT1**, **SCT4**, and **SDT2**), revealed that learners who participate in extracurricular activities not only develop confidence, but enhance their self-confidence in the process. Although learners are not active all the time in extracurricular activities, they can still gain throughout their school career. Kort-Butler (2012) agrees that extracurricular activities figure conspicuously in the lives of adolescents, as most youth report participating in some level of extracurricular activities throughout their school years.

**SAT3** revealed that learners participating in extracurricular activities boost their self-confidence. **SDT2** agree with **SAT3** and believe that scholars, practitioners, educators, and policy makers alike, should encourage learner involvement in extracurricular activities for personal and pro-social development (Busseri & Rose-Krasnor, 2009).

**SAT3**: “...find it enjoyable and boosts self-confidence, as well as improving personal growth and welfare.”

Teacher participants (**SBT5**, **SBT7**, **SCT4** and **SDT2**), suggest that self-confidence is gained in extracurricular activities. Learners need extracurricular activities to gain holistic growth in developing skills, such as motivation, self-discipline, self-awareness and self-confidence, which may also boost academic performance (Foster, 2018).

**SCT2**: “Extracurricular activities build self-confidence, self-worth, and give learners a feeling of belonging.”

Busseri and Rose-Krasnor (2009) agree with the view of **SAT3** and **SCT2** that a learner’s participation in extracurricular activities has a tremendous influence on a learner’s health, well-being, and enhances their self-confidence.

**SBT 7:** *“Extracurricular activities help learners to develop positive self-esteem, and **SCT4** motivates that extracurricular activities also increase personal growth and self-esteem.”*

**SAT1** and **SCT1** believe that learners develop more attributes as humans than just to gain self-confidence. **SAT1** revealed that learners develop self-esteem and confidence, but also learn to know themselves as individuals. **SCT1** suggests that teachers need to encourage learners to participate, which helps learners to build teamwork skills and not to be selfish.

**SCT1:** *“Learner’s self-esteem and confidence give learners the opportunity to put teammates ahead of themselves and also not to let the team down due to a lack of confidence.”*

As time passes, a learner’s understanding of their self-belief broadens, in order for them to understand and make sense of their confidence by engaging in extramural activities. If learners revoke commitment to participate, they face the reality of failing their teammates which boost them to perform even more and gain more confidence through such activities (Blair, 2015). Teachers in multicultural schools teach/coach/mentor in learners a sense of commitment through teamwork, and also to be a follower. They should be grateful for lessons learnt and understand that they must produce value to earn and keep their place in the community.

#### **4.8.3 LEARNERS’ ACADEMIC PERFORMANCE**

---

Knifsend and Graham (2012) investigated adolescents’ sense of belonging at school, whilst reconciling the link between the breadth of extracurricular activities and academic performance. Teacher participants (**SAT1, SAT3, SAT7, SAT8, SAT9, SAT12, SAT14, SAT15, SBT6, SCT12, SDT3, SDT6, and SDT7**) believe that learners who participate in extracurricular activities improve their academic performance, but also enhance life-long learning after school.

Participant **SAT3** revealed that learners participating in extracurricular activities improve their academic performance: **SCT12** and **SDT7** agree with **SAT3** and state the following:

**SAT3:** *“Learners’ participation in extracurricular activities enhances learners’ performance, but further by **SCT12**, learners will also get fit, which will contribute to learners’ performing better academically due to greater oxygen to the brain.”*



Linear assumptions by Aljarallah & Bakoban (2015) about the benefits of participation in extracurricular activities postulate that adolescents involved in a great number of activities display higher academic aspirations and superior academic performance, compared to less involved peers.

Participants **SAT7** and **SAT14** believe that not all learners will do well academically, but might improve and enhance other learning areas through extracurricular activities:

**SAT 7** and **SAT 14**: *“Learners will develop and learn through extracurricular activities to be more focused and work-orientated in school”.*

Learners who participate in extracurricular activities form a strong and supportive relationship, by benefiting from learning experiences unique to different extracurricular activities, thereby fostering academic performance (Hanks, 2019).

Teacher participants (**SAT9**, **SAT15**, **SBT6**, **SDT3**, and **SDT6**) also believe in extracurricular activities to improve academic outcomes, but feel that cognitive development also occurs.

**SAT9**: *“Extracurricular activities assist learners to concentrate and increase brain functions and improve academic outcomes.”*

In corroboration with the benefits of extracurricular activities, the teacher participants (**SAT1**, **SAT15**, **SBT6**, and **SDT3**) raised the point that extracurricular activities also relax the mind, which helps with concentration in and outside of the classroom, as well as listening actively to think outside the box. Hughes (2016) asserts that greater extracurricular participation, buffers against early school dropout, but insists that learners who participate in more activities commonly relate to more positive and higher academic outcomes.

The participants asserted that learners’ participation in activities at multicultural schools utilise a learner’s growth through the development gained from extracurricular activities and all-round humans will be raised in this manner.

#### 4.8.4 LEARNERS' DISCIPLINE AND SELF-DISCIPLINE

---

In respect to school discipline, Bear (2008) suggests that teachers have two distinct aims in discipline during school: (a) to create and maintain a safe, orderly, and positive learning environment for all learners, which more than often calls for teachers to discipline and correct misbehaviour. and (b) to teach or foster self-discipline.

Teacher participants (**SAT8**, **SAT11**, **SCT10**, and **SET5**) revealed that learners who participate in extracurricular activities not only improve their academic performance, but also help learners to be disciplined. Both aims are equally important as mentioned by the participants, but external factors of school discipline also play a role, such as parental supervision, systematic rewards, clear rules and expectations. and consequences are primary techniques to manage and inculcate discipline (Bear, 2010).

Teacher participants (**SAT8**, **SAT11**, and **SCT10**) revealed that learners' participation in extracurricular activities contributes to help learners become disciplined.

**SCT 10:** *“Extracurricular activities not only teach discipline in participation to follow rules, but also help learners to become self-disciplined.”*

According to Bear (2010) schools have adopted a 'zero-tolerance' mind set on learner discipline and make use of disciplinary systems in schools.

Participant **SET5** shared that their respective school has acclimatised to be a positive and motivated learning environment, with extracurricular activities lowering the stress on the disciplinary system.

**SET5:** *“...advantages or benefits of extracurricular activities in my school, sets a positive and motivated climate, which motivates learners to attend and work harder at school. Learners feel important and it creates a positive teaching and learning environment at the school”.*

Self-discipline is motivated by intrinsic factors of responsibility and not by external factors of rewards or fear of punishment (Bear, 2008). According to Kelepolo (2011) academic performance is fostered by extracurricular activities, which in turn promote

self-discipline, a positive school climate, self-worth and emotional well-being. These are factors which are all gained and needed for learners to grow holistically and to become disciplined in life (Knox, 2007). Furthermore, Kapur (2018) emphasises that other strategies, such as detention, bullying workbooks, create a positive teaching environment, and teachers need to lead by example to improve discipline and self-discipline, fail to teach learners the necessary skills to promote appropriate independent behaviour.

Khan (2012) avers that learners in multicultural schools who participate in extracurricular activities display disciplinary factors, such as positive educational outcomes; higher school attendance; a low rate of discipline problems; higher academic achievement, and a greater sense of school loyalty and spirit. Therefore, teachers who have a positive mentality in the five multicultural schools in Brandfort should invest in improving and enhancing the development outcomes for learners to grow holistically.

#### **4.8.5 DEVELOPING SOCIAL SKILLS**

---

Social skills are skills used to communicate and interact with others, both verbally and non-verbally, through gestures, body language and appearance; these are essential to multicultural schools (Morin, 2019). Teacher participants (**SAT1, SBT1, SBT2, SBT4, SCT2, SCT4, SCT5, SCT6, SCT9, SCT10, SCT11, SCT12, SCT13, SCT15, SCT16, and SCT21**) revealed that learners develop social skills and get opportunities to develop such skills through participating in extracurricular activities.

Teacher participants **SCT2** and **SCT4** indicated that learners also develop new friendships and build self-confidence which does not hold them back in believing in themselves.

**SCT2:** *“It develops their social standing amongst other pupils. It gives them a place of belonging, e.g. being a member of a team and the responsibilities that it entails.”*

Teacher participants (**SBT1, SCT2, SCT9, SCT10, SCT11, SCT12, and SCT13**) articulate that extracurricular activities teach learners the socialistic ability to develop their social standing amongst others and give them a sense of belonging. Humans are sociable beings and we have developed many ways of communicating our messages, thoughts and feelings (Morin, 2019).

**SBT1:** *“Learners who participate in extracurricular activities not only build social skills, but get to know how teamwork works. Being part of a team gives them a sense of belonging to be a member of a team and have responsibilities in the team.”*

It might seem obvious, but teachers need to make sure they spend quality time interacting with their learners at school by using activities to develop interacting skills (O’Connell & McCullum, 2009).

Teacher participants (**SBT1, SBT2, SBT7, SCT1, SCT2, SCT3, SCT7, SCT8, SCT14, SCT21, and SDT6**) believe that learners who participate in extracurricular activities not only interact amongst their peers, but take responsibility towards teamwork and will be valuable members of an organisation or system after school and in their careers.

**SCT 9:** *“Learners develop great aspects of life. They learn to become emotionally stronger; learn to deal with real-life situations; they learn to know their own abilities and learn to take responsibility for their actions.”*

In addition to what was asserted by **SCT9** in the above statement, **SCT11** also had a similar view.

**SCT11:** *“Learners need to compete or interact with other learners outside the school/classroom environment. They develop social skills and teamwork skills. They learn about their own abilities and learn to take on responsibilities.”*

Playing, according to Fitzpatrick & Slovak (2015) is essential for learners to build and gain confidence in developing social skills and helps learners to say what they need and feel, such as *“I would like a turn with that toy”* or *“Would you like to play in the play house with me and my toys?”*

Teacher participant **SBT2** mentioned that extracurricular activities help learners to socialise and express themselves better, because in turn, participation may motivate them to be better: (**SAT8, SBT4, SCT4, SCT5, SCT6, SCT15, SCT16, SCT19, SCT20, SCT21** and **SCT22**) agree:

**SCT20:** *“Learners who participate are more motivated, as well as building social skills, better than their counterparts who are non-participants.”*

Improving a learner’s social skills by teaching them to play through activities at home or through extracurricular activities at school, helps them to deal with their

emotions, and show empathy for others' feelings (Gresham, Cook & Collins, 2010). Social interactions and friendships do not always run smoothly and McKnown et al. (2009) believe that an individual needs to be capable of implementing strategies, such as conflict resolution when difficulties arise.

Participating in extracurricular activities means that time management is of the essence. **SCT21** and **SCT22** mentioned that learners learn to set goals in time frames and manage their time accordingly:

**SCT 21:** *“Learners learn to set and achieve goals by using time management and thinking analytically.”* **SCT22** *“Another benefit of extracurricular activities is that it contributes to improving concentration and the time management of learners.”*

Teacher participants (**SBT5**, **SCT4**, **SCT5**, **SCT19**, **SCT20**, **SCT22**, **SDT6**, and **SET3**) also mentioned that extracurricular activities build and develop social skills, but highlighted that life-skills; overall development and well-being; leadership skills; analytical skills; and communication skills, are developed and improved when learners participate.

**SBT5:** *“Learners develop skills through extracurricular activities, such as life skills. Leadership skills help learners to build skills outside of the classroom, and the ability to communicate with confidence.”*

In essence, teachers in multicultural schools need to encourage learner participation at school level to develop the necessary skills to become confident and independent in life and to find a sense of belonging in society. Teachers in multicultural schools might succeed by encouraging learner participation but need to understand that human development is not limited to academic disciplines and enhancing skills. Holistic development includes aspects of the mind, spirituality, and ethnicity. Although participation lets learners find a sense of belonging, holistic development also focuses on the characteristics of humanity which are built through the philosophy of life, religion and moral support. To enhance such a philosophy for holistic development, teachers in multicultural schools need to focus on out of classroom activities which have a remarkable influence on all spheres of life, such as cognitive, emotional, social, moral, cultural, and aesthetic development. The domains of life for learners to find a sense of belonging in society are a necessity of human skill

enhanced through the use of extracurricular activities in developing learners holistic develops.

#### 4.8.6 HOLISTIC GROWTH AND DEVELOPMENT

---

Holistic growth and development is an approach to learning that highlights the significance of the physical, emotional and psychological well-being of children, predominantly in early childhood (Kapur, 2015). Teacher participants (**SAT11, SBT3, SCT3, SCT6, SCT7, SCT8, SCT9, SCT14, and SCT15**) articulate that extracurricular activities are beneficial for learner's holistic growth, as well as fostering a well-balanced life. Holistic development is described as a way of activating the entire brain to emphasise the importance of the physical, emotional and psychological well-being of children (Eash, 2019).

**SCT7** posits that extracurricular activities are beneficial for enhancing a learner's holistic development, as well as their physical, emotional and mental positivity. **SAT1, SCT6, SCT14, and SCT15** agree that extracurricular activities develop learners holistically. The goal is to provide young children with skills that allow them to develop both hemispheres of their brain.

**SCT 7:** *“Extracurricular activities develop learners holistically, but also improve physical development and physiological development of life.”*

According to Ganeriwala (2016) four main areas which assist children with holistic development are cognitive, language, physical, and social-emotional. The out-of-class activities have a remarkable influence on all spheres of life, such as cognitive, emotional, social, moral, cultural an aesthetic (Mohamad & Esa, 2013).

Extracurricular activities are also an essential part of learner holistic development and the education of learners (Dick, 2010). Teacher participants (**SBT3, SCT3, SCT8 and SCT9**) mentioned that extracurricular activities help learners to be well-balanced and to develop as whole.

**SCT3:** *“Extracurricular activities are beneficial to the development of all aspects of a learner's life and contribute to better health, body and mind.”*

Through extracurricular activities, learners in multicultural schools may realise their interest and capacities, while developing values and proficiencies that may prepare them for a rapidly changing world (Jackson, 2017).

## **4.9 IT IS NECESSARY FOR ALL TEACHERS TO TAKE PART IN EXTRACURRICULAR ACTIVITIES**

---

### **4.9.1 CULTIVATING AN ATMOSPHERE OF LEARNING**

---

Atmosphere has a deep impact on setting our affections and our affections are wedged in between the community in which we surround ourselves. A atmosphere of learning is one that cultivates a learner's curiosity, putting the books away and experimenting with activities, such as blocks and paintings and digging for treasures in a container (Kessler, 2018). All of these things might encourage learners in multicultural schools to think about their environment and ask questions on how to be part of these activities, thus stimulating their curiosity that will assist them in developing through such activities. Teacher participants (**SAT1, SAT8, SAT12, SAT14, SCT4, and SCT20**) feel that teachers who participate in extracurricular activities create a fun and learning environment and allow one to see one's learners in a more casual and cultivated atmosphere. In this regard, Stearns and Glennie (2010) believe that organising activities outside the classroom cultivate skills, habits, connections, and knowledge that prepare learners for lifelong success and learning. Furthermore, Snellman, Silva, and Frederick (2015) postulate that outdoor classroom activities also cultivate skills, such as leadership, hard work, civic mindedness, and self-discipline across the class spectrum, and as such, contribute to the holistic development of learners.

**SAT12, SCT4, and SCT20** agree that learners have fun when teachers cultivate the learning environment.

**SCT20:** *"As teachers, we have the responsibility to create opportunities for learners to take part in activities at school."*

Involvement in extracurricular activities "seen as outside the classroom activities" predicts high academic performance, higher education aspirations, higher enrolment rate at university, greater self-discipline, self-esteem, and resilience (Snellman, Silva, & Putnam, 2015).



**SCT 4:** *“Learners get to know another side of the teachers than in the classroom, having fun outside the classroom; teachers get to know the learners on another side where they take part in extracurricular activities having fun, but learning as well.”*

Furthermore, the effects of extracurricular activities seem to spread well beyond university. Learners who participate or are involved in clubs and sports earn higher wages, succeed more in their careers, and even volunteer more frequently in civic duties than their less-involved peers (Mancha & Ahmad, 2016).

**SCT22** mentioned that teachers build a bond and a relationship with their learners through extracurricular activities. Teacher participants (**SAT1, SBT6, SBT7, SBT8, SCT3, SCT4, SCT5, SCT6, SCT8, SCT11, SCT14, SCT21, SCT15, SET6, and SE9**), further revealed that teachers get the opportunity to instil the skills and values that matter most for upward mobility in life (Wilson, 2009).

**SCT 22:** *“Teachers get to know learners on another level while they do activities in a relaxed environment. They can also interact and build social relationships with learners. This can improve mutual respect and motivate learners to participate even more. Teachers get the opportunity to understand the ‘difficult’ learners.”*

In addition to what was asserted by **SCT22** in the above statement, **SAT12** and **SCT20** also had a similar view.

**SAT12** and **SCT20:** *“Teachers, who participate in extracurricular activities in coaching or mentoring an activity, show their attitude towards extracurricular activities which will influence a learner’s mind-set positively about participating.”*

According to Marnewick (2016) successful teachers in extracurricular activities are teachers who are able to harvest enthusiasm from and towards their learners.

Teacher participants (**SAT3, SAT8, and SAT14**) articulated that teachers who cultivate an atmosphere of fun and learning via extracurricular activities create a positive healthy teaching and learning environment for all learners to have fun.

**SDT4** and **SET2:** *“Teachers who lead by example will motivate learners to participate; they will see that the teachers are also participating and not only expect the learners to do things the teachers won’t even do themselves.”*



In addition to what was highlighted by **SBT**, **SDT4** and **SET2** in the above statement, **SAT4** and **SDT17** leading by example, as enthusiastic teachers, encourages participation and demonstrates a lively spirit towards sports.

**SAT4** and **SDT17**: *“It’s necessary for all teachers to participate as it encourages learners to participate without complaining and to demonstrate and teach learners the importance of sport in their lives.”*

Marnewick (2016) maintains that such teachers who automatically participate are successful in their activities and whilst many of these successful teachers have had very little knowledge or skill in coaching sports, their attitude influences the learners’ participation.

Learners are not simply motivated by an academic atmosphere, extracurricular activities also increase a learner’s confidence, self-esteem and self-image, which affect the learner’s psychological abilities and foster the learner’s motivation (Russell, 2018).

**SAT6** mentioned a teacher who motivates a learner on the sports field makes it easier for the teacher to motivate the learner in class and will also contribute towards the learner’s motivation in the classroom atmosphere. **SAT1**, **SAT8**, and **SCT 12** agree.

**SAT1**: *“Teachers who participate in extracurricular activities serve as motivation to learners. When their favourite teacher takes part in a specific sporting code, it will motivate them to participate in that code as well”.*

**SCT12**: *“As teachers, you build a different relationship with your learners on the sports field to that in class. Learners are more likely to contribute and behave in your class, because you are their coach and have thus gained a great sense of respect.”*

Social skills, such as team spirit, could be put to good use to improve and enhance classroom dynamics (Cole, 2017).

**SAT8** and **SDT8**: *“Taking part in extracurricular activities helps to develop connections that translate well into classroom experiences. It is easier for teachers to reach out to learners who may struggle in the classroom setting.”*

Teachers in multicultural schools need to help learners set small, realistic, short-term goals towards achievement throughout the year. By setting achievable goals and

objectives, learners are able to monitor their own development and start to set new and greater goals as personal motivation sets in (Han & Yin, 216). Russell (2018) agrees that self-assessment skills are essential for building goals and objectives and to become inspired and motivated towards lifelong learning.

The best way for teachers to cultivate a learning-rich environment in multicultural schools is to fill their classroom with books (have a reading corner to reward learners to read their favourite story), celebrate the activities that are being played in class, while learners engage and interact. This teaches learners to work in teams, but also to share and be unselfish towards others, learning the characteristics of social skills, teamwork skills, and communication and leadership skills, all attributes needed for holistic development.

#### **4.9.2 EXTRACURRICULAR ACTIVITIES RELIEVE AND RELAX LEARNERS AND TEACHERS**

---

According to Clayton (2019), extracurricular activities in multicultural schools can relieve or decrease stress experienced by learners, but the research also shows that extracurricular activities are not the best and only way to lessen learners' stress, but to spend some time to listen to music, talk to peers or socialize, improve eating habits, and to be mindful. Teacher participants (**SAT9, SAT13, SCT19, and SCT22**) believe that learners and teachers who participate in extracurricular activities offload and release stress related to school work and academics.

**SCT22:** *“Learners may struggle with time management and these activities may cause them to fall behind in other aspects, such as school work. It may contribute to learners becoming stressed, frustrated, and tired, which can affect their mental and emotional health.”*

The chemicals released as a result of experiencing stress are used up, whilst doing physical activities (Hurst, 2016). A feeling of relaxation will occur, after a period of exercise.

**SAT 9 and SAT13:** *“Activities outside the classroom can make learners and teachers feel relief from the stress or pressure of being overloaded and overworked.”*

Exercise essentially acts as an antidepressant and boosts one's mood (Clayton, 2019).

In addition to what was asserted by **SAT9** and **SAT13** in the above statement, **SCT19** also had a similar view.

**SCT19:** *“Participation helps teachers to relax and explore their inner self, whilst it promotes you, as teachers, to play a role in changing the lives of those during extracurricular activities.”*

Participating in activities with parents and teachers is useful, provided that one includes this in one’s daily routine and to make time to share your daily experiences with someone close (Haliimah, 2010). Teachers feel daily that the workload of teaching is stressing them more and more to deliver high academic grades from learners. This stress can be lowered by participating as a coach or mentor in extracurricular activities. Teachers in multicultural schools need to do leisure activities, such as sport, interacting with peers/friends and doing civic duties which will lessen academic stress among them (Scott, 2019). Aesthetic surroundings and recreations in multicultural schools are beneficial for learners, thus contributing less stress in the learning environment.

#### **4.9.3 EXTRACURRICULAR ACTIVITIES PROMOTE GOOD RELATIONSHIPS**

---

Teachers are often expected to spend a great amount of time on extracurricular activities outside of the classroom (Bailey & Colley, 2014). This said, teachers need to spend time on relationships within the educational context, all of which are complex. Teacher to teacher relationships, teacher to learner, and teacher to parent, are educational relationships teachers need to engage in daily (Sutton, 2015). Teacher participants (**SAT9, SBT1, SBT2, SBT6, SBT7, SBT8, SCT1, SCT2, SCT3, SCT4, SCT5, SCT6, SCT7, SCT8, SCT11, SCT14, SCT15, SCT21, SCT22, SET6** and **SET9**) mentioned that extracurricular activities promote good relationships between teachers and learners.

**SBT1:** *“Teachers not only get to bond with their learners, but to build a relationship where the learners can feel free to communicate about their background and to share why they don’t participate in sports codes due to a lack of money to pay for sport attire and equipment.”*

In addition to what was asserted by **SBT1** in the above statement, **SBT2** also had a similar view.

**SBT2:** *“It gives them something different to do and look forward to. It also helps them to socialise and express themselves because they are doing something they may be passionate about and interaction with teachers motivates them to do better.”*

Often teachers are expected to spend more of their time outside of the classroom, engaging in extracurricular activities (Bailey & Colley, 2014). According to Griffiths (2014), teachers have to manage extra- and co-curricular education in multicultural schools, which can lead to stronger teacher-learner relationship, but with limited time available.

**SCT1** and **SCT7:** *“Teachers inter-act more with learners outside the classroom, which creates an opportunity for open communication, trust building, learning the learner’s values in life, and understanding personal struggles and background.”*

Teachers who schedule time for extracurricular activities in their teaching programmes could enhance teacher-learner relationships which could lead to enhanced academic achievement for all learners, especially in multicultural schools (Camacho & Fuligni, 2015). According to Horn (2011) teachers who engage and promote extracurricular activities have stronger relationships with their learners and the learners’ work. Learners feel they belong to a community and therefore will open up more and engage with their teachers (Sutton, 2015).

Extracurricular activities in multicultural schools can increase a learner’s social support system, develop social skills and good relationships, which also enhance a neighbourly cohesion amongst learners (Freeman, 2017). Learners who participate in extracurricular activities also develop important aspects of holistic development needed in good relationships, such as having an inclination to stay away from peers/friends who use alcohol and drugs. Moreover, learners learn a sense of accountability, fair play and morality which inspires them to build positive awareness in peer relationships.

#### 4.9.4 TEACHERS NEED TO BE PLACED IN AN ACTIVITY OF THEIR STRENGTH

---

Teachers all over the world feel that there is no need for them attend school events or participate in extracurricular activities (Fagell, 2017). Some schools place teachers at random in activities, not taking in consideration their background or knowledge to teach or coach the activity (Jarvis, 2013). Teacher participants (**SAT11**, **SBT3**, **SCT16**, **SCT18**, **SCT20**, **SDT3**, **SDT5**, **SET1**, and **SET8**) responded that teachers need to be placed in an activity commensurate with their strengths and interests.

**SCT2**: *“It is part and parcel of a teacher’s duty to develop every learner in all spheres of life. You as teacher should know your pupils in different circumstances to those of an academic nature”.*

In addition to what was asserted by **SCT2** in the above statement, **SCT20** also had a similar view.

**SCT20** *“Every teacher should take part in extracurricular activities, even if you participate only in one activity, you should promote this activity to learners. We, as teachers, are responsible for creating opportunities for learners to take part in extracurricular activities.”*

If teachers are placed in an activity suited to their personality and strengths, they will show an enthusiastic attitude towards the participation and development of learners (Ward, 2014).

**SDT5** agrees with **SDT1**: *“It is necessary for teachers to take part because each person has different talents to offer to learners to help build the community.”*

Teachers sometimes feel pressured to do extra activities at school, activities in which they may have no knowledge or interest. Teacher participants (**SAT11**, **SBT3**, and **SCT16**) believe that teachers need to be placed where they possess the necessary knowledge and interest in the activity. The influence of teachers’ lacking knowledge and experience in extracurricular activities may play an important role in the lack of a teacher’s confidence to appropriately teach sports (Morgan & Bourke, 2008).

**SAT11**: *“Place teachers in their field of experience and interest and not just for the sake of participation.”*

In addition to what was asserted by **SAT11** in the above statement, **SBT3** also had a similar view.

**SBT3:** *“Every teacher can contribute but it is also important to ensure that each teacher is correctly placed in an activity that they can promote and not use to break down.”*

Teacher participants (**SCT18**, **SCT10**, **SDT3**, **SET1**, and **SET8**) feel that not all teachers are qualified, but can be used somewhere else.

**SCT18:** *“Not all teachers are qualified to coach or mentor, but only teachers who have attended training, workshops, and seminars should be used in extracurricular activities.”*

In addition to what was asserted by **SCT18** in the above statement, **SET8** also had a similar view.

**SET8:** *“Teachers, not all, can take part in extracurricular activities but they can support parents who are able to coach. Some teachers are unable to train learners so schools sometimes need parents with sporting knowledge to assist.”*

In addition to what was asserted by **SET8** in the above statement, **SAT15** and **SET4** added that motivated and willing teachers who want to make a contribution to the school’s activities should participate. Teachers who recalled a negative experience in extracurricular activities were less likely to be involved or willing to coach or teach physical activities, indicating lower levels of teaching confidence than teachers who had more favourable experiences (Morgan & Bourke, 2008).

**SAT15** and **SET4** articulate that it is unnecessary for teachers to take part in extracurricular activities.

*“No, only teachers who want to, should take part. If they are forced to, then it will be disadvantageous to the learners because teachers are not going to do their best to develop the participating learners’ skills and abilities.”*

In multicultural schools it is important for teachers to use extracurricular activities in the development stages of a learner’s growth, especially teachers who have the ability and passion to organise such events and to let teachers teach and develop learners holistically in their field of interest. Teachers who have a passion for extracurricular activities develop a connection easily between the learners in the classroom as well as outside.

## 4.10 THE ROLE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THE HOLISTIC DEVELOPMENT OF LEARNERS

---

### 4.10.1 SOCIAL ACTIVITIES THAT DEVELOP LEARNERS MENTALLY

---

People are able to understand their own social and emotional feelings, as well as those of others and know how to apply this knowledge to their interactions and relationships (Spruce, 2017). Teacher participants (**SAT2, SAT3, SAT4, SAT11, SBT5, SBT12, SCT14, SCT20, SCT22, and SDT6**) believe the role of extracurricular activities help learners, through social activities, to develop a healthy mind.

**SAT2:** *“Children cannot progress properly in the absence of extracurricular activities at school. Children’s minds must be balanced by providing them with internal, as well as social activities, to help their brains to work properly.”*

Early childhood years are not the only time people take their first steps or say their first words in becoming holistic. Children also do so through their relationships with others, building expectations about their world and the people in it (Stanberry, 2019).

**SAT3, SAT4, SAT11, SBT5, and SCT12** state that by getting learners involved in activities, helps them to share interests with peers and improve their social skills as a result.

**SDT6:** *“Providing regular opportunities for group work assists learners to develop social skills that emphasise co-operation, rather than competition amongst peers.”*

Teacher participants (**SCT14, SCT20, and SCT22**) proposed that extracurricular activities provide growth opportunities, such as social, physical, emotional, and spiritual well-being.

**SCT22:** *“Learners get a chance to take part in different activities, thus growing an interest/passion in something they wouldn’t have done. In turn, this helps with their emotional and social development. This then leads to higher self-esteem and self-value when they get a chance to mean something to another person. They also get a chance to exercise and in turn, live a healthier life which will help them perform better academically.”*

The first skills children develop are important for a child’s on-going development and will affect their mental health and well-being later in life (Daubert, Ramani & Rubin, 2018).

#### 4.10.2 DEVELOPING MOTOR AND GROSS MOTOR SKILLS

---

Teacher participants (**SAT1**, **SCT9**, and **SCT11**) mentioned that learners who participate in extracurricular activities develop fine and gross motor skills. Acquiring motor skills is just one part of children's growth, but grasping both fine and gross motor skills are significant for children's development and independence (Holecko, 2019).

**SAT1:** *“Extracurricular activities promote physical development which encourages agility, strength and even academic performance. Sports, such as netball, develop fine motor skills and dancing develops gross motor skills.”*

**SCT9:** *“Activities in the primary/foundation phase should be exercises to develop fine skills only in the different sport codes. All learners should be part of such exercises to develop the necessary skills.”*

In addition to what was asserted by **SCT9** in the above statement, **SCT11** also had a similar view.

**SCT11:** *“Exercises develop motoric skills that are good for learning and reading skills.”*

Fine motor skills refer to the coordination between small muscles, such as those of hands and fingers, with the eyes (Logsdon, 2019). Furthermore, Ranson (2013) postulates that fine motor skills involve the small muscles of the body that empower independent functions, such as as writing, grasping small objects and fastening clothing.

#### 4.10.3 PROBLEM SOLVING IN REAL-LIFE SITUATIONS

Teacher participants (**SBT2** and **SBT 5**) articulate that individuals with problem-solving skills are able to learn quicker, are compliant, and capable of working through difficult situations to find solutions faster than individuals who lack or are weak in problem-solving skills (Stankovich, 2017). Frank (2017) believes that problem-solving is more than just an individual activity; it is a team sport.

Teacher participants (**SBT2** and **SBT5**) believe that extracurricular activities promote learners' ability to solve problems.



**SBT2:** *“Extracurricular activities are not only an integral part of developing social, emotional, and physical skills, but they also promote learners’ critical and problem-solving skills, whereby learners take what they learn in the field and apply it to real-life situations and academic performance.”*

In addition to what was asserted by **SBT2** in the above statement, **SBT5** also had a similar view.

**SBT5:** *“The role of extracurricular activities promotes learners’ thinking skills, problem-solving, and promote social skills to work in a team.”*

Young athletes experience problems throughout their school career performance wise; they go through slumps or need help to improve team chemistry, and effectively balance their schedules between school and sports (Hancock, 2015).

Two great problem-solving skills arise when learners participate in extracurricular activities. Learners learn to make systematic decisions, where learners have some time to work with; for example, if learners try to play two sports during the same sport season (Pavlovich, 2018). Spontaneous decisions are also very important which include situations where there is not much time to think and process. Spontaneous decision-making includes adjusting to challenges in the activity, bouncing back from adversity, and pulling teammates together through tough matches (Senduran & Senduran, 2019). Amman & Senduran (2015) state that learners in multicultural schools should solve problems frequently to gain more self-confidence, and in turn, see themselves as successful people, not weaklings who may lack life skills.

#### **4.10.4 SPORTSMANSHIP, TEAM SPIRIT, AND CULTURE**

---

The Maasai people have a saying, *“If you want to travel fast go alone, but if you want to travel far, go together”* (Taylor, 2016). What resonates with the above is that in order to succeed in life, one need to understand the power of teamwork and camaraderie (Heckel, 2017). Teacher participants (**SAT5, SAT7, SBT1, SBT6, SCT1, SCT4, SCT6, SCT8, SCT9, SCT10, SCT16, SCT17, SCT22, and SET4**) raised the point that learners learn to build some form of sportsmanship, leadership, team spirit, or cultural values by taking part in extracurricular activities.

**SAT5:** *“Learners who take part in extracurricular activities learn to work together and form a unity, while reminding them about sportsmanship and the value of maintaining a team spirit”.*

In addition to what was asserted by **SAT5** in the above statement, **SCT16** also had a similar view.

**SCT16:** *“Learners should be enabled to develop leadership within themselves.”*

In addition to what was asserted by **SCT16** in the above statement, **SCT22** also had a similar view.

**SCT22:** *“They learn to work together and form a unity, while learning how to deal with successes and losses and grow socially and emotionally.”*

Kaminski (2016) state that the value of sport in building team spirit is particularly evident in children’s education and holistic growth.

**SET4:** *“A factor which promotes the holistic development of learners through extracurricular activities is teamwork, Ubuntu, patience, and tolerance.”*

**SAT7, SBT6, SCT8, and SCT17** believe that leadership is built and gained through extracurricular activities which foster holistic development.

**SBT6:** *“Extracurricular activities allow learners not only to show responsibility but also to take responsibility in the leadership roles they play at school in activities or in captaining a team at school.”*

Teacher participants (**SCT1 and SCT9**) mentioned that learners get the opportunity to share their cultural differences and to build multicultural values to respect teammates and their ethnic backgrounds.

**SCT1:** *“...to be part of a multicultural team to develop a feeling of respect towards other cultures and ethnic groups.”*

**SCT9:** *“...promoting cultural differences to all learners; to get to know or understand one another’s strengths and weaknesses. To deal with conflict management and how to react to the situation without a cultural barrier in-between.”*

The participants believe that the use of extracurricular activities in multicultural schools should be given the highest priority, above the theoretical component that learners need only to go to school, with so much to gain from formal school activities; learners should have no problem reaching their full potential. Extracurricular activities help learners to focus on their goals and to be passionate about achieving

their goals and interests, while highlighting leadership and time management skills through involvement in teams and events (Alstad, 2018).

#### 4.10.5 INTELLECTUAL WELL-BEING AND GROWTH

---

Extracurricular activities with academic features can diffidently improve grades, test scores, and measure academic capacity, along with social benefits (Achola & Agran, 2017). Education offers a potentially rich and compassionate environment in which learners can learn, develop, connect, and build community (Page, 2019). Teacher participants (**SAT8**, **SCT1**, **SCT2**, **SCT4**, **SCT5**, and **SDT6**) all believe that learners will develop and grow some sort of intellectual aspect, as well as enhancing their thinking skills and well-being.

**SAT8:** *“Extracurricular activity as factor promotes the holistic development of a learner’s growth areas that the school aims to improve in the educational life-time of the learner. The holistic development of learners includes the intellectual aspects of a child’s growth.”*

McDonnell and Hunt (2014) advocate that the intent of education is to enhance a learner’s personal growth and development; extracurricular activities serve this purpose well. They provide learners with additional opportunities to practise new and acquired skills in a natural setting, with natural occurring reinforcement.

**SDT6:** *“Extracurricular activities enhance critical thinking. The child learns to apply their classroom learning to real-life situations by fostering vigorous learning to take on challenges.”*

In addition to what was asserted by **SDT6** in the above statement, **SCT1** also had a similar view.

**SCT1:** *“Learners who take part in extracurricular activities not only build their values and ethics, but also instil good ethics towards their human well-being.”*

In addition to what was asserted by **SCT1** in the above statement, **SCT2** also had a similar view.

**SCT2:** *“To initiate playing or participating in out-of-house situations is healthy and good for a learner’s well-being.”*

Extracurricular activities in multicultural schools foster learners’ growth, especially learners who, with intellectual development, participate to improve their social skills,

self-confidence, self-esteem, cognitive development, grade scores, and academic performance, all of which contribute to learners' holistic growth (Pence & Dymond, 2015).

#### 4.10.6 PARENTAL INVOLVEMENT IN LEARNER DEVELOPMENT

---

Teacher participants (**SBT2, SBT5, SCT7, SCT12, SCT13, SCT14, SCT15, SCT18, and SET5**) believe that parental involvement not only helps children to grow confidently, but also fit in as a support system. Parental involvement has always been an indispensable element of every teacher-learner-school academic endeavour. It is unfortunate that some parents have obvious expressions of an “I-don't-care” attitude (Sapungan, 2014).

**SCT13:** *“Involvement is not the only duty parents but they also need to be a support system for their children, to keep them driven and also to encourage their children to take part.”*

The most important reason for parents to be involved in their children's education is to be involved in their children's learning process, which offers many opportunities for their growth, success, and development in life (Ntekane, 2018).

**SCT15:** *“Support from parents plays a critical role in their holistic development.”*

**SCT13:** *“Motivation from parents towards learners to participate in extracurricular activities is vital. Children's position in the family needs to foster a sense of belonging and acceptance, which will contribute to their being enthusiastic about sport”.*

According to Bunijevac & Durisic (2017), parental involvement not only improves a child's moral, attitude, and academic achievement across all subject areas, but also supports better behaviour and social change. Reynolds (2015) articulates that parental non-involvement can be seen as one of the encounters learners have to face by deciding not to participate in extracurricular activities. The barriers that are highlighted most frequently by learners are their socio-economic status. Although socio-economic status does not withhold a learner's decision to participate in extracurricular activities per se, it might prevent the learner from participating in activities that are cost orientated, where parents need to pay for equipment and participation. The great benefit of music is to develop learners' mathematical abilities in multicultural schools and might be a barrier for learners because of their socio-

economic status which keeps them away from pursuing their music abilities by not being able to afford an instrument.

## 4.11 FACTORS PREVENTING THE HOLISTIC DEVELOPMENT OF LEARNERS THROUGH EXTRACURRICULAR ACTIVITIES

---

### 4.11.1 LACK OF EQUIPMENT, FACILITIES, AND TEACHER INTEREST

---

Teachers in South African schools expressed concern that learners had become less active in recent years (Draper, 2010). Learner participation has highlighted the importance of stakeholder involvement; a supportive school environment; the effective training of teachers, and programme alignment with existing curricula (Boyle, Jones & Walter, 2008). Teacher Participants (**SAT2, SAT5, SAT7, SAT11, SBT1, SBT2, SBT7, SCT18, SDT1, SDT6, SDT7, SET1, and SET3**) mentioned that the lack of stakeholder involvement have left schools without enough equipment for extracurricular activities, a lack of teacher interest and infrastructure.

**SAT2:** *“...not enough space provided for extracurricular activities and teachers are not interested.”*

Physical barriers stated by teachers are that learners do not have suitable clothing for physical activity; space constraints; limited facilities and equipment; limited funds and difficulty controlling big classes are the communal challenges experienced amongst teachers implementing physical activity at schools (Veriava, 2012).

Teacher participants (**SBT6, SCT12, SDT8, and SET9**) noted that limited facilities and resources have forced teachers at their respective schools to have no interest in extra-mural activities and do not support participation.

**SET9:** *“Teachers are not interested in taking part in activities and don’t support extramural activities. Seeing extramural activities as a waste of time. Teachers would rather complete the syllabus.”*

**SBT2** mentioned the lack of equipment, facilities, financial resources and the provision of very little, or no training for teachers to implement these activities at school, whilst **SBT1** and **SCT18** added that if schools lack equipment, learners cannot train properly and will lose interest in participating. The improvement in the

development of sport greatly depends on the availability of equipment, training fields, and basic training skills for learners in multicultural schools (Sanni & Ede, 2018).

**SET3:** *“When schools lack different resources, the learners become discouraged and they do not get the holistic enjoyment and development of the particular code.”*

In addition to what was asserted by **SET3** in the above statement, **SBT7** also had a similar view.

**SBT7:** *“Some cultures are not used to training in sport. The moment sport becomes a responsibility to them (learners), they start fading away. Learners also do not like it if the sport code is well organised. Learners are very social towards sport.”*

The lack of basic sport equipment in multicultural schools is still needed to enhance intramural sports in schools (Sanni & Ede, 2018). In the opinion of the researcher, the majority of the five multicultural schools in the Brandfort area, sports equipment and facilities are grossly inadequate and outdated. The poor maintenance of extracurricular activities, such as culture and the inadequate sport facilities and equipment, signifies that sport development in the area might not be a high priority. Therefore learners in the multicultural schools face unnecessary barriers because of stakeholders not keeping equipment and facilities in good order.

#### **4.11.2 LOW SOCIO-ECONOMIC STATUS; LEARNERS LACK PARTICIPATION IN SPORTS**

---

Families living in poverty have many negative effects on learners' physicality, mentality, emotional and social well-being (Barnett, 2008). In the midst of poverty, one specific limitation is children's participation in extracurricular activities (Barnett, 2008). Teacher participants (**SAT3, SBT2, SBT7, SCT3, SCT4, SCT5, SCT9, SCT12, SCT14, SCT20, and SBT6**) mentioned that learners who are raised in low SES households participate less due to financial problems.

