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CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT & PHYSICAL EDUCATION

The effectiveness of government schemes such as the 5x60 initiative in order to increase participation in extracurricular physical activity and school sport in secondary schools.

(Dissertation submitted under the discipline of Pedagogy)

Thomas Powell

ST10001058

The effectiveness of government schemes such as the 5x60 initiative in order to increase participation in extracurricular physical activity and school sport in secondary schools.

Cardiff Metropolitan University

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Chapter 1

Abbreviations

PA - Physical Activity

PE - Physical Education

SW - Sport Wales

SCW - Sports Council for Wales

SE - Sports England

WAG -Welsh Assembly Government

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Abstract

This study critically evaluates the effectiveness of the governments initiative of the 5x60 scheme in order to increase participation in extracurricular physical activities and also school sport. The study has confirmed that the 5x60 scheme attempts to progress physical activity provision further, through offering alternative activities that the children have chosen rather than traditional team games. The study also agreed with previous findings that there are still certain barriers which have a negative effect on children's participation rates in extracurricular physical activities and that there is still a mixed and varied in participation levels for children in extracurricular physical activities. Greater understanding has been achieved on the different levels of participation in various extracurricular activities. Also, in order to achieve higher levels of participation the 5x60 officer must attempt to overcome any barriers children have to participation. The main aim of the 5x60 scheme is to provide various physical activities in an encouraging environment in order to increase individuals participation in physical activity and to live a healthy and active lifestyle.

Key Words: Extracurricular, Physical activity, 5x60 scheme, effectiveness, School sport, 5x60 initiative.

Chapter 2

Introduction

There is a relationship between Physical Education and Extracurricular activities. Penney & Harris (1997), define extracurricular PE as provision of activities outside of the school PE curriculum, which take place after school, lunch-times and sometimes at weekends or before school. Puhl et al., (1990) believes that physical activity patterns that a child undertakes at a young age, follow on to adult life. Kjønnsken *et al.*, 2008; Kjønnsken *et al.*, 2009 agree with this and state that studies show that physical activity when you're young may impact on physical activity levels in older life. Therefore, Welsh Assembly Government (WAG), have attempted to increase a young person's physical activity levels through agencies such as 'Dragon Sport' and 'Climbing Higher'.

Following a successful pilot scheme in 2004-2005, the 5x60 initiative was launched to schools in Wales in September 2006. In order for the initiative to be successful, the WAG invested £4.9 million of funding. The 5x60 initiative has had a huge input into secondary schools extracurricular provision, with 37 schools engaging in the 5x60 scheme in 2006-2007, and by 2010-2011 227 schools were engaging in the initiative (SW,2011). The 5x60 initiative has had a major impact into Welsh schools extracurricular provision, therefore this study's main aim is to seek the effectiveness of extracurricular schemes such as the 5 x 60 initiative in order to increase participation levels of school sport.

2.1 What is the 5x60 initiative

The Welsh Assembly Government (WAG) have aimed to widening participation in sport over Wales. Sport and physical activity are vital in order to promote a healthy lifestyle and increasing an individual's self esteem.

The 5x60 initiative offers young children at secondary schools, aged 11-16 to participate in extracurricular activities. The initiative aims to offer extracurricular physical activities for 60 minutes, five days a week. The 5x60 scheme complements existing sport and physical education that is provided in schools. A key principle of the 5x60 scheme is it offers a range of activities to children of all abilities. Also, it allows the children to choose the activities themselves that they would like to partake in. Activities include:

- Competitive sport
- Outdoor activities
- Coached activities
- Informal activities.

The 5x60 initiative allows children to experience a variety of different activities in extracurricular periods in school.

2.2 Aims and objectives of the 5x60 initiative

The 5x60 initiative has been launched in order to help enhance provision of extracurricular activities and also enhance school sport participation. SCW (2006), state that the 5x60 aims and objective are:

- Provide additional physical activity extracurricular opportunities to those children who are not involved in school sport, team sport or have a low self esteem.
- Recruit, support and retain volunteers in order to develop young leaders.
- Create successful relationships with the community, local clubs and higher education colleges.

The 5x60 programme is managed by 5x60 officers who are designated part time at different secondary schools for 20 hours a week. They work to aim to achieve new opportunities and choices for secondary school pupils. A key development in extracurricular activity provision is due to the 5x60 officers in secondary schools. The 5x60 officer must create a relationship with the pupils and offer a range of activities to all children of all ability. One of the key principles is that the pupils select the activities on offer themselves. A major aim for the 5x60 officer is to promote physical activity to children who do not take part in physical activity regularly and overcome their barriers for participation. Through devising a time table of a variety of extracurricular activities that suit the pupils' needs, the 5x60 officer must attempt to enhance extracurricular physical activity provision. The extracurricular activities take place outside the school's national curriculum, usually at break time, lunch time and sometimes after school. Bolton et al., (2007), states that the 5x60 officer must be the interface between the community and the school offering a stepping stone to build local capacity for successful partnerships and networks.

The main aim of the study is to evaluate the effectiveness of government schemes such as the 5x60 initiative in order to increase participation in extracurricular activities and school sport.

Chapter 3

Literature Review

3.0 Defining Extra Curricular Physical Education

There are many different definitions for extracurricular physical education. According to Mason (1995); Sport England (2003a, 2003b) the government agencies have the tendency to refer it as extracurricular sport instead of extracurricular physical education. Sports England (2003a) define it as sports organised by the school which takes part outside of school times. But, Littlefield et al., (2003), define it as extracurricular activities rather than extracurricular physical education or even extracurricular sport. Extracurricular activity is defined as an activity which is organised by the school before school, at lunch time, after school or also on the weekend (Sports Council of Wales, 2003). Daley (2002) agrees with this definition and states that it should be termed extracurricular activities rather than extracurricular sport or extracurricular physical education. Although, Green (2000), states that it can be called either extracurricular sport, extracurricular physical education or extracurricular activities. With this, Penney & Harris (1997), suggest that extra-curricular PE is the provision of physical activities which is outside of the school curriculum, which take place in school time, after school, at weekends or before school. This definition by Penney and Harris outlines that the physical activities as such are not deemed as sports. Throughout the study the definition used by Littlefield et al., (2003), and SCW (2003), of Extracurricular activity is defined as an activity which is organised by the school before school, at lunch time, after school or also on the weekend. The main reason for this definition being used throughout the study is, the study is going to focus on the extracurricular 5 x 60 scheme in order to help increase participation in school sport. This scheme takes place before school, at lunchtimes, after school and also on the weekends. Therefore the definition from Littlefield et al., (2003) and SCW (2003) reflects the 5 x 60 scheme.

3.1 Promoting Physical activity through extracurricular activities

The importance of physical activity to young people's health is a main issue. There is a concern about activity levels of young people today (Armstrong and Welshman, 1997). Puhl et al, (1990) believes that physical activity patterns are set and established in childhood, which leads into adult life. Therefore this highlights the

importance of physical activities levels in childhood. Schools are an ideal setting for promotion of physical activity and play an important role to introduce physical activity into young people's lives. According to Fox (1996), schools provide one of the few opportunities to address a full range of individuals into physical activity. A main target area to promote physical activity into children's lives is at the schools. Schools have the opportunity to focus on improvements of an individual's health (Department of Health, 1998.) However, Cale (1997) suggests that for promotion in physical activities in schools to be successful and for individuals' knowledge and behaviour to change, physical activity needs to be reinforced within the whole school context. The key areas schools can aim to include physical activities are, the schools' policies, ethos, environment, curricular, extracurricular programmes and community links in order to promote physical activity (Cale, 1997). According to Cale (1997), schools that are keen to promote physical activity should highlight it through their curricular and extracurricular programmes.

The role of the school in promoting physical activity has been highlighted within the Health Education Authority's (HEA) policy framework for promotion of enhancing physical activity for young people. This policy identifies that education is a key to help maximise different opportunities for young people to participate in physical activity and the different ways schools can promote and offer physical activity (HEA, 1998). The HEA (1998, p8), suggest that the role of extracurricular activities should be "designed to provide a broad range of health enhancing physical activities to meet the needs of all young people."

Mason (1995), suggested that most children attended schools which arranged some extracurricular sports activity from the English Sports Council Survey. With Penney and Evans (1994), stating that the majority of schools' Physical Education staff devote some time to extracurricular activities. Through offering the chance to children to take part in extracurricular activities, this will increase physical activity numbers. Fairclough and Stratton (1997) suggested that over half of the secondary schools had actually increased their extracurricular sports programmes. They also suggest that there are many secondary schools that are successfully promoting physical activity through extracurricular activities and are affording many physical activity opportunities to young people.

According to Cleland et al., (2005) physical education and extracurricular activities have a great potential to play in the role of promoting physical activity. In recent years, children's inactivity and obesity has had a lot of media coverage. Many teachers and coaches have suggested that there are many health benefits for participation in extracurricular activities (Curtner-Smith et al., 2007). Which then suggests that extracurricular activities provision is key in order to promote physical activity. Trudeau & Shephard (2005) also agree, and suggest that schools have the potential to influence physical activity to children by encouraging increased participation in extracurricular sporting activities.

Promoting physical activity to children and youth is vital in order to ensure physical activity patterns continue throughout life. Tammelin (2005) suggested that through identifying patterns that facilitate long term involvement, can lower the risk of dropping from an active lifestyle as age increases.

3.2 Provision of Extracurricular Physical Education

Extracurricular activities are on offer to school students and are available in many school across Wales and England. Penney & Harris (1997), states that extracurricular provision is a strong and developing area in Physical Education in secondary schools over Wales and England. Also Penney & Harris (1997) suggested in 1997, that a lot of secondary schools in England where providing activities organised by the school after school, at lunch time and even on the weekends. The trend continued to follow year after year. By the end of the 1990's, extracurricular activities continued to advance in many schools (Bass & Cale, 1999). Daley (2002), states that by 2000, most secondary schools where offering some sort of extracurricular physical activities outside of the formal lesson. This was proved with Sports England survey in 2002 of *Young People and Sport in England* with all sixty three secondary schools observed, all of them provided some sort of extracurricular activities and extracurricular sport to their pupils (Sports England 2003b). They also suggest that between 1994 and 2002, there has been a climb in the percentage of secondary schools in England provision of physical activities to their pupils. This has been surveyed in the years 1994, 1999 and 2002, with 51%, 54% and 55% of schools increased physical activities available. According to Sports

England (2003b), in 2002, a total a total of eighty nine percent of schools said that the number of physical activities and sports which are provided and made available have either stayed the same with 34% or increased with 55% over the previous 3 years. Looking at provision times, Sports Council of Wales (2002), stated that in Wales, the overall time given by teaching staff to extracurricular activities each week had increased since 1997-1998 to an average of 30 hours per school. Sport Council for Wales (2009), state that participation levels of young people in extracurricular physical activity had risen to seventy seven percent, which in an increase of five percent since 2004. Within this figure, forty seven percent of secondary ages school children take part in extracurricular physical activity at least once a week.

Provision of extracurricular physical activities is key in order to increase participation of school children's physical activity levels. Leyshon (2011), outlines that the relationship of 5x60 and the schools PE department play a major role in provision of extracurricular activities. Also, with PE departments announcing that the 5x60 scheme and extracurricular activities where available, through distributing letters to children in their PE lessons (Leyshon, 2011). Furthermore, schools head of years or form tutors also had a significant role in the success and awareness of the 5x60 project, and more pupils took part in the scheme when their head of year or form tutor was a member of the PE department (Leyshon, 2011). A positive relationship between the 5x60 scheme and the PE department can influence the numbers that participate in the project and enhance participation levels in extracurricular physical activities.

3.3 Involvement of outside agencies

In order to help increase participation, provision and availability of extracurricular activities, different sporting agencies across Wales and England have been asked to step in and work alongside with the schools. Sports England (2003b), state that sixty eight percent of secondary schools have asked for organisations to help teach and lead sports outside of school time. Also, Sports Council of Wales reported that there is a increasing involvement of non teachers to deliver extracurricular activities (SCW,2002). The high increase of involvement from coaches, sports specialists and the different sports organisations where the main reason for the increase in the increase of extracurricular physical activities organised by the school out of lesson

time, according to Sports England (2003a). Green (2003) states that this increased more of an opportunity for sports development officers and sports coaches to take control and offer different sporting or physical activities in extracurricular. In order to keep the trend of participation levels in school sport increasing, the Welsh Assembly Government (WAG), created the 5 x 60 initiative in order to increase the number of secondary age pupils taking part in sport or physical activity for 60 minutes, at least five times a week. A target was set by WAG and climbing higher, to increase the percentage of pupils that participate in 60 minutes of physical activity, 5 times a week to ninety percent.

In order to improve PE in junior schools and also help the transition from junior school to secondary school, Dragons Sports was created in by Sports Wales as an initiative to help improve extracurricular activities in schools (Sports Council of Wales, 2005). Within secondary schools, in order to reach an acceptable level of quality for extracurricular provision, the Secondary School Sport Pilot (SSSP) was devised, which later became the 5 x 60 initiative. Sports Council of Wales (2003, p1) state that the 5 x 60 initiative was created in order to offer a various range of physical activity and sport to all children of all abilities. Also, the schemes main purpose is to target the children and offer opportunities to them who do not take part in any physical activity (SCW, 2003,p1).

The pilot was conducted in 2004 - 2005 and was very successful, and in September 2006 the 5 x 60 initiative was launched (Bolton et al., 2007). The 5 x 60 initiative was designed in order to sit alongside the extracurricular activities that were on offer in schools already. Sports Council of Wales (2006) state that the 5 x 60 aims are:

- Provide additional and extra physical extracurricular opportunities by targeting those children who are currently not taking part in any physical activity.
- Recruit, support and retain volunteers to help, for example young leader, sixth form pupils, parents.
- Establish a partnership with the community, local clubs and higher education colleges.

(SCW, 2006).

The 5 x 60 initiative took a major role in helping increase participation, provision and availability of extracurricular activities in schools. In 2009-2010, 98 percent of

secondary schools in Wales where involved in the 5 x 60 initiative and 50.94 percent of the pupil population were involved in 5 x 60 (SW, 2011). This figure increased to 54.54 percent of pupils in the population taking part in the 5 x 60 initiative (SW, 2011). Although, the percentage figure of pupil participation is increasing every year, a drastic amount of increase is needed in order to meet the WAG target of 90 percent of pupils involved in 5 x 60 by the year 2020.

3.4 Barriers to Participation

There are many barriers and facilitators that have a negative effect on participation levels for extracurricular physical activities in schools. Penney & Harris (1997), suggest that three features have a effect on extracurricular provision, namely it is dominated by traditional team games, main focus on competitiveness and is also gendered. Other barriers or facilitators according to young people aged 11-15 years are, general feeling of inertia (especially in young girls), prefer non physical/ active activities, sense of embarrassment and self consciousness of their appearance (especially among young girls), and general lack of spare time (Mulvihill, Rivers et al., 2000).

From Penney & Harris (1997) study they propose that research shows that schools are offering limited opportunities and experiences to only a minority of pupils. This is a barrier in itself, with pupils not even having the opportunity to engage in some form of extracurricular physical activity. Invariably the main focus of extracurricular physical education provision is competition between single sex teams. (Penny & Harris, 1997). This is shown from data of Sports Council for Wales (1995), that the main focus is on competing in traditional, gendered and most commonly invasion games. The Sports Council for Wales (1995) researched into the extracurricular provision by activity for girls and boys in schools and the most common activity for boys was rugby (96%), Football (95%), and girls with Netball (94%), Hockey (84%). This shows that extracurricular activity is dominated by same sex and traditional games, which is a barrier and facilitator for provision and participation in extracurricular physical activity. Bass & Cale (1999), state that the findings from their study revealed that the most extracurricular activities offered and taken place in the schools was mainly in the form of competitive sport. Furthermore, the sports and activities that where mainly offered by more than 85% of the schools included the

traditional sporting games, such as football, rugby, hockey, netball, tennis and cricket (Bass & Cale, 1999).

Another concern which has a detrimental effect on participation in extracurricular physical activity, its children stereotyping different activities. This also links in with gendered activities which is a barrier. Milosevic (1995), provides data from her survey regarding people attitudes towards different activities for boys and girls. In the survey, girls were more likely to regard aerobics as a female only activity and this was the case with the older girls. This was also the trend with other sports, with boys stereotyping rugby as a male only sport and girls stating netball is just for females. The findings from Milosevic (1995), survey show the attitudes concerning masculinity and femininity that pupils develop through their school lives in sport. Gender issues, seem to be the main barrier towards participation levels. The Sports Council for Wales (2009), declare from their previous survey in 2004, the results from the new survey are consistent with more boys taking part in extracurricular activities than girls. Although participation levels are on the increase, there is a negative correlation between advancing years and participation in extracurricular physical education. The survey by SCW (2009), showed that eighty five percent of young people in year seven participate in some sort of extracurricular sport, compared with sixty nine percent of young children in year eleven taking part in some sort of extracurricular sport.