**SCT20:** *“Extracurricular programmes cost money and may be difficult to put such activities in place. Learners with monetary problems are not able to take part in extracurricular activities, because their parents don't have money for the sports gear needed.”*

In addition to what was asserted by **SCT20** in the above statement, **SCT5** also had a similar view.

**SCT5:** *“Activities, such as those using musical instruments cost money and finances are one of the many problems faced by community members to participate in such activities.”*

According to Whitmer (2013) extracurricular activities have several positive effects on people, but unfortunately they require fees, making it problematic for learners who live in poverty (Burkhardt, 2016).

Teacher participants (**SCT3, SCT12, and SCT14**) mentioned that the socio-economic status in households makes it difficult for learners to participate and to be accepted by the wider group of peers.

**SBT2:** *“...low income and social issues. For example, learners who have their own children or who come from child-headed households may not be able to participate. Learners may not have enough money to pay for sport attire or equipment, as many schools struggle to get attire for sporting codes.”*

Holt, Kingsley, Tink & Scherer (2011) state that participation rates are higher for high socio-economic status children compared to low socio-economic status children, due to the latter’s parents who may be unemployed, making it difficult for learners to pay to take part in activities. The economic disadvantage amongst learners can bring disappointment and frustration, even more so for learners in multicultural schools who may feel excluded from opportunities to participate in activities which would enhance their abilities to grow and develop holistically.

## **4.12 SPORT AND CULTURAL ACTIVITIES PROMOTE MULTICULTURALISM IN SCHOOLS AND THE COMMUNITY**

---

### **4.12.1 MULTICULTURALISM AND DIVERSITY**

---

Sport participation is a familiar sight at schools and is an important socialising agent. The sports environment reflects an appropriate setting for the development of social and moral values, particularly for the youth (May, 2018). Therefore, it can be claimed that participation in sport may strengthen understanding and respect for cultural diversity and foster the integration of nomads (May, 2018). Teacher participants (**SAT2, SAT3, SAT4, SAT5, SAT6, SAT7, SAT8, SAT13, SAT14, SAT15, SBT2, SBT6, SBT8, SCT1, SCT2, SCT6, SCT7, SCT14, SCT20, SCT21, SCT22, SDT2, SDT4, SDT6, SDT7, SET3, and SET9**) revealed that learners who participate in extracurricular activities have the opportunity to meet people from different cultural



backgrounds, which promotes diversity and creates tolerance and mutual respect between ethnicities.

**SCT7:** *“Learners are not only learning more about cultural differences, but also experience learners from different cultures. It’s wonderful to have such diversity of culture within a school setting, as this variety of experience creates tolerance and mutual respect, which may translate later into life and may even improve academic results.”*

Gill (2017) suggests that extracurricular activities can promote interaction amongst children from different cultures, while also assisting individuals to maintain ties with their own cultural groups, thus facilitating the maintenance of their cultural heritage.

**SAT15:** *“The school comprises learners that come from different backgrounds and cultures. During the particular activity, learners will be able to learn about other cultures’ practices and beliefs from their peers and this may lead to tolerance of other cultures and possibly respect. This may be a result of learners being in constant contact with one another or the ability of the teacher to foster togetherness and cooperation.”*

**SBT6:** *“Sport brings people together and allows learners to interact with different characters and it gives them a different outlook on life and background.”*

Morela, Hatzigeorgiadis, Kouli, Elbe and Sanchez (2013) reveal that participation in extracurricular activities may not have the strength to achieve the anticipated integration but rather provide common ground where integration can be cultivated.

**SCT2** and **SCT21:** *“Sport as an activity knows no boundaries like race and is based on the individual’s’ merits. As a child, you need to accommodate different cultures to form part of a team culture.”*

In addition to what was asserted by **SCT2** and **SCT21** in the above statement, **SAT3**, **SBT7**, **SCT4**, **SCT5**, and **SDT6** also had a similar view, but added that culture can be accommodated by debating clubs and musical theatre.

**SCT14:** *“Debating competitions, art and cultural competitions encourage learners to learn and develop their own cultures through public speaking, drama, music, and dance performances.”*

Teacher participants **SDT7** and **SET3** mentioned that at school level, soccer teams are formulated in a way of bringing the different learners of different cultures to understand one another to achieve one common goal. The different learners of



different cultures develop a sense of caring for and accepting one another. Learners, parents, educators, and community members learn to appreciate, respect and help one another work together as one. They should also learn to tolerate and accept the way things are done in a multicultural community and school.

Teacher participants (**SAT5**, **SAT7**, and **SET9**) mentioned that learners in a multicultural school and community can also make use of playing indigenous games to learn from different cultures.

**SAT5:** *“Learners should mix from different schools to play indigenous games so that learners can learn about the different cultural backgrounds in their schools.”*

Teacher participants (**SAT1**, **SAT8**, **SAT14**, **SBT2**, **SCT22**, **SDT2**, **SDT4**, and **SDT6**) believe that learners who develop and promote multiculturalism amongst their peers will be eager to participate in extracurricular activities.

**SAT2:** *“We have learners from different cultural families when we play sport or do any cultural activities. The learners learn from one another’s cultures, therefore all learners learn about different backgrounds from theirs. Motivation and regular practice of the learners help to promote multiculturalism. Visiting different schools to play against, inviting other schools to our school to play is an important way of learning about other cultures. Present a meeting on how we can improve sport by exchanging ideas and teaching our learners different cultural sports.”*

As revealed by **SAT8** sport activities promote multiculturalism in the school and in the broader community, because learners from varied backgrounds participate in the activities. Learners start to share norms and values through sport. Learners meet new friends and learn different things about other cultures in this way.

In addition to what was asserted by **SAT8** in the above statement, **SBT2** also had a similar view.

**SBT2:** *“Sport and cultural activities may assist in breaking down bias and stereotypes, even gender bias. For example, having girls make up a soccer team may help people see that females are also capable human beings. Non-gender biased sporting codes will help learners adjust and understand different people. Indigenous games help learners express their culture and share with others, while learning about different cultures as well.”*

Teacher participants (**SCT22** and **SDT2**) mentioned that teachers and learners do not always get to know other learners on a cultural level. On a sports field and stage

(culture), ethnicity, language and beliefs do not matter as they form part of a bigger entity. Sport promotes multiculturalism in the group as a whole by having to handle situations together and work together to compete or work towards a common goal. This contributes to unity in a school and the acceptance of one another's cultural beliefs. In a team it does not matter what your socio-economic status is but how well you perform/participate as part of a team.

**SDT2:** *“When schools participate in sports with different cultures they get to learn the culture of others and end up getting to understand the other. Participating in sports promotes multiculturalism through sport.”*

**SDT6:** *“Using different activities in multicultural classrooms are an excellent way of fostering and encouraging learners to share their heritage and promote the learning of other cultures.”*

Extracurricular activities in multicultural schools offer learners the opportunity to learn, deal, and develop a sense of diversity in a multicultural setting. Diversity in multicultural schools ought to be a variety of attributes defining humankind in physiological, psychological, cultural, personality, sexuality, learning preferences, and nationality (Hartell & Meier, 2009). Developing these critical attributes of humanity also accentuates the richness of *Ubuntu* of people and their inheritance: ‘*Ubuntu*, a person is a person through other people’. The quality of being a human through participating in extracurricular activities is a vital part of the holistic development of people (Chibba, 2013).

#### **4.12.2 ENCOURAGING PARTICIPATION AND INTERACTION FROM THE BROADER COMMUNITY**

---

Integrating family and community knowledge enriches learners' learning. Learners possess great experiential wisdom on issues related to identity, culture, history and justice (Weimer, 2012). Teacher participants (**SAT2, SAT3, SAT4, SAT8, SAT10, SAT12, SAT14, SAT15, SBT1, SBT2, SBT5, SCT11, SCT19, SCT20, SCT22, SDT3, and SET3**) mentioned that sport and cultural activities promote multiculturalism through interaction from different cultures' stories. Parents, grandparents, aunts, uncles, friends, cousins, neighbours and community leaders often have stories to share about their lives and perspectives (Guzman, 2016).

**SBT2:** *“Parental involvement in indigenous games may help bridge the gap between the new generation and the old. As learners seek to learn more about games that were played in the early years of civilisation they will seek this knowledge from the elderly.”*

Learners also transmit knowledge of their families and communities inside themselves. Making room to share this knowledge also supports the development of learner identity (Guzman, 2016).

**SCT20:** *“The community includes parents and other people who come to events, such as a rugby festival etc. They come together from different communities with different cultural backgrounds. This promotes cultural acceptance throughout communities. People watch the teams and can learn from them, working together and accepting one another.”*

In addition to what was asserted by **SCT20** in the above statement, **SET3** also had a similar view.

**SET3:** *“Different learners from different cultures who participate in the school soccer team also participate in different community-based teams and as a result, their relations of multiculturalism grow positively. This also helps the learners to have a positive attitude and values, as well as respecting the spirit of Ubuntu towards the different cultures”.*

Developing learner identity is greatly needed because no learner exists in a vacuum (Lemmer 2007). Children’s behaviour and performance is impacted by numerous spheres of influence, extending from direct influences, such as a parents, caregivers and the home to community environments (Msila, 2012).



**FIGURE 4.21 AT THE CENTRE OF THE RELATIONSHIP BETWEEN SCHOOL, PARENTS AND COMMUNITY IS THE LEARNER, WITH THE GOAL OF OPTIMAL ACHIEVEMENT (LEMMER, 2007)**

Learners develop more positive attitudes toward school; have higher perceptions of themselves; higher academic achievement; better school attendance; consistently completing homework more frequently; higher matriculation rates; and enrolment rates in tertiary education (Epstein, 2008).

Attitude towards the multicultural schools as articulated by teacher participants (**SAT10, SAT11, SAT14, SAT15, SBT1, and SDT3**) encourages the members of the community to better civic duties and participation. Parents obtain a greater knowledge base of school programmes and how schools work; have higher aspirations and expectations for their children; are more supportive and confident about their children's abilities, and know how to help engender greater positivity towards the views of teachers (Wright, 2012).

Teachers and school management have a greater sense of teaching effectiveness towards learners, which leads to higher expectations of learners, increased ability to understand family views and cultures, greater appreciation of parent volunteers, and greater sense of community. A great sense of holistic growth and cultural ethics can all be learned through the use of extracurricular activities to develop learners in the context of holistic growth (Massi, 2011).

**SAT15:** *“Community members will also be encouraged to support children/learners from other cultures, especially if they are in the same team, as at the time there will be no difference between them. The similarity will be the sporting code and the desire for the learners to do well.”*

Communities build greater strength and education opportunities through partnership with schools and have a greater influence of services through a comprehensive integrated approach, whilst increasing access to services for families, and a greater sense of community (Sathiapama, Wolhuter & Van Wyk, 2012).

Teacher participants (**SAT3** and **SAT4**) mentioned that sport brings people together from different language groups and backgrounds by using activities with a common goal. Sport transcends boundaries and provides opportunities for all human beings regardless of race, colour, religion, age, and physical ability to connect with one another and the world around them.

Furthermore, **SAT8** added that sport and cultural activities promote multiculturalism in the school and in the broader community; learners start to learn the different

languages and cultures. Learners also learn to socialise with other learners and this has created a promotional training package and presentation design to encourage the creation of a new environment.

**SCT11:** *“Schools of different cultures in each town could maybe compete together in sport and cultural activities. This will promote Ubuntu. Choirs from different communities and schools can come together to compete in a showpiece festival.”*

In addition to what was asserted by **SCT21** in the above statement, **SCT22** also had a similar view.

**SCT22:** *“Sport is a universal language that everyone in the community can understand and take part in. People from different backgrounds and social classes come together to support the same team and in turn, contribute to the performance of them. Parents, friends and local businesses support those taking part. It brings unity to a community when they can come together and show support.”*

Multicultural schools largely need all learners to participate in extracurricular activities. Emanating from the study, extracurricular activities are beneficial for a learner’s growth in attributes, such as cognitive intelligence, physical development, social interaction, emotional well-being, and growing through diversity and multiculturalism. The education system is in need of teachers to be enthusiastic about extracurricular activities and to participate as coaches, regardless of age or gender and activity. Learners are motivated by the participation of teachers, as learners see them as role models and strive to grow and develop as the example they aspire to. Teachers in multicultural schools need to invest in extracurricular activities to plough the attributes embedded in extracurricular activities for learners to grow from and develop. In summary, from the observation of the researcher, teachers and SMT members of the five multicultural schools in the Brandfort area can enhance learner development through simple and easy activities and with spending no extra time and money. Teachers need to incorporate activities in their daily classroom settings and join learners in the task at hand to show enthusiasm for the activities. By so doing, learners develop through a diverse teaching and learning environment.

The next section, table 4.12 presents data on how teachers use extracurricular activities to promote learners’ holistic development in the process of these activities.

#### 4.13 HOW TEACHERS PERCEIVE THEIR ROLE IN PROMOTING LEARNERS'

#### HOLISTIC DEVELOPMENT IN THE PROCESS THROUGH THE USE OF EXTRACURRICULAR ACTIVITIES - SETION E

**TABLE 4.12 TEACHER PERCEPTIONS ON THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT**

Statement	School A		School B		School C		School D		School E		Overall Means	
	N=17		N=8		N=22		N=8		N=10		N=65	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean ave.	SD ave.
4.13.1 Promoting multicultural education in your class	3.4	3.2	1.6	1.81	4.4	3.5	1.6	1.34	2	3.93	<b>3.25</b>	<b>3.44</b>
4.13.2 Promoting values of <i>Ubuntu</i>	3.4	3.13	1.6	2.3	4.4	4.92	1.6	2.3	2	2.34	<b>3.25</b>	<b>3.74</b>
4.13.3 Promoting physical development	3.4	2.6	1.6	1.51	4.4	3.13	1.6	1.51	2	1.87	<b>3.25</b>	<b>2.65</b>
4.13.4 Promoting learners' social and emotional development	3.4	2.4	1.6	1.67	4.4	4.92	1.6	3.04	2	2.91	<b>3.25</b>	<b>3.73</b>
4.13.5 Developing learners through extracurricular activities	3.4	2.7	1.6	1.67	4.4	3.5	1.6	1.81	2	2	<b>3.25</b>	<b>2.92</b>
4.13.6 Teaching moral values through extracurricular activities	3.4	3.04	1.6	1.51	4.4	4.21	1.6	1.34	2	2.34	<b>3.25</b>	<b>3.11</b>
4.13.7 Your ability to promote teamwork skills	3.4	2.07	1.6	1.67	4.4	4.72	1.6	1.51	2	2.54	<b>3.25</b>	<b>3.12</b>

4.13.8 Your ability to enhance analytical skills	3.4	2.7	1.6	1.51	4.4	3.28	1.6	2.07	2	2.12	<b>3.25</b>	<b>2.92</b>
<b>Overall mean/SD per school</b>	<b>3.4</b>	<b>2.73</b>	<b>1.6</b>	<b>1.7</b>	<b>4.4</b>	<b>4.02</b>	<b>1.6</b>	<b>1.86</b>	<b>2</b>	<b>2.5</b>	<b>3.25</b>	<b>3.2</b>

Above is a description of how teachers use extracurricular activities to promote learners' holistic development. Emanating from table 4.12, the researcher made use of eight attributes to gather data on whether teachers in the five multicultural schools are able to promote learners' holistic development. Attributes the teacher participants responded to in promoting multicultural education were: the values of *Ubuntu*; physical development; social and emotional development; developing learners through extracurricular activities; developing moral values through extracurricular activities, and an ability to enhance analytical skills.

The researcher made use of a 5-point Likert-scale format for teacher participants to respond to.

**TABLE 4.13 TEACHERS' RESPONSES TO THE ATTRIBUTES EMANATING FROM THE QUESTIONNAIRES**

Statement	Emanating from the statement
Extremely capable	The teachers feel they have the ability to develop the learners to be extremely capable.
Very capable	The teachers feel they are more than capable of developing the learners, but might have flaws in some situations.
Capable	The teachers are not sure whether they are more or less capable. The teachers might be unsure and stay in the middle.
Fairly capable	The teacher knows about the attribute but lacks knowledge to develop learners.
Incapable	The teacher is not at all capable or has neither the knowledge nor the ability to develop learners.

Table 4.12 depicts that a large majority of the teachers (84.61%) articulate their ability to enhance or promote certain skills needed for learners' holistic development. Schools' overall mean of 3.25, closer to 3, means 'capable', with the overall standard deviation of 3.2. The scores show that there is little difference in the different

schools' average mean, compared to the overall mean, while the overall standard deviation of the different schools compared to the overall standard deviation, differs more prominently.

#### **4.13.1 PROMOTING MULTICULTURAL EDUCATION IN CLASS**

---

Table 4.12 shows that teacher participants' ability to promote multicultural education in the classrooms is capable in some sense. This is shown in the table with the overall mean of 3.25, closer to 3, meaning 'capable', with the overall standard deviation of 3.44. The scores show little difference, but the standard deviation being higher means that the deviation between the extremely capable and the incapable may be greater than shown in the table. Table 4.12 reveals that 'schools B, D, and E' have overall means of 1.6 and 2, closer to 2, meaning 'partially'. This confirms that these schools might not have the resources or ability to promote multiculturalism in the classroom environment.

#### **4.13.2 PROMOTING VALUES OF *UBUNTU***

---

Table 4.12 indicates that 'school A and school C' are more 'capable' and 'very capable' of promoting the values of *Ubuntu* during formal schools days compared to their counterparts in the population. 'Schools B, D, and E' have an overall mean of 1.6 and 2, meaning 'partially'. In the opinion of the researcher, the teachers in the respective schools might not promote such values, have no interest, or lack ability in using the opportunity during class time develop the learners. *Ubuntu* invokes a sense of humanness, an implication that encompasses a variety of normative values and principles, such as caring, respect, concern for others, compassion, and altruism (Letseka, 2015). Normative values as these are possibly being missed by teachers in the population to invoke such humanness in the learner's development to become holistic.

#### **4.13.3 PROMOTING PHYSICAL DEVELOPMENT**

---

Table 4.12 shows that 'school C' teachers are somewhat more capable in promoting physical development amongst their learners. The table highlights that 'school C' is the only school being 'very capable' of developing learners physically, with an overall mean of 4.4, closer to 4, meaning very capable and an overall standard deviation of



2.65. The large majority of the schools mean and standard deviation are well below the overall mean and standard deviation of the population. It might also lead to extracurricular activities being offered by the schools and the teachers do participate in some sense, but might not have the abilities to fully develop the learners' physical needs.

#### **4.13.4 PROMOTING LEARNERS' SOCIAL AND EMOTIONAL DEVELOPMENT**

---

Table 4.12 depicts that the teacher participants seem to struggle in some sense to develop their learners' social and emotional needs. The table shows that the mean of the majority of the schools is below 2, leaning towards being 'partially capable' and might show in some cases to be 'capable'. The overall standard deviation of 3.73 demonstrates the worrying factor of the margin between the participants of being 'partially capable' and reaching fulfilment in developing learners holistically in the context. Table 4.12 further demonstrates that teachers also struggle to develop learners physically through the use of extracurricular activities, wasting great opportunities where learners could interact with peers and automatically build emotional confidence and develop social skills. Brooks (2013) concurs that learners have the opportunity to develop a repertoire of social norms through experiential learning that are necessary for social adjustment. Wilson & Vialet (2013) postulate that the process and acquisition of social skills continues as learners participate in activities, reinforcing positive social behaviour when interacting with different peers. When learners fail to participate in activities and fail to acquire effective social skills with other learners, they are viewed as socially incompetent by their peers and are at risk of being socially isolated (Ivaniushina & Zapletina, 2015).

#### **4.13.5 DEVELOPING LEARNERS' MORAL VALUES THROUGH THE USE EXTRACURRICULAR ACTIVITIES**

---

Table 4.12 illustrates teacher participants' ability to develop learners, though extracurricular activities are not a great feature with teachers, thus showing that they are 'partially' able to develop learners at their respective schools. The majority of the population leans towards an overall mean of 3.25, closer to 3, meaning 'capable', with 'schools B, D, and E' having a mean of 1.6 and 2 not reflecting the same ability to effectively develop their learners. According to table 4.12, 'school C' greatly

accepts the impact extracurricular activities can have on learners' development with a mean of 4.4, meaning 'very capable' and a standard deviation of 3.5. Extracurricular activities possess a certain set of opportunities for a learner's spiritual and moral development. According to Sadykova (2018) the complexity of developing moral values of a person emphasises the inevitable need for active participation at school and therefore learners are capable of attaching high moral values to their life experiences.

#### **4.13.6 ABILITY TO PROMOTE TEAMWORK SKILLS**

---

According to table 4.12 the mean of the respective schools remains even, but the decrease in standard deviation might show that the teacher succeeds in developing teamwork skills more often in classroom settings, than in using extracurricular activities. Table 4.12 further indicates that not all teacher participants in the population are fully capable or possess the abilities to develop teamwork skills. Although positive, table 4.12 shows that the overall mean of 3.25, closer to 3, means 'capable', with the overall standard deviation of 3.12. The overall mean and standard deviation may show that the majority of the teachers possess the ability to develop teamwork skills. The individual trends per school show otherwise, with 'schools B, D, and E' having 'partially' the ability to develop such skills and needs. McQuerrey (2018) views teamwork as a vital building block as fundamental for creating more opportunities for learners to acquire skills, such as reaching clear goals in a team; getting learners to build trust in the team; encouraging participation; contributing individual skills; helping learners to negotiate tasks; valuing learners' creativity and innovation, and bringing out the diversity and different perspectives amongst learners.

#### **4.13.7 ABILITY TO ENHANCE ANALYTICAL SKILLS**

---

Table 4.12 highlights teacher participants' ability to enhance learners' analytical skills. Analytical skills are simply problem-solving skills; a collection of traits and capabilities that emphasise a logical, rational approach to engaging in new ideas, sorting information, and discovering creative solutions (Terrell, 2019). Table 4.12 also shows the ability of teachers to enhance their analytical skills by the overall mean of 3.25, closer to 3 meaning 'capable', with the overall standard deviation of

2.92. Table 4.10 (cf. 4.6.3) shows that only 'schools A and C' have the teachers believing they have the ability to develop and enhance learners' skills revolving around problem-solving skills. Table 4.12 further demonstrates that 'schools B, D, and E' have a low mean between 1.6 and 2, meaning 'partially' capable of enhancing the necessary skills. Teachers have all the tools at their disposal at school to be able to develop analytical skills. Teachers can incorporate the attributes of analytical skills, such as communication during class discussions and reading; data analysis in Maths; creativity during Art class; organisational skills developed in economics and business studies; and developing reporting skills to report back as learners return from fieldtrips (Terrell, 2019).

As seen from table 4.12 the overall mean of 3.25, closer to 3 meaning 'capable', with a standard deviation of 3.2, shows only that the teachers are in some way 'capable' of developing certain skills. If observed in depth, it is to be seen that only 'school A and C' are more 'capable', having teachers who see themselves as good enough and possessing the ability to develop the skills needed for holistic growth. Table 4.12 shows that 'schools B, D, and E' lack teachers with the capabilities of developing learners with the necessary skills; an average mean of 1.6, closer to 2, meaning 'partially' is outlined. Teachers 'partially' possessing the ability to develop learners might have no great impact on their development or even lead to no development. Teacher participants hold the view that they are 'partially' capable of developing and enhancing learners' necessary skills, might doubt themselves or may not have the willingness, knowledge or motivation to inspire learners to reach holistic fulfilment.

The next section presents the data on the demographical variable of the participants. Table 4.14 presents data on the learners that participated in the study as sample in the population.

#### **4.14 PRESENTATION, ANALYSIS AND DISCUSSION OF QUALITATIVE DATA**

---

The qualitative data analysis in the current study is a process and procedure in which the collected data from focus group interviews are transformed into explanations, understandings and interpretations of the people and situations that are being investigated. This qualitative data analysis was based on the learners in the population (see Annexure F).

**TABLE 4.14 DATA ON THE BIOGRAPHICAL INFORMATION OF THE LEARNERS USED FOR THE FOCUS GROUPS**

PARTICIPANT CODE	FOCUS GROUP CODE	GENDER		AGE	RACIAL ETHNICITY	YEARS IN GRADE	GRADE
L1	FGA		Female	16	White	1	10
L2	FGA		Female	16	White	1	10
L3	FGA		Female	17	White	1	11
L4	FGA	Male		17	White	1	11
L5	FGA	Male		15	White	1	9
L6	FGA		Female	15	White	1	9
L7	FGB		Female	15	White	1	9
L8	FGB	Male		13	White	1	7
L9	FGB		Female	14	White	1	8
L10	FGB		Female	13	White	1	7
L11	FGB		Female	14	White	1	8
L12	FGB		Female	13	White	1	7
L13	FGB		Female	14	White	1	8
L14	FGB		Female	14	White	1	8
L15	FGB	Male		14	White	1	8
L16	FGC		Female	17	White	1	11
L17	FGC	Male		14	African	1	7
L18	FGC	Male		18	White	1	12
L19	FGC		Female	18	White	1	12
L20	FGC		Female	18	White	1	12
L21	FGC		Female	18	White	1	12
L22	FGD	Male		17	White	1	11
L23	FGD	Male		13	African	1	7
L24	FGD		Female	15	African	1	9
L25	FGD	Male		15	African	1	8
L26	FGD		Female	14	African	1	8
L27	FGD	Male		15	African	1	9
L28	FGE	Male		15	African	1	8
L29	FGE		Female	14	African	1	9
L30	FGE		Female	13	African	1	8
L31	FGE		Female	13	African	1	7
L32	FGE		Female	19	African	1	12
L33	FGE	Male		18	African	1	11

L34	FGF		Female	15	African	1	10
L35	FGF	Male		16	African	1	10
L36	FGF		Female	19	African	1	11
L37	FGF		Female	18	African	1	11
L38	FGF	Male		19	African	1	12
L39	FGF		Female	17	African	1	10

Table 4.14 shows the biographical information of the learners used in the focus groups. The learners, who made up the sample in the schools of the population, voluntarily opted to participate in the focus group interviews. Table 4.14 shows that a total of 39 learners participated in the focus group interviews. Table 4.14 shows that 35.89% male and 64.11% female learners volunteered to participate anonymously. The researcher made use of three schools in the Brandfort area, with learners participating from grade 7 to grade 12.

Table 4.14 depicts learner participant ages ranging from 13 to 19 years. The researcher also observed that some of the participants' ages indicate that they are older than their counterparts in the same grade.

In terms of race, 53.84%, participants were white and 46.15% were black. This shows that the researcher opted for a racially mixed group so as to ensure that aspects of multiculturalism were portrayed in this study.

Table 4.14 illustrates that six grade 7's, nine grade 8's, six grade 9's, six grade 10's, six grade 11's, and six grade 12's participated in the study. The grade 8 learners were more than willing and optimistic about participating in the study.

The next sections entail an analysis of learner participants' responses in relation to the questions of the focus group semi-structured interviews (see Annexure F). The analysis will be dealt with by grouping data into main categories and subcategories as they emerged during the focus group interviews and responses. The analysis will be justified further by quoting participants verbatim. The data are then discussed via appropriate themes.

#### 4.14.1 INTERPRETATIONS EMANATING FROM QUESTION 1

---

The first question that was posed during the focus group interviews was: *Which extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, reading, community service outreach, etc.) does your school offer?*

**TABLE 4.15 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 1.**

QUESTIONS	MAIN THEME	Issues emerging from theme
<i>Which extracurricular activities does your school offer?</i>	Benefits of various sporting codes	Views on various sporting codes, namely: Netball, Cricket, Rugby, Swimming, Tennis, Athletics, Soccer, Horse riding, Chess, Drama, Indigenous games, Library, Reading and reading clubs, Cultural events, Debate, ATKV, UCSA, ECO groups and First aid

The table above presents the main themes and related subthemes, identified from the transcriptions that relate to the research questions.

##### 4.14.1.1 MAIN THEME: BENEFITS OF VARIOUS SPORTING CODES

---

A description of learner participants' views follow on the extracurricular activities offered by their respective school.

- **Sport**

Participants (**FGA L1, FGA L5, FGA L6, FGB L2, FGB L6, FGD L4, and FGD L5**) indicated that their schools offer sport, but were not specified in the sport codes. Sport can be defined as an organised, competitive and skilful activity which asks for dedication and fair play. Participating in sport means using time designed as a physical, healthy and mental activity that refreshes the human body (Steinberg, 2018). Participants **FGB L2** and **FGD L5** indicated that their schools offer sports in the form of athletics, netball, cricket, rugby, soccer, swimming, tennis, and horse riding.

**FGB L2:** *“Sport: athletics, netball, rugby, cricket, swimming, tennis, and horse riding.”*

The majority (69.23%) of the participants indicated that they participate in netball.

- **Netball**

Participants (**FGB L2, FGB L4, FG L5, FGB L6, FGB L7, FGB L8, FGC L1, FGC L2, FGC L3, FGC L4, FGC L6, FGD L1, FGD L2, FGD L3, FGD L6, FGE L1, FGE L2, FGE L3, FGE L4, FGE L5, FGE L6, FGE L7, FGF L1, FGF L2, FGF L3, FGF L4, and FGF L5**) revealed that their respective schools offer netball as an extracurricular activity. Netball holds benefits as a true team sport; it does not matter the size or the ability level, there is a position on court for everyone; great hand/eye coordination and teaches special awareness (America netball, 2018).

**FGD L2:** *“My school offers the following sport codes: Netball etc.”*

- **Cricket**

Participants (**FGA L2, FGA L3, FGA L4, FGB L2, FGB L3, FGC L2, FGD L1, FGD L3, FGE L1, FGE L3, FGE L4, FGF L1, FGF L2, FGF L3, and FGF L4**) indicated that their schools offer cricket as an extracurricular activity for boys to participate in as a summer sport.

**FGA L3:** *“My school offers extracurricular activities in the form of cricket etc.”*

- **Rugby**

Furthermore, participants (**FGA L2, FGA L3, FGA L4, FGB L2, FGB L4, FGC L1, FGC L2, FGC L3, FGD L1, FGD L2, FGD L3, FGE L1, FGE L2, FGE L3, FGE L4, FGF L1, FGF L2, FGF L3, and FGF L4**) revealed that their respective schools offer rugby as a physical development activity for boys to participate in. According to Hilton (2013), rugby helps learners to improve their physical fitness, as well as their physical skills.

**FGA L3:** *“My school offers extracurricular activities in the form of rugby as a physical outdoor sport.”*

In addition to what was asserted by **FGA L3** in the above statement, **FGDL2** also had a similar view.

**FGD L2:** *“My school offer sport in the form of rugby etc.”*

Rugby helps learners to challenge themselves and learn the values of setting goals for themselves, and helps them towards a lifetime of achieving (Alexander, 2009). Moreover, learners develop social skills when they compete in a team sport, such as rugby and learn a whole host significant social skills, such as sportsmanship and fair play; cooperation; problem solving; concentration; analytical skills and team spirit, that are critical for developing healthy relationships and success at school (Chessman, 2014; Neighmond, 2015).

- **Swimming**

Participants (**FGA L2, FGA L3, FGA L4, FGB L2, FGB L4, FGC L1, FGC L2, FGCL3, FGD L1, FGD L2, FGD L3, FGE L1, FGE L3, FGE L4, FGF L1, FGF L2, FGF L3, and FGF L4**) indicated that their school offers swimming as an extracurricular activity. The researcher has observed that the learners in the focus group mentioned above are the only school in the population that offers swimming as an activity for learners’ development.

Swimming is an effective workout for the whole body, keeping the heart rate up but taking some of the stress impact off and builds endurance and cardiovascular fitness. It helps maintain a healthy weight, heart and lungs (Weil, 2019).

- **Tennis**

According to participants (**FGA L2, FGA L3, FGA L4, FGB L2, FGB L4, FGB L5, FGC L2, FGC L3, FGD L1, FGD L2, FGD L3, FGE L1, FGE L2, FGE L3, FGE L4, FGF L2, and FGF L3**) revealed that their school offers tennis as an extracurricular activity, but interestingly, this school in the population is the only school to offer tennis as an activity for its learners.

**FGD L2:** *“My school offers tennis as an outdoor activity.”*

Tennis being offered as outdoor activity provides learners with mental, physical and environmental demands in which learners benefit from participating (Noble, 2014). The social and support groups learners are involved in encourage, educate, teach, coach and train learners. The development from which learners benefit by



participating in tennis include physical, social, cognitive, affective and lifestyle development (Pluim, 2014).

- **Athletics**

Participants (**FGA L2, FGA L3, FGA L4, FGB L2, FGB L4, FGC L1, FGC L2, FGC L3, FGD L1, FGD L2, FGE L1, FGE L4, FGE L6, FGF L1, FGF L2, FGF L3, FGF L4, and FGF L5**) mentioned that their respective schools offer athletics as an extracurricular activity for learners to develop physically and to gain fitness.

**FGD L2:** *“My school offers athletics as an outdoor activity.”*

The value of athletics as an outdoor activity in multicultural schools is significant and cannot be left unnoticed (Meador, 2019). Athletics has an insightful impact on individuals and the school as a whole, as well as the community (Meador, 2019). Athletics functions as a powerful academic motivator for athletes who would otherwise underperform in the classroom. Athletics offer athletes several benefits, including the procurement of valuable life skills (Charaf, 2016).

- **Soccer**

However, participants (**FGB L7, FGB L8, FGB L9, FGC L6, FGD L6, FGE L5, FGE L6, FGE L7, FGF L5, and FGF L6**) revealed that their school offers soccer as an extracurricular activity. It seems that only one school offers soccer as an activity for its learners to participate in. The learners have also mentioned that soccer is not only offered by the schools but soccer can also be played at the respective soccer clubs managed by community members. The researcher observed that the community members manage soccer clubs for the benefit of the community by establishing boy teams. It also introduces soccer to ladies to provide them with the opportunity of being part of the community and development process.

**FGB L9:** *“The school offers the following which includes: soccer etc.”*

Nelson Mandela declared that sport possessed *“the power to change the world.”* Mandela further proclaimed that soccer has the ability to inspire and has the power

to unite a nation in a way little else does. Higa (2015) concurs that soccer is more influential than governments in breaking down racial barriers.

- **Horse riding**

Participants (**FGA L2, FGA L3, FB L2, FGB L4, FGC L1, FGF L2, and FGF L3**) mentioned that their respective schools offer horse riding as an extracurricular activity. Horse riding is an activity learners select to participate in voluntarily and is mostly offered by clubs outside of a school's formal sport activities.

**FGA L3:** *“My school offers learners the opportunity to participate in horse riding as an extracurricular activity outside the formal school day activities.”*

Horse riding brings a great variety of physical, mental and social skills, but can also be an inspirational and motivational tool for feeding learners' enthusiasm and achieving their dreams (Haywood, 2017). Equestrian activities can increase cognitive ability, mental and psychological needs, body strength, and endurance (Thompson, 2015). It may also increase comprehensive abilities, such as an adult or child's social skills, confidence, and overall sense of well-being (Helgadottir, 2018). The disadvantage is that it is a very expensive sport, especially regarding equipment and animal husbandry.

- **Chess**

Participants (**FGA L2, FGA L3, FGB L2, FGB L4, and FGC L1**) responded that their respective schools offer chess as an extracurricular activity, especially for learners who might struggle with physical abilities. Interestingly enough, as observed by the researcher, is that these learners in the population are the only learners to participate in chess because their school is the only school to offer chess as an activity for its learners to participate in.

**FGA L3:** *“My school offers chess as an extracurricular activity especially for learners who have physical challenges.”*

Playing chess well involves a combination of aptitudes that contribute to chess players (16-18 years old) to develop good spatial, numerical, administrative-directional, and paperwork abilities (Dauvergne, 2013). Chess holds significant aptitudes to strengthen both numerical and verbal skills, needed for learners to learn a second language and to develop reading skills (Jankovic & Novak, 2019).

- **Drama**

Participants (**FGA L3, FGE L4, FGF L2, and FGF L3**) mentioned that their respective schools offer drama as a cultural activity for learners who might not be able to participate in physical activities.

**FGA L3:** *“My school offers drama as an extracurricular activity in the cultural department.”*

Learners in multicultural schools can enhance significantly their life skills as they learn the value of critical feedback, both positive and constructive (Shelley, 2013). Participating in drama clubs allows an avenue for learners to develop cognitive abilities that complement academic studies and discipline. Drama provides learners with the opportunity to build self-confidence through creative expression and can be particularly beneficial for introverted and reserved learners (Masso, 2018).

- **Indigenous games**

Furthermore, participants (**FGB L6, FGB L8, FGD L5, FGE L7, FGF L5, and FGF L6**) revealed that their schools offer indigenous games as an extracurricular activity. The researcher has observed that only the senior and FET phase schools in the township area offer indigenous games as extracurricular activities.

**FGF L6:** *“My school offers indigenous games as an extracurricular activity. Indigenous games such as Morabaraba and Draft.”*

South African schools that offer indigenous education not only offer western values of education but contribute to the fact that learners from low socio-economic backgrounds cannot construct the difference between the education they receive at

school and their everyday experience (Mosimege, 2009). Barton (2011) identified various mathematical concepts from indigenous games, such as Morabaraba and can be used in multicultural classrooms to promote learners' mathematical abilities (Trinck, 2016).

- **Library, reading, and reading clubs**

Participants (**FGA L3, FGA L4, FGA L5, FGA L6, FGB L2, FGB L4, FGB L5, FGB L6, FGB L7, FGB L8, FGB L9, FGC L2, FGC L3, FGC L5, FGC L6, FGD L2, FGD L3, FGE L1, FGE L4, FGF L1, FGF L2, and FGF L3**) mentioned that their respective schools have libraries or have reading clubs at school to offer learners as an extracurricular activity. **FGA L3, FGB L2, FGB L4, FGB L5, FGC L2, FGC L3, FGD L2, FGD L3, FGE L1, FGE L4, FGF L2, and FGF L3** mentioned that their school has a club that offers learners the opportunity to be part of the school's newspaper, where all the fun and interesting activities that have happened during the terms or school calendar are published. Olzcki (2017) mentions that school newspapers and newspapers generally, can be used as a teaching aid, specifically as a tool to promote a reading culture amongst learners.

**FGA L3:** *"Our school offers extracurricular activities, such as a newspaper club (kekkelbessie)."*

Participants (**FGA L4, FGB L2, FGB L4, FGB L5, and FGF L1**) revealed that their school has a reading centre where learners are offered the opportunity of enhancing their reading skills by using a computer. Reading on the computer not only improves their reading skills but also develops their computer literacy skills for subjects, such as IT (information technology) or CAT (computer application technology).

**FGB L4:** *"My school offers extracurricular activities, such as reading in the reading centre."*

Participants (**FGA L5, FGA L6, FGB L6, FGB L7, FGB L8, FGB L9, FGC L5, and FGC L6**) said that they have reading as an extra activity at school for learners to improve or develop their reading skills.

- **Debating**

Participants (**FGA L3, FGB L2, FGB L5, FGC L2, FGC L6, FGD L4, FGE L1, FGE L3, FGE L4, FGF L1, and FGF L4**) mentioned that debating and public speaking are activities that are being offered at their schools as an extracurricular activity. Communication is the backbone of humanity and it allows for connections, sways decisions and motivates change (Bernard, 2017).

**FGA L3:** *“My school offers debating and public speaking as an extracurricular activity.”*

According to Cuncic (2019), it would be nearly impossible for learners to progress in the working world and in life itself without communication skills. The multicultural schools that offer public speaking equip their pupils with one of the most important forms of communication skills which helps gloss-phobia speech and anxiety, the most common fear in communication people have across the globe (Bernard, 2017).

- **Choir**

Participants (**FGA L3, FGA L4, FGA L5, FGA L6, FGB L1, FGB L2, FGB L4, FGB L5, FGB L6, FGB L7, FGB L8, FGC L1, FGC L2, FGC L3, FGC L4, FGC L5, FGC L6, FGD L1, FGD L2, FGD L3, FGD L4, FGD L5, FGD L6, FGE L1, FGE L3, FGE L4, FGF L1, FGF L2, FGF L3, and FGF L4**) mentioned that their school offers choir as an cultural activity.

**FGA L2:** *“My school offers sport or extracurricular activity in the form of choir and ‘sangvereniging’ as a cultural activity.”*

- **ATKV (Afrikaanse Taal en Kultuur Vereniging)**

Participants (**FGA L3, FGB L2, FGB L4, FGB L5, FGC L1, FC L2, FGD L1, FGD L3, FGE L1, FGE L3, FGE L4, FGF L2, and FGF L3**) mentioned that their respective schools offer ATKV (Afrikaanse Taal en Kultuur Vereniging) for their learners to develop and learn from their culture in Afrikaans and their language. ATKV is also a club being used to do community service work to reach out to communities and to share the Afrikaans heritage with other communities.

**FGA L3:** *“Our school offers ATKV as a cultural activity for learners to learn more from their culture and language.”*

The ATKV has set out their own mission to enhance the Afrikaans language, culture, knowledge, and creativity to encourage multiculturalism, nation building, and reconciliation to ensure a successful South-Africa.

- **UCSA (United Christian Student Association)**

Participants **FGA L3, FGB L2, FGB L4, FGC L1, FGC L2, FGD L1, FGD L3, FGE L1, FGE L3, FGE L4, FGF L2, and FGF L3** mentioned that their school offers UCSA for learners, not as an activity but rather to encourage learners’ Christian growth and to grow in their culture and heritage.

**FGA L3:** *“Our school offers UCSA as an extracurricular activity for learners’ spiritual growth.”*

USCA youth ministries have traditionally been studied theologically through the discipline of practical theology. The quest of USCA is to emphasize the unique and valid capacity of young people’s experience to interpret their Christianity and faith in terms of their growth and development (Nel, 2015).