An individual's psychological factor is perceived as a barrier for participation in extracurricular activities. From a study completed by Sport England (2006) on girls aged fifteen to nineteen years of ages, it suggests that many girls are self conscious of their own appearance and also ability to participate in a big group which leads to them feeling intimidated (Sport England, 2006). Also, Sport England (2006), suggest that if a individuals family is inactive from sport, this trend follows through the family as there is no sporting role model in the household, which then has a negative effect on an individual's decision and participation in physical activity.

Staffing is also a barrier for participation in extracurricular physical activities. Penney (1994), Williams (1993), state that traditionally provision of extracurricular activities for boys and girls is dependant from the male and female staff of the schools. Problems arise more commonly for girls in particular as PE and head teachers

identify that there is a lack of support from female members of staff, as they have competing responsibilities with family, which decreases the opportunities for girls (Hill, 1991 & Penney, 1994). Bass and Cale (1999), also agree with this and state that from their study the two most important factors that affected the amount of extracurricular activities offered were staff willingness to help. Factors such as this can have a negative effect on the relationship between staff and pupils, which can have a follow on effect on pupils decisions to take part in extracurricular activities. The issue with staffing at schools to support PE departments to help offer availability of extracurricular activities to their pupils, comes from lack of help from outside agencies and local authorities. The lack of help and support offered to the school to provide extracurricular activities had a major impact on what and how the schools can offer (Bass & Cale, 1999).

Additionally, transport is another facilitator that effects the participation rate of extracurricular activities. Mulvihill, Rivers et al., (2000) suggests that the cost of public transport was a problem for those children whose parents worked late or lacked a car, as some of extracurricular activities take place after school. This would involve the children using public transport, and there is lack of busses available in some rural areas. Also, a number of young women in one school stated that they preferred not to take part in after school extracurricular activities as travelling home was considered too dangerous.

"You can't go after school because there is no way for us to get home. And we're not allowed to go home late, and even if we do it's dangerous."

Female, 14 years, white inactive
(Mulvihill, Rivers et al., 2000)

With studies into the effectiveness of extracurricular physical activity schemes such as 5 x 60 into participation rates in secondary schools, Smith et al., (2007) study is very similar with the levels and forms of participation in extracurricular physical education activities in a secondary school. Smith et al., (2007) state that extracurricular activities are provided in many schools, but do particularly focus on competitive team sports, individual sports and a number of recreational partner sports. A barrier highlighted in Smith et al., (2007) findings for participation is an individual's social class. Using free school meals as a measure for the children in a

lower social class, a study from the Sport Council of Wales (2001) found that a young person's involvement in sporting activities in their leisure time, this being in the form of extracurricular physical education activities or sporting clubs, was lower for the children in the lower class, than children who fell into the working class. Sports England (2003b), also agree with these findings and declare that school pupils living in the top twenty percent deprived areas across England, were less likely to have taken part in extracurricular sport

From the literature researched from different studies, it is obvious that extracurricular physical activities are being offered in schools across Wales and England and participation levels are increasing gradually each year. The literature suggests that the main motive for school children to take part in extracurricular activities comes from themselves, and they must make the decision if they want to participate or not. Also studies show there are many barriers or facilitators that prevent an individual to take part in extracurricular activities. In order to increase participation levels, these barriers and facilitators must be overcome. Therefore the main aim of the study is to seek the effectiveness of extracurricular schemes such as the 5 x 60 initiative in order to increase participation levels of school sport.

Chapter 4

Methodology

4.0 Methodology

The key aim of this method is to research into the effect of government schemes such as the 5 x 60 initiative in order to increase extracurricular sport and physical education participation in secondary schools. The objectives the study is attempting to achieve are to find the children's reason for participating, to investigate children's perspective of barriers to participation, to determine the 5x60 officers perception of the barriers, to identify the positive strategies-effective in increasing participation, and evaluate their impact, and finally to identify considerations for future development.

The school used in order to collect the data is a mixed sex and bilingual comprehensive school aged 11-18 in a small village in North Pembrokeshire, Wales. With Welsh being the first language, the schools catchment area covers the whole of the county, with most of the schools population coming from a agricultural background. The school has a very traditional view on sport, with the boys playing rugby, football, cricket and the girls playing hockey, netball and rounder's. Facilities are limited, the school has only got two playing fields, one gymnasium, a swimming pool and three tennis courts. The main reason for choosing this school in the study is, only recently it has been involved in the 5x60 scheme, and the main aim of the study is to see the effect of government schemes such as the 5x60 initiative in order to increase extracurricular sport and physical education.

4.1 Participants

A sample of 50 students was taken, with this being 5% of the schools population. Mixed gender secondary school pupils ages 11 - 16 (Year 7 - 11) were used in the study. The whole sample are the students who take part in extracurricular activities such as the 5 x 60 scheme regularly. Throughout the study, regular physical activity is used to refer to physical activity undertaken more than 3 times a week. The participants who are used to part take in the questionnaire completed it during the 5 x 60 scheme, which usually takes place during break time, lunch times and sometimes after school. The identity of the school and also of the participants will be kept anonymous . This is in order to maintain their confidentiality and anonymity.

4.2 Pilot Questionnaire

The term pilot study is used in two different ways in research studies. A pilot study can refer to a small scale version, or trial runs done before the main study for preparation. (Polit et al., 2001: 467). Although, Baker (1994), suggests that a pilot study can also be pre testing or trying out the research instrument. Before the data collection, a pilot questionnaire was conducted in order to see the effectiveness of the questionnaire on the 5 x 60 participants. According to Saris. & Gallhofer. (2007), it is desirable to be able to evaluate the questions of the questionnaire before collecting data. The pilot questionnaire was carried out on seven children aged 11-16 (Year 7 - Year 11), who take part in the 5 x 60 scheme. One of the main benefits and advantages of conducting a pilot questionnaire is that it gives advanced warning about the different areas in which the main research study could fail, areas of research which may not be needed or if the methods and instruments used are effective, inappropriate or too complicated. (Van Teijlingen, & Hundley, 2001).

Some problems arose with conducting the pilot questionnaire. These were individual questions, structure and grouping of some questions and also the children's understanding of some of the questions. Question 4 from the pilot study came across as too complex. The question asked the children to name the activities they have taken part in school, but there was no time limit. Therefore this covered a large time frame, from infant school up to secondary school. An example of this can be seen in appendix. Oppenheim (2000), suggested that cluttered and poor structured questionnaires has the risk to confuse the participant. Through the feedback received from the pilot study, it allowed minor alterations to the questionnaire which made it more suitable and effective for collecting data for the main research study. Pilot studies are mainly conducted to improve the validity of the questionnaire. According to Peat et al. (2002), after the feedback received from the pilot study, questions that are not answered expectedly should be re worded or re scaled in order to make the questionnaire more effective. He also states that the pilot should be revised and re done in order to increase validity and gain information that is expected.

4.3 Questionnaires.

Questionnaires are the most common method which is used to collect research in sport. Gratton & Jones (2010), define a questionnaire as a standardised set of

questions which gain information from a subject. Questionnaires are appropriate in different contexts, when generally quantitative information is wanted from a large sample size. (Gratton, & Jones, 2010). Open end and closed end questions were used in order to vary the questions type, and also the questions were grouped into different topics to present a logical sequence. Also Likert scales were also used as another form of questions.

According to Gratton & Jones (2010), the main advantages of questionnaires are:

- *Accessibility* - Using a questionnaire allows a larger sample to be used as the researcher does not have to be present to conduct the research.
- *Potential reduction in bias* - Through a well designed and structured questionnaire there is little opportunity that the results will be biased.
- *Structured data* - Questionnaires often provide structured quantitative data that is easy to compare between subject groups or the same groups, which is then easy to transfer into tables and charts.
- *Increased time for respondents* - Respondent completed questionnaires allows the respondent to fill the questionnaire whenever they want and also allows them to go back to the questionnaire to adjust it or add more information.

The questionnaire was set into different themes. A copy of the final questionnaire can be seen in the appendix. The themes for the questionnaire were decided through the main topics coming from the literature. The themes were general information, activity involvement, extracurricular activities, barriers and participation reasons. Through grouping the questionnaire into themes, it ensures that all the information relevant to the objectives needed is collected and also, by giving an introduction or explanation for each section gives the participant an insight into what questions are going to be asked.

The questionnaires were done during the 5 x 60 scheme, giving easy access to an appropriate sample. I was present at one of the lunch time 5x60 sessions to hand out the questionnaires. This allowed me to give guidance to the children and also answer any queries or questions they had. Another week of collecting questionnaires at lunchtime was conducted, in order to collect data from different children who

previously hadn't filled a questionnaire out. This was carried out by a teacher from the school who volunteers for 5x60 scheme. This ensured that every child who takes part in the scheme had the opportunity to complete the questionnaire and to ask for any clarification needed. Also there was guidance from the 5 x 60 officer and also volunteers from sixth form, which leads to a higher success rate in the answers of the questions. The questionnaire allowed the participants to add any other comments at the end and also thanked them for their time and effort in completing it.

4.4 Procedure for main survey

In order to collect data, a short process was needed to ensure the participants would give their consent to take part in the study. As the study was including students that take part in the extracurricular physical activity scheme 5 x 60, the schools head teacher was contacted via email to give him a brief outline of the study and to ask for permission and consent to use the students in the study. After the head teacher agreeing, a time and date was arranged between the head teacher and the schools 5 x 60 officer for the data collection procedure to be agreed. A information sheet and consent form was sent to the school in order to give the participants a brief outline of what their role in the study is, and asked them to give their consent to take part.

Through gaining consent from the participants, the data collection was now able to begin. In order to ensure that the information was most effective, a pilot study was conducted in order to see if the questionnaires were at a high enough standard to produce effective data for the study. After receiving the pilot study back, another draft of the questionnaire was produced and sent back to the school for the participants to complete.

4.5 Interview

A semi structured interview guide (see appendix) was created in order to keep the interview organised, and to ensure questions were asked in relation to the objectives. A semi structured interview allows the research to ask main questions, then to ask more probing questions in order to collect more detailed information. The interview was recorded on a Dictaphone (I Phone 4s); this allows the interview to be listened back for the data analysis section. The interview lasted approximately and took place in February 2013.

4.6 Data Analysis

In order to collect the data, communication was needed with the secondary school in order to arrange the best time and date to begin collecting the data. After collecting the data, the next process is to organise it correctly so it coincides with the studies aims and objectives. The interviews were then transcribed (see appendix for transcript) and the key issues were highlighted in each answer which related to the objectives, also identifying and summarising the main points to provide a frame for the discussion. For the questionnaire, I decided to use a spread sheet to code and tally the responses to permit collation and comparison of the answers between sections to look for patterns of agreement or contradiction. This allowed me then to arrive at the correct percentages and summarising of responses. According to Gibbs (2007), organising the data collected can help the researcher organise a structure.

4.7 Ethics

Ethical approval was obtained through the UWIC/Cardiff Met Ethics Committee through the school of sport section in order to ensure that all research which involved human participants was done at the highest ethical standards. It is vital for the investigator has ethical commitment to ensure that the participants have gained some sort of subject knowledge of the study before making the decision to participate. According to Berg & Latin (2008), the right to give informed consent is the participants most important right. The process to attain informed consent begins with the prospective participant reading an information sheet (See appendix) which provided the key details of the study. This gives the prospective participants a basic guidelines of what the study is going to include and also enhance their knowledge prior to making the decision if it is in their best interest to consent to participate. As there is potentially little risk with this study, the consent form can be very brief and simple (Berg & Latin, 2008). Through gaining informed consent from all participants the study may begin.

All research collected on the participants should be treated and kept as confidential as possible. The information collected and the identity of the subjects, should only be available to the investigator and those who took part in the study. Codes or identification numbers should be used throughout the recording of the information for the participants, in order to maintain their confidentiality and anonymity.

Chapter 5

Results & Discussion

5.0 Results and Discussion

The aim of the paper was to investigate into the effectiveness of extracurricular government schemes such as the 5x60 initiative in order to increase children's participation in school sport. The purpose of the study was to seek findings on frequency of participation, levels of variation in physical activities, pupils perception of the scheme and barriers to participation in extracurricular physical activities. The findings from the questionnaires and interview share many similarities with the key themes, but also produced some differences.

The study was conducted using a sample of 50 participants from the 5x60 extracurricular schemes. From this sample, 34 males took part (68%) and 16 females (32%). This sample varies from age 11 (Year 7) to 16 (Year 11). Also, one 5x60 officer was interviewed regarding the 5x60 initiative

. **Table1.** Amount of males and females taking part in the 5x60 scheme from each school year.

<u>Females</u>	<u>Amount</u>	<u>Percentage</u>	<u>Males</u>	<u>Amount</u>	<u>Percentage</u>
<u>Year 7</u>	6	37%	<u>Year 7</u>	11	32%
<u>Year 8</u>	6	37%	<u>Year 8</u>	3	9%
<u>Year 9</u>	2	13%	<u>Year 9</u>	12	35%
<u>Year 10</u>	2	13%	<u>Year 10</u>	7	21%
<u>Year 11</u>	0	0	<u>Year 11</u>	1	3%
<u>Total</u>	16	100%	<u>Total</u>	34	100%

The percentage levels of males and females that participated in the study, as shown in table 1 vary. The largest amount of female participants from study was females from year 7 and 8, with 6 each taking part out of 16. This is also similar within the male participants of the study, with 11 males taking part from year 7 and 12 males taking part in year 9.

Another similarity is from the sample, the lowest amount of participants was from year 11, with no female's part taking in the study and only one male. This is evident that as age increases, children's perception changes and decide against taking part in extracurricular activities.

5.1 Levels of participation and frequency percentage in PE and games activities

The different activities that the children ages 11 – 16 have taken part in their games and physical education lessons, was explored in terms of frequency of participation measure over their last year in school. This was used as a tool for the discussion, as seen in table 2. Overall there are some clear similarities between male and female activities participated in the last year, with both traditional games standing out the most. The results have been put into frequency percentage in order to allow comparison between the activities. In order to calculate frequency percentage for participation in the different activities, the amount of participants for each individual activity is divided by the total amount of participants for all of the activities. The female results show that commonly known traditional games such as hockey (14.74%), rounder's (14.74%) and netball (16.84%) are heavily dominant in the schools games lesson. Also, the males are very similar, with commonly known male traditional games dominating, with rugby (13.33%), football (13.33%) and athletics (12.16%). There are many activities that the male and female participants have never had the chance to part take in.

Table 2. Activities that the children have participated in PE or games lesson in the past year

Sport Activities	Frequency		Males	Frequency Percentage	Frequency	
	Females	Percentage			Amount	Percentage
Basketball	4	4.21%	10	3.92%	14	4.00%
Fitness	4	4.21%	21	8.24%	25	7.14%
Hockey	14	14.74%	5	1.96%	19	5.43%
Golf	0	0.00%	1	0.39%	1	0.29%
Gymnastics	8	8.42%	20	7.84%	28	8.00%
Athletics	8	8.42%	31	12.16%	39	11.14%
Martial Arts	0	0.00%	1	0.39%	1	0.29%
Rugby	0	0.00%	34	13.33%	34	9.71%
Squash	0	0.00%	1	0.39%	1	0.29%
Trampolining	2	2.11%	0	0.00%	2	0.57%
Football	0	0.00%	34	13.33%	34	9.71%
Volleyball	0	0.00%	2	0.78%	2	0.57%
Tennis	2	2.11%	12	4.71%	14	4.00%
Netball	16	16.84%	0	0.00%	16	4.57%
Rounder's	14	14.74%	6	2.35%	20	5.71%
Dance	2	2.11%	0	0.00%	2	0.57%
Cycling	1	1.05%	6	2.35%	7	2.00%
Swimming	8	8.42%	19	7.45%	27	7.71%
Circuits	3	3.16%	16	6.27%	19	5.43%
Cross Country	9	9.47%	28	10.98%	37	10.57%
Dodge ball	0	0.00%	8	3.14%	8	2.29%
Total	95	100.00%	255	100.00%	350	100.00%

The results suggest that little variation of activities and limited opportunities for children to take part in alternative activities is being provided in games or PE lessons. As shown in table 2, traditional team games dominate participation rates in games and PE lessons. Hockey (14.74%), rounder's (14.74%), netball (16.84%), rugby (13.33%), football (13.33%) and athletics (12.16%) are heavily dominant in participation in games or PE lessons. This is neglecting opportunities for children to experience different activities in PE and games lessons.

The study from Penney & Harris (1997) relates to this statement as their research suggest that schools are only offering limited opportunities and experiences to a minority of pupils. The study also concentrated on extracurricular activities, and

Penney & Harris (1997) suggest that the main focus of extracurricular physical education provision is competition between single sex team games.

The February 2012 ESTYN (2012) report on physical education in secondary schools, suggest that schools should ensure that PE lessons provide suitable opportunities for pupils to keep physically active and engage in sustained physical activity.

This is one of the main reasons why the 5x60 initiative was created in order to create a sporting environment which isn't competitive and doesn't just concentrate on traditional team games. Through offering a variety of activities and alternative physical activities rather than traditional team games, this will influence more people to experience new activities and also cater peoples need who do not wish to participate in team games.