- **ECO groups (Environmental Education)**

Participants **FGA L3, FGA L4, FGB L2, FGF L1, and FGF L3** mentioned that their learners have the opportunity to participate in the provincial championship of the yearly WESSA ECO-school competition. The WESSA ECO-schools is an international programme of the Foundation for Environmental Education (FEE) that was developed to support environmental learning in the classroom.

**FGA L3:** *“Our school offers WESSA ECO-schools programme as an extracurricular activity to support environmental learning.”*

WESSA ECO-schools build their programme for multicultural schools and to be parallel with the South African CAPS, hosting over 50% of the content in some

CAPS subjects being environmental in nature. Eco-Schools make a positive contribution towards improving education in South Africa.

- **First Aid**

Participants **FGA L3, FGB L2, FGB L4, FGC L1, FGD L3, FGE L1, and FGE L4** mentioned that learners have the opportunity to be part of the school's First Aid team to support the learners during sport activities at school.

**FGA L3:** *“Our school offers First Aid for learners to participate in an activity at sport events.”*

First Aid provides learners in the multicultural schools of Brandfort the opportunity to learn First Aid skills, such as minor cuts, scratches, bruising and injury. Schools need to ensure that staff are sufficiently trained under the provisions of the Occupational Health & Safety Act 2004 and the Department's First Aid and Infection Control procedures and always need to assist ill and injured persons.

#### 4.14.2 INTERPRETATIONS EMANATING FROM QUESTION 2

---

The second question that was posed during the focus group interviews was: ***Which other extracurricular activities would you like your school to offer to learners? Why should the school offer these additional activities?***

**TABLE 4.16 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 2.**

Question	Extra sport codes or activities	Issues emanating from theme
Which other extracurricular activities would you like your school to offer to learners? Why should the school offer these additional activities?	Additional activities for learners' holistic development.	<ul style="list-style-type: none"> <li>• It is a less popular sport to be offered by rural schools</li> <li>• So that all learners can learn from different cultures.</li> <li>• Learners can be part of nature and learn more about the Afrikaner culture.</li> </ul>

		<ul style="list-style-type: none"> <li>• So that the less physical learner can also participate in an activity.</li> </ul>
--	--	--

A description of learner participants' views follow on the additional extracurricular activities they would like their schools to offer. The participants indicated four main sports or activities, namely: Hockey, Cultural events, Voortrekkers (Pioneers), and Shooting.

#### 4.14.2.1 ADDITIONAL ACTIVITIES FOR LEARNERS' HOLISTIC DEVELOPMENT.

---

- **Hockey**

Participants **FGA L4**, **FGD L3**, **FGE L1**, **FGE L2**, **FGE L3** **FGE L4**, and **FGF L1** mentioned that their school should also offer hockey as an extracurricular activity. **FGE L2**, **FGE L4**, and **FGF L1** believe that learners have a great interest in hockey and would willingly participate in such an activity, were interest their motivation.

**FGF L1:** *"I would like my school to offer hockey because a great number of learners are interested in hockey and would like to participate."*

Hockey is a sport that teaches learners to deal with and participate under pressure, which is a crucial lesson that needs to be learnt if one wants to reach the top of anything in life (Penny, 2018).

Participants **FGE L1** and **FGE L3** mentioned that extramural activities, such as hockey which the schools do not offer, can assist learners in the process of developing their personal growth and social skills. According to Penny (2018), learning how to communicate effectively not only in a social context but also with yourself, will help you to get more from others and achieve more of what you want from both sport, as well as life in general.

**FGE L1:** *"This activity provides more opportunities to learners to develop themselves and to learn social skills through communication."*

Participants **FGA L4** and **FGD L3** mentioned that their respective schools do not offer hockey as a sport and have found that learners who moved from other schools



and participated in hockey had great experiences in the sport and are now unable to use their acquired skills.

**FGD L3:** *“My school offers a lot of sports, but a great number of learners have moved from other schools where they participated in hockey and now they are unable to participate because our schools does not offer hockey.”*

- **Cultural events**

Furthermore, participants (**FGA L6, FGC L2, FGD L4, FGE L6, and FGF L6**) mentioned that they would like their school to create opportunities for learners to be part of cultural events or the school to offer cultural events as an activity or in a club at their school. Cultural events are a great way of sharing global education involvement with parents, teachers, and learners at school (Rock, 2018).

**FGA L6:** *“My school should offer cultural events so that we can learn about other people’s cultures.”*

In addition to what was asserted by **FGA L6** in the above statement, **FGF L6** also had a similar view.

**FGF L6:** *“I would like my school to offer music or music instrument playing, as many learners in my school already play at church events, being part of the community.”*

The performing arts in cultural events range from vocal, instrumental music, to cultural dances. Cultural events, such as music and dancing are perhaps the most universal arts found in everyday society. Cultural events often form part of people’s domains and their intangible cultural heritage including rituals, festive events or oral traditions (Miller, 2017; Kari, 2018).

- **Voortrekkers (Pioneers organisation)**

The Voortrekkers (Pioneers) is a White Afrikaner organisation that teaches and empowers Afrikaners to be successful as positive citizens and dependable Christians. Participants (**FGB L1, FGB L2, FGB L3, and FGB L4**) mentioned that they would like their school to offer Voortrekkers so that they can learn more about their heritage as Afrikaners. These learners feel that Voortrekkers gives them the opportunity to develop their social skills, and when coming into contact with nature and learning survival skills.

**FGB L1:** “...so that the learners can become more fully part of nature and learn more about the Afrikaner culture as boere.”

**FGB L2 and FGB L4:** “...Voortrekker camps, to help us become independent and to adapt to society and to develop our social skills.”

According to Lambert et al. (2009), the Voortrekkers organisation symbolises an Afrikaans language alternative to the largely English-speaking Boy Scout movement, with its British heritage.

- **Shooting**

Shooting or more known in the Afrikaans context as ‘skyfskiet’ is seen as an extracurricular activity in South African schools (Lindsay, 2019). Participants (**FGB L1, FGE L2, and FGE L4**) mentioned that they would like their schools to offer shooting as an extracurricular activity for learners to participate in.

**FGB L3:** “I would like my school to offer shooting as a sport, so that learners who might not be so physical and who do not participate in physical activities can also participate in a sport and be part of the sporting culture.”

#### 4.14.3 INTERPRETATIONS EMANATING FROM QUESTION 3

---

The third question that was posed during the focus group interviews was: ***Do you participate in extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, community service outreach, etc.) at school and why?***

**TABLE 4.17 QUESTIONS, THEME AND ISSUES EMERGING FROM THE DATA RELATING TO QUESTION 3**

Question	Theme	Issues emanating from theme
Do you participate in extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, community service outreach, etc.) at school and why?	Personal acceptance for participation in extracurricular activities	<ul style="list-style-type: none"> <li>• Coaches motivate learners to participate</li> <li>• Learners participate to stay fit and healthy</li> <li>• Reading is my favourite activity</li> <li>• Building self-confidence</li> <li>• Developing teamwork skills</li> </ul>

A description of why participants participate in extracurricular activities is given below. The participants indicated four main role players, namely: coaches, health, academics, self-confidence, and teamwork.

#### 4.14.3.1 PERSONAL ACCEPTANCE FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

---

- **Coaches**

Participants (**FGA L1, FGA L4, and FGF L6**) mentioned that they participate in extracurricular activities because of the teacher who coaches, encourages, and motivates them as individuals. The role of coaches is performed by a range of general education and special education teachers with expertise in instructional practices, with school psychologists often assuming the role of a school coach (Snyder, Hemmeter & Fox, 2015).

**FGA L4:** *“We are one of the best rural schools when it comes to playing rugby, and the coaches are the ones motivating us.”*

In addition to what was asserted by **FGA L4** in the above statement, **FGF L6** also had a similar view.

**FGF L6:** *“Some of my coaches have considered me to be one of their favourite soccer players.”*

Kretlow and Bartholomew (2010) postulate that the role of a coach, being a teacher, is to improve a learner’s academics and behavioural outcomes through improved teaching practices.

- **Health and fitness**

Participants (**FGA L2, FGA L3, FGA L6, FGB L2, FGB L3, FGB L4, FGB L6, FGB L9, FGC L1, FGC L2, FGC L3, FGC L4, FGC L5, FGD L1, FGD L2, FGD L5, FGD L6, FGE L1, FGE L2, FGE L3, FGE L4, FGE L5, FGE L6, FGE L7, FGF L4, and FGF L5**) mentioned that they participate in extracurricular activities to live healthily and stay fit. Sport is a fun activity to be part of your daily routine, which keeps you fit

mentally and physically. Sport involves the mind and body, while stimulating and de-stressing you at the same time (Kapoor, 2015). Participants (**FGA L2, FGA L3, FGB L2, and FGB L3**) believe that extracurricular activities help you to strengthen your emotional abilities; develop your social interaction amongst peers; and build your self-confidence. Extracurricular activities promote social and emotional development, which is important for a child's ability to develop relationships; be self-confident; trust others; and manage diversity and stress in a healthy way (Wilson, 2009).

**FGA L2** *“Participating keeps me fit and helps me to develop my social skills in teamwork situations.”*

In addition to what was asserted by **FGA L2** in the above statement, **FGB L3** also had a similar view.

**FGB L3:** *“I participate to get my mind off things and to develop my self-confidence to be able to work in groups.”*

Participants (**FGA L6, FGC L1, FGC L4, FGC L5, FGD L5, FGD L6, and FGE L2**) mentioned that participating in extracurricular activities maintains a healthy mind and a flexible body. Physical development not only encourages fitness, but enhances agility, strength and even academic performance, which can take place in a multitude of activities (Pachucki, 2003).

- **Academics**

Participants (**FGA L5, FGB L7, FGB L9, FGC L6, FGD L2, FGD L4, and FGF L1**) mentioned that they participate in activities, such as the reading club, because reading is their favourite academic activity at school. Reading assists people discover new things, educate people in an area of interest and enable them to do their own research and creative thinking (Keyser, 2017). Reading improves vocabulary and spelling, while communication benefits in both fields of writing and speaking; thus it builds a good self-image.

**FGA L5:** *“I participate in the reading club because reading is my favourite activity and I enjoy it.”*

Participants **FGC L6**, **FGD L2**, and **FGF L1**, mentioned that they participate in reading clubs and enjoy reading a lot and believe that reading improves their academic performance and mental ability. According to Vannelli (2012), being well-educated expands the function of society and increases opportunities for career and personal growth.

Without reading skills learners will struggle to grow academically, as reading is the foundation of all academic subjects, such as History, Mathematics and Science and also influences the learner's ability to express themselves (Fry, 2009). Reading helps to cultivate the mind and imagination, thus enhancing the creative side of a person (Schulten & Gross, 2014).

- **Self-confidence**

Participants **FGB L1**, **FGB L2**, and **FGB L3**, mentioned that they participate in extracurricular activities because it helps them to build their self-confidence. Self-esteem refers to the degree in which an individual feels positively about themselves. Bailey, (2014) suggest that sport and other physical activities can contribute to the development of self-esteem.

**FGB L1:** *'I like to achieve more than the average expectation and it enhances my self-belief.'*

In addition to what was asserted by **FGB L1** in the above statement, **FGB L3** also had a similar view.

**FGB L3:** *"It increases my abilities and self-esteem to work in a group, interacting with others and also being able to listen to others increases my self-esteem."*

- **Teamwork**

Participants (**FGB L5**, **FGD L3**, **FGF L2**, **FGF L3**, and **FGF L4**) said that participation in extracurricular activities enhances your teamwork skills and ability to work in a team format. **FGD L3** and **FGF L2** mentioned that participating in extracurricular activities not only improves their abilities and skills, but provides them with an

opportunity to work with other people. Learning to collaborate with others towards a mutual goal in sport is what builds character, friendship and the important life skills of learners and teachers (Harle, 2018).

Team work involves people becoming part of something valuable and teaches people how to help others when they struggle and to offer words of encouragement when they are performing either poorly or admirably (Harle, 2018).

#### 4.14.4 INTERPRETATIONS EMANATING FROM QUESTION 4

The fourth question that was posed during the focus group interviews was: ***At which age did you participate in extracurricular activities and in how many activities are you currently involved?***

**TABLE 4.18 AGE IN WHICH LEARNERS STARTED TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.**

Question	Age started	Frequency	Total average %
At what age did you first participate in extracurricular activities and in how many activities are you currently involved?	4 years	1	2.56%
	5 years	2	5.12%
	6 years	7	17.92%
	7 years	13	33.33%
	8 years	5	12.82%
	9 years	0	0%
	10 years	4	10.25%
	11 years	4	10.25%
	12 years	0	0%
	13 years	1	2.56%
	14 years	1	2.56%
	15 years	0	0%
	16 years	1	2.56%

Table 4.18 shows the age in which the learner participants started to participate in extracurricular activities. The majority (64.07%) of the participants started to participate between the ages of 6 and 8 years. This is the age when learners start to attend pre-primary and primary school from grade R to grade 2. Table 4.18 show that there are some learners who started to participate in extracurricular activities at a later age of 11 to 16 years. The ISASA (Independent Schools Association of South

Africa) believe that it is in the best interest of the learners to start in Grade 1, in the year in which they turn seven, which is perfectly acceptable in terms of the law regarding admissions. According to Meny-Gibert (2010) the Department of Basic Education's age grade norm states that learners should be seven in grade 1, and eight in grade 2, so that when they reach the age of 18 they will be matriculating.

The next section continues with the presentation of the data of the participants. Table 4.19 presents the data on how many activities the participants are currently involved in.

**TABLE 4.19 NUMBER OF ACTIVITIES IN WHICH THE PARTICIPANTS ARE CURRENTLY INVOLVED**

Question	Number of activities involved in	Frequency	Total average %
At which age did you participate in extracurricular activities and in how many activities are you currently involved?	1	7	17.94%
	2	11	28.20%
	3	5	12.82%
	4	7	17.94
	5	3	7.69%
	6	1	2.56%
	7	5	12.82%

Table 4.19 shows the number of extracurricular activities the participants are currently involved in. Table 4.19 shows that the majority (82.06%) of the participants currently participate in 2 or more activities. Learners need to participate at least 3 times per week of 60 minutes a day in physical activities to grow holistically. Mendez (2019) indicates that learners who participate in physical activities appear to be healthier.

#### **4.14.5 INTERPRETATIONS EMANATING FROM QUESTION 5**

---

The fifth question that was posed during the focus group interviews was: ***In which activities do you interact more frequently with your peers/friends at school? Please explain your answer.***

**TABLE 4.20 QUESTIONS, MAIN CATEGORIES AND SUBCATEGORIES INDICATING THE LEARNER'S INTERACTION DURING EXTRACURRICULAR ACTIVITIES.**

Question	Theme sport code	Issues emanating from theme
<p>In which activities do you interact more frequently with your peers/friends at school? Please explain your answer.</p>	<p>Extracurricular activities that benefit social interaction.</p>	<ul style="list-style-type: none"> <li>• We interact a lot because we play as one team.</li> <li>• We play together as friends, regardless of winning or losing.</li> <li>• The majority of the boys play rugby so we have the same interest.</li> <li>• My friends and I are gifted in singing so we share something we enjoy.</li> </ul>

A description of the participants' interaction amongst peers/friends when participating in extracurricular activities is given below. The participants indicated four main sport codes, namely: Netball, Soccer, Rugby, and Choir, under the theme.

#### **4.14.5.1 EXTRACURRICULAR ACTIVITIES THAT BENEFIT SOCIAL INTERACTION.**

- **Netball**

Participants (**FGA L2, FGA L3, FGB L2, FGB L3, FGB L4, FGB L5, FGB L9, FGC L2, FGC L3, FGD L1, FGE L1, FGE L4, FGE L5, FGF L2, FGF L3, FGF L4, and FGF L5**) mentioned that they interact more frequently with their peers/friends when they participate in netball. The participants feel that netball also provides an opportunity for learners to work as a team. Participating in a team learners get the opportunity to interact more, socialise with peers or learners from other schools during events, learn from other people's backgrounds, and improve their academics.

Participants **FGA L2, FGB L9, FGC L2, FGC L3, FGD L1, FGE L4, FGF L3, and FGF L4** believe that netball provides an opportunity for more frequent interaction



amongst peers/friends. Netball places great emphasis on teamwork, skill and communication and interaction amongst peers, all of which make the sport great for learner development (McClean, 2019). According to Kell (2016), the benefits associated with a social sport, such as netball can help learners to boost their self-confidence; use a physical activity to sustain a healthy body; make new friendships and relationships; and a beneficial way to release and forget about things for a while.

**FGC L3:** *“...Netball, because there are 14 players around you with the coach and great communication is needed and for this we get along very well.”*

**FGF L3 holds the following view:** *“...Netball, because there are 6 players in the team with regular practices scheduled, assisting learners to interact more, and match days also help learners to interact during the match and with the opponents.”*

Participants (**FGB L2, FGB L3, FGB L5, FGF L2, and FGF L5**) believed that learners not just interact during netball practices and to be in a team, but they also get time to socialise and develop their social skills. Playing sport for most people is attractive because of the social interaction; being part of a team working towards a common goal (Hanson, 2019). The longing to be part of a community is a significant trait of human nature, and communication is conceivably the most important part of developing a healthy community.

**FGF L2:** *“If the teammates do not interact, there will be no unity amongst them. Teammates learn each other’s personalities and build relationships with each other and even develop social skills..”*

**FGA L3 and FGB L4** believe that netball is a team sport and for that reason learners will get the opportunity to socialise more. **FGB L4** mentions that the players will get the opportunity to socialise even more than just with teammates but also with their opponents.

**FGA L3:** *“...Netball, because people who play tennis play alone and can only communicate with his/her opponent. While in netball you socialise in the team were everyone as a place where they belong.”*

Physical activities, such as netball, on a regular basis, help you to keep your key mental skills sharp as you age. This omits critical thinking, learning, and using good judgment (Watson, 2016).

- **Soccer**

Furthermore participants (**FGA L1, FGA L6, FGB L6, FGD L4, FGD L5, FGD L6, FGE L6, FGE L9, and FGF L6**) mentioned that they frequently interact more during soccer practice and games. The participants feel that the majority of their peers participate in soccer at school or in a local soccer club, which makes it more likely for them to communicate more and share the same interests.

**FGA L6, FGD L4, FGD L6, and FGF L6** mentioned that communication and interaction occurs on a more regular basis because the majority of their peers participate in the same sport where they also share the same interests.

It is well recognised that interaction between soccer players has a positive effect on performance. In a system of small-sided games, soccer players must analyse their interactions (interaction between forwards and defenders) to adjust their position and engage in making an opportunity for the team to score a goal (Ghattassi, 2017). According to Miles (2017) the psychosocial environment, or team climate as it is more commonly termed in sport, includes the quantity, quality, and sequence of the interactions that transpire among all team members (athletes and coaches included).

- **Rugby**

Participants (**FA L4, FGB L1, FGC L1, FGE L2, FGE L3 and FGF L1**) mentioned that they interact more during rugby where they have more friends and teammates in a team to communicate and interact with. Participants (**FGB L1, FGE L2, FGE L3, and FGF L1**) feel that the majority of the time it is only boys who participate in rugby and it is also much easier to share the same interest amongst one another.

**FGB L1:** *“I have more interaction with my teammates who play rugby. The majority of the boys at school play rugby, so we all have something in common and have stories to share.”*

**FGC L1 holds the following view:** “...Rugby, because there are 23 teammates and as a team you need to achieve goals and to achieve these goals you cannot do it alone, so interaction and communication is needed.”

Durand (2015) recommends rugby as a school sport in terms of its team building skills and more importantly, as a discipline trait for children. The value system embedded in rugby is big on camaraderie amongst children, contributing to discipline and friendship which are valuable attributes to develop in a child’s life (Baker, 2015). Eda (2019) postulates that rugby is very much a social sport and, with that comes great friendships through social interaction. Rugby enhances a child’s sense of self-worth, confidence, discipline and overall talent as a person.

- **Choir**

Participants (**FGA L5** and **FGB L9**) mentioned that more interaction will take place when they participate in the choir.

**FGA L5:** “...Choir, because my friends and I are gifted with voices to sing. So we enjoy the same interest.”

**FGB L9 holds the following view:** “...Choir, because we enjoy music; it heals pain and we call it ‘therapy’ where we share this interest.”

Kurbatov (2015) believes that singing has shown to create a sense of happiness and well-being, enhancing physical and mental health, as well as promoting social bonding.

#### 4.14.6 INTERPRETATIONS EMANATING FROM QUESTION 6

The sixth question that was posed during the focus group interviews was: **Please identify a specific extracurricular activity and say how it assists you with certain aspects of your development (academics, physical, social, emotional, spiritual, etc.)**

**TABLE 4.21 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 6.**

Question	Theme	Issues emanating from theme
Please identify a specific extracurricular activity and say how it assists you with certain aspects of your development	Extracurricular activities assisting with holistic development	<ul style="list-style-type: none"> <li>• Physical, emotional, and social development</li> <li>• Physical fitness</li> <li>• Focus obtained and is</li> </ul>

(academics, physical, social, emotional, spiritual, etc.)		<p>played in good spirit</p> <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Academic skills and social development</li> <li>• Helps my academic development</li> <li>• Academic development</li> </ul>
---	--	--

A description of the learner participants' views on their personal development (academic, physical, social, emotional, spiritual, etc.) when they participate in extracurricular activities is given below. The participants indicated seven main sport codes in which they participate, namely: Netball, Soccer, Rugby, Athletics, Reading clubs, Music, and Public speaking).

#### 4.14.6.1 EXTRACURRICULAR ACTIVITIES ASSISTING LEARNERS' HOLISTIC DEVELOPMENT

---

- **Netball**

Participants (**FGA L2, FGA L3, FGB L2, FGB L4, FGB L5, FGC L2, FGC L3, FGD L1, FGE L1, FGE L3, FGF L2, FGF L3 FGF L4, and FGF L5**) mentioned that netball as an extracurricular activity assists them as learners to develop the necessary skills in academics, physicality, socially, emotionally and spiritually. Participants (**FGA L2, FGA L3, FGB L2, FGB L4, and FGB L5**) mentioned that they believe that netball has a great impact on the development traits of emotions, physical, and social growth. Netball teaches learners how to work in a team to produce a common goal, improving social and verbal skills (Kell, 2016). Netball necessitates players to run around, sprint and change direction, meaning children can benefit from a good cardiovascular workout, which will progress their overall fitness and increase flexibility and strength (Allen, 2011).

**FGB L2:** *“Netball develops me physically, emotionally, and socially.”*

**FGB L5 holds the following view:** *“Netball develops me physically and emotionally, because we practise hard and it also helps us to deal with disappointments when we lose.”*

Brown (2017) believes that netball players need to keep working on court while communicating and overall, it is a team sport. Communication as a team is essential in order to overcome your opponents and to always be one step ahead.

Participants (**FGE L1, FGF L2, FGF L4, and FGF L5**) mentioned that netball helps you not only to work in a team, but also to keep a healthy mind for academic growth. **FGF L2** believes that netball improves your academics, because you will have a healthy mind after a physical activity. Physical activities help considerably towards academic performance and as a coach, you teach key areas of sport to develop and improve creative, personal, social, cognitive, and physical attributes (McGuire, 2019).

The power you need to live a life of purpose is to build your 'spiritual strength' which activates your spirit and connection to the divine from within. To fulfil this connection, one needs to spend more time with loving, encouraging family/friends, diminish distractions (TV, radio, internet, newspaper), and make spiritual exercise a daily priority (Copeland, 2018).

- **Soccer**

Participants (**FGA L1, FGD L4, FGD L5, FGD L6, FGE L6, and FGF L6**) believe that soccer as an extracurricular activity assists them to develop physically, academically emotionally, spiritually (context of team culture and spirit), and socially. **FGA L1, FGD L6, and FGE L6** mentioned that soccer develops them physically to improve their stamina and build a fit, healthy, and flexible body.

**FGD L6:** *"...Soccer, because it assists you with your physical ability to exercise, is flexible and healthy."*

**FGE L6 holds the following view:** *"Soccer builds fitness and keeps my body healthy and even my mind can work accurately when I am from the gym or the game."*

Soccer provides children with the opportunity to build their strength, flexibility and endurance, increasing muscle and bone strength, as well as improving health due to shifts between walking, running and sprinting (Chtara, 2017).

Participants (**FGD L4** and **FGD L5**) believe that soccer provides them with the ability to enhance their academics while they are active in a sport, such as soccer. Maslen (2015) has shown a direct correlation between physical activity and academic performance. Physical activities can increase blood flow to the brain and activates endorphin. Endorphin can influence your mood and work performance, meaning athletes may be more enthusiastic and capable of tackling that next big problem (Maslen, 2015).

Soccer offers so many benefits to children that it might seem impossible for them not to participate in a sport such as this. Lopa (2014) reveals a few benefits and development impacts soccer has on a child's development, such as helping children stay fit and healthy; improving gross motor skills; boosting self-confidence and self-esteem; increasing social interactions; involving a work ethic and responsibility; promoting cognitive development; and the best of all, that it is fun for children to play.

- **Rugby**

Participants (**FGA L4, FGB L1, FGC L1, FGE L2, FGE L3, and FGF L1**) believe that extracurricular activities, such as rugby develop you physically, emotionally, spiritually, academically, and socially. **FGA L4, FGC L1, and FGE L3** mentioned that rugby helps them to learn more about themselves, providing them with the opportunity to release some of their anger and heartache, while also enhancing their spiritual growth to build a better relationship with God in their own lives.

**FGA L4:** *“Rugby helps you to focus in the team and usually have a good team spirit. Rugby also helps you to release some of your aggression, anger, and heartache.”*

Participants (**FGB L1** and **FGD L2**) feel that they develop their physical capabilities much more when they participate in an extracurricular activity, such as rugby. Rugby helps to enhance learners' physical fitness, as well as other physical skills. It can also be an excellent self-confidence booster, and a good way for learners to learn vital lessons that they will remember for life (Hinton, 2013).

**FGF L1:** *“Rugby helps me to develop aspects of my academics and also to develop my memory.”*

According to Hinton (2013), rugby also has tactical elements that help learners learn problem solving. Playing rugby and other tactical sports helps learners to develop concentration and analytical skills (Chessman, 2015).

- **Athletics**

Participants (**FGA L2, FGB L1, and FGD L2**) believe that extracurricular activities such as athletics develops learners physically and culturally because of the traditions emanating from the sport. Culture is the expression of a team’s values, attitudes, and goals about the sport, competition, and relationships. Culture determines whether the team is focused on improving, winning, or promoting individual accomplishments (Taylor, 2016).

**FGD L2:** *“In athletics you develop physically because your body is getting physical training which provides your brain with more oxygen.”*

Physical development through athletics not only keeps our bodies healthy and functioning optimally, but also helps to prevent cognitive decline later in life. Physical development or activities has an immense impact not only on children’s physical health and growth, but on their psychological health as well (Skrupskas, 2014).

- **Reading clubs**

Participants (**FGA L5, FGB L6, FGC L4, and FGC L6**) believe that reading clubs at school assist them with their academic growth to gain more knowledge and increase their mathematical skill. Participants (**FGA L5, FGB L6, and FGC L6**) also believe that reading clubs assist them to connect to their peers/friends in a more social way and build their inner emotional strength as well.

**FGC L6:** *“Reading and mathematical practice assists me with development academically as my marks have improved in certain subjects and in mathematics. Reading also helps you to connect socially with others within the reading clubs.”*

According to Dismondy (2019) book clubs are a great way to involve learners with reading and help build a reading and academic culture at the school.

- **Music clubs**

Participants (**FGB L4** and **FGB L5**) believe that music helps you to perform better academically. Brown (2012) mentions that musical experiences in childhood can increase brain development, predominantly in the areas of language acquisition and reading skills. School readiness, including intellectual, social-emotional, motor, language and overall literacy skills are areas ignited by music to assist a learner's development (Azizinezhad, 2013).

**FGB L5:** *"Music helps you to promote and develop your academic ability to perform better at school."*

Dumont (2017) asserts that learning to play a musical instrument can advance mathematical learning and even increase academic scores.

Participants (**FGA L6** and **FGB L9**) mentioned that music helps you spiritually and to grow emotionally.

**FGA L6:** *"Music makes you calm your mind which helps you spiritually."*

**FGB L9 adds:** *"Choir assists me emotionally. It heals the pain and takes away my sorrows and helps me with my academics and homework as well."*

Learners who participate in music clubs or play instruments can be more emotionally developed, possessing empathy towards other cultures, and also having higher self-esteem and coping better with anxiety (Tervaniemi, 2018).

- **Public speaking**

Participants (**FGA L3**, **FGB L7**, and **FGB L8**) mentioned that public speaking assists them emotionally where they can grow and build their self-esteem and also academically.



**FGB L7:** *“Public speaking helps you academically because I am able to understand by listening and speaking in class, so public speaking helps me to be able to be clear about everything that is happening, which we are sometimes not aware of.”*

Public speaking influences a person’s knowledge and language use skills, as well as increasing a person’s self-confidence (Herbein, 2019).

#### 4.14.7 INTERPRETATIONS EMANATING FROM QUESTION 7

---

The seventh question that was posed during the focus group interviews was: ***Are teachers at your school involved in extracurricular activities? In which activities is he/she involved?***

**TABLE 4.22 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 7.**

Question	Theme	Issues emanating from theme
Are teachers at your school involved in extracurricular activities? In which activities is he/she involved?	Active teachers lead to active learner development.	<ul style="list-style-type: none"> <li>Teachers are involved in numerous activities.</li> </ul>

##### 4.14.7.1 ACTIVE TEACHERS LEAD TO ACTIVE LEARNER DEVELOPMENT

---

Here follows a description of the participants’ views on whether the teachers at their respective schools participate in extracurricular activities or not. In addition to what was asserted in question one from the sub-themes on learners’ participation in extracurricular activities in the above statement, there was also a similar view on learners’ reaction to the teachers’ participation in sports. Indicating that there is a parallel conclusion that the activities the learners participate in, are also the activities the teachers participate in to teach, coach, or mentor. This means that the learners are supported by the teachers, who actually participate as a coach or mentor in all the sports codes that are being offered by the schools. According to Barton (2019), the difference between effective teaching and coaching is that teaching involves the

teacher having a major role. Daren (2019) is of the view that coaching is about the learner gaining a subset of tools and skills that can be used to solve problems.

#### 4.14.8 INTERPRETATIONS EMANATING FROM QUESTION 8

---

The eighth question that was posed during the focus group interviews was: ***Please explain how the teacher(s) is using this activity to assist with an aspect of your development (academics, physical, social, emotional, spiritual etc.) or in motivating/encouraging you.***

**TABLE 4.23 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 8**

Question	Theme	Issues emanating from theme
Please explain how the teacher(s) is using this activity to assist with an aspect of your development (academics, physical, social, emotional, spiritual etc.) or in motivating/encouraging you.	Beneficial use of extra-mural activities to assist learners' development	<ul style="list-style-type: none"> <li>• Teachers motivate learners to be part of sports which assist developmental aspects, such as academics.</li> <li>• Learners are being motivated and praised for their physical contribution to participating in sport.</li> <li>• The sports are usually played in team format which allow for socialisation to occur amongst peers/friends.</li> <li>• Teachers motivate you to do better in the activity, especially when you feel you are not good enough and that builds learners' self-esteem and confidence.</li> <li>• Teachers motivate us academically, socially and spiritually. They do their best to utilise the resources to help improve learners' ability.</li> </ul>

Above are descriptions of the participants' views on their personal development (academic, physical, social, emotional, spiritual, etc.) which seem to motivate/encourage them to participate in extracurricular activities. The participants indicated five main themes, namely: academics, physical, social, emotional, and spiritual development that occurs.

- **Academics**

Participants (**FGB L5, FGB L6, FGB L7, FGD L9, FGC L5, FGC L6, FGD L3, FGE L4, and FGE L5**) mentioned that the teachers motivate and encourage them to do better in academic activities and to be more involved during lessons. **FGB L7** stated that the teacher encouraged them whenever they were about to lose hope and picked them up to further develop their academic and physical skills. As teachers, it is essential to motivate learners and help them identify their strengths and weaknesses (Shava, 2016). The teachers' motivation is of such great influence that the participants feel their knowledge is being developed and that they are able to break down barriers to gain more from life.

**FGB L9 holds the following view:** *"The teachers are using these activities to assist with academic work and also encouraging me to not think the worst of myself but be positive all the time because positive thoughts create positive achievements."*

Subsequently, it is essential to be mindful of the qualities, skills and characteristics that one brings to a learning environment and how teachers' influence plays a role in a learner's development (Blazer, 2017).

- **Physical**

Participants (**FGA L2, FGA L3, FGB L1, FGB L2, FGB L7, FGB L8, FGC L1, FGC L2, FGD L4, FGD L6, FGE L2, FGE L3, FGE L4, FGE L6, and FGE L7**) stated that teachers motivate them to participate in extracurricular activities which provide them with the opportunity to develop their physical attributes. According to Hudson (2017), it is important to foster learner growth intellectually, but just as essential to help learners grow their physical abilities.

**FGB L7, FGB L8, FGC L2, FGE L3, FGE L4, and FGE L6** feel that the teachers develop them physically, which helps them to stand up for themselves and to believe in themselves to be better than they already are.

**FGC L2:** *“The teacher has helped me develop physically as well as emotionally; to pressure me in a positive way to be the best player I can be in netball.”*

**FGE L6 had a similar view:** *“The teachers show us the importance of taking part in the specific activity in order to develop you to become the best and how important it is to work with other people.”*

Physical development is more needed for learner’s holistic growth through sports as rugby, netball, soccer, swimming, etc. Teachers should therefore be rather careful not to include physical education in a simple activity as to read where the physical development is required for learners to make facial expressions and expression on seen plays (Goode, 2019).

- **Social**

Participants (**FGA L2, FGA L4, FGB L1, FGB L4, FGB L5, FGD L2, FGD L4, FGD L5, FGE L4, and FGF L5**) mentioned that the teachers use extracurricular activities to develop aspects of their social abilities to motivate and encourage learners to interact in sport groups where socialisation develops most effectively amongst peers/friends. The participants also believe that the teachers use the activities to their advantage to plan their activities accordingly, to develop their social skills. The social growth of learners is not an automatic result of participating in a physical activity (Madrona, 2014).

**FGD L5:** *“Both my teachers motivate me to be more sociable with my peers/friends and that is why I participate in extracurricular activities and am happy when I do so.”*

Participants (**FGA L4, FGD L4, FGE L4, and FGF L5**) stated that the teachers at school help them and motivate them to be more active in social events, such as as sport, or during class by explaining your homework topic, or presenting an oral.

**FGE L4:** *“The teachers support and motivate us to do better and to be part of a social group with peers/friends where you will be able to communicate in a more sociable fashion.”*

Social development as a planned instruction through sport and physical education has become a key player, but developing social skills can also lead to improved academic performance (Salamuddin, 2010).

- **Emotional**

Participants (**FGA L1, FGA L3, FGB L2, FGB L3, FGB L4, FGC L2, FGC L3, FGD L1, FGE L1, and FGE L4**) mentioned that the teachers help you with aspects of your development, such as emotional development. The teachers also encourage you to believe in yourself and your teammates and to build an emotional connection of trustworthiness amongst peers/friends and to respect the people around you.

**FGD L1** mentioned that the coach at horse riding helps to develop the learners more emotionally.

**FGD L1:** *“The teacher always tells me that I will do better and that I should never give up. The teacher’s motivation is uplifting, whether you are winning or losing.”*

Participants **FGA L1, FGB L3, FGB L4, FGC L3, and FGE L1** mentioned that the teachers emotionally uplift them and motivate them to develop their talents to grow as individuals. **FGE L1** mentions that the teacher motivates and encourages you to be yourself and to showcase your talent for others to see.

**FGB L3:** *“My netball coach uplifted me emotionally to believe in myself again, just to support, motivate, and to believe in me.”*

- **Spiritual**

Participants **FGA L5, FGB L1, FGB L8, and FGC L6** mentioned that the teachers develop their spiritual growth through the use of extracurricular activities. A learner’s outlook on life may be informed by a religious belief, but equally may not (Hudson, 2019).

**FGB L1:** “The teachers use rugby, netball, athletics, and swimming to develop us spiritually.”

Spiritual development is the growth of the non-material aspects of life, concentrating on personal insight, values, meanings and purpose (Roundy, 2018).

#### 4.14.9 INTERPRETATIONS EMANATING FROM QUESTION 9

---

The ninth question that was posed during the focus group interviews was: ***Do you think that extracurricular activities teach you more than just to participate in competitions? What kind of benefits and values do you gain from participating in these extracurricular activities?***

**TABLE 4.24 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 9**

Question	Theme	Issues emanating from theme
Do you think that extracurricular activities teach you more than just to participate in competitions? What kind of benefits and values do you gain from participating in these extracurricular activities?	Extracurricular activities enhance personal values through participation.	<ul style="list-style-type: none"> <li>• Building self-confidence</li> <li>• Sportsmanship</li> <li>• Developing talent</li> <li>• Social development</li> </ul>

Above is a description of the benefits and values gained by participants in participating in extracurricular activities. The participants indicated four issues emanating from the study, namely: self-confidence, sportsmanship, talent, and social development.

##### 4.14.9.1 EXTRACURRICULAR ACTIVITIES ENHANCE PERSONAL VALUES THROUGH PARTICIPATION

---

- **Building self-confidence**

Participants (**FGA L4, FGB L1, FGB L5, FGC L4, FGD L1, FGD L2, FGD L5, FGE L5, FGE L6, and FGF L4**) believe that the benefits and values gained from extracurricular activities are to be able to work in a sports team to motivate your peers/friends when competing together. As people, such a benefit creates a great

sense of self-belief and self-confidence in your work and amongst your teammates. Sobolevskaya (2014) has found a strong connection between sport and physical self-esteem, especially compared in structured and unstructured training.

**FGB L1:** *“I believe extracurricular activities benefit your self-esteem in a positive way, which also in turn, earns you some respect from your peers/friends.”*

**FGE L6 had a similar view:** *“I gain self-confidence, and it uplifts my social status on how to respect other people and how to work with them.”*

**FGC L4 holds the following view:** *“The benefits I have through extracurricular activities are that I have gained confidence to read in class and the potential to teach and help others who might struggle. I also gained the value of being a fluent reader in my class.”*

According to Bessing (2017) reading can be a mental and emotional struggle, as well as exhausting. Teachers need to make it clear that you acknowledge learners effort when trying in class or in formal lessons (Bessing, 2017). Most children enter Piaget’s concrete operational stage at around age 7, where parents can start to slowly introduce some limits, where they can take self-responsibility and build on independence (Anthony, 2019).

- **Sportsmanship**

Participants (**FGA L2, FGB L2, FGD L3, FGE L2, FGE L3, FGE L4, FGE L7, and FGF L1**) believe in the benefit gained by playing sport in a team format, whilst the values gained through participation are to be humble and develop sportsmanship. **FGB L2** believes that participation teaches you to work in a team and teamwork makes you stronger together. Participating in sport develops leadership, fairness, teamwork, self-esteem, problem-solving, goal-setting, communication, and cooperation, which are only a few attributes that build sportsmanship amongst youth (Trautner, 2017).

**FGB L2:** *“It teaches you that you won’t always win in life and it’s fine because not everything in life is always needed to be seen as a competition.”*

Participants **FGE L2, FGE L3, FGE L4, and FGF L1** believe values, such as respect, discipline, and helpfulness are gained through extracurricular activities, together with building sportsmanship amongst learners in a team environment.

**FGE L3:** *“Sport helps you to do things at your very best level and to enjoy every moment, regardless of the outcome and teaches you to have respect for you opponents.”*

Sportsmanship is the ability to be respectful, no matter the outcome of the situation. It does not matter who the coach, official, or teammates are, a child needs to understand the importance of sportsmanship (Utsey, 2012).

- **Develop talent**

Participants **FGA L1, FGA L3, FGA L5, FGA L6, FGB L3, FGC L1, and FGF L5** believe that the benefit is that learners get the opportunity to develop their talents and to be part of something, rather than not participating in anything. Extracurricular activities are valuable in developing attitude, habits, interests, ideas and careers among learners; they may be small but significant attributes in the development stages of a learner’s life (Wangai, 2012).

**FGA L3:** *“My activities help me to know that I always need to give my best, whether it’s a competition or not, you should rather take part to develop yourself than do nothing.”*

**FGB L 3 had a similar view:** *“Values gained are to teach people that it is okay not to always be the leader but that you can also be a follower, which may develop your skills and discover your hidden talents.”*

**FGF L5** believes that you benefit in a lot of things, which teach you to overcome challenges and problems. It even assists you to become independent and to avoid running away or fearing challenges. It also benefits you by encouraging you to become better and stronger as you discover your talents.

- **Social development**

Participants (**FGB L4, FGB L6, FGC L3, FGF L2, FGF L3, and FGF L6**) mentioned that the benefits gained are to communicate more frequently and provide an



opportunity for learners to develop social skills. **FGB L4** stated that extracurricular activities teach more than just to participate in competitions, but also to develop one's social skills and to socialise with other people.

**FGC L3:** *"It teaches you to socially communicate and not to be shy amongst peers/friends in social gatherings."*

**FGF L3** mentioned that you learn how to communicate with other people and learn to respect other people's needs. People also learn how to work in a team and how to be loyal and respectful towards someone in a higher position.