5.2 Duration times and percentages of participation in extracurricular activities offered by the school

The duration times of all the 11-16 year olds who took part in extracurricular 5x60 activities was measured over time phases over a period of a weekly basis. This is shown below in table 3. Looking at the sample as a whole, the most popular time phase of involvement in extracurricular activities offered by the school in a week was one hour to one hour and a half, with 34% of the sample participating in this amount of extracurricular activities organised by the school a week. This amount of time does not achieve the 5x60 scheme aim; of ensuring children aged 11-16 take part in physical activity for 60 minutes, 5 days a week. In regards to achieving the 5x60 aim, only 12% of the whole sample took part in over two hours of extracurricular activities organised by the school weekly.

Table3. Weekly involvement rates in extracurricular activities offered by the school in a week.

	Female	Percentage	Male	Percentage	Total	Percentage
<30 Minutes	4	25%	4	12%	8	16%
30mins - 1hour	3	19%	2	6%	5	10%
1hour - Hour and a half	3	19%	14	41%	17	34%
1hour and a half - 2hours	5	31%	5	15%	10	20%
Plus 2hours	0	0%	6	17%	6	12%
Other	1	6%	3	9%	4	8%
Total	16	100%	34	100%	50	100%

The 5x60 scheme offers opportunities to activities at break time, lunch time and also after school. Similar to the data in table 3, the 5x60 officer suggests that the lunch time 5x60 session is the most popular.

"Oh, Definitely lunch time, because the kids have got more chance to play about. As I said at break time they have food and there is only like ten minutes left for them, so definitely dinner time." (5x60 Officer)

The results from the study show that children prefer to participate in the lunch time session. 34% of the children in the study participate in one hour to one hour and a half of extracurricular activities offered by the school a week. This is below the aims of the 5x60 initiative, of 60 minutes of physical activity 5 days a week for each child.

The Department of Health (DoH, 2011) suggest that children and young people aged 5-18 should engage in 60 minutes of moderate to vigorous activity a day. This is beneficial as it improves cardiovascular health, maintains a healthy body weight, improves bone health, increases self confidence and always improves and maintains social skills.

Table 4 represents how often the study sample take part in sports or physical activities organised by the school but outside of the lesson curriculum. There were significant similarities on how often males and females took part in sport or physical activity outside of the lesson curriculum. The highest level of regular participation in sports or physical activities organised by the school outside of the lesson curriculum

for both males and females is two - three times a week respectively. Within the sample, 22 out of 50 to part in extracurricular sport 2 - 3 times a week.

In comparison to this, many children from the sample fell below regular participation in extracurricular with 28% of the sample only attending and taking part in extracurricular once a week, and 10% of the sample only taking part in extracurricular activities organised by the school once a month.

Table 4. How regular extracurricular activities organised by the school are participated in.

Participation Amount	Girls	Percentage	Boys	Percentage	Total	Percentage
More than 3 times a week	0	0%	5	15%	5	10%
2-3 times a week	7	44%	15	44%	22	44%
Once a week	6	37%	8	23%	14	28%
2-3 times a month	0	0%	2	6%	2	4%
Once a month	2	13%	3	9%	5	10%
Never do	1	6%	1	3%	2	4%
Total	16	100%	34	100%	50	100%

The results from the study show that the 5x60 scheme has succeeded in aiming to increase participation levels in extracurricular physical activity and school sport. From the study, the results suggest that children are more likely to take part in the 5x60 extracurricular scheme 2-3 days, with a estimation of 44% from the sample. In comparison to this participation rates of once a month estimates at 10% from the sample. Smith et al., (2007), states that if young people can be influenced to increase participation in extracurricular physical activities on a monthly basis, there is a high chance that these participants will become frequent on a weekly basis. This is one of the key aims of the 5x60 initiative, to attempt to increase participation in extracurricular physical activities in children who do not participate regular in physical activities and also do not live a physically active lifestyle. Although, to overcome this aim, the 5x60 initiative have to battle hard in order to increase participation as there are other attractions that stop children's participation in extracurricular physical activities. Research taken from the Kaiser Foundation found that children ages 8-18 engage in over seven hours of electronic media, for example watching TV, listening

to music, using internet or video games each day, which is a slight increase over the previous years (Rideout, Foehr & Roberts, 2010).

The study 'Active Young People' Sports Update from Sports Council of Wales (2006), compares the 22 local county authorities in regards to extracurricular participation. The school from this study is located Pembrokeshire, and the Sports Council of Wales study shows that Pembrokeshire have the highest regular participation in extracurricular activities across Wales with 49.3%. This reflects on the effectiveness of the 5x60 initiative and suggests that the aims and objectives are being achieved.

5.3 Participation levels in extracurricular activities offered by the school in the last year

Table 5 presents data on the participation levels from the school children in extracurricular activities in the last year. The results have been put into frequency percentage in order to allow comparison between the activities. In order to calculate frequency percentage for participation in the different activities, the amount of participants for each individual activity is divided by the total amount of participants for all of the activities. There are some activities that stand out more than others, with traditional team sports being the most popular activities. For example, rugby (12.21%) and football (15.76%) respectively had the highest frequency percentage. A new view on physical activity and the aim of the 5x60 to help increase participation in school sport, a wide variety of different activities are available for the participants. From the sample, dodge ball was the third highest frequent with 10.9%. Also, darts has a high popularity. With this being a sport not many young children have opportunity to partake in and with darts becoming a highly televised sport, darts was frequently chosen by the sample with 6.06%.

Other activities that shown a high participation level in PE and games lessons did not show as much popularity in extracurricular activities. Activities such as netball (3.09%) and rounder's (4.24%), had a high level of participation in games and PE lessons, but very low level of participation in terms of extracurricular activities.

The increased provision of disability sports increased the popularity in these activities. The activity boccia was taken part by 8 children from the sample, with a

frequency percentage of 4.85%. This figure shows that the 5x60 does offer a variety of activities and also helps participation to meet everyone's needs. The lowest level of participation involvement was martial arts, with 0.00% participation level. This shows that the provision, opportunity and availability of this activity is limited to the children who take part in extracurricular activities in the 5x60 scheme.

Table 5. Number of extracurricular activities that the participants have partaken in the last year.

Sport Activities	Females		Males		Amount	Total	
	Frequency	Percentage	Frequency	Percentage		Frequency	Percentage
Basketball	0	0.00%	6	4.69%	6	3.64%	
Fitness	2	5.41%	5	3.91%	7	4.24%	
Hockey	3	8.11%	1	0.78%	4	2.42%	
Golf	0	0.00%	3	2.34%	3	1.82%	
Gymnastics	3	8.11%	0	0.00%	3	1.82%	
Athletics	1	2.70%	3	2.34%	4	2.42%	
Martial Arts	0	0.00%	0	0.00%	0	0.00%	
Rugby	1	2.70%	19	14.84%	20	12.12%	
Squash	1	2.70%	0	0.00%	1	0.61%	
Trampolining	1	2.70%	0	0.00%	1	0.61%	
Football	1	2.70%	25	19.53%	26	15.76%	
Volleyball	2	5.41%	1	0.78%	3	1.82%	
Tennis	0	0.00%	2	1.56%	2	1.21%	
Netball	5	13.51%	0	0.00%	5	3.03%	
Rounder's	5	13.51%	2	1.56%	7	4.24%	
Dance	3	8.11%	2	1.56%	5	3.03%	
Cycling	0	0.00%	3	2.34%	3	1.82%	
Swimming	4	10.81%	7	5.47%	11	6.67%	
Circuits	0	0.00%	7	5.47%	7	4.24%	
Cross Country	0	0.00%	7	5.47%	7	4.24%	
Dodge ball	1	2.70%	17	13.28%	18	10.91%	
Table Tennis	1	2.70%	2	1.56%	3	1.82%	
Darts	0	0.00%	10	7.81%	10	6.06%	
Boccia	3	8.11%	5	3.91%	8	4.85%	
Kayaking	0	0.00%	1	0.78%	1	0.61%	
Total	37	100.00%	128	100.00%	165	100.00%	

From the data collected from the interview with the 5x60 officer, there are some clear similarities and differences with the participation frequency in the extracurricular activities partaken by the school children. The 5x60 officers comments:

"Yea like I said before dodge ball that's very popular with us. Umm, Darts. We started off darts, we didn't think it would be to popular, because it is not a sports many kids play until there older." (5x60 officer).

This finding is very similar to the findings from the questionnaires completed from the sample. The 5x60 officer suggests that dodge ball and darts is one of the popular activities chosen and has one of the highest participation rates and as shown in table 5 dodge ball and darts are frequently participated with 10.9% and 6.06% respectively.

One of the major differences between the two findings are that the sample who completed the questionnaires state that football (15.76%) and rugby (12.12%) are the most frequent participated activities in the 5x60 extracurricular scheme. The comment below from the 5x60 officer disagrees with this and states that these activities are the least participated.