#### 4.14.10 INTERPRETATIONS EMANATING FROM QUESTION 10

---

The tenth question that was posed during the focus group interviews was: ***Would you say learners' academic grades are higher when they participate in extracurricular activities?***

**TABLE 4.25 QUESTION, MAIN THEME AND ISSUES RELATING TO QUESTION 10**

Question	Theme	Issues emanating from theme
Would you say that learners' academic grades are higher when they participate in extracurricular activities?	Extracurricular and extra-mural activities enhance higher academic grades.	<ul style="list-style-type: none"> <li>• Yes, learners who participate in sports have higher academic grades.</li> <li>• No, learners who tend to participate in sports neglect their school work.</li> </ul>

Above is a description of whether learners' participation in sport has higher academic grades compared to non-participants. Learner participants indicated two issues emanating from the data, namely: Yes, learners who participate in sports have higher academic grades, and No, learners who tend to participate in sports neglect their school work. The response from the participants found that only 6 participants believed that learners will not obtain higher grades when they participate in sports, while 33 of the respondents believe that learners will benefit academically and achieve higher grades when participating in extracurricular activities.

#### 4.14.10.1 EXTRACURRICULAR AND EXTRAMURAL ACTIVITIES ACHIEVE HIGHER ACADEMIC GRADES IN LEARNERS

---

- **Learners who participate in sport have higher academic grades**

Participants (**FGA L3, FGA L4, FGB L1, FGB L3, FGB L5, FGB L7, FGB L9, FGC L1, FGC L4, FGD L6, FGE L1, FGE L3, FGE L5, FGE L6, FGF L1, and FGF L4**) believe that learners will benefit and obtain higher academic grades when they participate in extracurricular activities. According to Craft (2012), the relationship between extracurricular activities and academic performance shows that learners who participate in an activity have higher grades, are likely to have more positive attitudes toward school and have higher academic aspirations.

**FGA L4** and **FGB L1** mentioned that learners who participate in sport think more clearly about situations, are more loyal to their academics, take responsibility and set high expectations for themselves to achieve to the best of their ability. Learners participating in extracurricular activities who are passionate about sport increase their brain functions, concentration more and manage their time better, all of which contribute to higher academic grades (Wilson, 2009).

**FGB L3:** *“Learners who participate in sport are the learners who are also amongst the TOP 5 academic achievers, compared to the learners who not participate.”*

**FGB L5** agrees that learners develop and enhance their abilities and also increase their brain function when participating in sport. Extracurricular activity, such as as music powers the brain function related to spatial reasoning, including problem solving, Mathematics and creative scientific processes (Paige, 2019).

**FGD L6:** *“Extracurricular activities help learners’ brains to function more effectively and to start performing at school in academics and in the extracurricular activities they participate in.”*

Participants **FGE L1, FGE L5, FGE L6, and FGF L4** believe that active learners develop a healthy body and mind, which makes it easier to concentrate and it is also

why academic achievers are the learners who participate in sport. **FGF L4** mentioned that your brain develops much more when you are active.

**FGE L5:** *“Because extracurricular activities reduce stress, anxiety, and make you concentrate and perform very well in school.”*

- **Learners who tend to participate in sports neglect their school work**

Participants (**FGA L6, FGC L5, FGD L3, FGD L4, FGD L5, and FGF L5**) believe that learners who participate in extracurricular activities neglect their school work and do not have enough time to accommodate sport and achieve higher grades in school. **FGC L5** mentioned that most of the learners who participate will, in some way, neglect their school work and think extracurricular activities are more important than building a better future through one’s academics.

**FGD L3:** *“Learners in my class who participate in extracurricular activities whose academic grades are not always that high, although it depends on the person’s attitude.”*

**FGD L5** and **FGF L5** mentioned that learners spend all their time on extracurricular activities and some of the learners take these activities too seriously and end up losing focus and dropping in their academic grades.

Extracurricular activities require a lot of commitment and consistency, sometimes even more than talent, but teaching learners to stick with something even when it gets tough or tiring, responsibility will be victorious in the learner’s life (Gilman, 2014).

#### **4.14.11 INTERPRETATIONS EMANATING FROM QUESTION 11**

---

The eleventh question that was posed during the focus group interviews was: ***Do you think that participating in extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, community service outreach etc.) will increase one’s chances of being employed or getting a good job? Why would this be?***

**TABLE 4.26 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 11.**

Question	Theme	Issues emanating from theme
Do you think that participating in extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, community service outreach etc.) will increase one's chances of being employed or getting a good job? Why would this be?	Extracurricular activities increase higher employability.	<ul style="list-style-type: none"> <li>• Yes, Balanced and versatile</li> <li>• Hardworking</li> <li>• Academics and sport</li> <li>• No, because it is just an activity or sport.</li> </ul>

A description above addresses the issue of whether learners' participation in sport will increase their chances of being employed or of landing a good job. The participants indicated two issues emanating from the study, namely: Yes, learners are balanced all-round and versatile; learners are hardworking and achieve good academic grades, and sport achievement is rewarding, No because extracurricular activities are just an activity. The response from the population found that only 3 participants of the sample believed that learners' chances of being employed will not increase, while 36 participants believe that learners will benefit academically and achieve higher grades when participating in extracurricular activities.

#### **4.14.11.1 EXTRACURRICULAR ACTIVITIES INCREASE HIGHER EMPLOYABILITY**

- 
- **Balanced and versatile learners in the workforce**

Participants (**FGA L2, FGB L1, FGB L9, FGD L1, FGE L1, FGE L2, FGE L3, FGE L4, FGF L1, FGF L2, and FGF L3**) mentioned that learners who participate in extracurricular activities will have a great chance of being employed or getting a better job than their counterparts who do not participate. Extracurricular activities enhance attributes, such as teamwork, communication, social skills, problem solving, creative and critical thinking, networking, entrepreneurship, leadership skills, and

cultural competence which are all needed for employees to be of great value to an employer (Chetry, 2018).

**FGB L9:** *“Extracurricular activities will increase your chances of being employed, especially if learners start at a young age, gaining much more knowledge and skills, which they now have the potential to think out of the box.”*

Participants (**FGD L1, FGE L1, FGE L2, and FGE L3**) believe that employers feel that learners who participate in sport are well-balanced, not lazy, and have the ability to accomplish big tasks in the workplace. The lessons learned from participating in extracurricular activities will help you with getting a job, getting a promotion and even applying to university (Bullock, 2017).

- **Hardworking employees**

Participants (**FGA L6, FGB L3, FGC L1, FGC L5, FGD L3, FGD L6, FGF L4, and FGF L5**) believe that learners who participate in extracurricular activities are creative, innovative, hardworking, and have the endurance to be creative at their job.

**FGF L5:** *“The companies don’t only need knowledge of your work they also need your background, so these activities help in such a way that your employers will know that you are able to do anything or try anything you are given.”*

- **Academics and sport**

Participants (**FGA L4, FGB L2, FGB L4, FGB L5, FGC L3, FGC L6, FGE L6, and FGE L7**) believe learners who participate in sports will achieve higher academic grades and the higher academic grades will increase the chances of learners getting a good job or promotion.

**FGC L6:** *“Extracurricular activities help to develop learners academically, socially, and physically which are aspects needed to increase the chance of being employed. It also assists you with having a better chance with university enrolment and obtaining a bursary, due to your socio economic background.”*

- **No employment due to extracurricular activities because it is just an activity or sport**

Participants **FGA L1**, **FGB L6**, and **FGE L5** mentioned that extracurricular activities will not increase your chances of being employed or getting a better job one day. **FGB L6** mentioned that you will have no chance of being employed because extracurricular activities are just an activity.

**FGE L5:** *“No, because extracurricular activities are for your body, mind, and physical appearance, not to go to find a good job. If you want a good job, then you will have to work hard enough to obtain a good job.”*

#### 4.14.12 INTERPRETATIONS EMANATING FROM QUESTION 12

---

The twelfth question that was posed during the focus group interviews was: ***Are there any other comments you would want to make about extracurricular activities at your school?***

**TABLE 4.27 QUESTIONS, THEME AND ISSUES RELATING TO QUESTION 12.**

Question	Theme	Issues emanating from theme
Is there anything else you would want to say about extracurricular activities at your school?	Extracurricular activities encourage learners' talents and self-belief.	<ul style="list-style-type: none"> <li>• Offer a variety of sports, than just netball, soccer, or rugby.</li> <li>• Develop and encourage other talents.</li> </ul>

The participants indicated two issues emanating from the study, namely: that their schools should offer a variety of sports, other than just netball, soccer and rugby and that other talents should be developed and encouraged.

#### 4.14.12.1 EXTRACURRICULAR ACTIVITIES ENCOURAGE A LEARNER'S TALENTS AND SELF-BELIEF

---

- Offer a variety of sports than just netball, soccer, or rugby

Participants **FGB L3**, **FGB L9**, **FGC L1**, **FGD L3**, **FGD L6**, and **FGF L1** mentioned that the schools should not put their primary focus on specific sports, but offer activities to develop and motivate all learners' talents and needs. **FGB L3** mentioned that the school gives too much publicity to rugby and should also see the other sports as important and worthy; all the sports should be treated equally.

**FGD L6:** *"We have to take extracurricular activities for granted because not all the learners are academically strong at school, but excellent in participating in sports so they need all the help from all the activities to succeed and develop."*

- Develop and encourage other talents

Participants **FGC L6**, **FGE L6**, and **FGF L5** mentioned that learners' talents should be developed through encouraging learners to participate more. **FGF L5** mentioned that it is good to have extracurricular activities at school as they help other learners to show their talents as not all learners are strong academically.

**FGC L6:** *"I think if more extracurricular activities are being promoted by learners it will and encourage other learners to be more willing to participate. Their grades at the school will improve and skills will be gained to develop learners academically. This will also help learners to develop physically, socially, emotionally, and spiritually."*

#### 4.15 CONCLUSION

---

The foregoing chapter presented the opinions of different groups of participants. Different school teachers responded separately, through inter-related questionnaires, but also expressed themselves in open-ended questions. The learners were divided into focus groups where each group was interviewed to respond accordingly. The next chapter will address the feedback, recommendations and set strategies to support the findings.

## CHAPTER 5

### DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

---

This chapter is devoted to a discussion of the findings that emerged from the study. The cross referencing of themes and data results obtained is addressed during this chapter. The findings in Chapter 5 emanate from the literature review (cf. Chapter 2). The results deduced via questionnaires administered to the teacher participants in the population (cf. Chapter 4), and the focus group interviews with school-based learners confined to the population, all of which are situated in the Lejweleputswa District of the Free State Province, are provided. Fundamental findings are therefore derived from the quantitative (questionnaires) and qualitative (focus groups semi-structured interviews) methods which provided invaluable insights into the problem statement, the five research questions, and the stated aims of this study (cf. 1.5, 1.6, and 1.7). Lastly, the chapter concludes with recommendations for future research on the use of extracurricular activities to promote the holistic development of learners in multicultural schools.

#### 5.2 RESEARCH FINDINGS

---

In order to get a sense of the pertinent findings to be discussed, the key research questions which informed this study are now reviewed:

- How do teachers use extracurricular activities in promoting the holistic development of learning in multicultural schools?
- How do teachers perceive their role in promoting the holistic development of learners through extracurricular activities?
- Which extracurricular activities do teachers use in promoting the holistic development of learners?



- How effective are extracurricular activities in promoting learners' holistic development?
- What do learners think of the use of extracurricular activities in promoting their development?

The findings will be discussed below. Each research question will be individually addressed according to the data gathered from the research participants and conclusions drawn from the literature study.

### 5.2.1 RESEARCH QUESTION 1

---

#### HOW DO TEACHERS USE EXTRACURRICULAR ACTIVITIES IN PROMOTING THE HOLISTIC DEVELOPMENT OF LEARNING IN MULTICULTURAL SCHOOLS?

Pertaining to the above research question, the following findings emanated from the study:

- Most teacher participants agreed that their respective schools do offer extracurricular activities, although there are variations in the types of offerings and the extent to which each extracurricular code is offered at each school of the sampled multicultural schools (cf. 2.8.1, 2.8.2, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7).
- Pertaining to the multicultural schools offering extracurricular activities, 61 (92%) respondent teachers, indicates that they offer extracurricular activities. This might be that some learners are left behind due to 8% of the teachers who indicate that their respective schools do not offer extracurricular activities. Learners from these schools might be left behind and miss the opportunity to develop holistically through extracurricular activities (cf. 2.8.3, 2.8.4, 2.8.5, 4.5.1).
- Extracurricular activities are a necessity for learners' holistic development. At least 60 minutes per day for at least 3 times a week is needed for learners' optimal growth (cf. 2.8.2, 4.5.2).

- Extracurricular activities are practised 2-3 times per week, which is less than the expected time needed (cf. 4.5.2) but still more than the prescribed time set by the Department of Education (DoE) of 45 minutes per week (cf. 2.8.2, 2.11.6, 4.5.3, 4.5.5).
- Multicultural schools are able to offer certain sporting codes, although issues such as commitment and passion for the teaching profession fulfil a crucial role in supporting learners' holistic development (cf. 2.8.1, 2.8.2, 4.6.3, 4.6.4).
- Most of the teacher participants do participate in extracurricular activities of their own but the majority do not coach or mentor any activity during the week (cf. 2.8.1, 2.8.2, 4.5.3).
- Some teacher participants prefer to spend time mentoring learners in the performing arts type of extracurricular activities, such as choir, debating clubs, the school newspaper, and drama clubs (cf. 2.2.4, 2.5, 2.8.2, 4.5.6, 4.6.1, 4.11.1.1).
- A total of 55.56% of multicultural schools offer extracurricular activities about 2-3 times per week (cf. 4.5.2), while 48.4% of teacher participants coach or mentor only around 1-2 times per week (cf. 2.8.2, 4.5.3).
- While a minimum of seven hours per day is estimated to cover 1400 hours per year to develop the nation's youth (cf. 2.8.2), about 400 hours are left for teachers in the sample multicultural schools to develop learners for at least 1 hour per day. Teachers' willingness and commitment to expose their learners to extracurricular activities might be called into question (cf. 2.8.1, 2.8.2, 4.5.3, 4.6.3, 4.6.4).
- A total of 92% of teacher participants offer extracurricular activities (cf. 4.5.1), whilst there are still schools and teachers at 70.59% who do not offer or participate in any activity (cf. 2.6, 4.5.4).
- Although most schools are equipped to offer extracurricular activities in developing learner traits, such as punctuality, humility, determination, and

honesty, not all teachers exhibit these skills in order to develop these qualities (cf. 2.8.2, 4.5.4).

- Soccer and netball are the sports mostly played in multicultural schools (cf. 4.5.4). Sports as these can be used by teachers to promote not only the holistic development of learners, but also aspects concerned with multiculturalism (cf. 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.7, 2.3.9, 2.3.11, 2.3.13, 4.5.4).
- Most schools offer performing arts more than twice a week (cf. 4.5.5) to advance aspects of culture and ethnicity to promote knowledge of diversity in schools (cf. 2.2.2, 4.5.5).
- A performing arts extracurricular activity such as music is crucial to developing a learner's cognitive, academic, social and emotional growth (Berman, 2015). Teachers might not be aware of the significance of such an activity to develop learners' needs and may as such, misperceive their role (cf. 2.6, 2.8.1, 2.8.2, 4.6.3, 4.8, 4.9).
- In 80% of these schools, learners are from a predominant African cultural background (cf. 2.8.2, 4.5.5 and 4.5.6). The value of the performing arts might increase and enhance the educational value of schooling (cf. 4.5.6), where learners might benefit academically in developing literacy skills, phonological awareness, and the ability to enhance reading fluency (Gordan et al. 2015).
- The majority (63.72%) of teacher participants do not coach or mentor any learner in a performing arts activity (cf. 4.5.7). Musical instruments, choirs, bands, etc. are activities that could contribute to learners' growth and development (cf. 2.5.2, 4.5.7).
- Although the schools in the population under study offer extracurricular activities and some teachers do participate in the activities, there still remains an unanswered gap between the number of activities offered to learners who want to participate in certain activities, in relation to teachers who seemingly do not want to participate in these activities (cf. 2.5.1, 2.8.2, 4.5.4) or who perhaps are not trained in these activities.

- In general, teacher participants believe that extracurricular activities contribute to a learner's success in life (cf. 4.5.8), whilst there are those who believe that extracurricular activities “have very little” to do with life's successes (cf. 4.5.8). This may lead to why certain activities are offered frequently at some schools compared to the prescribed departmental allocation of three times per week for at least 60 minutes per day (cf. 2.8.1, 4.5.3).
- A fair number (46.15%) of teacher participants appear to be “unsure to very little” whether extracurricular activities possess attributes which build learner success. This might explain teachers' inactiveness in involving their learners in extracurricular activities (cf. 2.8.2, 2.9, 4.6.3). I think it is more a case of never having been trained to coach swimming, tennis, or rugby, for example – most black teachers have never had the opportunity to play most sports themselves.

## 5.2.2 RESEARCH QUESTION 2

---

### HOW DO TEACHERS PERCEIVE THEIR ROLE IN PROMOTING THE HOLISTIC DEVELOPMENT OF LEARNERS THROUGH EXTRACURRICULAR ACTIVITIES?

Pertaining to the above research question, the following findings emanated from the study:

- Teacher participants who coach or mentor more than one activity are regarded as the individuals who seem to largely motivate learners to participate in extracurricular activities (cf. 4.6.1). These teachers perceive their role not only in promoting learners' academic development, but also to motivate learners to acquire skills and values in other aspects of holistic development (cf. 2.8.1, 2.8.2, 4.6.1).
- The majority of teacher (54.76%) participants are unsure whether extracurricular activities do promote learners holistically (cf. 4.6.1). This might be due to the majority of the teachers not being actively involved in extracurricular activities and as such, they seem unaware of the possible impact of extracurricular activities on learners' development (cf. 2.7, 2.9, 2.10, 2.11, 4.5.3, 4.5.4).

- Although 63.64% of the teacher participants in “school C” greatly believe that extracurricular activities promote learners’ holistic development, it is still uncertain as to why they are seemingly unwilling to participate in extracurricular activities or be seen to be uninvolved as coaches or mentors (cf. 4.6.1).
- In general, 10.68% of the teacher participants appear to be “unsure” whether extracurricular activities are promoted in their respective schools for holistic development. They still agree (22.76%) a “great deal” that it is important to promote and develop learners’ holistic growth (cf. 2.7, 2.10, 4.6.1, 4.6.3).
- Teacher participants (46.15%) are convinced about the importance of extracurricular activities for learners’ holistic development (cf. 4.6.3). A lack of belief in the value of extracurricular activities might have an adverse effect on learners’ development skills (cf. 2.8.4, 2.8.5, 4.6.1, 4.6.3).
- Enthusiastic and willing teachers are needed to foster extracurricular activities to develop learners (cf. 4.6.4, 4.9.1). Hall (2016) confirms that enthusiasm leads to greater learner achievement. Teachers, who struggle to be enthusiastic towards new ideas and other people, might experience episodes of depression and a lack of motivation (Finley, 2018).
- A fair number (42.38%) of teacher participants appear to be unwilling to promote or develop new extracurricular activities (cf. 4.6.4). Enthusiastic teachers need to familiarise themselves with modern educational developments (Oprea, 2013).

### 5.2.3 RESEARCH QUESTION 3

---

#### WHICH EXTRACURRICULAR ACTIVITIES DO TEACHERS USE IN PROMOTING THE HOLISTIC DEVELOPMENT OF LEARNERS?

Pertaining to the above research question, the following findings emanated from the study:

- Some of the teacher participants (21.54%) seem to agree that aspects relating to learners' physical and fitness development emanate from their involvement in extracurricular activities (cf. 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 4.8, 4.5.8, 4.6.3).
- Pertaining to the benefit of physical fitness, 10 out of 65 respondents (15.38%) believe that learners would benefit greatly, but it is not the only benefit obtained from extracurricular activities (cf. 2.7, 2.9, 2.10, 4.5.8, 4.6.3).
- A small number of teacher participants (12.31%) report that various sport types assist learners in building self-confidence; teaching and developing strategic and analytical thinking; leadership abilities; goal setting and risk taking skills (cf. 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.9.5, 4.8.1).
- Extracurricular activities not only involve physical development, but benefit (9.23%) learners' personal and problem-solving skills; personal well-being; and fine and gross motor skills (cf. 2.4.1, 2.8.5, 2.9, 4.8.1, 4.10.2, 4.10.3, 4.10.5).
- Some of the teachers (10.76%) seem to believe that the physical development of learners through extracurricular activities also develops inner personal well-being, self-esteem and confidence (cf. 2.4.1, 2.8.2, 4.8.2, 4.10.5).
- A small number of teacher participants (4.61%) revealed that extracurricular activities boost self-confidence (cf. 4.8.2). Teacher practitioners and policy makers alike should encourage learners to become involved in personal and pro-social development initiatives (Busseri & Rose-Krasnor, 2009).

- Pertaining to the 1<sup>st</sup> benefit to learners' academic growth, about 13 out of 65 teachers believe (20%) that learner participation in extracurricular activities enhance their scholastic performance, and not only physical fitness (cf. 2.4.3, 2.5.1, 2.5.2, 4.8.3, 4.14.3, 4.14.6, 4.14.8, 4.14.10.1). Learners who participate in more activities commonly relate to more positive and higher academic outcomes (Hughes, 2016).
- For learners to participate in extracurricular activities and to attain good academic grades, requires discipline. A small percentage of teacher participants (12.30%) believe that learners who participate in extracurricular activities not only improve their academic performance but also assist learners to be self-disciplined individuals (cf. 2.5.2, 2.6, 2.7, 2.8.4, 2.11.4, 4.4.4, 4.8.2, 4.8.3, 4.8.4, 4.9.1, 4.10.2, 4.10.5).
- Pertaining to the 2<sup>nd</sup> benefit of the cognitive development of learners, 9 out of 65 teacher participant responses which is 13.84%, said that learners also develop their cognitive abilities. Extracurricular activities not only foster self-discipline and a positive school climate, but also promote positive educational outcomes; higher school attendance; a low rate of discipline problems; and a greater sense of school loyalty amongst learners (cf. 2.8.3, 4.8.4, 2.11.2).
- Some teacher participants (24.61%) clarify that learners' efforts to participate in extracurricular activities at school not only develop traits, such as academics and self-esteem, but also social life skills through peer interaction (cf. 1.1, 2.3, 2.4.2, 2.8.4, 4.8.5, 4.11.2).
- Through the traits of social interaction, teacher participants believe (16.92%) that learner participation in extracurricular activities ensure that learner engagement to develop their verbal and non-verbal skills through communication, interaction, gestures, and body language are developed (cf. 1.1, 2.2, 2.2.3, 2.3.8, 2.4.3, 4.8.5).
- Learners who participate in extracurricular activities not only build social skills, but get to know how teamwork functions. Some of the teacher participants (18.46%) seem to agree that learners who are part of a team feel a sense of

belonging and are able to assume responsibilities (cf. 2.2.2, 2.2.3, 2.3.7, 2.4.2, 2.5, 2.11.2, 4.8.3, 4.8.5, 4.9.1).

- Learners develop certain life skills when they learn to become emotionally stronger; learn to deal with real-life situations; learn to know their own abilities; and learn to take responsibilities for their actions (cf. 2.4.3, 2.4.4, 4.5.6, 4.8.5).
- More than a quarter of the teacher participants (29.23%) agree that extracurricular activities foster the development of skills; skills obtained through social interaction, life-skills education, well-being, leadership skills, analytical skills, and communication skills (cf. 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.9.5, 4.8.5).
- In general, all the teacher participants indicated that extracurricular activities are beneficial for a learner's growth and support the physical, emotional, spiritual, and psychological well-being. Learners' cognitive, moral and cultural developments are also enhanced (cf. 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.8.3, 2.8.4).

#### **5.2.4 RESEARCH QUESTION 4**

---

#### **HOW EFFECTIVE ARE EXTRACURRICULAR ACTIVITIES IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT?**

Pertaining to the above research question, the following findings emanated from the study:

- Nearly a third of the teacher participants (32.31%) appear to think that extracurricular activities cultivate an atmosphere of learning, which in return prepare learners for lifelong success (cf. 4.9.1). Outside the classroom activities also cultivate skills, such as leadership, hard work, civic mindedness, and self-discipline (Snellman, Silva & Fredericks, 2015), together with increasing a learner's confidence, and self-image which affect a learner's psychological abilities and foster motivation (cf. 2.2.2, 2.8.3, 2.8.4, 4.9.1).
- A fair number of teacher participants (32.31%) seem to be convinced that participation in extracurricular activities assist them in interacting and building



sound social relationships with learners. This can improve mutual respect and motivate learners to participate because the teacher's attitude towards extracurricular activities can be influential and set a positive mind-set amongst the learners (cf. 2.8.3, 4.6.4, 4.9.1, 4.12.2, 4.14.10.1).

- A very small number of participants (6.15%) find that teacher and learner involvement in extracurricular activities act as a stress releaser for both parties (cf. 4.9.2). The chemicals released as a result of experiencing stress are used up, whilst doing physical activities and a feeling of relaxation will occur (Hurst, 2016).
- Teacher participants (13.84%) believe that they need to be placed in an area of their particular strength, as a way of encouraging involvement in extracurricular activities. Teachers as role players in the lives of learners might create opportunities for open communication, trust building, learning about learners' values in life, and thus, understand the personal struggles of learners (cf. 2.3.4, 2.4.4, 2.8.3, 2.8.5, 2.11.4, 4.9.2, 4.9.34.10.4).
- Extracurricular activities, according to 15.38% teacher participants, develop learners mentally and therefore build sportsmanship; team spirit and culture (cf. 2.3.6, 2.4.1, 2.4.2, 2.9.2, 4.10.1, 4.10.2).
- Physical activities encourage agility; strength and academic performance, while sports, such as netball develop fine motor skills and dancing develops gross motor skills (cf. 2.4.1, 4.10.2).
- About 20% of teacher participants believe that extracurricular activities could instil physical skills; fine motor skills; gross motor skills; and problem-solving abilities in learners which in turn, are crucial for dealing with real-life situations (cf. 4.10.3 & 2.11.4).

- Teacher participants are convinced that extracurricular activities could promote a sense of belonging in schools amongst learners and parents (cf. 2.4.2, 4.10.6).
- Physical barriers, limited equipment, limited funds, and uninterested teachers are also consuming factors preventing holistic development from occurring through extracurricular activities (cf. 2.11.5, 2.12, 2.13, 4.5.4, 4.11.1).
- Learners from low socio-economic homes, lack equipment and clothing; therefore this has a negative effect on a learner's physicality; mentality and emotional and social well-being (cf. 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.11.4, 2.13, 4.11.2).
- Most teacher participants revealed that participation in sports may strengthen the understanding of multiculturalism and build respect around diversity (cf. 2.6, 2.8.4, 2.3.2, 2.3.3, 2.3.13, 4.12).
- Extracurricular activities can promote interaction amongst learners from different cultures, while assisting individuals to maintain ties with their own cultural groups (cf. 2.2.3, 2.10, 2.11.7, 4.5.5, 4.12.1).
- Morela et al. (2013) reveal that participation in extracurricular activities may not have the strength to achieve the anticipated integration; but rather provide common ground where integration can be cultivated (cf. 4.12.1).

### **5.2.5 RESEARCH QUESTION 5**

---

#### **WHAT DO LEARNERS THINK OF THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THEIR DEVELOPMENT?**

Pertaining to the above research question, the following findings emanated from the study:

- According to all the learner participants, sport as an extracurricular activity has been shown throughout the study to be part of a learner's development. Netball

is largely played by girls and has been found to increase a learner's fine motor skills, agility, and hand-eye coordination (cf. 2.8.1 & 4.10.3).

- Some teacher participants indicated that hockey is known as a less popular sport in rural schools and offers great advantages for a learner's development (cf. 4.14.2). Hockey helps learners to overcome barriers set by them, which teaches them a crucial lesson of being able to work under pressure and still be able to communicate effectively (cf. 2.9.1 & 4.14.2).
- Extracurricular activities, such as shooting and scouts could be offered to more schools (cf. 2.11.6, 4.14.2)..
- All of the learner participants indicated that they participate in one or more extracurricular activities at their respective schools. They participate in the following activities, namely: 27 in netball; 15 in cricket; 19 in rugby; 18 in swimming; 17 in tennis; 18 in athletics; 10 in soccer; 7 in horse riding; 5 in chess; 4 in drama; 3 in shooting; 7 in hockey; 5 in eco clubs; 12 in church societies; 30 in choir; 11 in debating; 6 in indigenous games and 22 in library and reading.
- Teachers, mentors, and coaches are found to be the reason why some learner participants are involved and feel motivated to be involved in extracurricular activities at their respective schools (cf. 2.8.1, 4.6.1 & 4.14.3).
- Learner participants view their involvement in extracurricular activities as a way of strengthening their emotional abilities; social interaction amongst peers/friends; building their self-confidence; and the enhancement of their academic performance (cf. 2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.11.3, 2.14.3 & 4.6.3).
- Some learner participants are convinced that certain reading and thinking skills awaken the creative side of their mind and imagination and as such, also improve their vocabulary, spelling, writing and speaking abilities (cf. 2.4.3, 2.5.2, 2.8.5, 2.9.1 & 4.14.3).

- Participating in sport activities also seems to increase learners' self-confidence and is respected by society in general (cf. 2.2.2, 2.4.2, 2.5.1, 4.14.3).
- Learner participants also indicated how extracurricular activities improve their abilities but also provide them with an opportunity to collaborate with other learners towards a mutual goal, which builds character and friendships (cf. 2.9.2 & 4.14.3).
- All learner participants indicated their involvement in extracurricular activities at a fairly young age; 82.06% of them participate in two or more activities per week (cf. 2.5.1, 4.5.2 & 4.14.4).
- Most of the learner participants identified netball, soccer and rugby as the extracurricular activities they frequently participate in. Sports, such as netball and soccer place great emphasis on teamwork skills and cognitive, social, emotional and physical attributes; responsibility, communication and interaction amongst peers (cf. 2.4.2, 2.5.1, 2.8.3, 2.9.1, 2.9.2, 2.9.4, 4.8.2, 4.8.5 & 4.14.5). Rugby, on the other hand, enhances learners' physical growth; social, tactical and analytical skills; self-worth, confidence and discipline (cf. 2.3, 2.4.1, 2.4.2, 2.4.4, 2.8.4, 2.8.5, 2.5.1, 2.9.1, 2.9.2, 4.14.5 & 4.4.16).
- To a lesser extent, learner participants, identified singing as the extracurricular activity they frequently engage in. Singing improves and creates a sense of happiness and well-being and enhances physical and mental health, as well as promoting social bonding (cf. 2.4.1, 2.4.2, 2.5.2 & 4.14.5).
- Learner participants believe that athletics develops learners physically and culturally; it keeps the body functioning optimally and prevents cognitive decline (cf. 2.4.1, 2.4.3, 2.4.4, 2.9.2 & 4.14.6).
- Book clubs are viewed by learner participants as an important way to build a reading and academic culture at a school (Dismond, 2019). Reading clubs at

school assist learners with academic growth and increase their mathematical abilities (cf. 2.4.3, 2.5.2, 2.8.5, 2.9.1, 2.11.4 & 4.14.6).

- Music helps learners to perform better academically (Brown, 2012). Music experience can increase brain development; predominant areas of language acquisition; reading skills; and mathematical abilities (cf. 2.5.2, 2.4.3, 2.9.1 & 4.14.6).
- The majority of learner participants indicated that there appeared to be a limited to good involvement of teachers in extracurricular activities but the involvement varies per school (cf. 1.1, 2.8.2, 4.5.6).
- Most of the learner participants indicated that teachers make use of extracurricular activities to develop learners' intellectual, emotional, and physical, abilities, social attributes and performance, but also assist learners to value themselves, to break down barriers, and to gain more from life (cf. 2.4.2, 2.4.3, 2.5.1, 2.9.3, 2.11.4, 4.8.2, 4.8.3, 4.8.4, 12.2 & 4.14.8).
- Extracurricular activities assist learners to build self-confidence, with a strong connection between sports and physical self-esteem, especially compared to structured and unstructured training (cf. 2.4.1 & 4.14.9).
- Extracurricular activities are a worthwhile platform for learners to develop their talents, along with developing valuable attributes, such as good habits, interests, ideas, and careers, which are fundamental aspects needed for learner growth (cf. 2.5.1, 2.8.3, 2.11.3 & 4.14.9).
- Learners believe that they will benefit and obtain higher academic grades when they participate in some sort of extracurricular activity (cf. 2.4.1, 2.4.3, 2.5.1, 2.11.6 & 4.14.10).

- Learner participants seem to be passionate about sports increasing their brain function, helping them to concentrate and manage their time better; all of which contribute to higher academic grades (cf. 2.4.1, 2.4.3, 2.5.1 & 4.14.10).
- Some learner participants feel that extracurricular activities are a waste of time and might have no impact on their academic progress (cf. 2.10, 2.11.1, 2.12.6, 2.13, 4.4.2, 4.11.14.14.10).
- Learners' participants stated that their involvement in extracurricular activities would give them a greater chance of being employed; of getting a better job one day; of being accepted into university; and of developing the attributes of creativity, innovation, and endurance, which would benefit their careers later in life (cf. 2.4.3, 2.5.1, 2.8.3, 2.11.3, 4.14.11).
- Learner participants indicated the need for a variety of extracurricular activities at their respective schools (cf. 2.12.2, 4.14.1.1, 4.14.12.1).

### **5.3 SYNTHESIS OF FINDINGS (TRIANGULATION BETWEEN THE QUANTITATIVE AND QUALITATIVE DATA)**

---

A synthesis of the findings between the literature study, and the quantitative and qualitative data will now follow.

It can be concluded that without relevant and focused school and Department of Education policies on the use of extracurricular activities, ineffectiveness in the implementation of these activities at the sampled schools may cause some learners to experience challenges with regard to aspects of their holistic developmental needs (cf. 4.5.3, 4.5.4, 4.5.8 & 4.8). Extracurricular activities are influential and could provide learners with certain opportunities such as, acquiring and cultivating skills; serving as a base for identity and personality development; developing healthy social interactions and building ties with peers; connecting learners to social institutions; and guarding learners against engaging in wrongful activities (cf. 2.4.2, 2.8.3 & 2.11.2). Bronfenbrenner's Ecological system provides a framework for people to grow and develop in an environment where physical, emotional, social, spiritual, cultural, moral, sense of belonging, teamwork, cognitive,

discipline, self-esteem, and career skills are at the core of a person's holistic growth (cf. 2.2.1, 2.2.2, 2.3.2, 2.4.2, 2.4.4, 2.8.3, 2.9.2 & 2.11.2). While learners in the schooling system are engaging in extracurricular activities, they need to develop their identity and find a place in society where there is a need for assistance of a more knowledgeable 'other' to ensure their zone of proximal development can become proficient in their life tasks (cf. 2.2.1 & 2.2.3).

Teacher participants in the study appear to be somewhat conflicted as to what their roles should be and how they should perceive and use of extracurricular activities in promoting learners' holistic development. Sport activities are offered only at some of the sampled schools, whilst all schools do offer extracurricular activities. It also seems that not all teachers participate in extracurricular activities; some teacher participants appear to be lacking enthusiasm and commitment, tending to be unsure of how extracurricular activities could possibly promote the holistic development of learners (cf. 4.5.1, 4.5.8, 4.6.3, 4.6.4, 4.8, 4.9 & 4.13). Extracurricular activities develop various aspects (social, physical, intellectual, spiritual, cognitive, emotional, and psychological). Furthermore, they can be seen as a tool to enhance diversity, especially in the multicultural schools of South Africa (cf. 2.3.2, 2.3.3, 2.3.5, 2.3.6, 2.3.13, 2.8.4 & 4.10.3).

Throughout the study it has been found that teacher participants appear to lack knowledge, willingness and enthusiasm to encourage learners to participate in extracurricular activities. Part of a teacher's obligations is to counsel and assist learners to learn how to use their knowledge in becoming valuable and holistic members of society (Fredricks, 2011). Learners look up to teachers who participate in extracurricular activities and then, in turn, motivate them to participate in extracurricular activities. In this way, these teachers may be perceived as good role models, whether in class or on the sports field (cf. 4.6.1, 4.6.3, 2.8.3 & 2.8.5). Teacher participants may influence learners' holistic development by cultivating an atmosphere of learning-cultivated skills, such as as leadership, civic mindedness, and self-discipline across the class spectrum (cf. 2.9.1, 2.9.2, 2.8.3, 2.11.3 & 2.11.5). Schools and teachers should nurture participation in the various activities to promote the holistic development of learners (cf. 2.5.1 & 2.8.1).

Although many factors still loom in schools preventing learners from participating, the holistic development of learners can still prevail regardless of one's socio-economic background (cf. 2.12, 2.13, 4.11.1 & 4.11.2).

Moreover, it appears that the more competent and confident learners become by participating in extracurricular activities, the better their academic achievements and career possibilities might be (cf. 2.4.3, 2.5.1, 2.5.2 & 2.11.6). This means that the sampled schools need to fulfil the role of a growth point within the community and society, where positive cooperation amongst parents, learners, and teachers exists (cf. 2.11.4, 2.11.5, 4.10.5, 4.10.6 & 4.11.2). The use of extracurricular activities, if appropriately endorsed and implemented by schools, could form the basis for learner competencies, rightfully needed for life success and lifelong learning (cf. 2.5.1, 2.3.6 & 2.4.3).

In summation it can be argued that teacher perception versus learner perception illustrates the interplay between the various benefits and constraints of developing learners through the use of extracurricular activities in the schools in Brandfort (cf. 4.5.8, 4.6.1, 4.6.3, 4.14.3, 4.14.6 & 4.14.8). This clearly demonstrates that the teacher participants' knowledge and skills appear to be somewhat inadequate in developing critical learner attributes and abilities (cf. 2.3.6, 2.7, 4.4.4 & 4.6.3).

The importance learners need to see in extracurricular activities is that their development does not rely on their stakeholders, or on seeing any barriers, but rather competing, regardless of the circumstances (cf. 1.1, 2.8.4, 4.6.3, 4.11.1 & 4.11.2).

#### **5.4 RECOMMENDATIONS FOR MULTICULTURAL SCHOOL SETTINGS**

---

Recommendations derive from insights acquired from the data analysis in Chapter 4 and the stated findings relating to the adequacy of teachers in using extracurricular activities to promote learners holistic development in the five multicultural schools in the Brandfort area.

- The sampled schools should offer extracurricular activities for at least 60 minutes a day, 3 times per week (cf. 2.8.1, 2.8.2 & 4.5.1).



- Extracurricular activities should be incorporated into the timetable of the respective schools, so that teachers do not have to spend extra time after school hours. (cf. 4.5.2). This strategy would help learners who are willing to participate but are not giving the opportunity to do so (cf. 2.12, 2.13).
- According to the CAPS document, life orientation and physical education are part of the foundation phase, intermediate phase, and senior phase curriculum. Formal school hours might be affected in the FET phase if a physical education period is introduced in formal schools hours. In the other three phases, the CAPS allows between 2 and 6 hours a week for life orientation and physical education. This is curriculum work set out by the DoBE that teachers need to follow as formal school academics. The schools need only to set their time-tables according to the hours set per subject, as indicated in the CAPS document (cf. 2.3.4, 2.11.6, 4.5.5, 4.14.1.1).
- Incorporating such a strategy will perhaps motivate teachers to participate, because no extra time is being used and it still remains in the time set out by the DoBE for teaching annually (cf. 2.8.1 & 4.5.3).
- Schools need to make use of the time set out for physical education as indicated in the CAPS curriculum. Schools can offer one sport per season for both boys and girls. This would minimise the implications of the type of sports being offered or not having the adequate time to offer the sport after school hours. If the learners participated in a sport of their interest, the participation of learners in sporting codes might improve (cf. 2.5.1, 4.5.4, 4.12.1, 4.14.1.1).
- Teachers attached to the various multicultural schools could possibly use a variety of extracurricular activities to enhance learner development which relates to learners' cultural backgrounds and ethnicities (cf. 2.2.2, 2.3.3, 2.3.5, & 4.5.4). Incorporating drama scenes to tell history stories related to cultural background in subjects, such as Social Science and Arts and Culture, might promote a better understanding of multiculturalism and diversity amongst learners and between teachers and learners.

- Teachers who invest in their learners' growth and learning will be in a better position to value the significance and contribution of extracurricular activities to promote learners' holistic development. Extracurricular activities, such as music and the performing arts can develop learners' creative abilities and cognitive, academic, social and emotional growth (cf. 2.3.4, 2.4.4, 2.5, 2.5.2, 2.8.3, 2.8.4, 2.8.5, 4.4.9, 4.5.6, 2.5.7, 4.5.6, 4.5.7, 4.5.8, 4.6.1, 4.10.6, 4.12.2).
- Principals should opt to invest in their teachers' development. In this way, teachers might become more knowledgeable and skilful in extracurricular activities and might encourage teachers to gain confidence in coordinating and organising extracurricular activities in multicultural school settings (cf. 2.5.2, 2.8.1, 4.5.5, 4.6.1 & 2.5.8). This strategy might lower the 29.23% (cf. 4.5.4) of teachers who are seemingly, not participating in extracurricular activities in multicultural schools.
- Investing in the teachers, leads to investment in the school's learners. This can build a winning and enthusiastic learner environment for learners in academics and sports (cf. 4.6.1, 4.6.3).
- SMTs (School Management Teams) should establish a healthy school climate for teachers also to be developed and to motivate their needs and skills and be enthusiastic about the growth of the school and the holistic development of their learners (cf. 2.8.4, 2.8.5, 2.9 & 14.6.3). A positive climate should be implemented so that teachers can be developed by the SMTs, who should provide their teachers with the opportunity to participate in workshops arranged by them. Workshops should be organised for example, to do the DISC evaluation to establish the strengths of teachers and to motivate them in their field of interest and personal strength.
- Schools need to implement various extracurricular activities as planned, so as to develop a range of traits and competencies for their learners. This response of schools could possible cultivate an institutional atmosphere for the development of physical, emotional, cognitive, social, moral underpinnings, problem-solving, academic, life-skills, well-being, leadership skills, analytical skills, and communication skills (cf. 2.3.6, 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.9.5 & 4.8.5).