"And then we have the usual, rugby, football, tennis, hockey. I'd say there the least popular. " (5x60 Officer)

The variation of extracurricular activities participated in where different from males to females in the school. There is still that dominance from traditional team games, with majority of them being the highest rate of participation. Within the male sample, football was frequently the highest participated activity with 19.13%, followed closely with rugby with 14.84%. This is also the same within the female sample, with hockey being frequently participated by 13.51% and hockey 8.11%. Similarities can be drawn with The Sports Council for Wales (1995) study into the provision of extracurricular activities for boys and girls in schools, with the most common activities being traditional ones, with rugby (96%), Football (95%), Netball (94%) and Hockey (84%). A key finding from the results it that there is still a large emphasis on traditional team based and invasion game activities in extracurricular sport. This is furthered by the study from Bass & Cale (1999). Their study found that the most activities taken place in schools was mainly activities in the form of competitive sport. Also, the sports and activities that were largely dominated in provision from 85% of the schools where traditional sporting games, such as football, rugby, hockey and netball. This wasn't the issue with the data received from the 5x60 officer. It was suggested that the traditional games are the lowest participated and alternative

activities such as darts and dodge ball have the highest participation rates. The issue of a high dominance of traditional team games in extracurricular schemes can influence participation rates, with many students deciding against participating in extracurricular activities due to this dominance.

The provision of different extracurricular physical activities from the 5x60 initiative becomes a very important issue in order to provide activities that caters everyone needs and ensure high rates of participation in physical activity. There were some activities that the 5x60 scheme introduced to the children which received a high participation rate, which included dodge ball (10.91%), Darts (6.06%) and Boccia (4.85%). This reflects on the aim of the 5x60 initiative of introducing new experiences in activities to the children, and allows the children to explore different physical activities. This is similar to Sports England (2012) strategy of creating a sporting habit for life. The key aim of the strategy was to use London 2012 Olympic Games and The Paralympic Games as a motive and deliver a long term step change into the number of children who participate in physical activity and create this a sporting habit which will last them a lifetime.

5.4 Barriers which prevent participation in extracurricular activities

Table 6. Barriers or facilitators in which prevent participation to extracurricular activities

Barriers	Girls		Boys		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Embarrassed at getting changed	10	9.43%	22	9.28%	32	9.33%
I do not like sports	8	7.55%	24	10.13%	32	9.33%
Not interested in the activities	11	10.38%	21	8.86%	32	9.33%
If after school, No transport home	10	9.43%	19	8.02%	29	8.45%
Not enough variation	11	10.38%	18	7.59%	29	8.45%
Embarrassed of playing sport	10	9.43%	17	7.17%	27	7.87%
Not aware of the times	9	8.49%	18	7.59%	27	7.87%
Embarrassed of my appearance	8	7.55%	17	7.17%	25	7.29%
I feel I am not good enough	7	6.60%	17	7.17%	24	7.00%
Nobody to go with	7	6.60%	17	7.17%	24	7.00%
Already take part out of school	5	4.72%	17	7.17%	22	6.41%
Not enough time	6	5.66%	15	6.33%	21	6.12%
I have a disability that stops me	3	2.83%	7	2.95%	10	2.92%
Illness prevents me	1	0.94%	8	3.38%	9	2.62%
Total	106	100.00%	237	100.00%	343	100.00%

The barriers or facilitators in which prevent participation in extracurricular activities where measured from the key barriers that the sample believed prevented children from taking part in extracurricular activities. Table 6 shows the barriers in order of highest effect towards participation. The three main barriers that stood out ahead of the rest where, 'I do not like sports', 'Embarrassed at getting changed' and 'Not interested in the activities', with respectively 9.33% each.

The barrier in which was frequently chosen the lowest was 'I have a disability that stops me' with 2.92%. With this perceived the lowest barrier to participation to extracurricular sport, shows that the 5x60 scheme is offering activities in which children with disabilities can take part in.

The 5x60 officer agreed with this statement that the biggest barrier for participation in extracurricular physical activities is lack of confidence and belief that they are not good enough to participate.

"reason I think is the confidence in the children. If there not good at sport there not really going to want to play it" (5x60 Officer)

There are many different barriers in which prevent or have an effect on a child's decision to take part in extracurricular physical activity. From the current study, the main barriers that stood out as the main reason for preventing participation were 'I do not like sports', 'Embarrassed at getting changed' and 'Not interested in the activities'. These findings are very similar with Mulvihill, Rivers et al., (2000), who suggest that the main barriers for young people aged 11-15 years are a slight feeling of inertia (especially in young girls), prefer non physical/ active activities and a sense of embarrassment and self consciousness of their appearance (especially in young girls).

This is very similar to a comment made by the 5x60 officer, who suggests that in females these barriers occur the most frequent.

"uhh its most common in girls, the boys love taking part in most of the sessions. They always turn up and it's always great fun. Urrm, also they don't mind what they wear do they boys, they just get on with it, girls are more conscious about the kit mainly and what they're wearing or no jewellery and stuff like that. So that's about the main." (5x60 Officer)

Therefore, it is vital for the 5x60 initiative to attempt to overcome these perceived barriers in order to aim to increase participation in extracurricular physical activity. Although, the 'Active Young People' Sports Update by the Sports Council of Wales (2006), suggest there are still barriers towards extracurricular physical activity participation for children who do participate regularly. The Study suggests that a barrier for children who partake regularly is that they 'already do enough' physical activity with 33% stating this. 26% of the children who partake regularly in physical activity suggested they do 'not have enough time' to balance extracurricular activities and physical activities.

In order to increase extracurricular participation, the SCW (2006) investigated into the different barriers in which prevent children from participating in extracurricular physical activities. Children aged 11-16 who do not participate in any physical activity perceive 'not enough time' (27%) and 'not good enough' (25%) as the main reasons for not including themselves in extracurricular physical activities. This is where the 5x60 initiative attempt to eliminate these barriers and encourage children to participate in extracurricular activities. The 5x60 officer must ensure a variation of

activities are available and that the environment where the activities are partaken is enjoy full and not competitive. This will help eliminate different barriers to participation.

5.5 Opinions on the effectiveness of the 5x60 initiative to increase participation

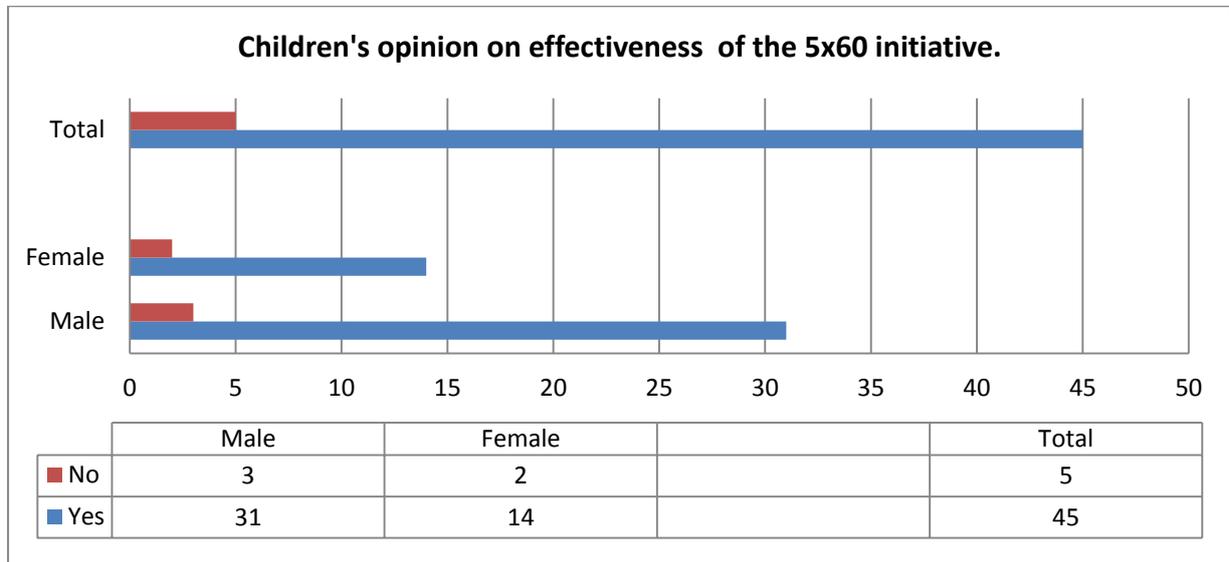


Figure 1. Graph showing the opinion of the children on how effective the 5x60 initiative is in increasing participation levels.