These plans need to be developed in consultation with various stakeholders, such as teachers, learners, SMTs, SGBs, parents and community members.

- Teachers need to cultivate an atmosphere of learning where certain extracurricular activities introduced in multicultural classroom settings, could possibly enhance cognitive, social, physical and spiritual developmental aspects of learners (cf. 2.8.3, 2.8.4, 4.9.1 & 4.11.1). Cultivating an atmosphere of teaching and learning, which not only builds positive attributes but also provides learners with being part of team, possibly giving them a sense of belonging (2.2.2., 2.2.3, 2.3.7, 4.8.6 & 4.9.1).
- Teachers as role players need to be part of a nurtured, extracurricular environment where all learners are involved in activities in which they are interested and for which they have a preference. This engagement can transpire within a 'zone of proximal development where all learners could be guided by teachers in fulfilling their potential (cf. 2.2.3, 4.9.2 & 4.9.3).
- Principals, teachers and parents should know what the value of extracurricular activities is in promoting the learners' social development, their fine and gross motor skills, their problem-solving skills, their sportsmanship and the development of their intellectual well-being and growth (cf. 2.3.6, 2.9.2, 4.10.1, 4.10.2, 4.10.3, & 4.10.4). The SMT and SGB (School Governing Body) need to collaborate in supporting the school in promoting learners' optimal development. The sole purpose of the SGB is to manage the school in a successful manner, which in turn, might contribute to the development of the learners' growth in academics, sports, and cultural needs (cf. 2.7, 4.5.4 & 4.12.2).
- Schools and SGBs at multicultural schools need to implement specific strategies to secure resources for learners to participate in extracurricular activities during school hours and focus on impeding barriers (cf. 2.12, 2.13, 2.11.5, 4.11.1 & 4.11.2). Developing and incorporating aspects of diversity and multiculturalism through the implementation of strategically focused extracurricular activities (cf. 2.3.2, 2.3.3, 2.3.5, 4.12.1, 4.12.2 & 4.13.6) is of crucial importance.

- The incorporation of extracurricular activities into school initiatives might develop and enrich learners' language abilities. In this regard, the ATKV teaches learners about the Afrikaans language and heritage (cf. 2.3.1, 2.3.2, 2.3.3, 2.3.5 & 4.14.1) and through public speaking and debating for English-speaking learners. Such activities could promote interaction amongst learners from different cultures and race orientations (cf. 2.3.1, 2.3.3, 4.12.1 & 4.13.6).
  
- Schools should actively make use of the physical education mandate in the CAPS curriculum to develop learners through the use of extracurricular activities at an early stage where the development of young learners is of utmost importance. Learners might be exposed to a wide spectrum of activities in which they may be interested and start to enjoy the participation, which in turn, fulfils their optimal potential (cf. 2.5.1, 4.5.2 & 4.14.4).
  
- Principals, teachers and parents need to be aware of the motivation behind learners' participation in extracurricular activities. In this way, learners possibly project the benefits of their involvement in these activities and how they view participating teachers as role models and mentors in the process (cf. 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5.1, 2.9.1, 2.9.2, 2.11.2, 2.11.4, 4.10.6, 4.14.6, 4.14.7, 4.14.8 & 4.14.9).
  
- Learners who are welcomed into participating in activities are given a sense of belonging in society. This opportunity to belong is important for learners' holistic development and assists learners in building self-confidence and trust, while having a strong connection with extracurricular activities (cf. 2.4.1 & 4.14.9).
  
- Learners' knowledge, competencies and expertise are determined by what learners have learnt during the time spent at school and the expertise that they acquire can influence their growth and holistic development in the long run. The schools in Brandfort should therefore ensure that learner and teacher participation be encouraged and motivated in order to support learners to develop holistically.

## 5.5 LIMITATIONS OF THE STUDY

---

In conducting this research, the researcher identified some limitations and weaknesses. The following are the inadequacies found and experienced during this study:

- Some of the teachers were not keen on participating in the study, although they took questionnaires, which some of them did not return.
- The lack of teacher participation made it challenging for the researcher to ensure the reliability of the study and he had to return to the research sites to encourage participation.
- The teachers were very slow to complete the questionnaires and at times the researcher needed to take additional questionnaires to the schools because the teachers apparently lost or misplaced them.
- In some schools, the communication line was a challenge because the principals did not always have the time to meet to discuss the necessary procedures of the study to be employed at their schools.

## 5.6 RECOMENDATIONS FOR FURTHER RESEARCH

---

When further research is undertaken on the use of extracurricular activities to promote the holistic development of learners, special attention should be rendered to the following aspects:

- Non-extracurricular offerings and their effects on learners' holistic development in rural schools of the Free State province.
- The role of indigenous activities in developing primary school learners' mathematical abilities in multicultural school settings.

- The influence of physical education, as a component in Life Orientation in enhancing learners' personal and learning attributes.

## 5.7 CONCLUSION

---

The findings for this research study indicate how the use of extracurricular activities seem to enhance learners' holistic development and the critical need of all teachers to be involved in this process.

The initial purpose of this study was to investigate whether the researcher's assumption that learners who seem not to participate in extracurricular activities find it challenging to advance some aspects of their holistic development in relation to their peers, who seem to excel in certain developmental tasks because of their participation in extracurricular activities. The research was therefore an attempt to demonstrate to teachers, learners and parents, the benefits learners are exposed to when they are afforded the opportunities to engage in extracurricular activities.

The researcher maintains that it is the obligation of schools, especially those multicultural schools, where principals should ensure that teachers invest in the development of their learners and where extracurricular activities are effectively used in a formal school day to advance learner development, growth and learning. Principals, teachers and parents need to be familiar and informed about the benefits of extracurricular activities and how participation in these activities, allows their children to grow, develop their academics, physical skills, emotional skills, spiritual skill, social skills, and well-being as humans.

## REFERENCES

---

- Abazov, R. 2016. How to improve your analytical skills? [Blog post]. Available from <https://www.topuniversities.com/blog/how-improve-your-analytical-skills>. [Accessed on 12 May 2017].
- Abdullah, A.C. 2009. Multicultural education in early childhood. Issues and challenges. *Journal of International Cooperation in Education*, 12(1): 159-179.
- Abrahams, Z. 2017. Five simple ways to improve your analytical thinking skills. Career Addict. [Blog post]. Available from <https://www.careeraddict.com/5-surprisingly-simple-ways-to-improve-your-analytical-thinking-skills>. [Accessed on 2 March 2017].
- Adachi-Majia, A.M., Gibson Chambers, J.J., Li, Z., & Sargent, J.D. 2015. The relative roles of types of extracurricular activity on smoking and drinking initiation among tweens. *Academic Pediatrics Journal*, 14(3): 271-278.
- Ader, H., Mellenbergh, G.J. & Hand, D.J. 2007. Advising on research methods: A consultant's companion. Huizen, The Netherlands: Johannes van Kessel Publishing.
- Agran, M., Wojcik, W., Cain, I., Thoma, C., Achola, E., Austin, K.M., Nixon, C.A. & Tamura, R.B. 2017. Participation of students with intellectual and developmental disabilities in extracurricular activities: *Education and Training in Autism and Developmental Disabilities*, 52 (1): 3-12.
- Agrawal, S. 2014. Five reasons why extracurricular activities are key to your child's holistic development. Momspresso. [Blog post]. Available from <https://www.momspresso.com/parenting/article/5-reasons-why-extracurricular-activities-are-key-to-your-childs-holistic-development>. [Accessed on 25 July 2019].
- Ahmad, A. 2016. *Co-curricular activities and its effect on social skills*. Paper presented by International Conference on Education and Regional

- Development 2016 (ICERD 2016) “Cross-Cultural Education for Sustainable Regional Development”, At Bandung, Indonesia. Available from Research Gate: [https://www.researchgate.net/publication/320044239\\_co-curricular\\_activities\\_and\\_its\\_effect\\_on\\_social\\_skills](https://www.researchgate.net/publication/320044239_co-curricular_activities_and_its_effect_on_social_skills). [Accessed on 1 October 2017].
- Ahmad, A.R., Adi, M.N.M., Noor, H.M., Rahman, A.G.A. & Yushuang, T. 2013. The influence of leadership style on job satisfaction among nurses: *Asian Social Science*, 9(9): 172-173.
- Ahmad, E., Mutallib, S.S.A., & Azman, N. 2015. Do extracurricular activities effect student leadership in institutions: sport? *Asian Social Science*, 11(6):294-295.
- Aikens, C. 2013. Leading by example: Creating motivation that fosters positive change in young people. [Unpublished Master's dissertation]. Dominican University of California.
- Akos, P. 2015. Extracurricular participation and the transition to middle school. *RMLE Online*, 29(9): 1-9.
- Alber, R. 2014. 6 scaffolding strategies to use with your students. [Blog post]. Available from Support every student by breaking learning up into chunks and providing a concrete structure for each.: <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>. [Accessed on 24 May 2017].
- Alexander, G. 2016. Reflections on the state of multicultural education in historically white south african schools. *International Journal of Educational Science*, 13(1): 118-128.
- Alexander, J. 2009. Should children play rugby? [Blog post]. Available from <https://brutallyfrank.wordpress.com/2009/05/09/should-children-play-rugby/>. [Accessed on 29 October 2019].
- Al-Jammal, K. 2015. Student leadership: Basic skills and appropriate activities. *International Journal of Innovative Research and Development*, 4(13): 20-33.



- Allen, J. 2011. What are the benefits of netball? [Blog post]. Available from <https://www.sportsrec.com/478995-what-are-the-benefits-of-netball.html>. [Accessed on 4 November 2019].
- Allen, J. D. 2010. Sport as a vehicle for socialization and maintenance of cultural identity: International students attending American universities. *Sport Management Review*, 13 (4): 421-434.
- American Public Health Association. 2006. Reducing racial/ethnic and socioeconomic disparities in preterm and low birthweight births. [Blog post]. Available from <https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2014/07/18/10/01/reducing-racial-ethnic-and-socioeconomic-disparities-in-preterm-and-low-birthweight-births>. [Accessed on 8 November 2018].
- Andreescu, V. & Vito, G.F. 2010. An exploratory study on ideal leadership behaviour. The opinions of American police. *International Journal of Police Science & Management*, 12(4): 487-502.
- Andrews, M. 2013. Why our students need co-curricular, not extracurricular, activities?. Skills development should be embedded in academic programmes, rather than an add-on, to give students the best chance of shaping their future. [Blog post]. Available from <https://www.theguardian.com/higher-education-network/blog/2013/jan/22/student-development-university-curriculum-design>. [Accessed on January 2018].
- Ang, S. & van Dyne, L. 2015. *Handbook of Cultural Intelligence. Theory, Measurement, and Applications*. Chicago: Routledge.
- Anthony, M. 2019. How to foster independence? Encouraging increased independence supports your child's social and intellectual development. [Blog post]. Available from <https://www.scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/how-to-foster-independence.html>. [Accessed on 7 November 2019].
- Apostolides, Z. 2018. Seven reasons why you should change your career to become a teacher. Ever wondered what it would be like to be a teacher? [Blog post].

Available from <https://www.telegraph.co.uk/lifestyle/get-into-teaching/change-your-career-to-teaching/>. [Accessed on 29 Sept 2019].

Ardington, C. & Case, A. 2010. Interactions between mental health and socioeconomic status in the south african national income dynamics study. *Journal for studie in Economics and Econometrics*, 34(3): 69–85.

Arday, D.N., Fernández-Rodríguez, J.M., Ruiz, J.R., Chillon, P., Esparia-Romero, V., Castillo, M.J, & Ortega, F.B. 2011. Improving Physical fitness in adolescents through a school-based intervention in the EDUFIT Study. *Journal of Revista Espanola de Cardiologia*, 64(6): 484-491.

Atieno, L. 2018. The importance of personal development activities in schools. The new times. 17 July 2018, p.1. Available from <https://www.newtimes.co.rw/lifestyle/importance-personal-development-activities-schools>. [Accessed on 17 July 2018].

AVIVA. 2015. The use of extracurricular activities in promoting holistic development in multicultural schools. 5 reasons why extracurricular activities are a key to your child's holistic development? [Blog post]. Available from <https://www.avivaindia.com/blog/5-reasons-why-extracurricular-activities-are-key-your-child%E2%80%99s-holistic-development>. [Accessed on 5 April 2018].

Axel-Lute, M. & Simon H. 2014. Community development requires a "holistic approach". [Blog post]. Available from <https://www.fordfoundation.org/the-latest/in-the-headlines/community-development-requires-a-holistic-approach/>. Accessed on 6 October 2019].

Azizinezhad, M., Hashemi, M. & Darvishi, S. 2013. Music as an education-related service to promote learning and skills acquisition. *Procedia-Social and Behaviora; Sciences*, 93: 142-145.

Babbie, E. & Mouton, J. 2007. *The practice of social research*. Cape Town: Oxford University Press.

- Badjanova, J. & Ilisko, D. 2015. Making sense of holistic approach in the context of primary education content. *Procedia - Social and Behavioral Sciences*, 191(1):1517-1521.
- Bailey, E. & Colley, H. 2014. Learner-centred assessment policies in further education putting teachers' time under pressure. *Journal of Vocational Education & Training*, 2(67): 153–168.
- Bailey, R. 2014. Do sports and other physical activities build self-esteem? Early positive experiences of sports develop healthy, confident players. Psychology Today. [Blog post]. Available from <https://www.psychologytoday.com/us/blog/smart-moves/201408/do-sports-and-other-physical-activities-build-self-esteem>. [Accessed on 2 November 2019].
- Bainbridge, C. 2018. *VeryWell family*. Zone of Proximal Development in child cognitive theory. [Blog post]. Available from <https://www.verywellfamily.com/zone-of-proximal-development-1449200>. [Accessed on 3 December 2018].
- Baker, C. 2015. Conceptualizing consumption behaviours of rugby fans in New Zealand. [Unpublished Master's dissertation]. UNITEC Institute of Technology New Zealand
- Bakoban, R.A. & Aljarallah, S.A. 2015. Extracurricular activities and their effect on the students grade point average: Statistical study. Educational Research Reviews. *Academic Journals*, 10(20): 2737-2744.
- Banks, J. 2001. *Cultural diversity and education: Foundations, curriculum and teaching*. Boston: Allyn and Bacon.
- Banks, J. A. 2014 Diversity, Group Identity, and Citizenship Education in a Global Age: Sage Journals. *Journals of Education*, 194(3): 1-12.
- Barge, M.A. 2015. Complete List of Extracurricular Activities: 100s Examples. [Blog post]. Available from <http://blog.prepscholar.com/list-of-extracurricular-activities-examples>. [Accessed on 3 June 2019].

- Barnard, D. 2017. What are the benefits of public speaking? [Blog post]. Available from <https://virtualspeech.com/blog/what-are-the-benefits-of-public-speaking>. [Accessed on 31 October 2017].
- Barnett, L. A. 2008. Predicting youth participation in extracurricular recreational activities: Relationships with individual, parent, and family characteristics. *Journal of Park & Recreation Administration*, 26(2): 2-60.
- Barrientos, D. 2017. *Examining the impact of community college career services on student success for those enrolled in developmental math*. [Unpublished Doctoral thesis]. Texas Tech University.
- Barton, B. 2011. Proceedings of the third ethnomathematics conference, university of Auckland, New Zealand. In Barton, B. (Eds.). Paper presented at the proceedings of the 7<sup>th</sup> Conference of European Researchers in Mathematics, Rzeszow, Poland. European Society for Research in Mathematics Education, 2011. Available from [https://www.math.auckland.ac.nz/wiki/Bill\\_Barton](https://www.math.auckland.ac.nz/wiki/Bill_Barton). [Accessed on 30 October 2019].
- Barton, T. 2019. Effective teaching: coaching for change. [Blog post]. Available from <https://servelearn.co/blog/effective-teaching-coaching-for-change/>. [Accessed on 17 November 2019].
- Bear, G. 2008. *Discipline. Effective school practices*. [Unpublished Doctoral thesis]. University of Delaware, Newark.
- Bear, G. 2010. *From school discipline to self-discipline*. New York: Guilford Press.
- Bekiryazıcı, M. 2015. Teaching mixed-level classes with a Vygotskian perspective. *Procedia - Social and Behavioral Sciences*, 186: 914-918.
- Benjamin, A.G., Earnest, M.K., Gruenewald, D., & Arthur, G. 2007. The first weeks of the first year. New directions for student services. [Blog post]. Available from <http://dx.doi.org/10.1002/ss.229>. [Accessed on 12 February 2018].
- Benson, E. 2003. Intelligence across cultures. Research in Africa, Asia and Latin America is showing how culture and intelligence interact. *American Psychological Association*, 34(2): 56.

- Berk, L. 2010. *Development through the lifespan* (5th Ed.). Boston: Allyn & Bacon/Pearson.
- Berman, R.A. 2015. Music as second language. Teaching Music. [Blog post]. Available from <https://openmusiclibrary.org/article/736661/>. [Accessed on 21 July 2019].
- Berry, J. W. & Sam, D.L. 2013. Accommodating cultural diversity and achieving equity: An introduction to psycho-logical dimensions of multiculturalism. *European Psychologist*, 18 (3): 151-157.
- Bessing, G. 2017. *The use of confidence building strategies and self-concept of emergent readers*. Education and Human Development. [Unpublished Master's dissertation]. State University of New York College at Brockport.
- Blair, M. 2015. School activities & athletics: the benefits of teamwork. Blair wealth management. [Blog post]. Available from <https://blairwealthmanagement.com/benefits-of-school-activities/>. [Accessed on 24 November 2019].
- Blazar, D. & Kraft, M.A. 2017. Teacher and teaching effects on students' attitudes and behaviors. Sage journals. *Educational Evaluation and Policy Analysis*, 39(1): 146-170.
- Bin Esa, A., Bt Mohamad, N.H. & Bt H.J. Abd Aziz, ZA (2014). Holistic student development through co-curricular activities (CCAs) in polytechnic: Methodological approach. Conference proceedings of the 4<sup>th</sup> world conference on TVET, Malacca, Malaysia, 1 November 2014.
- Blomfield, C. & Barber, B. 2010. Australian adolescents' extracurricular activity participation and positive development: Is the relationship mediated by peer attributes? *Journal of Educational & Developmental Psychology*, 10: 114-128.
- Bobby, M. 2016. Five ways a teacher can engage students in the classroom through extracurricular activities. [Blog post]. Available from <http://equator.eftours.com/the-ef-spotlight/5-ways-a-teacher-can-engage-students-in-the-classroom-through-extracurricular-activities>. [Accessed on 11 February 2019].

- Bocarro, J., Kanters, M.A., Casper, J., & Forrester, S. 2008. School physical education extracurricular sports, and lifelong active living. *Journal of Teaching in Physical*, 27(2): 155-166.
- Botha, P., Roos, M.C., Rossouw, J.P., & Smit, M.H. 2009. *Aspects of education law*. Pretoria: van Schaik.
- Boutte, G. 1999. *Multicultural Education. Raising Consciousness*. Caroline: Wadsworth Publishing Company.
- Boyle, S.E., Jones, G.L., & Walter, S.J 2008. Physical activity among adolescents and barriers to delivering physical education in Cornwall and Lancashire, UK. A qualitative study of heads of PE and heads of schools. *BMC Public Health*, 273(8): 41-42
- Brechin, J. 2014. Reconstructing multiculturalism: picking up after the 'Fall'. [Unpublished Hons. dissertation]. University of Glosgow.
- Brende, B. 2015. Why education is the key to development. World Economic Forum. [Blog post]. Available from <https://www.weforum.org/agenda/2015/07/why-education-is-the-key-to-development/>. [Accessed on 7 July 2019].
- Brenton, L. 2016. Top 10 Ways to Increase Your Students' Interest in a Subject. [Blog post]. Available from <https://www.emergingedtech.com/2016/04/10-ways-to-increase-students-interest-in-a-subject/>. [Accessed on 18 April 2019].
- Brooks, B.A., Floyd, F., Robins D.L., Chan, W.Y. 2013. Extracurricular activities and the development of social skills in children with intellectual and learning disabilities. *Journal of Intellectual Disability Research*, 59 (7): 114-115
- Brooks, R. 2019. The Impact of Teachers: A Story of Indelible Memories and Self-Esteem. [Blog post]. Available from <http://www.idonline.org/article/6155/>. [Accessed on 25 July 2019].
- Broom, C. 2015. Empowering students. Pedagogy that benefits educators and learners. *Journal of Citizenship, Social and Economics Education*, 14(2): 79-86.
- Brown, L. 2017. Five things you can do to improve your netball skills. Newsbeat BBC, 3 February 2017, p. 1. Available from

<http://www.bbc.co.uk/newsbeat/article/38857528/five-things-you-can-do-to-improve-your-netball-skills>. [Accessed on 5 November 2019].

Brown, L.L. 2012. The benefits of music education. [Blog post]. Available from <https://www.pbs.org/parents/thrive/the-benefits-of-music-education>. [Accessed on 6 November 2019].

Bullock, C. 2017. Play Hard, Work Hard: How to balance extracurricular activities with academics. [Blog post]. Available from <https://www.pearsoned.com/play-hard-work-hard-balance-extracurricular-activities-academics/>. [Accessed on 8 November 2019].

Bulsara, C. 2007. Using a mixed method approach to enhance and validate your research. Brightwater Group Research Centre Manager , Notre Dame University: [Blog post]. Available from [https://www.nd.edu.au/downloads/research/ihr/using\\_mixed\\_methods\\_approach\\_to\\_enhance\\_and\\_validate\\_your\\_research.pdf](https://www.nd.edu.au/downloads/research/ihr/using_mixed_methods_approach_to_enhance_and_validate_your_research.pdf). [Accessed on 3 November 2019].

Burkhardt, R.J. 2016. *The impact of poverty on participation in extracurricular activities*. In *extracurricular activities*. [Unpublished Master's dissertation]. Goucher College .

Burrus, J., Jackson, T., Holtzman, S.L., & Roberts, R.D. 2016. Teaching high school students to manage time: *The development of an intervention*. *Improving Schools Journal*, 20(2): 1-12.

Busseri, L. & Rose-Krasnor, M.A. 2009. Breadth and intensity. Salient, separable, and developmentally significant dimensions of structured youth activity involvement. *British Journal of Developmental Psychology*, 27(3): 907-933.

Camacho, D. & Fuligni, A. 2015. Extracurricular participation among adolescents from immigrant families. *Journal of Youth and Adolescence*, 44(6): 1251-1262.

Cameron, C., Cottone, E.A., Murrah, W.M., & Grissmer, D.W. 2016. How are motor skills linked to children's school performance and academic achievement? *Journal of Child Development Perspectives*, 10(2): 93-98.



- Cannon, I. 2012. The Role of Education in South Africa. SASA. [Blog post]. Available from <http://blogs.elon.edu/sasa/2012/01/22/the-role-of-education-in-south-africa-2/>. [Accessed on 17 January 2019].
- Carr, W. 1998. The Curriculum in and for a democratic Society. *Journal of Curriculum Studies*, 6(3): 223-240.
- Carter, E.W., Swedeen, B., Moss, C.K., & Pesko, M.J. 2010. What are you doing after school? Promoting extracurricular involvement for transition-age youth with disabilities. *Intervention in School and Clinic. SAGE Journals*, 45(5): 275-283.
- Carter, P.L. 2013. Schools' cultural practices key to true integration. Policy must focus on 'cultural flexibility,' rather than on funding and achievement alone. *Stanford Edu News*, 17 June 2013, p.1. Available from <http://gender.stanford.edu/news/2013/schools-cultural-practices-key-true-integration>. [Accessed on 10 May 2019].
- Cassel, G. & Symon, C.L. 2004. *Essential guide to qualitative methods in organizational research*. London: SAGE.
- Casserly, M., Lewis, S., Simon, C., Uzzell, R., & Palacios, M. 2012. *Providing solutions for black male achievement*. [Published guideline]. Council of the Great City Schools.
- Catchen, R. 2012. How to use music to improve math skills. [Blog post]. Available from <https://ruthcatchen.wordpress.com/2012/03/29/how-to-use-music-to-improve-math-skills/>. [Accessed on 14 June 2019].
- Chanderkant, C. 2015. What is the most important sport in the world? [Blog post]. Available from <https://www.quora.com/what-is-the-most-important-sport-in-the-world>. [Accessed on 17 July 201].
- Chang, E.C.H., Costas, C.H.C., Karageorhis, I., Wang, C.C., Tsai, J.H.C., Wang, Y.S. & Chang, Y.K. 2017. Relationship between mode of sport training and general cognitive performance. *Journal of Sport and Health Science*, 6(1): 89–95.



- Charaf, T. 2016. The importance of sport from an economic and social point of view. [Blog post]. Available from <https://www.linkedin.com/pulse/importance-sport-from-economic-social-point-view-dr-tarek-charaf>. [Accessed on 30 October 2019].
- Chen, J.L. 2009. Household income, maternal acculturation, maternal education level and health behaviors of Chinese-American children and mothers. *Journal of Immigrant & Minority Health*, 11(3): 198-204.
- Chen, S. 2016. The Importance of Creative Arts in Early Childhood Education. [Blog post]. Available from <https://novakdjokovicfoundation.org/importance-creative-arts-ece/>. [Accessed on 21 July 2019].
- Cherry, K. 2017. What Is a Sample? [Blog post]. Available from <https://www.verywell.com/what-is-a-sample-2795877>. [Accessed on 18 May 2017].
- Cherry, K. 2018. Communication milestones in child development. [Blog post]. Available from Verywell Family. <https://www.verywellmind.com/communication-milestones-2795110>. [Accessed on 16 September 2018].
- Cherry, K. 2018. How psychology explains the role of accommodation in learning. [Blog post]. Available from Verywell mind: <https://www.verywellmind.com/what-is-accommodation-2795218>. [Accessed on 5 November 2018].
- Cherry, K. 2018. Social and emotional development in early childhood. How kids learn to share and care. [Blog post]. Available from <https://www.verywellmind.com/social-and-emotional-development-in-early-childhood-2795106>. [Accessed on 28 October 2019].
- Cherry, K. 2018. What is the Zone of Proximal Development? An important component of the social learning process. [Blog post]. Available from <https://www.verywellmind.com/what-is-the-zone-of-proximal-development-2796034>. [Accessed on 23 May 2018].

- Cherry, K. 2019. Child development theories and examples. [Blog post]. Available from *Verwell mind*: <https://www.verywellmind.com/child-development-theories-2795068>. [Accessed on 19 January 2019].
- Chessman, K. 2014. Team sports: How kids benefit from organized athletics. [Blog post]. Available from <https://www.sheknows.com/parenting/articles/818473/team-sports-how-kids-benefit-from-organized-athletics/>. [Accessed on 29 October 2019].
- Chessman, K. 2015. How Kids Benefit from Organized Athletics. [Blog post]. Available from <https://www.flyingkukris.com/index.php/the-community/the-benefits-of-rugby>. [Accessed on 5 November 2019].
- Chhetry, D.S. 2018. Increase Your Chances of Employment Through Extracurricular Activities. [Blog post]. Available from <https://insiderguides.com.au/employment-extracurricular-activities/>. [Accessed on 8 November 2019].
- Chibba, S. 2013. Ubuntu is about relationships. [Blog post]. Available from <https://www.brandsouthafrica.com/people-culture/people/ubuntu-is-about-relationships>. [Accessed on 19 September 2019].
- Chilisa, B. & Preece, J. 2005. *Research methods for adult educators in Africa*. Cape Town: CTP Book Printers.
- Chimuka, T.A. 2015. Ubuntu: The Itinerary, Import And Utility Of The Idea. *International Journal of African Society Cultures and Traditions*, 2(2): 58-78.
- Chingos, M.M. & Whitehurst, G.J. 2011. Class size: What research says and what it means for state policy. [Blog post]. Available from <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>. [Accessed on 2 October 2019].
- Chmielewski-Raimondo, D.A., McKeown, W., & Brooks, A. 2016. The field as our classroom: Applications in a business-related setting. *Journal of Accounting Education*, 34: 41-58.
- Chomitz, V. R., Slining, M.M., McGowan, R.J., Mitchell, S.E., Dawson, G.F., & Hacker, K.A. 2009. Is there a relationship between physical fitness and

- academic achievement? Positive results from public school children in the northeastern United States. *Journal of School Health*, 79(1): 30-37.
- Chtara, M., Rouissi, M., Haddad, M., Chtara, H., Chaalali, A., Owen, A. & Chamari, K. 2017. Specific physical trainability in elite young soccer players: efficiency over 6 weeks' in-season training. *Biology of sport*, 34(2): 137-148.
- Cicerchia, M. 2019. Students struggling with math. [Blog post]. Available from <https://www.readandspell.com/struggling-with-math>. [Accessed on 5 October 2019].
- Clabaugh, G.K. 2010. The Educational Theory of Lev Vygotsky: a multi-dimensional analysis. [Blog post]. Available from <http://www.newfoundations.net/gallery/vygotskytheory.pdf>. [Accessed on 6 November 2019].
- Clark, B. 2004. Self-talk or private speech in early childhood education: complexities and challenges. *New Zealand Research in Early Childhood Education*, 7(1): 189-191.
- Clarke, A. 2010. The value of school sport. Mail & Guardian, 10 September 2010, p.1-2. Available from <https://mg.co.za/article/2010-09-10-the-value-of-school-sport>. [Accessed on 15 July 2019].
- Clayton, R. 2019. The benefits of co-curricular activities in high school. [Blog post]. Available from <https://www.ef.com/wwen/blog/efacademyblog/benefits-co-curricular-activities-high-school/>. [Accessed on 11 August 2019].
- Clear, J. 2013. The science of positive thinking: how positive thoughts build your skills, boost your health, and improve your work. [Blog post]. Available from The huffington post: [http://www.huffingtonpost.com/james-clear/positive-thinking\\_b\\_3512202.html](http://www.huffingtonpost.com/james-clear/positive-thinking_b_3512202.html). [Accessed on 8 September 2019].
- Coetzee, M. 2014. *School quality and the performance of disadvantaged learners in South Africa*. [Published economic working paper dissertation]. University of Stellenbosch.

- Cohen, J. McCabe, E.M., Michelli, N.M., & Pickeral, T. 2009. School climate: research, policy, practice, and teacher education. *Teachers College Record*, 111(1): 180-213.
- Cohen, L, Manion, L., & Morrison, K. 2011. *Research Methods in Education*. New York: Routledge.
- Cole, J. 2017. Sports motivate students to perform well. [Blog post]. Available from [https://www.florala.net/opinion/sports-motivate-students-to-perform-well/article\\_d38271a4-aa0f-11e7-b04e-3bc7ec7a7573.html](https://www.florala.net/opinion/sports-motivate-students-to-perform-well/article_d38271a4-aa0f-11e7-b04e-3bc7ec7a7573.html). [Accessed on 11 August 2019].
- Coleman, N. 2018. *Teachers and ill-health retirement. Analysis for the teachers working longer review* [Published research report]. Department of Education in Social Science Government.
- Collins, A., Bronte-Tinkew, J., & Burkhauser, M.A. 2008. Using incentives to increase participation in out-of-school time programs. [Blog post]. Available from Research to results: [https://www.childtrends.org/wp-content/uploads/2013/05/child\\_trends-2008\\_06\\_18\\_pi\\_ostincentives.pdf](https://www.childtrends.org/wp-content/uploads/2013/05/child_trends-2008_06_18_pi_ostincentives.pdf). [Accessed on 25 June 2019].
- Cooper, S. 2017. Fifty five ways to strengthen fine motor skills at home. [Blog post]. Available from <https://teaching2and3yearolds.com/55-ways-strengthen-fine-motor-skills-home/>. [Accessed on 12 August 2019].
- Copeland, K. 2018. Four ways to develop a strong spirit in 2018. [Blog post]. Available from <https://blog.kcm.org/4-ways-develop-strong-spirit-2018/>. [Accessed on 5 November 2018].
- Costello, P.J.M. 2003. *Action research*. New York: Continuum.
- Cox, J. 2018. What is the role of a teacher? [Blog post]. Available from ThoughtCo: <https://www.thoughtco.com/what-is-the-role-of-a-teacher-2081511>. [Accessed on 24 February 2019].
- Craft, S.W. 2012. The impact of extracurricular activities on student achievement at the high school level. [Unpublished Doctoral thesis]. University of Southern Mississippi.

- Creswell, J.W. & Piano Clark, V.L. 2007. *Designing and conducting mixed methods research*. New Delhi: SAGE.
- Creswell, J.W. 2009. *Research design: qualitative, quantitative and mixed methods approach*. Thousand Oaks: SAGE.
- Crouter, A.C. & McHale, S.M. 2005. *Ork time, family time, and children's time: Implications for child and adolescent relationships, development, and well-being*. New Jersey: Erlbaum.
- Cruickshank, V. 2017. Primary schools are losing more and more male teachers, so how can we retain them? [Blog post]. Available from <https://theconversation.com/primary-schools-are-losing-more-and-more-male-teachers-so-how-can-we-retain-them-82017>. [Accessed on 21 September 2019].
- Cuncic, A. 2019. Public speaking skills. How to improve your public speaking skills? [Blog post]. Available from <https://www.verywellmind.com/public-speaking-skills-3024308>. [Accessed on 31 October 2019].
- Cushman, K. 2006. Help us care enough to learn. *Educational Leadership*, 63(5): 34-37.
- Daren, S. 2019. Five reasons why coaches make great teachers. [Blog post]. Available from <https://www.coachesclipboard.net/coaches-make-great-teachers.html>. [Accessed on 3 November 2019].
- Dashper, K. 2014. Tools of the trade or part of the family? Horses in competitive equestrian sport. *Journal of Society and Animals*, 22(4): 352-371.
- Daubert, E.N., Ramani, G.B., & Kenneth, H.R. 2018. Play-based learning and social development.[Blog post]. Available from <http://www.child-encyclopedia.com/play-based-learning/according-experts/play-based-learning-and-social-development>. [Accessed on 11 August 2019].
- Dauvergne, P. 2013. The case for chess as a tool to develop our children's minds. [Blog post]. Available from <https://www.chess.com/forum/view/general/the-case-for-chess-as-a-tool-to-develop-our-childrens-quos-minds>. [Accessed on 28 October 2019].

- Davis, J.H. 2008. Why our schools need the arts. *Alberta Journal of Educational Research*, 59(2): 333-336.
- De Vos, A. S., Strydom, M., Fouché, C.B., & Delpont, C.S.L. 2007. *Research at grassroots: For the social sciences and human service profession*. Pretoria: Van Schaik.
- De Vos, J. D.W., Du Toit, D., & Coetzee, D. 2016. The types and levels of physical activity and sedentary behaviour of Senior Phase learners in Potchefstroom. *Health SA Gesondheid*, 21(3):2-380.
- De Wet, P. 2010. What skills must a Grade 7 have to succeed with high school Maths? Learning and teaching mathematics. Macmillan News 14 July 2017, p.1. Available from <https://www.google.co.za/search?source=hp&ei=GJKYXeC0LIbCkwWHgbqYCw&q=+De+Wet%2C+P.+2010.+What+skills+must+a+Grade+7+have+to+succeed+with+high+school+Maths%3F+Learning+and+Teaching+Mathematics%2C+8%282010%29%2C+36-40.+AMESA%29&oq=+De+Wet%2C+P.+2010.+What+>. [Accessed on 5 October 2019].
- DeNeen, J. 2012. Holistic teaching. Twenty reasons why educators should consider a student's emotional well-being. [Blog post]. Available from <http://www.opencolleges.edu.au/informed/other/holistic-teaching-20-reasons-why-educators-should-consider-a-students-emotional-well-being/>. [Accessed on 15 October 2019].
- Denny, M. 2017. Speech and debate. Opportunity should be provided for all students. [Blog post]. Available from <https://www.nfhs.org/articles/speech-and-debate-opportunity-should-be-provided-for-all-students/>. [Accessed on 26 October 2019].
- Denzin, N.K. & Lincoln, Y.S. 2011. *Handbook of qualitative research*. Los Angeles: SAGE.
- Deyi, S. 2018. Why mother tongue education is the best. News 24, 22 April 2018, p.1. Available from <https://www.news24.com/Columnists/GuestColumn/why-mother-tongue-education-is-the-best-20180420>. [Accessed on 13 June 2019].

- Dibernardo, M. 2014. Why the cognitive development of athletes is the future of sports coaching. [Blog post]. Available from The sports brain. <https://coachdibernardo.com/2014/05/23/the-sports-brain-why-the-cognitive-development-of-athletes-is-the-future-of-sports-coaching/>. [Accessed on 23 May 2019].
- Dick, A.D. 2010. *The relationship of participation in extracurricular activities to student achievement, student attendance, and student behavior in a Nebraska school district*. [Unpublished Doctoral thesis]. University of Nebraska.
- Dilshad, R.M. & Latif, M.I. 2013. Focus group interview as a tool for qualitative research. An Analysis. *Pakistan Journal of Social Sciences* , 33(1): 191-198.
- Dismondy, M. 2019. A fresh take on book clubs promotes early literacy development. [Blog post]. Available from <https://www.literacyworldwide.org/blog/literacy-daily/2019/06/13/a-fresh-take-on-book-clubs-promotes-early-literacy-development>. [Accessed on 6 November 2019].
- Dlamini, K. 2017. The significant benefits of early childhood development. [Blog post]. Available from Damelin correspondence: <https://www.dcc.edu.za/latest-news/the-significant-benefits-of-early-childhood-development>. [Accessed on 31 October 2019].
- Dlula, N., Moosmann, Z., Nkoane, S., Ntshengulana, K., & Vimbani, A. 2013. A profile of extra-mural activity participation of grade 4 – 7 learners who attend a low income school located in the Western Cape education department metropole east. [Unpublished thesis in Occupational Therapy]. University of Cape Town.
- Doll, J. E., Eslami, Z., & Walters, L. 2013. Understanding why students drop out of high school, according to their own reports. are they pushed or pulled, or do they fall out? A comparative analysis of seven nationally representative studies. *SAGE Journals*, 3(4): 1-15.
- Draper, C.E., De Kock, L., Grimsrud, A.T., Rudolp, M., Nmutandani, S., Kolbe-Alexander, T. & Lambert E.V. 2010. Evaluation of a school-based physical



- activity intervention in Alexandra Township. *South African Journals of Sports Medicine*, 22(1): 12-18.
- Draper, C.E., Kolbe-Alexander, T.L., & Lambert, E.V. 2009. A retrospective evaluation of a community-based physical activity health promotion programme. *Journal of Physical Activity & Health*, 6(5): 578-588.
- D'Silva, V. 2014. *Co-curricular activities are crucial*. New Straits Times, 4 September 2014, p.1. Available from <https://www.nst.com.my/news/2015/09/co-curricular-activities-are-crucial>. [Accessed on 4 Sept 2019].
- Dudovskiy, J. 2007. Research design. differences between exploratory and conclusive research design. [Blog post]. Available from <http://research-methodology.net/research-methodology/research-design/>. [Accessed on 11 September 2019].
- Duerden, M. & Witt, P.A. 2010. An ecological systems theory perspective on youth programming. *Journal of Park and Recreation Administration*, 28(2): 108-120.
- Duggan, L. 2019. Impact of coaching in education. [Blog post] Available from <https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/>. [Accessed on 29 September 2019].
- Duggan, T. 2017. Do sports help improve leadership skills? [Blog post]. Available from <https://www.livestrong.com/article/537884-do-sports-help-improve-leadership-skills/>. [Accessed on 11 September 2019].
- Dumont, E., Syurina, E.V., Feron, F.J.M. & van Hooren, S. 2017. Music interventions and child development. A critical review and further directions. *Journal of Frontiers in psychology*, 8:1694.
- Durand, C.L. 2015. Why rugby is good for you. [Blog post]. Available from [https://www.parent24.com/child\\_7-12/fun/why-rugby-is-good-for-you-20151023](https://www.parent24.com/child_7-12/fun/why-rugby-is-good-for-you-20151023). [Accessed on 4 November 2019].
- Duriscic, M. & Bunijevac, M. 2017. Parental involvement as a important factor for. *Center for Educational Policy Studies Journal*, 7(3): 137-153.
- Eakin, J.J. 2015. *Self and self-representation online and off*. [Published disserttion report]. Indiana Univeristy .



- Earley, C., Ang, S., & Tan, S. 2007. *Developing cultural intelligence at work*, Stanford Business Books, Stanford, Calif. North Carolina: Blackwell Publishing.
- Early, P. & Gibson, C.B. 2002. *Multinational work teams. A new perspective*. Hillsdale New Jersey: Erlbaum.
- Eash, T. 2019. How brain development influences holistic development in children. [Blog post]. Available from <https://study.com/academy/lesson/how-brain-development-influences-holistic-development-in-children.html>. [Accessed on 10 August 2019].
- Eda, M. 2019. Three lessons Japan's Rugby World Cup can teach us about leadership. [Blog post]. Available from <https://www.weforum.org/agenda/2019/10/japan-rugby-world-cup-lessons-leadership/>. [Accessed on November 2019].
- Education, DoBE. 2011. *National Curriculum Statment Social Science. In Curriculum and Assessment Policy Statement*. Pretoria: Ndabase Printing Solutions.
- Edwards, G. 2011. *New plan for sport in schools*. Sport 24, 3 February 2011, p.1. Available from <https://www.sport24.co.za/OtherSport/New-plan-for-sport-in-schools-20110203>. [Accessed on 15 July 2019].
- Edwards, R. & Holland, J. 2013. *What is qualitative interviewing?* New York: Bloomsbury Academic Publishing.
- Eggen, P. & Kauchak, D. 2014. Personal, Social, and Moral development. In Eggen, P. & Kauchak, D. (Limited), *Educational Psychology WIndows on Classrooms* (pp. 79-80). Edinburgh Gate, England: Pearson.
- Eggen, P. & Kauchak, D. 2014. Piaget's theory of cognitive development. In Eggen, P. & Kauchak, D. (Limited), *Education Psychology Windows on Classrooms* (pp. 46-49). Edinburgh Gate London: Pearson.
- Embong, R., Hashim, R., Yusoff, W.M.W. & Mohamad, M.Z. 2015. Holistic integrated curriculum and its theoretical framework: implications for contemporary educational system. *The Social Science Journal*, 10(1): 31-40.

- Emerson, A.M. & Miyake, M.J. 2003. The role of inner speech in task switching: A dual-task investigation. *Journal of Memory and language*, 48(1):148-168.
- Engel-Yeger, B. 2009. Sociodemographic effects on activities preference of typically developing israeli children and youths. *American Journal of Occupational Therapy*, 63(1): 89-95.
- Epstein, J. 2001. School, family, amd community partnerships: Preparing educators and improving schools. Paper presented at the annual meeting of the American Educational Research Association, Seattle. [Blog post]. Available from <https://eric.ed.gov/?id=ED454322>. [Accessed on 19 March 2019].
- Epstein, J. 2008. *Epstein's Framework of six types of involvement*. [Published report]. Partnership Center for the Social Organization of Schools, Baltimore.
- Faaea-Semeatu, A.M. 2015. Multiculturalism: navigating the spaces between ethnicity, identity, and diversity using cultural intelligence. [Blog post]. Available from Core education: <http://blog.core-ed.org/blog/2015/09/multiculturalism-navigating-the-spaces-between-ethnicity-identity-and-diversity-using-cultural-intelligence.html>. [Accessed on 15 September 2019].
- Fagell, P.L. 2017. Should teachers attend students' after-school events? [Blog post]. Available from <https://www.kappanonline.org/should-teachers-attend/>. [Accessed on 11 Aug 2019].
- Fakwang, J. 2009. Southern perspective on sport-in-development. In R. Levermore & A. Beacon (Eds.), sport and international development. *A case study of football in Bamenda, Cameroon*. London: Palgrave Macmillan.
- Farahani, N.B. & Araghieh, A. 2011. The role of teachers in the development of learning opportunities. *Social and Behavioral Sciences*, 29(3): 310-317.
- Ferreira, S. & Schulze, C. 2014. Teachers' experience of the implementation of values in education in schools: "Mind the gap". *South African Journal of Education*, 34(1): 1-13.
- Felfe, C., Lechner, M., & Steinmayr, A. 2016. Sports and child development. *Public Library of Science PLOS one*, 11(5): 1-12.

- Finley, T. 2018. Teaching with depression. A look at some of the common symptoms teachers report-along with strategies and resources that can help. [Blog post]. Available from <https://www.edutopia.org/article/teaching-depression>. [Accessed on 12 October 2019].
- Flanagan, L. 2019. How effective sports coaches help students feel understood at school. [Blog post]. Available from <https://www.kqed.org/mindshift/52828/how-effective-sports-coaches-help-students-feel-understood-at-school>. [Accessed on 29 September 2019].
- Flanagan, C. & Levine, P. 2010. Civic engagement and the transition to adulthood. *Future of Children Journal*, 20(1): 159-179.
- Fleming, G. 2019. Why math is more difficult for some students. [Blog post]. Available from <https://www.thoughtco.com/why-math-seems-more-difficult-for-some-students-1857216>. [Accessed on 5 October 2019].
- Foregard, M., Winner, E., Norton, A. & Schlaug, G. 2008. Practicing a musical instrument in childhood is associated with enhanced verbal ability and nonverbal reasoning. *Journal of Plos One*, 3(10): 1-15.
- Foster, H. & Brooks-Gunn, J. 2012. Neighborhood, family and individual influences on school physical victimization. *Journal of Youth and Adolescence*, 42(10): 1596-1610.
- Foster, L. 2018. Top 10 reasons your kids need arts-based extracurricular activities. [Blog post]. Available from Life in Pleasantville. <https://www.lifeinpleasantville.com/top-10-reasons-kids-need-arts-based-extracurricular-activities/>. [Accessed 18 March 2019].
- Fox, C.K., Barr-Anderson, D., Nuemark-Sztainer, D., & Wall, M. 2010. Physical activity and sports team participation: Associations with academic outcomes in middle school and high school students. *Journal of School Health*, 80(1): 31-37.

- Francis, D. 2012. *Border crossing. Conversation about race, identity, and agency in South Africa. Culture, education and community. Expressions of the postcolonial imagination* New York: Palgrave Macmillan.
- Frank, D. 2017. Problem Solving – A Team Sport. [Blog post]. Available from <https://www.kepner-tregoe.com/blog/problem-solving-a-team-sport/>. [Accessed on 12 August 2019].
- Fredricks, J.A. 2011. Engagement in school and out-of-school contexts. A multidimensional view of engagement. *Journal of Theory Into Practice*, 50(4): 327-335.
- Freeman, J.V & Julious, S.A. 2010. *The visual display of quantitative information*. Collection of statistical papers. [Published dissertaion in Scope]. University of Sheffield.
- Freudenberg, B., Brimble, M. & Cameron, C. 2011. WIL and generic skill development. The development of business students' generic skills through work integrated learning. *Asia-Pacific Journal of Cooperative Education*, 12(2): 79-93.
- Friederichs, L. 2013. *School leadership. A holistic approach. The capacity builders' view*. [Published dissertation report]. NSO-Netherlands School for Educational Management, Amsterdam.
- Fry, H., Ketteridge, S. & Marshall, S. 2009. *A handbook for teaching and learning in higher education*. New York: Routledge.
- Gabriel, D. 2013. Academic, media and equality specialist. Inductive and deductive approach to research. [Blog post]. Available from <http://deborahgabriel.com/2013/03/17/inductive-and-deductive-approaches-to-research/>. [Accessed on 17 March 2018].
- Gandhi, N. 2017. Four stages of intellectual development in children. [Blog post]. Available from Mom Junction: [https://www.momjunction.com/articles/major-stages-of-intellectual-development-in-children\\_00104113/#gref](https://www.momjunction.com/articles/major-stages-of-intellectual-development-in-children_00104113/#gref). [Accessed on 10 March 2018].

- Ganeriwala, R. 2016. Ways you can help your child develop holistically. *Hindustan Times*, 8 September 2016, p.1-2. Available from <https://www.hindustantimes.com/education/ways-you-can-help-your-child-develop-holistically/story-wE6xs5hyoXnhWI8x26ywJI.html>. [Accessed on 10 August 2019].
- Garcia, A. & Anderson, B. 2016. Violence, addiction, recovery: An anthropological study of Mexico's anexos. *Journals Transcultural Psychiatry*, 53(4): 445-464.
- Gardenhour, C.R. 2008. *Teachers' perceptions of empowerment in their work environments as measured by the psychological empowerment instrument*. [Published Doctoral thesis]. East Tennessee State University.
- Garnett, L. 2014. How do you define success? I approached a number of "successful" people. Most of them are CEO's or run organizations that they started. What are their definitions of success? [Blog post]. Available from <https://www.inc.com/laura-garnett/how-do-you-define-success.html>. Accessed on 21 July 2019].
- Gatens, B. 2015. The teacher as role model: using your behavior to help students succeed. [Blog post]. Available from <https://education.cu-portland.edu/blog/curriculum-teaching-strategies/teacher-role-model/>. [Accessed on 26 October 2019].
- Gatens, B.P. 2014. Why teachers should value extracurricular activities. [Blog post]. Available from <https://education.cu-portland.edu/blog/curriculum-teaching-strategies/why-teachers-should-value-extracurricular-activities/>. [Accessed on November 2019].
- Gebert, K.A. 2012. Bartleby writing. The effects of Bronfenbrenner's ecological theory essay. [Blog post]. Available from <https://www.bartleby.com/essay/The-Effects-of-Bronfenbrenners-Ecological-Theory-F3S9Q2KTC>. [Accessed on 15 June 2018].
- Ghattassi, K., Graja, A., Halouani, J., & Bouzid, M.A. 2017. Interaction between Players during a Sequence of Small-Sided Soccer Games: Effect of the Game Compartment. *Journal of Advances in Physical Education*, 7(4):399-408.

- Ghildiyal, R. 2015. Role of sports in the development of an individual and role of psychology in sports. *Journal of Mens Sana Monographs*, 13(1): 165-170.
- Gill, D.L. 2017. Gender and cultural diversity in sport, exercise, and performance psychology. [Blog post]. Available from <https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-148>. [Accessed on 14 August 2019].
- Gillard, D. 2011. Spiritual and moral development. [Blog post]. Available from <http://www.educationengland.org.uk/documents/ncc1993/smdev.html>. [Accessed on 16 August 2019].
- Gilliland, M. 2012. Maslow's holistic-dynamic theory. [Blog post]. Available from <https://mistygilliland.wordpress.com/2012/07/31/maslows-holistic-dynamic-theory/>. [Accessed on 31 July 2019].
- Gilman, R., Meyers, J., Perez, L. 2014. Structured extracurricular activities among adolescents. Findings and implications for school psychologists. *Psychology in the Schools*, 41(1): 31-41.
- Glassman, M. & Wang, Y. 2004. On the interconnected nature of interoreting Vygotsky: Rejoinder to Gredler and Shields does no one read Vygotsky's words? *Educational researcher*, 33(6): 19-22.
- Glosser, J. 2017. Paying it forward. The impact of teachers and coaches. [Blog post]. Available from <https://www.gcu.edu/blog/teaching-school-administration/paying-it-forward-impact-teachers-and-coaches>. [Accessed on 7 November 2019].
- Goode, K. 2019. How the physical development of students relates to reading. [Blog post]. Available from <https://study.com/academy/lesson/how-the-physical-development-of-students-relates-to-reading.html>. [Accessed on 7 November 2019].
- Gorard, S. 2001. *Quantitative methods in educational research. The role of numbers made easy*. London: Continuum.
- Gordon, A.M. & Browne, K.W. 2014. *Beginnings and beyond. Foundations in early childhood education*, (9th Ed.). Belmont, CA: Cengage.

- Gordon, R., Fehd, H., & McCandliss, B. 2015. Does music training enhance literacy skills? A meta-analysis. *Frontiers in Psychology*, 6(1777): 1-13.
- Gorski, P. 2015. *Students, teachers, and learders adressing bullying in school*. Rotterdam: Sense.
- Govender, S. 2004. The challenges of multicultural education and promotion of a culture of learning and teaching. [Unpublished Master's dissertation]. University of KwaZulu-Natal.
- Graetz, K.A. 2018. The psychology of learning environments: [Blog post]. Available from: <https://www.educause.edu/research-and-publications/books/learning-spaces/chapter-6-psychology-learning-environments>. [Accessed on 16 April 2018].
- Granvin, E. 2016. Roles, responsibilities and educational management. [Blog post]. Available from <https://www.nmbu.no/en/employees/qae/roles>. [Accessed on 29 September 2019].
- Gresham, F.M., Cook, C.R., Collins, T., Dart, E., Rasetshwane, K., Truelson, E., & Grant, S. 2010. Developing a change sensitive brief behaviour rating scale as a process monitoring tool for social behaviour: An example using the social skills rating system for teachers form. *School pscychology review*, 39(3): 364-376.
- Griffiths, M. 2014. Educational relationships. Rousseau, Wollstonecraft and social justice. *Journal of Philosophy of Education*, 48(2): 339–354.
- Griffore, R.J. & Phenice, L.A 2016. Proximal processes and causality in human development. *European Journal of Educational and Development Psychology*, 4(1): 10-16.
- Grove, J. 2015. World university rankings. Extracurricular activities now 'more important' to university applications. [Blog post]. <https://www.timeshighereducation.com/news/extra-curricular-activities-now-more-important-to-university-applications/2017980.article#survey-answer>. [Accessed on 15 January 2019].



- Gross, S. & Schulten, K. 2014. Skills and strategies. Enlivening reading clubs with tech tools and more. The New York Times, 2 May 2014, p.1-2. Available from <https://learning.blogs.nytimes.com/2014/05/02/skills-and-strategies-enlivening-reading-clubs-with-tech-tools-and-more/>. [Accessed on 7 November 2019].
- Guanunlimited. 2013. Extracurricular activity for students, it's benefits and advantages. [Blog post]. Available from <http://www.gyanunlimited.com/education/extracurricular-activity-for-students-its-benefits-advantages/5605/>. [Accessed on 13 January 2018].
- Gumede, M. 2017. Shortage keeps poorly qualified teachers in place. Business Day, 8 August 2017, p.1-6. Available from <https://www.businesslive.co.za/bd/national/education/2017-08-08-shortage-keeps-poorly/>. [Accessed on 13 June 2019].
- Guzman, M. 2016. How to engage your audiences in 5 key steps. [Blog post]. Available from <https://www.americanpressinstitute.org/publications/reports/strategy-studies/5-steps-engagement/>. [Accessed on 17 August 2019].
- Haliimah, N. 2010. *An investigation of the management of extracurricular programmes in selected inner-city secondary schools. A case study*. [Unpublished Master's dissertation]. University of South Africa. Available from [http://uir.unisa.ac.za/bitstream/handle/10500/4804/dissertation\\_nalyazi\\_h.pdf?sequence=1&isAllowed=y](http://uir.unisa.ac.za/bitstream/handle/10500/4804/dissertation_nalyazi_h.pdf?sequence=1&isAllowed=y). [Accessed on 11 August 2019].
- Hall, G. 2016. How to be an enthusiastic teacher. [Blog post]. Available from <https://garyhall.org.uk/how-to-be-an-enthusiastic-teacher.html>. [Accessed on 28 July 2019].
- Han, J. & Yin, H. 2016. Teacher motivation. Definition, research development and implications for teachers. Cogent Education Journal, 3(1): 1-18.
- Hancock, B., Ockleford, E., & WIndridge, K. 2009. *An introduction to qualitative research*. Trent Focus Group. [Research publication]. University of Nottingham. Available from <http://www.rds-yh.nihr.ac.uk/wp->



content/uploads/2013/05/5\_Introduction-to-qualitative-research-2009.pdf.

[Accessed on 12 April 2017].

Hancock, D., Dyk, P., & Jones, K. 2012. Adolescent involvement in extracurricular activities. Influences on leadership skills. *Journal Of Leadership Education*, 11(1): 84-101.

Hancock, L. 2015. How to develop problem-solving athletes. [Blog post]. Available from <https://drleehancock.wordpress.com/2015/01/29/how-to-develop-problem-solving-athletes/>. [Accessed on 12 August 2019].

Hanewald, R. 2013. Transition between primary and secondary school. Why it is important and how it can be supported. *Australian Journal of Teacher Education*, 38(1): 62-71.

Hanks, E. 2019. *Relationship between extracurricular activity involvement and student success among high school students in accelerated academic curricula*. [Unpublished Degree dissertation]. Available from <https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=8499&context=etd>. [Accessed on 29 July 2019].

Hannaway, D.M. 2012. *The influence of ecosystemic factors on black student teachers' perceptions and experiences of early childhood education*. [Unpublished Master's dissertation]. Available from [https://repository.up.ac.za/bitstream/handle/2263/30880/Hannaway\\_Influence\\_2012.pdf?sequence=1](https://repository.up.ac.za/bitstream/handle/2263/30880/Hannaway_Influence_2012.pdf?sequence=1). [Accessed on 12 August 2019].

Hanson, B. 2017. Do you have adaptability in sport? [Blog post]. Available from Athlete assessments. <http://athleteassessments.com/do-you-have-adaptability-in-sport/>. [Accessed on 10 August 2019].

Hanson, B. 2019. Importance of communication in sports. [Blog post]. Available from <https://athleteassessments.com/importance-of-communication-in-sports/>. [Accessed on 4 November 2019].

Hardy, M. & Bryman, T.M. 2004. *Common threads among techniques of data analysis*. In *Handbook of data analysis*. London: SAGE.

- Hardin, M. & Greer, D. 2009. The influence of gender-role socialization, media use and sports participation on perceptions of gender-appropriate sports. *Journal of Sport Behavior*, 32(2): 207-223.
- Hare, J. 2010. *Holistic education. An interpretation for teachers in the IB programmes*. [Published IB position paper]. International Baccalaureate Organization. Available from IB position paper: [http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education\\_John-Hare.pdf](http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education_John-Hare.pdf). [Accessed on 10 February 2019].
- Harle, W. 2018. Benefits of teamwork in sports. [Blog post]. Available from <https://www.sportsrec.com/4648025/benefits-of-teamwork-in-sports>. [Accessed on 2 November 2019].
- Harris, L.R. & Brown, G.T.L. 2010. Practical assessment, research and evaluation. Mixing interview and questionnaire methods: Practical problems in aligning data. *Journal of Practical Education*, 15 (1): 1-12.
- Hart, L. 2016. The effect of socioeconomic status on student achievement. [Blog post]. Available from <http://oureverydaylife.com/effect-socioeconomic-status-student-achievement-16898.html> [Accessed on 16 March 2018].
- Hattie, J. 2003. *Teachers make a difference, what is the research evidence*. Paper presented at the Building Teacher Quality: "What does the research tell us", ACER Research Conference, Melbourne, Australia, October 2003. [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research\\_conference\\_2003](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003). [Accessed on 10 March 2019].
- Havenga, M. 2011. *The relationship between career adaptability and academic achievement in the course of life design counselling*. [Unpublished Master's dissertation]. Available from <https://repository.up.ac.za/bitstream/handle/2263/27244/dissertation.pdf?sequence=1>. [Accessed on 11 August 2019].
- Haynes, B.K. 2017. Twenty one reasons why goal setting is important. [Blog post]. Available from Lead the Impact: <http://leadtoimpact.com/21-reasons-why-goals-are-important/>. [Accessed on 10 August 2019].

- Haynes, C.J. 2009. Holistic human development. *Journal of Adult Development*, 16(1): 53-60.
- Haywood, R. 2017. Six reasons children should learn to ride (in case anyone needs persuading). [Blog post]. Available from <https://www.horseandhound.co.uk/features/benefits-horse-riding-for-children-610779>. [Accessed on 30 October 2019].
- Heckel, M. 2017. Teams supporting teams – promoting respect and sportsmanship. [Blog post]. Available from <https://www.nfhs.org/articles/teams-supporting-teams-promoting-respect-and-sportsmanship/>. [Accessed on 12 August 2019].
- Helgadottir, G. & Sigurdaottir, I. 2018. The riding trail as geotourism attraction. Evidence from Iceland. *Journal of Geosciences*, 8(376), 1-16.
- Hennink, M., Hutter, M., & Bailey, I.A. 2011. *Qualitative research methods*. Los Angeles: SAGE.
- Herbein, E., Golle, J., Tibus, M., Zettler, I., & Trautwein, U. 2018. Putting a speech training program into practice: Its implementation and effects on elementary school children's public speaking skills and levels of speech anxiety. *Journal of Contemporary Educational Psychology*, 55(1): 176–188.
- Herbers, J.E., Reynolds, A.J., & Chen, C.C. 2013. School mobility and developmental outcomes in young adulthood. *Journal of Developmental Psychology*, 25(2): 501-515.
- Hesse-Biber, S. & Levy, P.L. 2011. *The practice of qualitative research*. Thousand Oaks: SAGE.
- Higa, H. 2015. *The power of soccer. A promising tool for youth empowerment a case of soccer-based health program at EL nacional public school in Ecuador*. [Unpublished Graduate Theses]. University of Concordia, Portland. Available from <https://pdfs.semanticscholar.org/1f9d/56918cbfc3ce84f6c517e560567701628c39.pdf>. [Accessed on 30 October 2019].

- Hinton, H. 2013. The benefits of rugby. [Blog post]. Available from <https://www.flyingkukris.com/index.php/the-community/the-benefits-of-rugby>. [Accessed on 5 November 2019].
- Ho, J. & Funk, S. 2018. Promoting young children's social and emotional health. *Journal of Young Children*, 73(1): 73-79.
- Hodge, A. 2017. The importance of cultural intelligence within a global organization. [Blog post]. Available from Randstad [https://www.randstad.com/workforce-insights/workforce360/archives/the-importance-of-cultural-intelligence-within-a-global-organization\\_186/](https://www.randstad.com/workforce-insights/workforce360/archives/the-importance-of-cultural-intelligence-within-a-global-organization_186/). [Accessed 18 April 2018].
- Holecko, C. 2019. A timeline for gross motor skills development. Learn how gross motor skills development usually progresses. [Blog post]. Available from <https://www.verywellfamily.com/gross-motor-skills-development-timeline-1257159>. [Accessed on 12 August 2019].
- Holland, M. 2016. Five types of music to enhance focus and productivity. [Blog post]. Available from <https://chopra.com/articles/5-types-of-music-to-enhance-focus-and-productivity>. [Accessed on 2 April 2020].
- Holt, N.L., Kingsley, B.C., Tink, L.N., & Scherer, J. 2011. Benefits and challenges associated with sport participation by children and parents from low-income families. *Psychology of Sport & Exercise*, 12(5): 490-499.
- Hoq, M. 2015. Co-curricular activities help holistic child development. The daily Observer, 30 October 2015, p.1. Available from The daily observer: <http://www.observerbd.com/2015/10/30/117932.php>. [Accessed on 11 October 2019].
- Hornby, S. & Wehmeier, S. 2004. *Oxford advanced learner's dictionary of current English*. Oxford: Oxford University Press.
- Howard, A.K., & Ziomek-Daigle, J. 2009. Bonding, achievement, and activities: School bonding, academic achievement, and participation in extracurricular activities. *Georgia School Counselors Association Journal*, 16(1): 39-48.

- Howard, R. 2013. Holistic Approach. [Blog post]. Available from <https://footballcoaching4all.wordpress.com/2013/03/27/holistic-approach/>. [Accessed on 10 October 2019].
- Hudson, C.G. 2005. American Psychological Association. Low socioeconomic status is a risk factor for mental illness, according to a statewide examination of psychiatric hospitalizations. *American Journal of Orthopsychiatry*, 75(1): 3–18.
- Hudson, M. 2017. Preschool teachers play important role in children’s growth. [Blog post]. Available from <https://teamssoftomorrow.com/preschool-teachers-play-important-role-childrens-growth/>. [Accessed on 7 November 2019].
- Hudson, R. 2019. Spiritual, moral, social and cultural aspects of education. [Blog post]. Available from <https://www.blaconhighschool.net/spiritual-moral-social-and-cultural-aspects-of-education/>. [Accessed on 7 November 2019].
- Hughes, C., Spicer, B., Lancaster, K., Matthew-Simmons, F., & Dillon, P. 2010. Drugs in the Australian news media: Trends and impacts on youth attitudes to illicit drug use. *Drug Policy Modeling Program, Bulletin XXII,(2):* 1-4.
- Hughes, J.N., Cao, Q., & Kwok, O. 2016, November. Indirect effects of extracurricular participation on academic adjustment via perceived friends’ prosocial norms. *Journal of Youth Adolescence*, 45(11): 2260-2277.
- Hund, A. M. & Bueno, D.2015. Learning in out-of-class experiences. The importance of professional skills. *Psychology Learning & Teaching*, 14(1):62-69.
- Hurst, W. 2016. End the extracurricular arms race. [Blog post]. Available from <https://www.insidehighered.com/views/2016/04/11/extracurriculars-are-robbing-students-their-education-essay>. [Accessed on 11 August 2019].
- Hussain, R. 2016. Holistic development: Slide share. [Blog post]. Available from <https://www.slideshare.net/rashidhussain33/holistic-development-69809765>. [Accessed on 10 August 2019].
- Huy, N. 2015. Problems affecting learning writing skill of grade 11. *Asian Journal of Educational Research*, 3(2): 53-69.
- Ilundain-Agurruza, J. 2016. *Holism and the cultivation of excellence in sports and performance*. New York: Routledge.

- Ivaniushina, V. & Zapletina, O. 2015. Participation in extracurricular activities and development of personal and interpersonal skills in adolescents. *Journal of Siberian Federal University*, 11(8): 2408-2420.
- Jackson, N. 2017. The role of extracurricular activities in a student's development.[Pulished report]. Available from <https://www.theeducator.com/blog/role-extracurricular-activities-students-development/>. [Accessed on 18 April 2018].
- Jankovic, A. & Novak, I. 2019. *Chess as a powerful educational tool for successful people*. Paper presented at the Governance Research and Development Centre (CIRU), Zagreb, Croatia, April 2019. Available from <https://www.econstor.eu/bitstream/10419/196101/1/ofel-2019-p425-441.pdf>. [Accessed on 30 October 2019].
- Jarvis, A. 2013. If teachers won't coach, parents will. *Windsor Star*, 8 March 2013, p.1-3. Available from <https://windsorstar.com/news/local-news/if-teachers-wont-coach-parents-will>. [Accessed on 11 August 2019].
- Jarus, T., Lourie-Gelberg, Y., Engel-Yeger, B., & Bart, O. 2011. Participation patterns of school-aged children with and without DCD. *Research in Developmental Disabilities*, 3(1): 1323–1331.
- Jensen, E. 2001. Arts with the brain in mind. Alexandria, VA. Association for the supervision of curriculum development. [Blog post]. Available from <http://www.ascd.org/publications/books/101011.aspx>. [Accessed on 21 July 2019].
- Johnson, B.R., Onwuegbuzie, A.J., & Turner, L. 2007. Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2):112 -133.
- Johnson-Pynn, J.S. & Johnson, L.R. 2010. Exploring environmental education for East African youth. Do program contexts matter? *Children Youth and Environments Journal*, 20(1): 123-151.
- Joiners, F. 2010. Teen drug use and extracurricular activities. *Alcohol Self-Help News*, 13 September, 2013, p.1. Available from

<https://alcoholselfhelpnews.wordpress.com/2010/09/13/teen-drug-use-and-extracurricular-activities/>. [Accessed on 10 Julie 2019].

Jwan, J.O. & Kisaka, S.T. 2017. Democracy, ethics and social justice. Implications for secondary school leadership in. *South African Journal of Education*, 37 (3):1-9.

Kaminski, K. 2016. The difference between spirit and sportsmanship. [Blog post]. Available from <https://ultiworld.com/2016/01/05/ultimate-2030-difference-spirit-sportsmanship/>. [Accessed on 12 August 2019].

Kane, S.M. 2010. *Relationship between communication competence and involvement in extra-curricular activities, internships, jobs, and study abroad programs*. [Unpublished Master's dissertation]. University of Georgia.

Kapoor, S. 2015. Sports make you fit and improve your professional skills. [Blog post]. Available from <https://www.practo.com/healthfeed/sports-make-you-fit-and-improve-your-professional-skills-3970/post>. [Accessed on 1 November 2019].

Kapur, R. 2015. Approaches and strategies for holistic social development. *Arts and Social Sciences Journal*, 6(3): 1-5.

Kapur, R. 2018. Factors influencing the students academic performance in secondary schools in India. *Research Gate Journals*, 5(6): 2-25.

Karakos, H. 2014. Positive peer support or negative peer influence? The role of peers among adolescents in recovery high schools. *Peabody Journal of Educaion*, 89(2): 214-228.

Kari, B. 2018. Five benefits of music and dancing for pre-schoolers. [Blog post]. Available from <https://www.nvrc.ca/notices-events-blog/active-living-blog/5-benefits-music-and-dancing-preschoolers>. [Accessed on 3 February 2019].

Kariyana, I., Maphosa, C., & Mapuranga, B. 2012. The influence of learners' participation in school co-curricular activities on academic performance. Assessment of educators' perceptions. *Social Science Journal*, 33(2):137-146.



- Kawulich, B.B. 2005. FQS. Participant observation as a data collection method. *Journal of Qualitative Social Research*, 6(2): 1-19.
- Keagakwa, D. 2011. The role of teachers in national development. *Sunday Standard*, 30 January 2011, p.1-2. Available from *Sunday Standard*: <http://www.sundaystandard.info/role-teachers-national-development>. [Accessed on 11 March 2019].
- Keenan, L. 2010. The effect of extracurricular activities on career outcomes. *Student Psychology Journal*, 1(1): 149-158.
- Kelepolo, E.N. 2011. *The relationship between participation in extracurricular activities and Utah' assessments of students in a suburban school district*. [Published Doctoral thesis]. University of Nevada. Las Vegas.
- Kell, L. 2016. Six benefits of netball for kids. [Blog post]. Available from <https://www.newitts.com/blog/6-benefits-of-netball-for-kids?country=/>. [Accessed on 4 November 2019].
- Keyser, A. 2017. Why is reading important? [Blog post]. Available from <https://www.worksheetcloud.com/blog/why-is-reading-important/>. [Accessed on 2 November 2019].
- Khan, M.Y. 2010. Association between participation in sports and academic achievement of college students. *International Journal of Academic Research in Business and Social Sciences*, 2(8): 55-69.
- Khomba, J.K. 2009. *The African ubuntu philosophy*. [Published Doctoral thesis]. University of Pretoria.
- King, G., Law, M., Hurley, P., Petrenchik, T., & Schwellnus, H. 2011. A developmental comparison of the out-of-school recreation and leisure activity participation of boys and girls with and without physical disabilities. *International Journal of Disability, Development and Education*, 57(1): 77-107.
- Kirsch, S. 2013. *Are teachers promoting extracurricular activities to lowachieving students*. [Unpublished Master's dissertation]. State University of New York, University at Fredonia.



- Kisango, B. 2016. Factors influencing students' participation in co-curricular activities in public secondary schools in lamu county Kenya. [Unpublished Master's dissertation]. University of Nairobi.
- Kiwanis. T. 2018. Tips for writing your data collection procedures. [Blog post]. Available from Statistics Solutions: <http://www.statisticssolutions.com/tips-for-writing-your-data-collection-procedures/>. [Accessed on 18 August 2019].
- Knifsend, C.A. & Graham, C. A. 2012. Too much of a good thing? How breadth of extracurricular participation relates to school-related affect and academic outcomes during adolescence. *Journal of Youth and Adolescence*, 41(3): 379-389.
- Knox, D. 2007. High school and middle school athletes: Now is the time? Coach & Athletic Director. [Blog post]. Available from [https://www.academia.edu/17653835/the\\_effect\\_of\\_participation\\_in\\_athletics\\_on\\_academic\\_performance\\_among\\_senior\\_high\\_school\\_students\\_in\\_Hohoe](https://www.academia.edu/17653835/the_effect_of_participation_in_athletics_on_academic_performance_among_senior_high_school_students_in_Hohoe). [Accessed on 9 August 2019].
- Kober, N. & Usher, A. 2012. *Student motivation-an overlooked piece of school reform*. [Published policy paper]. The George Washington University.
- Kohler, S. 2012. SA basic education brief. Creamer Media's Mining. [Blog post]. Available from [https://dspace.nwu.ac.za/bitstream/handle/10394/12082/Van\\_Romburgh\\_H.pdf?sequence=1&isAllowed=y](https://dspace.nwu.ac.za/bitstream/handle/10394/12082/Van_Romburgh_H.pdf?sequence=1&isAllowed=y). [Accessed on 13 June 2019].
- Kolb, A.Y., Kolb, D.A., Passarelli, A., & Sharma, G. 2014. On becoming an experiential educator. The educator role profile. *Journal of Simulation and Gaming*, 45(2): 204-234.
- Kometsi, M.V. 2015. *Facilitating learner support for children living in child-headed household. A life skills approach*. [Unpublished Master's dissertation]. University of Free State.
- Komosa-Hawkins, K. 2012. The impact of school-based mentoring on adolescents' social-emotional health. Mentoring & Tutoring. *Partnership in Learning Journal*, 20(3): 393-408.

- Konukman, F.A., Agbuga, B., Erdogan, S., & Zorba, E. 2010. Teacher-coach role conflict in school-based physical education in USA: A literature review and suggestions for the future. *Journal in Biomedical Human Kinetics*, 2(1): 19-24.
- Koopman, C. 2007. Community music as music education. On the educational potential of community music. *International Journal of Music Education*, 25(2): 151–163.
- Kort-Butler, L.A. & Hagewen, K.J.2011. School-based extracurricular activity involvement and adolescent self-esteem. A growth-curve analysis. *Journal of Youth and Adolescence*, 40(1): 568-581.
- Kort-Butler, L. 2012. Extracurricular activity involvement and adolescent self-esteem. *Research Journal* ,19(2): 13-16.
- Kostelnik, M.J., Soderman, A.K., Whiren, A.P., Rupier, M.L., & Gregory, K.M. 2015. *Guiding Children's Social Development and Learning. Theory and Skills*. Stamford CT: Cengage.
- Kothari, C. 2004. *Research methodology. Methods and techniques*. New Delhi: New Age International (Ltd.), Publishers.
- Kozulin, A. 2004. Vygotsky's theory in the classroom: Introduction:International Center for the Enhancement of Learning Potential, Israel. *European Journal of Psychology of Education*, 19(1):3-7.
- Kozulin, A., Gindis, B., Ageyev, V.S., & Miller, S.M. 2003. *Vygotsky's Educational Theory in Cultural Context*. New York: Published in the United States of America by Cambridge University Press.
- Krashen, S. 2017. The importance of teacher enthusiasm in the efl classroom. [Blog post]. Available from <https://www.theteflacademy.com/blog/2017/04/the-importance-of-teacher-enthusiasm-in-the-efl-classroom/>. [Accessed on 12 October 2019].
- Kretlow, A.G. & Bartholomew, C.C. 2010. Using coaching to improve the fidelity of evidence-based practices. A review of studies. *Teacher Education and Special Education. The Journal of the Teacher Education Division of the Council for Exceptional Children*, 33(4):279-299.

- Krishnamurti, J. 2003. Links for visitors unfamiliar with holistic education. *Holistic Education*. [Blog post]. Available from <http://holisticeducation.net/visitors.htm>. [Accessed on 16 November 2019].
- Kuehn, P.R. 2017. Importance of school extracurricular activities in teaching moral values. [Blog post]. Available from <https://owlcation.com/academia/Importance-of-School-Extra-curricular-Activities-in-Teaching-Moral-Values>. [Accessed on 16 December 2019].
- Kulman, R. 2015. What are expressive language skills? South county child & family consultants. [Blog post]. Available from <http://southcountychildandfamily.com/2015/10/15/what-are-expressive-language-skills/>. [Accessed on 15 October 2019].
- Kumar, S. 2014. Sampling and its types. [Blog post]. Available from slide share: <https://www.slideshare.net/SunilKumar148/sampling-and-sample-types>. [Accessed on 12 April 2019].
- Kunert, R., Willems, R., Cassanto, D., Patel, A., & Hagoort, P. 2015. Music and language syntax interact in Broca's area. An fMRI study. *Journal of Plos One*, 10(11): 1-16.
- Kurbatov, D. 2015. Choir singing improves health, happiness – and is the perfect icebreaker. [Blog post]. Available from <https://theconversation.com/choir-singing-improves-health-happiness-and-is-the-perfect-icebreaker-47619>. [Accessed on 4 November 2019].
- Lambert M.S, Timpledon, M.T., & Marseken, S.F. 2010. *Voortrekkers (Youth Organization)*. In *Afrikaans language, scouting in South Africa, provinces of South Africa*. New York: Beta Scprit Publishers.
- Larose, S., Cyrenne, D., Garceau, O., Bordeur, P., & Tarabulsy, G.M. 2010. The structure of effective academic mentoring in late adolescence. *New Directions for Youth Development*, 126(1): 123–140.
- Larson, R. 2006. Positive youth development, willful adolescents, and mentoring. *Journal of Community Psychology*, 34(6): 677–689.

- Lazarus, J., Erasmus, M., Hendricks, D., Nduna, J., & Slamati, J. 2008. Embedding community engagement in South African higher education. *SAGE Journal Education, Citizenship and Social Justices*, 3(1): 1-8.
- Leach, O. 2016. Extra-mural activity benefits for early childhood development. [Blog post]. Available from <http://www.kaydee.co.za/Information/News/entryid/5145/extra-mural-activity-benefits-for-early-childhood-development>. [Accessed on 30 September 2019].
- Leavitt, M. O. 2008. *Physical Activity Guidelines for Americans: Be Active, Healthy, and Happy*. [Published guidelines]. U.S. Department of Health and Human Services.
- Lee, C. 2013. *Relationships among daily stressors, social support and health of single parents in Taiwan*. [Unpublished Doctoral thesis]. Case Western Reserve University.
- Lee, J., Puig, A., Kim, Y.B., Shin, H., Lee, H.L., & Lee, S.M. 2010. Academic burnout profiles in Korean adolescents. *International Journal of Psychology*, 26(5): 404-416.
- Leedy, P.D. & Ormond, J.E. 2005. *Practical research planning and design*. New Jersey: Pearson Education.
- Leiber, T. 2018. Impact evaluation of quality management in higher education. A contribution to sustainable quality development in knowledge societies. *European Journal of Higher Education*, 8 (3): 234-248.
- Lemmer, E. 2007. Parent involvement in teacher education in South Africa. *International Journal about Parents in Education*, 1(2): 218-229.
- Lemmer, E.M., Meier, C., & van Wyk, J.N. 2010. *Multicultural education. An educator's manual*. Pretoria: Van Schaik Publishers.
- Letseka, M. 2015. How is Ubuntu defined in the South African education and what is the relationship between Ubuntu and social justice achievement in education? [Blog post]. Available from [https://www.researchgate.net/post/How\\_is\\_Ubuntu\\_defined\\_in\\_the\\_South\\_Afr](https://www.researchgate.net/post/How_is_Ubuntu_defined_in_the_South_Afr)

ican\_education\_and\_what\_is\_the\_relationship\_between\_Ubuntu\_and\_Social\_Justice\_achievement\_in\_education. [Accessed on 19 October 2019].

Lindsay, J. 2019. Tension over shooting sports in schools. [Blog post]. Available from <https://www.npr.org/2019/08/30/755752309/tension-over-shooting-sports-in-schools>. [Accessed on 1 November 2019].

Listmann, E. 2018. Expert. Improve analytical skills. [Blog post]. Available from <https://www.wikihow.com/Improve-Analytical-Skills>. [Accessed on 23 March 2019].

Logan, W.L. & Scarborough, J.L. 2008. Connections through clubs. Collaboration and coordination of a schoolwide program. *Journal of Professional School Counselling*, 12(2).

Logsdon, A. 2018. Best ways to improve fine motor skills. [Blog post]. Available from Verywell Family. <https://www.verywellfamily.com/what-are-fine-motor-skills-2162037>. [Accessed on 31 October 2019].

Lopa, J. 2014. Ten benefits of playing soccer. [Blog post]. Available from <https://mommyuniversitynj.com/2014/07/03/benefits-of-playing-soccer/>. [Accessed on 5 November 2019].

Lopez, A. 2011. The Importance of Educators Involvement in Extracurricular Activities. [Blog post]. Available from [http://mostateteachers.typepad.com/missouri\\_state\\_teachers\\_a/2011/06/the-importance-of-educators-involvement-in-extracurricular-activities.html](http://mostateteachers.typepad.com/missouri_state_teachers_a/2011/06/the-importance-of-educators-involvement-in-extracurricular-activities.html). [Accessed 23 September 2018].

Lua, H.H, Hsu, H.Y., Acosta, S. & Hsu, T.L. 2014. Impact of participation in extracurricular activities during college on graduate employability. An empirical study of graduates of Taiwanese business schools. *Journal Educational Studies*, 40(1): 26-47.

Lutz, S.L. Guthrie, J.T., & Davis, M.H. 2006. Scaffolding for engagement in elementary school reading struction. *Journal of Educational Research*, 100(1): 3-20.

- Lynch, M. 2016. Four ways to help your students embrace diversity. [Blog post]. Available from The advocate: <https://www.theedadvocate.org/4-ways-to-help-your-students-embrace-diversity/>. [Accessed on 19 March 2019].
- Maaranen, K. 2017. Teachers professional role in the finnish education system. [log post]. Available from <https://blogg.hiof.no/skul/files/2016/12/Teachers-Professional-Role-in-Finnish-Education-System.pdf>. [Accessed on 10 March 2019].
- Madigan, K.A. 2008. *A utilization-focused evaluation of institutional persistence and withdrawal in an academic unit*. [Unpublished Doctoral thesis]. University of Missouri.
- Madrona, P.G., Samalot-Rivera, A., Christina, E., & Marin, G. 2014. Improving social skills through physical education in elementary 4th year. *American Journal of Sports Science and Medicine*, (2)6: 5-8.
- Maess, B., Koelsch, S., Gunter, T.C., & Friederici, A.D. 2001. Musical syntax is processed in the area of Broca. An MEG study. *Nature Neuroscience*, 4(5), 540-545.
- Mahoney, J.L., Vandell, D.L. Simpkins, S. & Zarrett, N. 2009. *Adolescent out-of-school activities*. Wiley publishers.
- Mailloux, Z. & Roley, S.S. 2013. The 7 senses. Sensory integration development and early signs of difficulties. [Blog post]. Available from Pathways.org: <https://pathways.org/topics-of-development/7-senses/track/>. [Accessed on 7 July 2019].
- Malti, T. & Hanbury, C.2011. Monitoring and evaluating life skills for youth development. The guidelines. Surich: Jacobs Foundation. [Blog post]. Available from <https://www.zora.uzh.ch/id/eprint/53012/>. [Accessed on 17 July 2018].
- Manda, D.C. 2014. An investigation on the shortage of accounting teachers and its effect on high schools pass rates in Vhembe District Limpopo Province, South Africa. *Journal of Social Science*, 41(3): 433-440.