The figure 1 above evaluates the 5x60 initiative as a whole from the opinion of the children who took part in the study. 90% of the sample believe that the 5x60 is beneficial in attempting to increase participation in extracurricular sports and also attempting to include children who do not partake in physical activity often. Only 10% of the sample, which is very small believe that the 5x60 initiative does not increase extracurricular physical activity and school sport participation. This is also similar with the opinion of the 5x60 officer from the interview who states,

"Absolutely, definitely yes. From when I started the numbers have just shot up and I think they are going to keep going up, so I definitely believe these kind of schemes help massively." (5x60 Officer)

This is a good evaluation of the effectiveness of the 5x60 initiative, with 90% of the children from the sample believing that the 5x60 initiative does help increase participation in extracurricular physical activities and also school sport, and also the 5x60 officer agreeing with this statement. This highlights how beneficial the 5x60

initiative has had on children's perception on extracurricular activities and also influencing children into participation.

The results are very similar to SCW (2011), who state that in 2009-1010, 98 percent of secondary schools in Wales were involved in the 5x60 initiative. This is beneficial in attempting to increase participation, as nearly every school in Wales has the 5x60 initiative on offer for children, therefore through advertisement and encouragement, children have the opportunity to join the 5x60 initiative. The Sports Council of Wales (2011) and WAG set a target of 90 percent of pupils to be involved in the 5x60 by the year 2020. From the results of this study, if the 5x60 keep increasing participation rates this target will be met.

4.5 Limitations and future research

During the research study, many limitations arose, and these limitations would be changed if the study was to be repeated. Firstly, the sample used for the study was a rather small compared to the population of the school. Also, only one school was used as a sample, therefore the study then was unable to compare the effectiveness of the 5x60 scheme in different schools. This led to a slight bias in the results as only the effectiveness of only one 5x60 initiative was measured.

The children who participated in the study, answered the questionnaires in friendship groups or in pairs, which can have an effect on the reliability of the results in the study. This also was a contribution to having a slight bias in the final results.

In order to achieve greater and more effective results, this study could be improved by enhancing the sample size, through including all the schools that use the 5x60 scheme over the county. This would be beneficial in order to compare the effectiveness of the scheme in different schools and also increased the reliability of the results. Also, in order to enhance further research, it would be entirely beneficial to question the children who do not take part in extracurricular activities, and the children who have participated and have dropped out. This would consider both the opinion of the children who do participate regular and those who do not. Another area where researched could be enhanced is to see the perception of different teachers on the 5x60 initiative. This would allow evaluation of the effect the 5x60 initiative has on children's behaviour and participation rates.

Chapter 6

Conclusion

6.0 Conclusion

The main aim of this research paper has been to evaluate the effectiveness of government schemes such as the 5x60 initiative in order to increase participation in extracurricular physical activities and school sport. This has been done through measuring frequency participation in activities partaken by students in PE/ Games lessons and in extracurricular, the students reasons for participating and also their perceived opinions on barriers towards participation in extracurricular physical activities. Findings from the study have found that extracurricular physical activities from the case study, still do have a slight focus on traditional team games, but the 5x60 initiative have offered alternative activities, which have been a success in the school. At the same time, the study has agreed with Mulvihill, Rivers et al., (2000) previous findings that the main barriers towards participation for children are feeling of inertia, prefer non physical/ active activities, sense of embarrassment and self consciousness of their appearance and lack of spare time. In order to overcome children's barriers to participation it is vital that the 5x60 scheme offer variation and alternative physical activities rather than traditional games. This will create an encouraging environment for the 5x60 initiative.

The 5x60 officers who run the scheme have a vital role in order to create an encouraging environment in order to increase participation rates in extracurricular physical activities and school sport. Through sustaining this, the 5x60 initiative will be effective. The 5x60 officer takes on the responsibility to organise the children, offer a variety of activities and advertise the scheme in order to attempt to increase participation rates in extracurricular activities and school sport. The Welsh Assembly Government have set a target of 90% of children to be taking part in extracurricular activities by the year 2020. Through evaluating the findings, the school from the study has the capability to achieve this goal.

The 5x60 initiative has had a positive effect on participation rates in secondary schools over Wales since being launched in 2006. Through provision of alternative extracurricular activities, recruiting volunteers to help and establish partnerships with communities and local clubs, the 5x60 initiative has targeted children who do not participate in regular physical activities and help these children overcome and barriers which stop them from participating. Sport Wales (2011), state that 50.94

percent of the pupil population where involved in the 5x60 initiative. The findings from the study do suggest that the 5x60 initiative has the potential to increase participation.

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Appendices

Appendix - A

Section 2 - This section is collecting information on activities that you enjoy doing

Question 4. List the different activities that you have taken part in school during PE or games lesson?

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Rugby | <input type="checkbox"/> Rounder's |
| <input type="checkbox"/> Fitness | <input type="checkbox"/> Squash | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Hockey | <input type="checkbox"/> Trampolining | <input type="checkbox"/> Cycling |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Football | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Circuit Training |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Tennis | <input type="checkbox"/> Cross Country |
| <input type="checkbox"/> Martial Arts
(e.g Karate) | <input type="checkbox"/> Netball | <input type="checkbox"/> Dodge ball |

Other.....

Appendix - B

Questionnaire to School Children.

Section 1 - This section is meant to collect some general information about you.

Question1. Are you a boy or girl?

Boy Girl

Question 2. What year group are you in school? Y7, Y8, Y9, Y10, Y11

7 8 9 10 11

Section 2 - This section is collecting information on activities that you enjoy doing

Question3. List the different activities that you have taken part in school during PE or games lesson in the last year?

<input type="checkbox"/> Basketball	<input type="checkbox"/> Rugby	<input type="checkbox"/> Rounder's
<input type="checkbox"/> Fitness	<input type="checkbox"/> Squash	<input type="checkbox"/> Dance
<input type="checkbox"/> Hockey	<input type="checkbox"/> Trampolining	<input type="checkbox"/> Cycling
<input type="checkbox"/> Golf	<input type="checkbox"/> Football	<input type="checkbox"/> Swimming
<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Volleyball	<input type="checkbox"/> Circuit Training

Athletics Tennis Cross Country

Martial Arts
(e.g Karate) Netball Dodge ball

Other.....

Question4. How long are your PE lessons or games lessons a week?

- | | |
|---|--|
| <input type="checkbox"/> Less than 30 minutes | <input type="checkbox"/> 30 mins - 1 hour |
| <input type="checkbox"/> 1 hour - hour and a half | <input type="checkbox"/> hour and a half - 2 hours |
| <input type="checkbox"/> More than 2 hours | <input type="checkbox"/> Other. |

Question5. On the scale of 1 (Dislike) to 10 (Really enjoy). rate your enjoyment in PE.



Question6. List the activities that you enjoy the most.

.....
.....
.....

Question7. List any other activities you would like to see included in your PE lessons.

.....
.....
.....

Section 3- Extracurricular activities - This section is to find out what physical activity or sports organised by the school you take part in apart from in the PE lesson. E.g At lunchtimes, before school or after school.

Question8. How often do you take part in sports or physical activities organised by the school but outside of the lessons.

- | | |
|---|---|
| <input type="checkbox"/> More than 3 times a week | <input type="checkbox"/> 2 - 3 times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> 2-3 times a month |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Never do |

Question 9. How long do you take part in extracurricular physical activities a week?

- | | |
|---|--|
| <input type="checkbox"/> Less than 30 minutes | <input type="checkbox"/> 30 mins - 1 hour |
| <input type="checkbox"/> 1 hour - hour and a half | <input type="checkbox"/> hour and a half - 2 hours |
| <input type="checkbox"/> More than 2 hours | <input type="checkbox"/> Other. |

Question10. Which of the following activities you have taken part in extracurricular organised by the school?

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Rugby | <input type="checkbox"/> Rounder's |
| <input type="checkbox"/> Fitness | <input type="checkbox"/> Squash | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Hockey | <input type="checkbox"/> Trampolining | <input type="checkbox"/> Cycling |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Football | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Circuit Training |

- | | | |
|---|----------------------------------|--|
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Tennis | <input type="checkbox"/> Cross Country |
| <input type="checkbox"/> Martial Arts
(e.g Karate) | <input type="checkbox"/> Netball | <input type="checkbox"/> Dodge ball |

Other.....

Question11. Which activities have you done more than 5 times?

.....

Section 4 - This section is to collect information on reasons why you take part in extracurricular physical activities and also problems you have experienced while taking part in extracurricular activities.

Question12. From the list below tick the reasons why you take part in extracurricular physical activities.