- Marais, P. 2011. The significance of student teachers' involvement in co-curricular activities. *International Journal for e-Learning Security* , 1(2): 81-88.
- Maree, K. 2007. *Qualitative and quantitative research methods*. Pretoria: Heinemann.
- Marinoff, L. 2003. *The big questions: How philosophy can change your life*. New York: Bloomsbury.
- Marlow, C. 2005. *Research methods generalist social work*. New York: Bloomsbury.
- Marnewick, D. 2016. These teachers should not coach sports. [Blog post]. Available from <https://www.teachersmonthly.com/these-teachers-should-not-coach-sports/>. [Accessed on 10 Aug 2019].
- Mart, C.T. 2013. A passionate teacher: teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1): 226-348.
- Martin, L. 2014. Ten benefits of music education for students. [Blog post]. Available from <https://www.learningliftoff.com/ten-benefits-of-music-education-for-students/>. [Accessed on 7 November 2019].
- Martino, W. 2009. *Teachers as role models. International Handbook of Research on Teachers and Teaching*. Boston: Springer publishers.
- Mashau, T. S. 2012. Multi-cultural education. Is education playing a role in acculturating different cultures in South Africa? *American International Journal of Contemporary Research*, 2(6): 57-65.
- Masiloane, T. 2008. *A comparison of qualitative and quantitative research. Similarities and differences - A discussion of different sampling methods and their place in nursing research*. [Unpublished Master's dissertation]. University of the Free State.
- Maslen, P. 2015. *The Social and Academic Benefits of Team Sports*. [Blog post]. Available from <https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports>. [Accessed on 11 November 2019].



- Mason, D. 2017. Prospects. The importance of extra-curricular activities. [Blog post]. Available from <https://www.prospects.ac.uk/careers-advice/applying-for-jobs/the-importance-of-extra-curricular-activities>. [Accessed on 17 June 2019].
- Massi, J. 2011. *Maximizing parent involvement: Revisiting Joyce Epstein's Model for School, family and community partnerships*. PPT presented at Directors Conference Morgantown, WV. 9-10 March 2011. Available from <https://slideplayer.com/slide/755855/>. [Accessed on 11 July 2019].
- Massó, B. 2018. Drama as a social and educational tool in a challenging context: analysis of an experience. *International Journal of Pedagogy and Curriculum*, 25(2): 1-23.
- Massoni, E. 2011. Positive effects of extra curricular activities on students. *Essai Journal*, 9(27): 84-87.
- Mastrocola, M. 2013. South Africa study abroad. [Blog post]. Available from SASA Blog: <https://blogs.elon.edu/sasa/2013/01/22/sports-in-south-africa-2/>. [Accessed on 22 January 2019].
- Mathers, N., Fox, N., & Hunn, A. 2009. *Surveys and Questionnaires*. National institute for health research. [Published report guideline]. University of Nottingham.
- Mathivanan, V. 2017. *Holistic Development in School Education. Creating Progressive Thinkers*. Pearson Academu. India.
- Mauro, T. 2018. What are fine and gross motor skills? Skills involving movement and coordination. [Blog post]. Available from Verywell family: <https://www.verywellfamily.com/what-are-motor-skills-3107058>. [Accessed on 25 September 2019].
- Mavunga, G. 2010. The use of Shona as the medium of instruction in the first three grades of primary school in a Tonga-speaking community – teachers' and parents' perceptions. *Language Matters: Studies in the Languages of Africa. Language Matters Journal*, 41(1): 126-147.
- Maxwell, J.A. 2012. Qualitative research design. An interactive approach. [Published chapter 7 writing]. George Mason University.



- May, C. 2018. Cultural diversity in sport. [Blog post]. Available from [https://www.clearinghouseforsport.gov.au/knowledge\\_base/organised\\_sport/sport\\_and\\_government\\_policy\\_objectives/Cultural\\_Diversity\\_in\\_Sport](https://www.clearinghouseforsport.gov.au/knowledge_base/organised_sport/sport_and_government_policy_objectives/Cultural_Diversity_in_Sport). [Accessed on 14 August 2019].
- McDonald, S. 2018. Adopting a holistic approach to coaching. [Blog post]. Available from <https://coach.basketball.net.au/adopting-a-holistic-approach-to-coaching/>. [Accessed on 6 October 2019].
- McGuigan, B. 2011. What is the difference between quantitative and qualitative research? [Blog post]. Available from <http://www.wisegeed.com>. [Accessed on 20 July 2019].
- McGuire, R. 2019. How physical activity can help to enhance your child's academic performance? [Blog post]. Available from <https://www.chancecamp.co.uk/how-physical-activity-can-help-to-enhance-your-childs-academic-performance>. [Accessed on 5 November 2019].
- McHale, S.M., Dotterer, A., & Kim, J.Y. 2012. An ecological perspective on the media and youth development. *The American Behavioral Scientist Journal*, 52(8): 1186-1203.
- Mchunu, S. & Le Roux, K. 2010. Non-participation in sport by black learners with special reference to gender, grades, family income and home environment. *South African Journal for Research in Sport, Physical Education and Recreation*, 32(1): 85-98.
- McInerney, D. M. 2014. Educational psychology. Constructing learning. New York: Pearson.
- McKnown, C., Gumbiner, L.M., Russo, N.M & Lipton, M. 2009. Social-emotional learning skill, self-regulation, and social competence in typically developing and clinic-referred children. *Journal of Clinical Child & Adolescent Psychology*, 38(6): 858–871.
- McLaughlin, K.A., Costello, J.E., Leblanc, W., Sampson, N.A., & Kessler, R.C. 2012. Socioeconomic status and adolescent mental disorders. *American Journal of Public Health*, 102(9): 1742-1750.

- McLean, S., Hulme, A., Mooney, M., Read, G.J.M., Bedford, A., & Salmon, P.M. 2019. A systems approach to performance analysis in women's netball: using work domain analysis to model elite netball performance. *Frontiers in Psychology Journal*, 10(201): 1-13.
- McLeod, S. 2018. Jean Piaget's theory of cognitive development. [Blog post]. Available from Simply Pscychology: <https://www.simplypsychology.org/piaget.html>. [Accessed on 18 February 2019].
- McQuerrey, L. 2018. Why is teamwork important in the classroom? [Blog post]. Available from <https://work.chron.com/teamwork-important-classroom-18281.html>. [Accessed on 19 October 2019].
- Meador, D. 2019. The increasingly important role of athletics in schools. [Blog post]. Available from <https://www.thoughtco.com/important-role-of-athletics-in-schools-3194429>. [Accessed on 30 October 2019].
- Meece, J.L. & Eccles, J.S. 2010. *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Meier, C. & Hartell, C. 2009. Handling cultural diversity in education in South Africa. *South African Educational Journal* 6(2): 180-192.
- Mendez, I., Ruiz-Esteban, C., & Ortega, E. 2019. Impact of the physical activity on bullying. *Frontiers in Psychology Journal*, 10(1520): 1-8.
- Menken, K. & Garcia, O. 2010. Negotiating language policies in schools: Educators as policymakers. *International Multilingual Research Journal*, 8(3):250-253.
- Meny-Gibert, S. 2010. SA learners too old for school. Mail & Guardian, 2 July 2010, p.1. Available from <https://mg.co.za/article/2010-07-02-sa-learners-too-old-for-school>. [Accessed on 2 November 2019].
- Metsapelto, R. & Pulkkinen, L. 2012. Socioemotional behavior and school achievement in relation to extracurricular activity participation in middle childhood. *Scandinavian Journal of Educational Research*, 56(2): 167-182.
- Metz, T. 2011. Ubuntu as a moral theory and human rights in South Africa. *South African Human Rights Journal*, 11(1): 532 – 559.

- Meyer, J.P. 2008. Globalization And Cultural Imperialism: Corporate Control Versus Responsiveness . *Journal of International Business and Economy*, 9(1): 113-136.
- Meyer, S. 2017. What Is Success? If I don't know where I'm going, any road will get me there. [Blog post]. Available from <https://byrslf.co/what-is-success-bb03b102f239>. [Accessed on 21 July 2019].
- Miles, L.K., Lumsden, J., Richardson, M.J., & Macrae, N.C. 2011. Do birds of a feather move together? Group membership and behavioral synchrony. *Experimental Brain Research Journal*, 211(3-4): 495-503.
- Miller, M. 2017. What is the difference between visual arts and performing arts? How can each be used in cultural events? [Blog post]. Available from <http://www.theoldjailartcenter.org/differences-between-visual-and-performing-arts/use-in-cultural-events>. [Accessed on 1 November 2019].
- Miller, K. 2018. *Encyclopedia and dictionary of medicine, nursing, and allied health and child development*. Saunders: Elsevier.
- Mislevy, R.J. 2007. Validity by design. *Educational Researcher Journal*, 36(7): 1-15.
- Miya, N. 2017. Why teachers are leaving their profession. News 24, 30 August 2017, p.1-2. Available from <https://www.news24.com/SouthAfrica/News/why-teachers-are-leaving-their-profession-20170830>. [Accessed on 29 Septemeber 2019].
- MoES. 2011. Life skills for primary schools in Uganda. A teacher's hand book. UNESCO HIV and Health Education Clearinghouse. [Blog post]. Available from <https://hivhealthclearinghouse.unesco.org/library/documents/life-skills-primary-schools-uganda-teachers-hand-book>. [Accessed on 26 October 2019].
- Mohamed, N. 2013. The challenge of medium of instruction: a view from Maldivian schools. *Current Issues in Language Planning*, 14(1): 185-203.
- Mohl, B. & Patel, H. 2015. Rich-poor divide in high school sports. [Blog post]. Available from Commonwealth.

<https://commonwealthmagazine.org/education/sports-inequality-at-high-school-level/>. [Accessed on 13 October 2019].

Mohlala, T. 2019. Excellence in primary school teaching. Mail & Guardian, 8 March 2019, p1-2. Available from <https://mg.co.za/article/2019-03-12-excellence-in-primary-school-teaching>. [Accessed on 30 September 2019].

Morela, E. H., Hatzigeorgiadis, A., Kouli, O., Elbe, A.A., Sanchez, X. 2013. Team cohesion and ethnic-cultural identity in adolescent migrant athletes. *International Journal of Intercultural Relations*, 37(5): 643-647.

Morin, A. 2019. Twelve ways to improve social skills and make you sociable anytime. [Blog post]. Available from <https://www.lifehack.org/articles/communication/12-ways-improve-social-skills-and-make-you-sociable-anytime.html>. [Accessed on 10 August 2019].

Morin, A. 2019. Eight gross motor skills activities for kids. [Blog post]. Available, from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/movement-coordination-issues/8-gross-motor-skills-activities-for-kids>. [Accessed on 12 August 2019].

Morris, L. 2009. *Teaching happiness and well-being in schools*: London: Network continuum.

Morrison, K. 2010. Evaluation and Research in Education. *Editorial Journal*, 24(4):2 27-230.

Mosimege, M. & Onwu, G. 2004. Indigenous knowledge systems and science education. *Journal of the Southern African association for research in mathematics, Science and Technology Education Journal*, 8 (1), 1-12.

Motepe, M. 2006. *A review of life-skills with specific emphasis on early adolescents*. Pretoria: University of Pretoria.

Mothata, S. & Mda, T. 2000. *Critical issues in South African Education after 1994*. Cape Town: Juta and Company Limited.

Motshekga, A. 2019. 5 of the biggest problems South African teachers struggle with. SA News, 2 July 2019, p.1. Available from

<https://businesstech.co.za/news/government/326939/5-of-the-biggest-problems-south-african-teachers-struggle-with/>. [Accessed on 13 June 2019].

Mouton, J. 2002. *Understanding social research*. Pretoria: Van Schaik Publishers.

Mpisi, A.S. 2010. The scholastic experience of black learners in multicultural FET schools in the Northern Cape. [Unpublished Doctoral thesis]. University of Free State.

Msengana, N.W. 2006. The significance of the concept 'ubuntu' for educational management and leadership during democratic transformation in South Africa. [Unpublished doctoral thesis]. University of Stellenbosch.

Msila, V. 2012. Black parental involvement in south african rural schools. Will parents ever help in enhancing effective schoolmanagement? *Journal of Educational and Social Research*, (2)2: 303-313.

Mubarak, A. 2017. An investigation of academic writing problems level faced by undergraduate students at Al Imam Al Mahdi university- Sudan. *English Review Journal of English Education* 5(2), 5(2): 175-188.

Mulhall, A. 2003. In the field: notes on observation in qualitative research. *Journal of Advance Nursing Virtual Issue*, 41(3): 306-313.

Mulvahill, E. 2019. Should i consider teaching as a second career? We take a look at the pros and cons of entering teaching later in life. [Blog post]. Available from <https://www.weareteachers.com/teaching-as-a-second-career/>. [Accessed on 29 September 2019].

Muilenburga, L.Y & Berge, Z.L. 2005. Student barriers to online learning a factor analytic study. *Distance Education Journal*, 26(1): 29-48.

Murray, D. 2012. Expert: Teachers play a big role in inspiring civic engagement, though it won't appear in test scores. [Blog post]. Available from [http://www.mlive.com/education/index.ssf/2012/08/expert\\_teachers\\_play\\_a\\_big\\_rol.html](http://www.mlive.com/education/index.ssf/2012/08/expert_teachers_play_a_big_rol.html). [Accessed on 21 August 2019].

Muschert, G. W. 2007. Research in school shootings. *Sociology Compass Journal*, 1(1): 60-80.

- Mutekwe, E. 2018. Using a Vygotskian sociocultural approach to pedagogy: Insights from some teachers in South Africa. *Journal of Education*, 71(1): 58-72.
- National Early Learning And Development Standards For Children Birth. 2009. [Blog post]. Available from Department of Basic Education, Pretoria: [http://www.ibe.unesco.org/curricula/southafrica/sa\\_ece\\_po\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/southafrica/sa_ece_po_2009_eng.pdf). [Accessed on 11 February 2018].
- Navsaria, I., Pascoe, M., & Kathard, H. 2011. 'It's not just the learner, it's the system!' Teachers' perspectives on written language difficulties. Implications for speech-language therapy. *South African Journal of Communication Disorders*, 58(2): 31-45.
- Neighmond, P. 2015. Benefits of sports to a child's mind and heart all part of the game. [Blog post]. Available from <https://www.npr.org/sections/health-shots/2015/07/01/418899249/benefits-of-sports-to-a-childs-mind-and-heart-all-part-of-the-game>. [Accessed on 29 October 2019].
- Nel, R. 2015. Uniting Christian students' association's pilgrimage to overcome colonial racism. A Southern African postcolonial missiological dialogue. *Verbum et Ecclesia*, 36(1): 1-18.
- NELS. 2006. National education longitudinal study. United States department of education. National center for education statistics. [Blog post]. Available from <https://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/9389>. [Accessed on 18 January 2019].
- Neuman, W. 2006. *Social research methods. Qualitative and quantitative approaches*. Boston: Pearson Education.
- Newman, J., Bidjerano, T., Ozdogru, A., Kao, C.C., Ozkose-Biyik, C., & Johnson, J.J. 2014. What do they usually do after school? A comparative analysis of fourth-grade children in Bulgaria, Taiwan, and the United States. *The Journal of Early Adolescence*, 27(4): 431-456.
- Nghia, T.L.H. 2017. Developing generic skills for students via extra-curricular activities in Vietnamese universities. Practices and influential factors. *Journal of Teaching and Learning for Graduate Employability*, 8(1): 22.

- Ngwena, C. Struass, J., Maimane, J.R., Engelbrecht, M., Steyn, F., & Meyer, F. 2003. A report on the interim monitoring and evaluation of the life skills and HIV/AIDS education programme in primary and secondary implementation level in public schools in the Free State. [Published report]. University of the Free State.
- Nikolava, M. & Nikolaev, B. 2018. How having unemployed parents affects children's future well-being. [Blog post]. Available from: <https://www.brookings.edu/blog/up-front/2018/07/13/how-having-unemployed-parents-affects-childrens-future-well-being/>. [Accessed on 13 July 2019].
- Nkopodi, N. & Mosimege, D.M. 2009. Incorporating the indigenous game of morabaraba in the learning of mathematics. *South African Journal of Education*, 29(3): 377-392.
- Noble, S. 2014. Rugby as a tool for development. [Blog post]. Available from <https://www.sportanddev.org/en/article/news/rugby-tool-development>. [Accessed on 29 October 2019].
- Noltemeyer, A.L., Mujic, J., & McLoughlin, S.C. 2012. *The history of inequality in education*. Springfield: Charles C. Thomas Publishers.
- Ntekane, A. 2018. Parental involvement in education. [Unpublished dissertation]. University of North West (Vaal).
- O'Connell, D. & McCallum, S. 2009. Social capital and leadership development: Building stronger leadership through enhanced relational skills. *Leadership & Organization Development Journal*, 30(2): 152-166.
- Okoro, C.O., Igenewari, I.G., & Amadioha W. S. 2014. Using extracurricular activities to develop social morality among lower secondary school students. *International Journal of Science, Vocational and Business Studies*, 10(2): 117-121
- Olson, S. 2015. Artists, musicians, and actors tend to be middle class, but it has nothing to do with how much money they're making. [Blog post]. Available from: <https://www.medicaldaily.com/artists-musicians-and-actors-tend-be>



- middle-class-it-has-nothing-do-how-much-money-352712. [Accessed on 15 September 2019].
- Oltmann, S. 2016. Qualitative interviews. A methodological discussion of the interviewer and respondent contexts. *Qualitative Social Research Sozialforschung*, 17(2): 40.
- Olzacki, J. 2017. How newspapers can play key role in education. The New Times, 13 December 2017, p1-3. Available from <https://www.newtimes.co.rw/section/read/225485>. [Accessed on 31 October 2019]
- Omolewa, M. 2007. Traditional African modes of education: their relevance in the modern world. *International Review of Education*, 53 (6): 593–612.
- Oprea, C.L. 2013. The enthusiastic teaching – the actor`s art didactically transposed for teachers . *Social and Behavioral Sciences Journal*, 76(1): 602-607.
- Pachucki, D. 2018. How do extracurricular activities enhance a child's development? [Blog post]. Available from <https://living.thebump.com/extracurricular-activities-enhance-childs-development-10075.html>. [Accessed on 1 November 2020].
- Page, E. 2019. Brain power boost: benefits of after-school activities. [Blo post]. Available from <https://www.metrofamilymagazine.com/brain-power-boost-benefits-of-after-school-activities/>. [Accessed on 13 August 2020].
- Park, D. 2015. The range of benefits of extracurricular activities towards english language learners. [Unpublished Master's dissertation]. University of Toronto.
- Parrish, R. 2018. Which sport provides the best overall exercise for the entire body? [Blog post]. Available from <https://www.sportsrec.com/6768558/which-sport-provides-the-best-overall-exercise-for-the-entire-body>. [Accessed on 17 July 2019].
- Patel, N.V. 2003. A holistic approach to learning and teaching interaction. Factors in the development of critical learners. *The International Journal of Educational Management*, 17 (6): 272-284.



- Paul, M. 2015. To understand SA's history curriculum change in democracy, lets first look at this change during transformation. News 24, 15 January 2015, p.1-2. Available from: <https://www.news24.com/MyNews24/To-understand-SAs-History-Curriculum-change-in-Democracy-lets-first-look-at-this-change-during-Tra-20150114>. [Accessed on 15 January 2019].
- Pavlovich, L. 2018. Solving a tough problem in sport. [Blog post]. Available from <https://athleteassessments.com/wise-solving-a-tough-problem-in-sport/>. [Accessed on 12 August 2019].
- Peck, S.C., Roeser, R.W., Zarrett, N. & Eccles, J.S. 2009. Exploring the roles of extracurricular activity quantity and quality in the educational resilience of vulnerable adolescents. Variable- and pattern-centered approaches. *Journal of Social Issues*, 64(1): 135-156.
- Peguero, A.A. & Bondy, J.M. 2011. Immigration and Students' Relationship With Teachers. *Education and Urban Society*, 43(2): 165-183.
- Pence, A. & Dymond. S. 2015. Extracurricular school clubs. A time for fun and learning. *Teaching Exceptional Children*, 47(5): 281–288.
- Pence, S.A.R & Dymond. K. 2016. Teachers' beliefs about the participation of students with severe disabilities in school clubs. *Research and Practice for Persons with Severe Disabilities*, 41(1): 52-68.
- Penny, L. 2018. Top 20 field hockey lessons to learn. [Blog post]. Available from <https://hockeyperformanceacademy.com/top-20-key-field-hockey-lessons/>. [Accessed on 1 November 2019].
- Peronto, S. 2014. Ten ways to promote your child's cognitive development. [Blog post]. Available from: <https://www.friendshipcircle.org/blog/2014/06/09/10-ways-to-promote-your-childs-cognitive-development/>. [Accessed on November 2019].
- Perry, L. 2009. Conceptualizing education policy in democratic societies. *Educational Policy Journal*, 23(3): 423-450.

- Petty, L. 2014, . How to promote equality & diversity in the classroom. [Blog post]. Available from <https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/>. [Accessed on 3 September 2019].
- Piaget, J. 1952. *Origins of intelligence in children*. New York: International Universities Press.
- Pierce, K.M. Bolt, D.M., & Vandell, D.L. 2010. Specific features of after-school program quality. Associations with children's functioning in middle childhood. *American Journal of Community Psychology*, 45 (4): 381-393.
- Pilgrim, T. 2013. Extracurricular activities are important for students. [Blog post]. Available from <https://eduflow.wordpress.com/2013/08/26/extra-curricular-activities-are-important-for-students/>. [Accessed on 26 August 2019].
- Pinnock, H., & Vijayakumar, G. 2009. *Language and education: The missing link. How the language used in school threatens the achievement of education for all*. Perspective: UK
- Pio, E. 2017. Cultural diversity in Aotearoa. Global Women NZ News, 5 April 2017, p.1. Available from <https://www.globalwomen.org.nz/news-and-events/2017/cultural-diversity-in-aotearoa/>. [Accessed on 11 February 2019].
- Pluim, B. M. 2014. The evolution and impact of science in tennis: eight advances for performance and health. *Journal of Sports Medicine*, 48(1): 3-5.
- Poiner, J. 2015. The opportunity gap. Extracurriculars and field trips aren't just for fun. [Blog post]. Available from: <https://edexcellence.net/articles/the-opportunity-gap-extracurriculars-and-field-trips-aren%E2%80%99t-just-for-fun>. [Accessed on 3 November 2019].
- Pope C.C. 2011. Enhancing coach-parent relationships in youth sports. Increasing harmony and minimizing hassle. *International Journal of Sports Science & Coaching*, 6(1): 57-60.
- Powell, A.L. 2012. Parents' perceptions of factors influencing student's attendance. [Unpublished Master's dissertation]. Brockport State University of New York

- Pozniak, H. 2018. Why it's never too late to start teaching. *The Telegraph*, 11 June 2018, p.1. Available from <https://www.telegraph.co.uk/lifestyle/get-into-teaching/start-career-later-in-life/>. [Accessed on 29 September 2019].
- Price-Mitchell, M. 2012. The immeasurable and enduring role of teachers. [Blog post]. Available from: <https://www.rootsofaction.com/the-role-of-teachers/>. [Accessed on 6 November 2019].
- Pule, R.E.J. 2014. A framework for learner's participation in sport at public township schools in the city of Tshwane. [Unpublished Doctoral thesis]. Tshwane University of Technology.
- Racicot, B.M. & Ferry, D.L. 2016. The impact of motivational and metacognitive cultural intelligence on the study abroad experience. *Journal of Educational Issues*, 2(1): 115-129.
- Rahman, S. 2016. The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research. A literature review. *Journal of Education and Learning*, 6(1): 103-106.
- Ranson, A. 2013. Fourty fine motor skills activities. [Blog post]. Available from The imagenation three. <https://theimaginationtree.com/40-fine-motor-skills-activities-for-kids/>. [Accessed on 3 September 2019].
- Ravishankar, S. 2015. Why students & teachers should get involved in co-curricular activities. [Blog post]. Available from Stem Wizard: <https://www.stemwizard.com/why-students-teachers-should-get-involved-in-co-curricular-activities/>. [Accessed on 6 May 2019].
- Reddy, V., van der Berg, S., Janse van Rensburg, D., & Taylor, S. 2012. Educational outcomes. Pathways and performance in South African high schools. *South African Journal of Science*, 108(4): 1-8.
- Reed, L. K. 2014. Relationships between participation in extracurricular activities, act scores, GPA, and attendance in select public high schools in Mississippi. [Published Doctoral thesis]. University of Southern Mississippi.

- Reese, H. W. 2014. Models of development and theories of development. *Human Development*, 56(1): 372-380.
- Resnik, D. B. 2015. What is ethics in research & why is it important? National institute of environmental health sciences. [Blog post]. Available from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/>. [Accessed on 1 December 2019].
- Revington, E. 2015. Parental involvement in their children's schooling following the transition from primary to high school. [Unpublished Master's dissertation]. University of Stellenbosch.
- Reynolds, D., Teddile, C., Chapman, C., & Stringfield, S. 2015. *Effective school processes*. Routledge: Oxfordshire.
- Richards, R. & May, C. 2018. What is sport? [Blog post]. Available from Clearinghouse for sport: [https://www.clearinghouseforsport.gov.au/knowledge\\_base/sport\\_participation/Sport\\_a\\_new\\_fit/what\\_is\\_sport](https://www.clearinghouseforsport.gov.au/knowledge_base/sport_participation/Sport_a_new_fit/what_is_sport). [Accessed on 4 September 2019].
- Richter, D. & Lemola, S. 2017. Growing up with a single mother and life satisfaction in adulthood. A test of mediating and moderating factors. *PLOS One Journals*, 12(6): 1-15.
- Roald, A.S. 2011. Multiculturalism and pluralism in secular society. Individual or collective rights? *Journal for Philosophy of Religion*, 5(1): 147-163.
- Rock, A. 2018. Important types of play in your child's development. [Blog post]. Available from Verywell family. <https://www.verywellfamily.com/types-of-play-2764587>. [Accessed on 6 November 2019].
- Rock, P. 2018. Engaging students through school-wide cultural events. [Blog post]. Available from <https://www.participatelearning.com/blog/engaging-students-through-school-wide-cultural-events/>. [Accessed on 1 November 2019].
- Roeser, J.S. & Eccles, R.W. 2009. *Schools, academic motivation, and stage-environment fit*. Wiley & Sons.
- Rose, J.R. & Marin, D. 2012. *Learning to write, reading to learn. In Genre knowledge and pedagogy in the Sydney school*. Sheffield: Equinox.

- Rosen, P. 2014. Receptive language issues. What you're seeing. [Blog post]. Available from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/communication-disorders/receptive-language-issues-what-youre-seeing>. [Accessed 14 October 2019].
- Rosewater, A. 2010. *Organized sports and the health of children and youth*. Team up for youth: Oakland.
- Roundy, L. 2018. Physical, social and emotional benefits of participating in sports. [Blog post]. Available from <https://study.com/academy/lesson/physical-social-and-emotional-benefits-of-participating-in-sports.html>. [Accessed on 7 November 2019].
- Russell, C.M. 2008. Evaluation of the new york city development out-of-school time programs for youth initiative. Results of efforts to increase program quality and scale in year 2. [Published Report]. The Wallace Foundation New York, New York.
- Russell, D. 2018. Motivating students to participate in sport. [Blog post]. Available from <https://www.teachermagazine.com.au/articles/motivating-students-to-participate-in-sport>. [Accessed on 11 August 2019].
- Russell, G. 2013. Schools' cultural practices key to true integration. Stanford Edu News, 17 June 2013, p.1. Available from Schools' cultural practices key to true integration. <http://gender.stanford.edu/news/2013/schools-cultural-practices-key-true-integration>. [Accessed on 11 March 2019].
- Ryan, D. 2019. Why communication is so important. [Blog post]. Available from <https://www.thenetballcoach.com/dan-ryan-why-communication-is-so-important/>. [Accessed on 13 February 2019].
- SACE. 2014. Teacher professionalisation. SACE. [Blog post]. Available from <https://www.sace.org.za/pages/teacher-professionalisation-faqs>. [Accessed on 2 October 2019].
- Sadykova, S., Yergazina, A., Sultan, Z., Korvyakov, V., & Ryndak, V. 2018. Students' spiritual and moral development in extracurricular activities. *European Online Journal of Natural and Social Sciences*, 7(1): 113-126.

- Sagenmüller, I. 2018. Student retention. 8 reasons people drop out of higher education. [Blog post]. Available from U-planner: <https://www.u-planner.com/blog/student-retention-8-reasons-people-drop-out-of-higher-education>. [Accessed on 9 May 2019].
- Salamuddin, N. & TaibHarun, M. 2010. Facilitating the process of learning social skills through humanistic physical education. *Social and Behavioural Sciences*, 9(1):223-227.
- Salunke, R. 2017. The benefits of after school activities for children. [Blog post]. Available from young kudos, creating smart kids. <https://www.youngkudos.com/single-post/2017/10/01/The-Benefits-of-After-School-Activities-for-Children>. [Accessed on 1 October 2019].
- Santos, A., Dominques, M., & Goncalves, C.E. 2018. An ecological approach to youth sport participation: how to do it. [Published Research report]. University of Coimbra, Portugal.
- Santos, D. 2019. How to study maths. Seven tips for solving maths problems. How to study maths. [Blog post]. Available from <https://www.goconqr.com/en/examtime/blog/how-to-study-maths/>. [Accessed on 14 June 2019].
- Sapungan, G.M. & Sapungan, R.M. 2015. Parental involvement in child's education: importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2): 42-48.
- Sathiapama, M., Wolhuter, C., & van Wyk, N. 2012. The management of parental involvement in multicultural schools in SouthAfrica: A case study. *CEPS Journal*, 2(1): 57-82.
- Scheerens, J., Hendriks, M., Luyten, H., Slegers, P., & Glas, C. 2013. A review of the effectiveness of teaching time at school, homework and extended time outside. [Published Report]. Dutch Foundation for Scientific Research (NWO).

- Schenk, C. 2017. Typical articulation development. [Blog post]. Available from <http://www.specialkidstn.com/therapyandnursingblog/2017/7/27/typical-articulation-development>. [Accessed on 3 August 2019].
- Schlindwein, M. 2017. Physical, social, and mental benefits of cheerleading. [Blog post]. Available from <http://www.chassecheer.com/blog/lifestyle/physical-social-and-mental-benefits-of-cheerleading/>. [Accessed on 6 October 2019].
- Schwartz, S. 2018. Teachers with signs of depression may do less planning, explaining of lessons. [Blog post]. Available from [http://blogs.edweek.org/teachers/teaching\\_now/2018/06/teachers\\_depression\\_less\\_time\\_directing\\_student\\_instruction.html](http://blogs.edweek.org/teachers/teaching_now/2018/06/teachers_depression_less_time_directing_student_instruction.html). [Accessed on 12 October 2019].
- Seigel, D. 2015. Complete list of high school sports. How to pick. [Blog post]. Available from [sat / act prep online guides and tips: https://blog.prepscholar.com/complete-list-of-high-school-sports](https://blog.prepscholar.com/complete-list-of-high-school-sports). [Accessed on 2 December 2019].
- Seigel, S. 2004. Constructive alignment. [Blog post] Available from <http://www.resources.scalingtheheights.com/Constructive.Alignment>. [Accessed on 11 July 2019].
- Senduran, F.& Amman, T. 2015. Problem-solving skills of high school students exercising regularly in sport teams: Physical Culture and Sport. *Studies and Research Journal*, 68(1): 42-50.
- Seow, P.S. Pan, G. 2014. A literature review of the impact of extracurricular activities participation on students academic performance. *Journal of Education for Business*, 89(7): 361-366.
- Sermier Dessemontet, R., Bless, G., & Morin, D. 2011. Effects of inclusion on the academic achievement and adaptive behaviour of children with intellectual disabilities. *Journal of Intellectual Disability Research*, 56(6):579-587
- Shaked, H. & Schechter, C. 2016. Holistic school leadership. Systems thinking as an instructional leadership enabler. *NASSP Bulletin Journal*, 100(4): 177-202.



- Shava, G.N. 2016. Enhancing learner achievement through professional development. *South African Journal of Higher Education*, 30(6): 56-72.
- Schaefer, D.R., Simpkins, S.D., Vest, A.E., & Price, C.D. 2011. The contribution of extracurricular activities to adolescent friendships. New insights through social network analysis. *Developmental Psychology Journal*, 47(4): 1141-1152.
- Sheikh, S. 2009. Improving communication and leadership skills: the impact of extracurricular activities on mba students. [Published Research Report]. Graduate Management Admission Council, Virginia USA.
- Shelley, L. 2013. The importance of drama and performing arts in education. [Blog post]. Available from <http://www.btac.nsw.edu.au/2016/10/importance-drama-performing-arts-education/>. [Accessed on 30 October 2019].
- ShIPLEY, M. 2016. Power of physical education and school sport for human development. Positioning sport and physical education at the heart of school life for education and life skills development. [Blog post]. Available from The progressive teacher. <https://www.progressiveteacher.in/power-of-physical-education-and-school-sport-for-human-development/>. [Accessed on 15 September 2019].
- ShIPLEY, M. 2017. Power of sport for development. [Blog post]. Available from the progressive teacher. <https://www.progressiveteacher.in/power-of-sport-for-development/>. [Accessed on 14 January 2019].
- Shulruf, B. 2010. Do extracurricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature. *International Review of Education*, 56(6): 591-612.
- Shuttleworth, M. & Wilson, L.T. 2018. Definition of reliability. [Blog post]. Available from Explorable: <https://explorable.com/definition-of-reliability>. [Accessed on 18 April 2019].
- Shuttleworth, M. & Wilson, L.T. 2008. Qualitative research design. [Blog post]. Available from <http://www.experiment-resources.com/qualitative-resources-design>. [Accessed on 8 February 2019].



- Simkins, C. 2015. Technical report teacher supply and demand in South Africa. [Published Technical Report]. Centre for Development and Enterprise, South Africa.
- Simon, M. 2011. Assumptions, Limitations and Delimitations. [Published dissertation and scholarly research]. University of Seattle, WA.
- Sincero, S. M. 2012. Social and emotional development in children. Available from. [Blog post]. Available from <https://explorable.com/social-and-emotional-development>. [Accessed on 12 February 2019].
- Singh, C. & Surujlal, J. 2010. Risk management practices of high school sport coaches and administrators. *South African Journal for Research in Sport, Physical Education and Recreation*, 32(1): 107-119.
- Skrupskas, J. 2014. The impact of sport on the development of children. [Blog post]. Available from <https://athletics.carleton.ca/2014/impact-sport-development-children/>. [Accessed on 6 November 2019].
- Slagter, H.A., Davids, R.J. Lutz, A. 2011. Mental training as a tool in the neuroscientific study of brain and cognitive plasticity. *Hypothesis and Theory Article*, 5(17): p1-12.
- Slovak, P. & Fitzpatrick, G.2015. Teaching and developing social and emotional skills with Technology. *Journal of ACM Transactions on Computer-Human Interaction*, 5(14): 1-32.
- Snellman, K., Silva, J.M., Frederick, C.B., & Putman, R.D. 2015. The engagement gap. Social mobility and extracurricular participation among American youth. *The Annals of the American Academy of Political and Social Science*, 657(7): 194-207.
- Snellman, K., Silva, J.M., & Putnam, R.D. 2015. Inequity outside the classroom: growing class differences in participation in extracurricular activities. [Published Research Report]. Annenberg Institute for School Reform, VUE.
- Snow, S. 2012. US youth soccer player development model. [Blog post]. Available from

[http://www.usyouthsoccer.org/assets/1/3/us\\_youth\\_soccer\\_player\\_development/](http://www.usyouthsoccer.org/assets/1/3/us_youth_soccer_player_development/). [Accessed on 30 October 2019].

Snyder, P.A., Hemmeter, M.L., & Fox, L. 2015. Supporting implementation of evidence-based practices through practice-based coaching. *Topics in early childhood special education*, 35(3): 133-143.

Sobolevskaya, O. 2014. Extracurricular activities build students' self-esteem. [Blog post]. Available from <https://iq.hse.ru/en/news/177666550.html>. [Accessed on 7 November 2019].

Soe, H. P. 2014. Perceptions of students and teachers on the role of extracurricular activities at a private university in Myanmar. [Unpublished Master's dissertation]. Unitec Institute of Technology.

Southwell-Sander, J. 2016. Why extracurricular activities are important to your employability and how to show it off to employers. [Blog post]. Available from <https://www.fdmgroup.com/extracurricular-activities-important-employment-show-off/>. [Accessed on 11 May 2019].

Spaull, N. 2013. South africa's education crisis: the quality of education in south africa 1994-2011. Centre for development and enterprise. [Published Report]. Centre for Development Enterprise.

Spehar, N., Gosnik, J., & Reichel, K.F. 2008. The preferences toward sports of students in institutions of higher education. *Kinesiology research trends and applications*. 5th International Scientific Conference on Kinesiology, 2008, Zagreb, Croatia, 2008.

Spies-Butcher, D.B. 2017. Debating and public speaking as oral literacy promoting democratic education. [Published literacy paper]. Macquarie University.

Spruce, H. 2017. Promoting social development in children through structured group play. [Blog post]. Available from <https://www.highspeedtraining.co.uk/hub/social-development-in-children/>. [Accessed on 11 August 2019].

Stanberry, K. 2019. Understanding social and emotional development in preschoolers. [Blog post]. Available from <http://www.getreadytoread.org/early->

- learning-childhood-basics/early-childhood/understanding-social-and-emotional-development-in-preschoolers. [Accessed on 11 August 2019].
- Stankovich, C. 2017. The sports doc chalk talk. [Blog post]. Available from <https://drstankovich.com/helping-kids-learn-important-problem-solving-life-skills-through-sports/>. [Accessed on 12 August 2019].
- Stearns, C. 2019. The importance of teacher enthusiasm. [Blog post]. Available from <https://study.com/academy/lesson/the-importance-of-teacher-enthusiasm.html>. [Accessed on 28 July 2019].
- Stearns, E. & Glennie, E.J. 2010. Opportunities to participate. Extracurricular activities' distribution across and academic correlates in high schools. *Social Science Research Journal*, 39(2): 296–309.
- Steen, M. 2017. How to decide if you should get out of teaching — or make things better if you want to stay. *Educational Research for Social Change*, 6(1): 72-86.
- Steinberg, L. 2018. What defines a "sport"? [Blog post]. Available from <https://www.forbes.com/sites/leighsteinberg/2018/07/28/what-defines-a-sport/#4ac723cf2d66>. [Accessed on 27 October 2019].
- Streight, D. 2015. Parenting for moral growth. Helping schools achieve their missions since 1898. [Blog post]. Available from <https://www.csee.org/blogpost/1178312/Parenting-for-Moral-Growth>. [Accessed on 26 May 2019].
- Stuart, M., Lido, C. & Morgan, L. 2011. The impact of engagement with extracurricular activities on the student experience and graduate outcomes for widening participation populations. *Active Learning in Higher Education*, 12(3): 203-215.
- Summerton, R. 2017. The 50 top boys sports schools of 2017 & the cost. [Blog post]. Available from SA School sports. <http://www.saschoolsports.co.za/national/the-50-top-boys-sports-schools-of-2017.html>. [Accessed on 26 November 2019].

- Suttie, J. 2014. Five ways to foster interracial friendship in schools. New studies point the way toward a more connected and egalitarian society, starting with friendships between kids. [Blog post]. Available from [https://greatergood.berkeley.edu/article/item/five\\_ways\\_to\\_foster\\_interracial\\_friendship\\_in\\_schools](https://greatergood.berkeley.edu/article/item/five_ways_to_foster_interracial_friendship_in_schools). [Accessed on 12 November 2019].
- Sutton, G. 2015. Extracurricular engagement and the effects on teacher-student educational relationship. *Journal of Initial Teacher Inquiry*, 1(1): 51-53.
- Su, C.Y., Tsai, P.C., Su, W.L. Tang, T.C. & Tsai, A.Y.J. 2011. Cognitive profile difference between allen cognitive levels 4 and 5 in schizophrenia. *The American Journal of Occupational Therapy*, 65(4):453-461.
- Tambara, C.T. 2015. Unpacking teachers' pedagogical content knowledge and skills to develop learners' problem solving skills in mathematics. Available from [https://www.google.co.za/search?biw=1093&bih=526&ei=2-fnW5WrLMSaa6X5I-gM&q=conveying+knowledge+in+learners+by+means+of+right+pedagogical+structure+&oq=conveying+knowledge+in+learners+by+means+of+right+pedagogical+structure+&gs\\_l=psy-ab.3...2564.5367.0.576](https://www.google.co.za/search?biw=1093&bih=526&ei=2-fnW5WrLMSaa6X5I-gM&q=conveying+knowledge+in+learners+by+means+of+right+pedagogical+structure+&oq=conveying+knowledge+in+learners+by+means+of+right+pedagogical+structure+&gs_l=psy-ab.3...2564.5367.0.576). [Accessed on 15 March 2019].
- Tan, S. 2017. How well do you handle change? The benefits of being adaptable. Available from <https://www.business.com/articles/how-well-do-you-handle-change-the-benefits-of-being-adaptable/>. [Accessed on 22 February 2019].
- Tani, M. 2019. Why are teachers mostly female? Because men get better pay in other professions. Available from <http://theconversation.com/why-are-teachers-mostly-female-because-men-get-better-pay-in-other-professions-109569>. [Accessed on 29 September 2019].
- Tariq, N. 2018. Effects of extracurricular activities on students. Available from [https://www.researchgate.net/publication/327052180\\_Effects\\_of\\_Extracurricular\\_Activities\\_on\\_Students](https://www.researchgate.net/publication/327052180_Effects_of_Extracurricular_Activities_on_Students). [Accessed on 12 October 2019].
- Teddile, C. & Tashakkori, A. 2010. *Mixed methods in social and behavioral research*. California: SAGE publications, Ink.

- Taylor, J. 2016. Build a Team Culture for Athletic Success. The values, attitudes, and goals of a team impact its performance and success. [Blog post]. Available from <https://www.psychologytoday.com/us/blog/the-power-prime/201609/build-team-culture-athletic-success>. [Accessed on 7 November 2019].
- Templer, K.J., Tay, C., & Chandrasekar, A. 2006. Motivational cultural intelligence, realistic job preview, realistic living conditions preview, and cross-cultural adjustment. *Group & Organization Management*, 31(1): 154-173.
- Terrell, S. 2018. Five ways to improve and expand your analytical thinking skill. [Blog post]. Available from <https://blog.mindvalley.com/analytical-thinking-skills/>. [Accessed on 18 February 2019].
- Terrell, S. 2019. Five of the best-performing analytical skills for your resume. [Blog post]. Available from <https://blog.mindvalley.com/analytical-skills/>. [Accessed on 20 October 2019].
- Tervaniemi, M., Toa, S., & Huotilainen, M. 2018. Promises of music in education? *Frontiers in Education*, 3 (74): 1-6.
- Thakur, A. 2013. Top 10 benefits of extracurricular activities. [Blog post]. Available from <http://topyaps.com/top-10-benefits-of-extracurricular-activities>. [Accessed on 9 January 2019].
- Thomas L.E & Lleras, A. 2009. Swinging into thought. Directed movement guides insight in problem solving. *Psychonomic Bulletin & Review*, 16(4): 719-723.
- Thomas, D. C., Elron, E., Stahl, G.K., & Ekeland, B. 2008. Cultural intelligence. Domain and Assessment. *International Journal of Cross Cultural Management*, 8(2): 123-143.
- Thomas, K. 2017. Define physical development. [Blog post]. Available from [Livestrong.com. https://www.livestrong.com/article/305750-how-many-calories-are-in-one-gram-of-protein/](https://www.livestrong.com/article/305750-how-many-calories-are-in-one-gram-of-protein/). [Accessed on 28 July 2019].
- Thompson, C.B. 2009. Descriptive data analysis. *Air Medical Journal*, 28(2): 56-59.
- Thompson, J.A. 2018. Sports. [Blog post]. Available from Encyclopaedia Britannica: <https://www.britannica.com/sports/sports>. [Accessed on 8 July 2019]

- Thompson, K., McGreevy, P. & McManus, P. 2015. A critical review of horse-related risk. A research agenda for safer mounts, riders and equestrian cultures. *Animals: an Open Access Journal from MDPI*, 5(3):561-575.
- Thornton, L. 2016. How to support personal, social and emotional development for the under-threes. [Blog post]. Available from The Optimus blog: <http://blog.optimus-education.com/how-support-personal-social-and-emotional-development-under-threes>. [Accessed on 20 January 2019].
- Toffler, A. 2012. What are generic skills? And why do we need them? [Blog post]. Available from <http://createwhatmattersmost.blogspot.com/2012/07/what-are-generic-skills-and-why-do-we.html>. [Accessed on 18 July 2018]
- Tomal, D. 2003. *Action research for educators*. Lanham: Scarecrow press.
- Tomlinson, C. A. 2019. Fulfilling the promise of the differentiated classroom. [Blog post]. Available from <http://www.ascd.org/publications/103107/chapters/Teacher-Response-to-Student-Needs@-A-Starting-Point-for-Differentiation.aspx>. [Accessed on 12 October 2019]
- Tomprowski, P. D., Davis, C.L., Miller, P.H., & Naglieri, J.A. 2009. Exercise and children's intelligence, cognition, and academic achievement. *Educational Psychology Review*, 20(2): 111-132.
- Tompsett, J. 2017. Inequalities in sport access and participation among American high schools. [Unpublished Master's dissertation]. The Ohio State University.
- Tosic, M. 2012. Multicultural education. Learners with diverse linguistic and cultural background. [Unpublished Master's dissertation]. University of Oslo.
- Trautner, T. 2017. Good sportsmanship is important in youth development. [Blog post]. Available from [https://www.canr.msu.edu/news/good\\_sportsmanship\\_is\\_important\\_in\\_youth\\_development\\_part\\_1](https://www.canr.msu.edu/news/good_sportsmanship_is_important_in_youth_development_part_1). [Accessed on 7 November 2019].
- Tremblay, M.S., Aubert, S., Barnes, J.D., Saunders, T.J., Carson, V., Latimer-Cheung, A.E. Chastin, S.F.M., Altenburg, T.M., & Chinapaw, M.J.M. 2017. Sedentary Behavior Research Network (SBRN) – Terminology Consensus

- Project process and outcome. *International Journal of Behavioral Nutrition and Physical Activity*, 14(75): 1-17.
- Trinick, T. 2016. The relationship between language, culture and ethnomathematics. *Journal of Mathematics and Culture*,10(2):175-191.
- Trochim, W.M.K. 2019. Research methods knowledge base. Non-probability, purposive, accidental, haphazard and convenience sampling. [Blog post]. Available from <https://socialresearchmethods.net/kb/nonprobability-sampling/>. [Accessed on 29 March 2019].
- Trochim, W.M.K. 2006. Research methods knowledge base. [Blog post]. Available from [Qualitative Approaches. https://www.socialresearchmethods.net/kb/qualapp.php](https://www.socialresearchmethods.net/kb/qualapp.php). [Accessed on 20 October 2019].
- Troyanos, D. 2012. Holistic art education & artistic development. [Blog post]. Available from <http://mrststarteducation.weebly.com/holistic-art-ed--artistic-development.html>. [Accessed on 12 February 2019].
- Tudge, J.R.H, Mokrova, I, Hatfield, B.E & Karnik, R.B. 2009. Uses and misuses of bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4): 198-210.
- Ulug, M., Ozden, M.S. & Eryilmaz, A. 2011. The effects of teachers' attitudes on students' personality and performance. *Social and Behavioral Sciences*, 30(1): 738-742.
- Upitis, R. 2015. Arts education for the development of the whole child. [Unpublished Doctoral dissertation]. Queen's University.
- Utsey, B. 2012. Walking the talk of sportsmanship and character. [Blog post]. Available from [http://www.pelinks4u.org/articles/utsey3\\_2012.htm](http://www.pelinks4u.org/articles/utsey3_2012.htm). [Accessed on 7 November 2019].
- van Bottenburg, M. 2011. *Why are the European and American sports worlds so different? Path-dependence in the European and American sports history*. London/New York: Routledge.



- van Niekerk, M. 2009. Principals' influences on teacher professional development. [Unpublished Doctoral dissertation]. University of Pretoria.
- Vannelli, E.A. 2012. The impact of participation in a school library book club on students' reading motivation and achievement. [Unpublished Master's thesis]. University of Central Missouri.
- Varner, E. 2018. Holistic development and music education. Research for educators and community stakeholders. *General Music Today*, 32(2): 5-11.
- Velea, S. & Farca, S. 2013. Teacher's responsibility in moral and affective education of children. *Social and Behavioral Sciences*, 76(1): 863 – 867 .
- Venditto, D. 2018. An enrichment program for all students. [Blog post]. Available from <https://www.edutopia.org/article/enrichment-program-all-students>. [Accessed on 12 October 2019].
- Veriava, F. 2012. Rich school, poor school - the great divide persists. [Blog post]. Available from <https://mg.co.za/article/2012-09-28-00-rich-school-poor-school-the-great-divide-persists>. [Accessed on 13 August 2019].
- Violet, J. & Wilson, C. 2013. Recess a critical opportunity for social and emotional learning. [Blog post]. Available from <https://www.seenmagazine.us/Articles/Article-Detail/articleid/2908/recess-a-critical-opportunity-for-social-and-emotional-learning>. [Accessed on 19 October 2019].
- Villarreal, V. 2009. Differences in extracurricular activity participation intensity among middle school students. Implications for hispanic youths. *The Journal of at-Risk Issues*, 20(1): 17-23.
- Voko, K., Duci, V., & Tahsini, I. 2014. Role of teachers in support of individual holistic development according to the age groups. [Published guideline report]. Save the children, Tirana.
- Vosloo, J. 2011. School sport in the South African education system. [Unpublished Doctoral dissertation]. North West University.
- Walker, D. A. 2007. *Rethinking Programs for Youth in the Middle Years. New Directions for Youth Development*. San Francisco, CA: Jossey-Bass.



- Wangai, M.M. 2012. Determinants of the development of students talents in co-curricular activities in secondary schools in Mwatate district, Kenya. [Unpublished Doctoral dissertation]. University of Nairobi, Kenya.
- Wang, .M.T.W. & Eccles, J.S. 2012. Social support matters. Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83(3): 877-895.
- Ward, J.M. 2014. The influence of high school extracurricular coaches and activity advisors on student social capital. [Unpublished Doctoral dissertation]. University of Minnesota
- Watanabe-Crockett, L. 2018. Two strong strategies for effectively teaching critical thinking skills. [Blog post]. Available from <https://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills>. [Accessed on 4 April 2019].
- Watanabe-Crockett, L. 2018. How performing arts develops 6 skills that will enhance our lives. [Blog post]. Available from <https://www.wabisabilearning.com/blog/6-skills-performing-arts-develops>. [Accessed on 21 July 2019].
- Watson, K. 2016. The top seven mental benefits of sports. [Blog post]. Available, from <https://www.healthline.com/health/mental-benefits-sports>. [Accessed on 4 November 2019].
- Way, L. 2014. How sports can impact holistic growth in kids. [Blog post]. Available from pacific preschool & kindergarden. <http://www.pacificpreschool.com/child-development-2/sports-can-impact-holistic-growth-kids>. [Accessed on 3 July 2019].
- Wedge, B. 2017. Beginning to develop analytical skills. [Blog post]. Available from <https://medium.com/development-of-analytical-skills/beginning-to-develop-analytical-skills-2869cb79faf2>. [Accessed on 25 September 2019].
- Weil, R. 2019. Swimming. [Blog post]. Available from <https://www.medicinenet.com/swimming/article.htm>. [Accessed on 29 October 2019].

- Weimer, M. 2012. Ten ways to promote student engagement. [Blog post]. Available from <https://www.facultyfocus.com/articles/effective-teaching-strategies/10-ways-to-promote-student-engagement/>. [Accessed on 17 August 2019].
- Weldon, G. 2009. Memory, identity and the politics of curriculum construction in transition societies. Rwanda and South Africa. *Perspectives in Education*, 27(2): 177-189.
- Weller, S. G. 2015. The most common reasons students drop out of high school are heartbreaking. [Blog post]. Available from Business insider: <https://www.businessinsider.com/most-common-reasons-students-drop-out-of-high-school-2015-10?IR=T>. [Accessed on 1 October 2019].
- Whitmer, R. 2013. Athletics for all. District administration. [Blog post]. Available from <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/01105003-a.html>. [Accessed on 13 August 2019].
- Wijtzes, A.I., Jansen, W., Bouthoorn, S.H., Pot. N., Hofman, A., Jaddoe, V.V., & Raat, V. 2014. Social inequalities in young children's sports participation and outdoor play. *International Journal of Behavioral Nutrition & Physical Activity*, 1(11): 1-23.
- Willingham, D. 2009. *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means in your classroom*. San Francisco: Jossey Bass.
- Wilson, N.L. 2009. Impact of extracurricular activities on students. [Unpublished Master's thesis]. University of Wisconsin-Stout.
- Winsler, J. & Naglieri, A. 2003. Overt and cover verbal problem-solving strategies: Developmental trends in use, awareness, and relations with task performance in children. *Child Development Journal*, 74(3): 659-678.
- Wong, M. 2013. Extracurricular activities allow students to develop critical life-skills. [Blog post]. Available from The Record.com: <https://www.therecord.com/opinion-story/3242643-extracurricular-activities-allow-students-to-develop-critical-life-skills/>. [Accessed on 10 May 2019].

- Worth, J., Bamford, S., & Durbin, B. 2015. Should i stay or should i go? Nfer analysis of teachers joining and leaving the profession. [Published Report]. National Foundation for Educational Research (NFER).
- Wright, T. 2009. Parent and teacher perceptions of effective parent involvement. [Unpublished Doctoral dissertation]. Liberty University.
- Yeager, K.L. & Nafukho, F.M. 2012. Developing diverse teams to improve performance in the organizational setting. *European Journal of Training and Development*, 36(4): 388-408.
- Yordanova, G.K. 2011. Managing with cultural intelligence. The new secret to multicultural team success. [Blog post]. Available from [https://pure.au.dk/portal/files/36186406/Managing\\_with\\_cultural\\_intelligence\\_tesis.pdf](https://pure.au.dk/portal/files/36186406/Managing_with_cultural_intelligence_tesis.pdf). [Accessed on 11 March 2019].
- Zhang, K.C. 2016. Promoting holistic development in inclusive settings. Experiences and perspective from hong kong. *Preventing School Failure an Alternative Education for Children and Youth*, 57(3), 152–156.
- Zimmerman, E. & Woolf, S.H. 2015. Population health. behavioral and social science insights. Understanding the relationship between education and health. [Published Discussion Paper]. Virginia Commonwealth University.
- Zohrabi, M. 2013. Mixed method research. Instruments and validity. *Theory and Practice in Language Studies*, 3(2): 254-262.

# ANNEXURES

---

## ANNEXURE A



### education

Department of  
Education  
FREE STATE PROVINCE

Enquirer: KK Motshumi  
Ref: Research Permission: P Van Zyl  
Tel: 051 404 9283 / 9221 / 079 503 484  
Email: [K.Motshumi@education.gov.za](mailto:K.Motshumi@education.gov.za)

P. VAN ZYL  
PO BOX 480  
Brandfort, 9400

Dear Mr Van Zyl

#### APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

1. **Research Topic:** Using extracurricular activities to promote the holistic development of learners in multicultural primary schools of the Brandfort educational district.

Schools: Academica High, Monamodi primary, WSM Malotie primary, Matshediso Intermediate school & Staatpresident Swart High school in the Lejweleputswa educational district.

**Target Population:** Learner participants from the senior phase (grades 7-9) and the FET phase (grades 10-12) and teacher participants engaged in extra-curricular activities from the 5 multicultural schools.

2. **Period:** From 10 April to 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
  - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
  - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3<sup>rd</sup> Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
  - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
  - 4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.

3 Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

  
D.R. JEM SEKOLANTANE

CHIEF FINANCIAL OFFICER

DATE: 01/ 04/2019

## **ANNEXURE B**

**TO WHOM IT MAY CONCERN**

**RE: KIND REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

Dear Sir/Madam

I Prof Gregg Alexander, hereby confirm that myself and Prof Sheila Matoti are the study supervisors of Mr Pieter Van Zyl. Mr Van Zyl is a registered student (student number, 210010843 ) for a Masters in Education degree in the Faculty of Humanities, Central University of Technology. The student is currently engaged in research, titled: *Using extracurricular activities to promote the holistic development of learners in multicultural primary schools of the Brandfort educational district*. Permission to conduct this study is also being sought by the Provincial Research Directorate of the Free State Department of Education.

The aim of the study is to assess how teachers use extracurricular activities to promote the holistic development of learners in multicultural schools of the Brandfort educational district.

We therefore humbly request your kind consideration in granting Mr Van Zyl permission in conducting research in your school. Mr Van Zyl will in conjunction with the identified teachers determine the best suitable time to conduct his research. The research findings will be shared with principals and school staff after the completion of the research.


Your kind consideration in assisting Mr Van Zyl with his research undertaking will be highly appreciated.

Yours in Education.

*GAlexander*

Gregg Alexander (main study supervisor)

27 May 2019



[www.cu.ac.za](http://www.cu.ac.za)

**Prof Gregg Alexander (PhD)**  
Associate Professor: Post Graduate Studies  
Faculty of Humanities, Central University of Technology, Free State

Private Bag X1881, Bloemfontein., 9459, South Africa  
Tel: +27 51 5074032 // Cell: 0787681513  
E-mail: [galexander@cut.ac.za](mailto:galexander@cut.ac.za)

**REIMAGINE CUT | EMBRACE | SERVANT LEADERSHIP**

## **ANNEXURE C**

### CONSENT FORM

**Topic: Using extracurricular activities to promote the holistic development of learners in multicultural schools in Brandfort.**

To participate: Please print and sign your name in the space provided before you participate in the study.

I .....  
voluntarily give my consent to participate in the study. I have been informed about, and feel that I understand the basic nature of the study. I therefore give my written consent to be interviewed by P.W. van Zyl on the following conditions.

- That my identity will not be revealed.
- That I may have access to transcripts of the interview.

.....  
**Signature**

.....  
**Date**



## ANNEXURE D

### **INSTRUCTIONS TO COMPLETE THE QUESTIONNAIRE.**

- The questionnaire ought to take approximately 30 minutes to complete.
- This questionnaire is strictly for research purposes.
- Please **DO NOT SUPPLY YOUR NAME**. Your honest responses will be of great value and appreciated.
- All information will be treated confidentially.
- The questions must be completed by all the teachers of schools in the study.
- **PLEASE** complete all sections in full.
- **THANK YOU** for your time and assistance in completing the questionnaire.

## SECTION A – BIOGRAPHICAL INFORMATION

Please answer the following questions by making a cross (x) in the appropriate block.

### 1. Gender

Male	01
Female	02

### 2. Age in years

Below 30	01
31-40	02
41-50	03
51-60	04
61+	05

### 3. Teaching experience in years

5 and less	01
6-10	02
11-15	03
16-21	04
21-25	05
26-30	06
31+	07

### 4. Rank

Teacher	01
Senior teacher	02
Head of Department	03
Deputy Principal	04
Principal	05

### 5. Highest Academic Qualification

Grade 12	01
Bachelor's degree (eg. BA)	02
Honours degree (eg. BA (Hons))	03
Master's degree	04
Doctorate degree	05
Other: Specify	06

## 6. Professional Qualification

None	01
Dip. Education	02
PGCE / NGOS	03
HED	04
B.Ed / BA.Ed degree	05
Any other	06

## 7. Formal training (mark more than one where applicable)

Foundation phase	01
Intermediate phase	02
Senior phase	03
Further Education and Training	04
Support teaching	05
Remedial teaching	06
Other (please specify)	07

## 8. Number of learners in your class (Per period)

Between 1 and 15	01
Between 16 and 30	02
Between 31 and 45	03
Between 46 and 60	04
More than 60	05

## 9. Medium of instruction at your school

Only English	01
Only Afrikaans	02
Only Sesotho	03
English and Afrikaans	04
English or Afrikaans with an African language	05
Other (please specify)	06

## 10. Which of the following learning problems are visible amongst learners in your class? (Mark more than one if applicable)

Learners with language problems	01
Learners with reading and writing problems	02
Learners with Mathematical problems	04
Learners who have problems with attentions and concentration	06
Learners with visual and auditive perceptual problems	07
Learners who are chronically ill (eg. HIV/AIDS, cancer, epilepsy, diabetes).	08

**11. Are you a member of the school-based support team?**

Yes	01
No	02

**12. If yes, of what benefit is it for you as member?**

---

**SECTION B – LEVELS OF PARTICIPATION OF TEACHERS IN EXTRACURRICULAR ACTIVITIES.**

Please answer the following questions by making a cross (X) in the appropriate block.

<b>1. Does your school offer extracurricular activities to the learners? (i.e., Clubs, Sports, Music, etc.)</b>									
YES				01	NO				02
<b>2. In general, how many times per week does your school offer extracurricular activities?</b>									
1	2		3		4		5		
<b>3. How many times per week do you, as teacher, coach/mentor extra-mural activities?</b>									
1	2		3		4		5		
<b>4. Please indicate the types of sports, if any, in which you coach/mentor?</b>									
Basketball	01	Swimming	04	Athletics	07	Hockey	10	Football	13
Cheerleading	02	Tennis	05	Soccer	08	Baseball	11	La Cross	14
Golf	03	Cricket	06	Netball	09	Gymnastics	12	Rugby	15
<b>5. How many times per week do you, as teacher, coach/mentor a performing art activity?</b>									
1	2		3		4		5		
<b>6. Please indicate the types of school involvement activities, if any, in which you coach/mentor?</b>									
LLR (Prefect)	01	Chess Club	02	After-school Clubs	03	Public speaking	04	Pep Club	05

Tutoring	06	Debate	07	Other	08				
<b>7. Please indicate the types of performing art, if any, in which you coach/mentor?</b>									
Drama	01	Instruments	02	Dancing	03	Band	04	Singing	05
Musical Theatre	06	Choir	07	Other	08				
<b>8. Please indicate the types of academic clubs, if any, in which you coach/mentor?</b>									
Science club	01	English Literature club	02	Enrichment programs	03	Math club	04	Second languages	05
Other	06								
<b>9. Is participation in extracurricular activities related to students' success in your school?</b>									
Great deal	05	Somewhat	04	Unsure	03	Little	02	Very little	01

### SECTION C: INFLUENCES OF EXTRACURRICULAR ACTIVITIES ON LEARNERS' HOLISTIC DEVELOPMENT

Please answer the following questions by making a cross (X) in the appropriate block.

<b>10. Do you offer extracurricular activities at your school to promote learners' holistic development?</b>									
Great deal	05	Somewhat	04	Unsure	03	Little	02	Very little	01
<b>11. Who organises/coaches your school's offered extracurricular activities?</b>									
Teachers	01	Admin staff	02	Sport director	03	Parent	04	Students	05
<b>12. How important is it for your school to promote extracurricular activities to develop learners holistically?</b>									

Great deal	05	Somewhat	04	Unsure	03	Little	02	Very little	01
<b>13. As teacher, are you always enthusiastic to develop new activities at school to develop learners?</b>									
Great deal	05	Somewhat	04	Unsure	03	Little	02	Very little	01

#### SECTION D: OPEN-ENDED QUESTIONS

Please answer all the questions in full sentences. Yes/No is not accepted as an answer.

**14. Comment on the benefits or advantages of learner participation in extracurricular activities? Elaborate.**

---



---

**15. Do you think it is necessary for all teachers to take part in extracurricular activities? Motivate your answer.**

---



---

#### SECTION E: TEACHERS' USE OF EXTRACURRICULAR ACTIVITIES AND HOW THEY PERCEIVE THEIR ROLE IN PROMOTING LEARNERS' HOLISTIC DEVELOPMENT IN THE PROCESS

Please answer the following questions by making a cross (X) in the appropriate block.

<b>1. How capable are you, in terms of knowledge and skills, to promote extracurricular activities in the following areas.</b>	<b>Extremely capable</b>	<b>Very capable</b>	<b>Capable</b>	<b>Partially capable</b>	<b>Incapable</b>
	<b>Extremely capable</b>	<b>Very capable</b>	<b>Capable</b>	<b>Partially capable</b>	<b>Incapable</b>
	<b>Extremely capable</b>	<b>Very capable</b>	<b>Capable</b>	<b>Partially capable</b>	<b>Incapable</b>
	<b>Extremely capable</b>	<b>Very capable</b>	<b>Capable</b>	<b>Partially capable</b>	<b>Incapable</b>
	<b>Extremely capable</b>	<b>Very capable</b>	<b>Capable</b>	<b>Partially capable</b>	<b>Incapable</b>

1.1 Promoting multicultural education in your Class.	5	4	3	2	1
1.2 Promoting the values of Ubuntu (sharing).	5	4	3	2	1
1.3 Promoting physical development.	5	4	3	2	1
1.4 Ability in promoting learners' social and emotional development.	5	4	3	2	1
1.5 Your participation in developing learners through extracurricular activities (sports, drama, clubs etc.).	5	4	3	2	1
1.6 Teaching moral values through these activities (sports, drama, clubs).	5	4	3	2	1
1.7 Your ability in promoting teamwork skills amongst learners.	5	4	3	2	1
1.8 Your ability in enhancing analytical skills amongst learners.	5	4	3	2	1

**1.9 Is there anything else that you would like to contribute about the role of extracurricular activities in promoting the holistic development of learners? Elaborate.**

---



---

**1.10 What do you see as factors which promote the holistic development of learners through extracurricular activities? Explain.**

---



---

**1.11 What do you think are the factors preventing the holistic development of learners through extracurricular activities? Explain**

---



---

## **ANNEXURE E**

Dear Sir/Madam

I humbly request permission for your child to partake in a research study.

I am a registered student at the Central University of Technology in the Free State. In partial fulfilment of the requirements of Masters of Education, I have to do research on the following topic: Using extracurricular activities to promote the holistic development of learners in multi-cultural schools in Brandfort.

I would like to interview your child who is in grade 7-12. Could you kindly give permission for your child to complete the questionnaire, at a time suitable for you?

I..... hereby give permission to P.W van Zyl to conduct his research, in which my child ..... would partake.

Thank you  
Yours sincerely

Pieter Werner van Zyl

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## **ANNEXURE F**

# **INTERVIEW SCHEDULE FOR THE SEMI-STRUCTURED FOCUS GROUPS**

### **Semi-Structured Focus Group Interviews:**

#### **RESEARCH QUESTIONS:**

- How do teachers use extracurricular activities to promote the holistic development of learning in multicultural schools?
- How do teachers perceive their role in promoting the holistic development of learners through extracurricular activities?
- What extracurricular activities do teachers use in promoting the holistic development of learners?
- How effective are such extracurricular activities in promoting learners' holistic development?

#### **SEMI-STRUCTURED FOCUS GROUP INTERVIEW QUESTIONS FOR LEARNERS**

1. Which extracurricular activities ( sport, art, choir, drama, indigenous games, library and reading club, cultural events, reading, community service outreach, etc.) does your school offer ?

---

---

2. Which other extracurricular activities would you like your school to offer to learners ? Why should the school offer these additional activities?

---

---

3. Do you participate in extracurricular activities (sport, art, choir, drama, indigenous games, library and reading club, cultural events, reading, community service outreach, etc.) at school and why?

---

---

4. At which age did you participate in extracurricular activities and in how many activities are you currently involved in ?

---

---

5. In which activities do you interact more frequently with your peers/friends at school? Please explain your answer.

---

---

6. Please identify a specific extracurricular activity and say how it assists you with certain aspects of your development ( academic, physical, social, emotional, spiritual, etc.)

---

---

7. Are teachers at your school involved in extracurricular activities? In which activity is he/she involved?

---

---

8 Please explain how the teacher(s) is using this activity to assist with an aspect of your development (academic, physical, social, emotional, spiritual, etc.) or in motivating/encouraging you.

---

---

9. Do you think that extracurricular activities teach you more than just to participate in competitions? What kind of benefits and values do you gain from participating in these extracurricular activities?

---

---

10. Would you say learners' academic grades are higher when they participate in extracurricular activities?

---

---

11. Do you think to participate in extracurricular activities(sport, art, choir, drama, indigenous games, library and reading club, cultural events, reading, community service outreach, etc ) will increase your chances of being employed or getting a good job? Why would this be?

---

---

12. Is there any other thing you want to say about extracurricular activities at your school?

---

---

## **ANNEXURE G**

### **PILOT STUDY QUESTIONNAIRE**

# **Using Extracurricular Activities to Promote the Holistic Development of Learners in Multicultural Schools in Brandfort**

**Gender:**

Male

Female

**Age:**

21-29

30-39

40-49

50-59

60+

**Years' experience as a teacher (present year included):**

1-5

6-10

11-15

16-20

25-30

30-35

36+

**Years' experience in participating in extracurricular activities (ECAs):**

1-5

6-10

11-15

16-20

25-30

30-35

36+

**Highest academic qualification:**

- |   |                               |
|---|-------------------------------|
| Matric <input type="checkbox"/>         | B.Ed <input type="checkbox"/> |
| Still studying <input type="checkbox"/> | Hons <input type="checkbox"/> |
| Diploma <input type="checkbox"/>        | M.Ed <input type="checkbox"/> |
| PGCE <input type="checkbox"/>           | P.HD <input type="checkbox"/> |

**Questionnaire**

**SUB-TOPIC 1: HOW DO TEACHERS USE EXTRACURRICULAR ACTIVITIES IN PROMOTING THE HOLISTIC DEVELOPMENT OF LEARNING IN MULTICULTURAL SCHOOLS?**

**Instruction:** Listed below is a series of statements that represent feelings that teachers might have about the participating in extracurricular activities, the promoting of holistic development, by doing so the learning environment of multicultural schools. This questions used will conduct in the study of the Brandfort district with the relevant school in the area. With respect to your own feelings revering to the question of SUB-TOPIC 1, please indicate the degree of your agreement or disagreement with each statement to mark X to YES or NO. . Some question will require you as participant of the study do answer in full sentences as open-ended questions.

As teacher do you believe in learner development?

Yes

No

What development strategies do you use as teacher?

---

Do you believe that learner development can increase if learners are educated in a multicultural school?

Yes

No

Learners who participate in engaging activities. Do they gain more significantly for you as teacher or rather to focus on the curriculum at hand?

Yes

No

Do you participate in ECAs as a coach/mentor role at school?

Yes

No

Is there any positivity for learners to gain from ECAs? If yes, what might these positivity's be? Discuss.

Yes

No

---

Kober & Usher (2012) claimed that ECAs might encourage learners to participate by providing learners the opportunity to build skills and confidence. Do you agree with Kober & Usher (2012) statement?

Yes

No

As teacher do you think that ECAs may influence learner's academic achievement? If yes what factors of ECAs influence learner's academics? Discuss.

Yes

No

Do you think that learner's academics are presented at your school so that learners may capitalize by increasing their strengths and weaknesses?

Yes

No

As teacher at your School do you find it difficult to teach different age groups? If yes, discuss.

Yes

No

---

Do you find learners who participate in ECAs are more or less problematic in classroom?

More

Less

Do you find that learners who participate in ECAs are more or less comfortable and enthusiastic to be at school?

More

Less

Do you find that learners who participate in ECAs are more or less disciplined?

More

Less

What do you understand under the term multicultural in a educational context?

---

Do you agree that learners in multicultural schools gain more skill by interacting with different cultural background?

Yes

No

Do you feel that the South African education system embrace the transferring of multicultural education?

Yes

No

As teacher do you incorporate any form of multicultural development in your classroom?

Yes

No

If possible can multicultural education bring an improvement to basic education?

Yes

No

As teacher does the CAPS document used in South African schools incorporate multiculturalism to be gained by learners?

Yes

No

Is there any form of multicultural integration at school amongst learners?

Yes

No

Can interaction amongst learners of different backgrounds teach learner in a social manner about cultural differences?

Yes

No

As teacher what is your opinion towards bullying in your school?

---



Do you think that bullying effects learners ability to develop holistically?

Yes

No

Do you believe in Ubuntu? If yes, discuss.

Yes

No

Is ethnicity necessary to be known amongst learners and teachers in classroom and out of class situations?

Yes

No

Is it possible for learners to develop some factors of holism by engaging the qualities of Ubuntu?

Yes

No

If learner's cultural intelligence is built on might this set learners at ease to understand Ubuntu?

Yes

No

Do your school at which you teach live up to the qualities of Ubuntu? If yes, what kind of qualities are been used?

Yes

No

As teacher do you believe that learners only need to be develop though learning and teaching to reach holism?

Yes

No

What strategies do you use as teacher at your school to valid learners development?

---

What does the term holistic in terms of development mean to you?

---

Do you think holistic development id necessary at school level?

Yes

No

As teacher do you find that holistic development only need to occur academically or in ECAs? If only one is necessary, which other developmental stages can also be set in place?

Academically

ECA's

Both

---

As teacher do you play a role that might have an impact on learner's holistic development?

Yes

No

What motivates you as a teacher to be part of learner's holistic development?

---

---

Do you think it is necessary for learners at your school to have social time to develop social skills for the fulfilment of holism?

Yes

No

If you as teacher believe in social development, what opportunity would you create for your learner's development at school?

---

What do you as teacher understand under learner-teacher relationship?

---

Can learner-teacher relationship improve learner's development to become adults? If yes, discuss?

Yes

No

---

Is it possible for learners to develop more rapidly towards becoming adolescents, if such a relationship occurs?

Yes

No

Do you find yourself as teacher to be seen by your learners to be a knowledgeable source to gain from in becoming holistic?

Yes

No

What is your emotional opinion towards the statement of possibly being a knowledgeable source for your learners? How does this make you feel as a teacher?

---

What does extracurricular activity mean to you?

---

Do you as teacher have any interest in ECAs at your school?

Yes

No

As teacher do you think there is any form of importance vested in ECAs?

Yes

No

As teacher are you up to date and also well equipped with the necessary knowledge to be a coach/mentor at your school?

Yes

No

The school you teach at, are any ECAs presented by the school administrators? If not, why?

Yes

No

---

As teacher do you think ECAs in necessary to be presented at school? If no, for what reason would it not be necessary?

Yes

No

---

Do ECAs only provide for social, physical, and emotional development?

---

Yes

No

Is there any form of growth for learners to participate in ECAs?

Yes

No

In your opinion as a teacher is it possible for learners to gain anything from ECAs what can there be to gain?

---

Would you rather advise your learners to spend time on their academics in place of participating in ECAs?

Yes

No

Do you think that learners who are not participating in ECAs spend all the time they have effectively towards academic development?

Yes

No

In your time as a teacher have any learners grade increased when they set ECAs aside to focus on academics?

Yes

No

Why do you think learners and parents generally selects ECAs as the reason for learners to have poor grades?

---

Do learners in your observation provides learners with skills gained as self-respect, self-confidence, respect towards teammates, respect towards older people etc.?

Yes

No

Do you feel that learners who participate in ECAs vs learners who don't participate are generally more disciplined?

Yes

No

The ECA programs offered by your school, are you as teacher well informed by the administrators to coach/mentor such activities?

Yes

No

As teacher do you find ECAs as a strategy to develop your learners to become holistic for future development?

Yes

No

As teacher do you encourage your learners to participate in any form of ECAs?

Yes

No

### **Questionnaire**

#### **SUB-TOPIC 2: HOW DO TEACHERS PERCEIVE THEIR ROLE IN PROMOTING HOLISTIC DEVELOPMENT OF LEARNERS THROUGH EXTRACURRICULAR ACTIVITIES?**

**Instruction:** Listed below is a series of statements that represent teacher's role in promoting holistic development of learners and whether teachers take part in developing learners through ECAs. This questions used will conduct in the study of the Brandfort district with the relevant school in the area. With respect to your own feelings revering to the question of SUB-TOPIC 2, please indicate the degree of your agreement or disagreement with each statement to mark X to YES or NO. Some

question will require you as participant of the study do answer in full sentences as open-ended questions.

As teacher what do you feel need to be the role or sole purpose of a teacher?

---

In some cases do you feel as a third parent at your school or labelled as a third parent?

Yes

No

Do your school provide you with any extra payment of incentive to coach/mentor ECAs at your school?

Yes

No

As teacher are you enthusiastic that your classroom environment need to grow to ensure learner development?

Yes

No

As teacher are you always up for a challenge to develop new activities at school for the growth of the learners at your school?

Yes

No

If you do develop an activity at school, are your rewarded of motivated by your administrators?

Yes

No

Do the staff members at school respect one another at school?

Yes

No

The administrators at your school do they treat all staff members with the necessary respect?

Yes

No

Are you sometime open to let your guard down to interaction on a less formal basis with your learners?

Yes

No

Do your school have any low SES (social economic status) learners at school?

Yes

No

Do you think that such low SES learner may be shy to participate in ECAs?

Yes

No

In your opinion as teacher what do you understand under moral values?

---

Do your school present any activity at school to enhance learners moral development, for example; public speaking.

---

Do you think that activities as public speaking teach learners the necessary moral values?

---



Yes

No

As teacher do you experience that modern age learner's lack respect towards teachers, discipline, and moral values?

Yes

No

Is it possible for ECAs to teach learners any form of moral values?

Yes

No

As teacher do you think ECAs is important for learner's development?

Yes

No

Do the teachers at your school sometimes need to force learners to participate in ECAs?

Yes

No

As teacher do you need to convince learner's parents for their participation in ECAs?

Yes

No

Massoni (2011) found that learners who participate in ECAs have improved academic grades. Do you agree with the statement of Massoni (2012)?

Yes

No

In your opinion what domains of life can learners gain from out of class activities, for example creativeness?

---

## Questionnaire

### SUB-TOPIC 3: WHAT EXTRACURRICULAR ACTIVITIES DO TEACHERS USE IN PROMOTING HOLISTIC DEVELOPMENT OF LEARNERS?

**Instruction:** Listed below is a series of statements that represent the type of ECAs to be used by teacher to promote learners holistic development. This questions used will conduct in the study of the Brandfort district with the relevant school in the area. With respect to your own feelings revering to the question of SUB-TOPIC 3, please indicate the degree of your agreement or disagreement with each statement to mark X to YES or NO. Some question will require you as participant of the study do answer in full sentences as open-ended questions.

In your opinion as a teacher what do you believe are the role of teachers?

---

Is the role of teachers in modern education only to prepare lessons, set papers, manage classroom, discipline learners. If no, what other duties does your daily routine as teacher comprises?

Yes

No

Do your school provide learners with the opportunity to engage in communal programs?

Yes

No

Do you think that learners attitude and behavior in classroom is set on the basis of the teacher's actions and classroom management skills?

Yes

No

As teacher do you make time to listen to what your learners have to say or share with you at school?

Yes

No

## **ANNEXURE H**

### **Focus group semi-structured interviews: Pilot study**

#### **SUB-TOPIC 4: WHAT DO LEARNERS THINK OF THE USE OF EXTRACURRICULAR ACTIVITIES IN PROMOTING THEIR DEVELOPMENT?**

**Instruction:** Listed below is a series of statements that represent learners view towards ECAs and if they believe ECAs have an effect on their development. This questions used will conduct in the study of the Brandfort district with the relevant school in the area. With respect to your own feelings revering to the question of SUB-TOPIC 4, please indicate the degree of your agreement or disagreement with each statement to mark X to YES or NO. Some question will require you as participant of the study do answer in full sentences as open-ended questions.

#### **PART A**

As learner do you participate in any form of ECAs (sports, drama, and clubs)?

Yes

No

Do your school provide you with the opportunity to participate in communal activities?

Yes

No

Do you have a positive/likeable attitude towards your school?

Yes

No

If you move on from grade to grade, for example from grade 9 to grade 10. Do you experience a great chance in the academics, social experience, and sporting codes?

Yes

No

As learner are you proud of achieving high grades?

Yes

No

What do you like most of being at school?

Yes

No

Do you have a favourite teacher at school? Is yes, why are this particular teacher your favourite? Not necessary for the name.

Yes

No

Do you interact a lot with your classmates?

Yes

No

Do you think participating in ECAs (sports) have a positive outcome on your academic grades?

Yes

No

As a school learner do you use any form of underage substances such as; alcohol, smoking, drugs?

Yes

No

In what time frame of the school year are your academic grades higher? In the ECAs (sport) season or out of ECAs (sport) season?

ECAs season

Out of ECAs season

Do the ECAs (sport) at your school provide you with the opportunity of teamwork?

Yes

No

Do you feel that ECAs (sports) have improve you who you are as a human being?

Yes

No

Do you social communicate more at ECAs (sports), classroom, or at home?

ECAs

Classroom

Home

ECAs and classroom

As a school learner are you being raised by a single parent?

Yes

No

As learners are you frequently absent from school?

Yes

No

Do you participate with learners from different cultural backgrounds?

Yes

No

Do you learners anything new by participating with learners from different cultural background?

Yes

No

Do you like to spend time watching TV, play video games, play on cell phone, or IPAD.

Yes

No

Do feel more likeable by your parents and teachers when you participate in ECAs (sports)?

Yes

No

Do you feel that ECAs (sport) take up all of your time that possibly could've been use to do homework?

Yes

No

Do your parents motivate you to participate in ECAs (sport)?

Yes

No

At home do you have family time, for example to sit down at dinner time and share you daily activities?

Yes

No

Do you make use of extra time to complete homework?

Yes

No

Do the expenses (money that needs to be spend on equipment) keeps you away from participating in ECAs (sport)?

Yes

No

Do your school support you as learner if you can't fully contribute to some of the expenses?

Yes

No

Do you feel that your race of cultural background makes that you are not always welcome?

Yes

No

As learners are you more accepted in social groups at school regards of race or cultural backgrounds amongst learners at school?

Yes

No



## PART B

**Instruction:** Listed below is a series of statements that represent learners view towards ECAs and if they believe ECAs have an effect on their development. This questions used will conduct in the study of the Brandfort district with the relevant school in the area. The researcher will use the following question in the focus group interviews with selected participants.

1. Do you participate in ECAs (sport) at school and why?
2. At what age have you started to participate in ECAs (sport)?
3. At what age group have participated in more than three (3) ECAs (sport group)?
4. In which activities do you interact more frequently with your peers/friends at school?
5. Do you think that ECAs (sport) teaches you more than just to participate in competitions? What kind of positivity's do you gain from participating in ECAs (sports)?
6. Why would you say learner's academic grades are higher in the ECAs (sport) season or higher in Out of ECAs (sport) season?
7. Do you think to participate in ECAs (sport) will increase your chances of being employed or even obtain a higher elite job one day? Why would this be?

## **ANNEXURE I**

### **TO WHOM IT MAY CONCERN**

This is to state that the Masters dissertation: *'The use of extracurricular activities in promoting the holistic development of learners in multicultural school settings'* (text only), submitted to me by Mr Pieter Werner van Zyl (student no: 210010843) of the Central University of Technology, Free State, South Africa, has been language edited by me, according to the tenets of academic discourse.

Carol Keep, MA (English); BEd (Hons.); SOD; Cert. of Proofreading

72 Devereux Ave.

Vincent 5201

East London

South Africa

Cell number: 072 5080 936

Email: [caroljkeep@gmail.com](mailto:caroljkeep@gmail.com)

25 May 2020