- | | | |
|---|---|---|
| <input type="checkbox"/> New Experience | <input type="checkbox"/> Socialise with friends | <input type="checkbox"/> No other opportunities |
| <input type="checkbox"/> New Activity | <input type="checkbox"/> Enjoyment | <input type="checkbox"/> Something to do |
| <input type="checkbox"/> Keep fit | <input type="checkbox"/> Meet new people | |

Other:-

Question13. From the list below, tick the 7 boxes that you think are the main barriers (Stop children from participating) to extracurricular activities. For Example. (1 - Most common/Biggest barrier)

- | | |
|--|---|
| <input type="checkbox"/> I do not like sports | <input type="checkbox"/> Not interested in the activities |
| <input type="checkbox"/> I feel I am not good enough | <input type="checkbox"/> Not enough variation |
| | <input type="checkbox"/> |

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Embarrassed at getting changed | If after school, No transport home |
| <input type="checkbox"/> Embarrassed of my appearance | Nobody to go with |
| <input type="checkbox"/> Embarrassed of playing sport | Not aware of the times |
| <input type="checkbox"/> Not enough time | Illness that prevents me |
| <input type="checkbox"/> I have a disability that stops me | Already take part out of school |

Other:-

.....

Question 14. Do you think the 5x60 scheme or extracurricular activities has helped increase school sport participation?

Yes

No

Appendix - C

Interview with 5 x 60 officer from a secondary school

Semi - Structured Interviews

Name :

Date :

Opener:

Q1. I am particularly interested in finding out, what is your actual role as a 5 x 60 officer?

- Ask how long the officer has been in this school.

Q2. Over the (Amount of years), has the number of participants risen or decreased?

Q3. Could you tell me any reason why? Have you changed anything for this outcome.

Activities

Q4. Could you give me some examples of the activities that you offer?

Q5. What activities have the most participants turning up?

Q6. How regular are the 5x60 sessions run, and when do the mainly take place?

- Ask what sessions are most popular. For example break time, lunchtime....

Q7. Do you have a good relationship with the PE department in the school?

- Do PE teacher offer help, equipment and school facilities. Offer Students to help? If so extend questions and ask what roles they play in helping and also promoting 5x60.

What roles do they play?

Barriers

Q8. From your experience as a 5x60 officer, what do you believe are the main barriers which are stopping some school children from taking part in extracurricular activities in secondary schools?

- If so, ask mainly what age and what sex.

Q9. How do you attempt to overcome these barriers and try and get more children involved in the 5x60 scheme?

Q10. From children that have joined and taken part in the scheme, have you noticed any change in their personality?

General Questioning

Q11. Do you believe that extracurricular schemes such as the 5x60 can help increase children's participation levels in school sport?

- If yes, ask can more be put on offer?
- If yes, ask can more officers be available?

Thank you for taking time and participating in the interview.

Appendix - D

Participant information Sheet

Project title:

This document provides information on:

- ⤴ The background and aim of the study,
- ⤴ What is expected from me as the researcher,
- ⤴ What is expected from you as the participant,
- ⤴ How the data will be collected and how will it be used,

This document gives you a insight in what the study is going to include, and will help you decide on your decision to take part in the study.

Background

Inclusion in school sport over the recent years has dropped dramatically. The 5 x 60 was introduced to attempt to increase participation in school sport. The study will look to see if the 5 x 60 scheme has helped increased school sport.

What is expected from me as the researcher

I (Thomas Powell) the researcher, will be conducting an interview and also handing you a questionnaire for you complete in their own time.

What is expected from you as the participant

You will be asked to complete the questionnaire in your own time and to be as honest as possible. You are not expected to complete every question in the questionnaire. The questionnaire will include questions on 5 x 60 increasing inclusion in school sport. Also you will be asked to take part in a interview which will last up to thirty minutes and also will include questions on 5 x 60 increasing inclusion in school sport.

How the data will be collected and how it will be used

The data will be collected from questionnaires that are provided to you and interview which will last up to 30 minutes. Your personal information will be kept anonymous and by agreeing to become a participant in the study you are allowing me to use the data in the main study with other data collected.

Your Rights

You are allowed to withdraw and pull out of the study at any time. The information you will provide will be used but your identity will be kept anonymous.

Privacy

The study will follow the Data Protection Act (1998) and your personal information will remain confidential.

Contact

If you have any queries on the study, feel free to contact me on these details.

Mr Thomas Powell

79 Moy Road, Roath

Email: ST10001058@outlook.uwic.ac.uk

Appendix- E

Informed Consent Form

Reference Number:

Title of Project:

Name of Researcher:

Participant to complete each section. Please initial each box.

1. I agree that I have read the information sheet fully and understood it for this evaluation study. I have had time to query and ask questions on the information and have received a detailed answer.

2. I agree that my participation in the study is voluntary, and I am allowed to stop the study at any time.

3. If this occurs, my relationship with the researcher will not be affected.

4. I understand that information from this study may be used for a reporting purpose, but my identity will not be shown.

Name of participant:

Signature of participant:

Date:

Name of person taking consent:

Date:

Signature of person taking consent:

**When form is complete, one copy will be kept by the researcher and another by the participant*

Appendix - F

Interview on 5x60 officer.

Key

I - Interviewer.

P - Participant being interviewed.

I - Can you tell me what your role as a 5x60 officer is please?

P - Yea no problem. Umm basically I just run extracurric, extracurricular sorry sports activities out of like lesson times, so that will increase their activity levels. Then the main aim is for them to take out the competitive element from sports, it's nothing too serious it's off the cuff what we want to do and what they really take part in. (Pause) Also it's more for the children who don't take part really in games outside lessons, so like for example football, rugby, hockey, netball matches. Obviously the kids who are good at that do that, so uhh all the other people come to our classes really.

I - How long have you been a officer at this school then?

P - Oh god umm, September 2008 so 2009, 2010, so about 5 years id say.

I - Ahh over the last 5 years has the number risen, has the number of participants risen or decreased?

P - Ah definitely increased from when we started off.

I - Can you tell me on average how many you had then and how many you got now?

P - Ummm, say now when we started off it was once a week, and we had about, I wouldn't say more than 10-12 students turning up. But then as the. It was quiet successful from when we started off so more people get to know more people come, and I would say about now we have got about, (Pause), it varies from like some classes only still about ten or twelve turn up, but then most of the classes we've got about twenty or forty turning up.

I - Ah nice. Could you tell me the reason why the numbers have increased please?

P - Yea, well the first thing I did was I sent a questionnaire out to the students in the school asking them what kind of activities they wanted. So obviously when they got back to me, I put those activities on, and it made sense that they came to those activities. Also then because of the popularity of them I started doing classes at break time. So I had sessions running for half an hour at dinner time and twenty minutes at break time. What else is there. Urrm well I urrm put some posters up by the changing rooms as well, so obviously the kids go there so they can see what is going on and when it is going on. That's about it really.

I - Ah ok. Could you tell me some of the examples of activities that you offer?

P - Ohh yes, there is loads of them. What have we got. We have dance, Tennis, Badminton, dodge ball, that's a popular one because the kids haven't had time to uh play that in the past, so they come to that. We have darts. Martial arts, table tennis, volleyball, baseball, rounder's, oh badminton, gymnastics, even cheerleading. It's very popular with the boys believe it or not. And then we have the usual, rugby, football, tennis, hockey. I'd say there the least popular.

I - Oh ok, uhh could you tell me what activities have the most participants turning up?

P - Yea like I said before dodge ball that's very popular with us. Umm, Darts. We started off darts, we didn't think it would be to popular, because it is not a sports many kids play until there older. But we started off with three boards in the hall, and we had about twelve students turning up, obviously we needed more boards, so I arranged for 6 boards to be put up and in the next session we had about thirty there. So in the next session, we worked out a tournament over various weeks and ended up with a winner, as it's always good to have competitive but it is about the taking part.

I - Oh how regular are the 5x60 sessions run and when do they mainly take place?

P - Urm yea, as I said before, once every, well not every dinner time and break time. But we've got it on the Monday, break and lunch, and that's on the Wednesday and the Friday as well. And then on the Tuesday, I've got it on break time. But I've also done after school sessions with them, and taken them outside if the school to somewhere, like I've been to Oakwood and Heatherton.

I - What sessions are the most popular?

P - Oh, Definitely lunch time, because the kids have got more chance to play about. As I said at break time they have food and there is only like ten minutes left for them, so definitely dinner time. Uhh, and then I say we do have more kids coming at the winter time, obviously the sun is out in the summer the kids want to be outside and we uh do most of our sessions inside, so the kids like to keep warm and their havoc.

I - Do you have a good relationship with the PE department in the school?

P - Yea very good. I'm friends with the males outside of the school so that is always helpful. And then in the school, we share an office which is by where the activities take place. So it is easy then for us to communicate where are they dinner time and where can I be.

I - Oh yea ok, Do the PE teachers offer any equipment and school facilities? Also, do they offer students to help you with?

P - Yes. The sixth form in the school to be fair are very good. They've arranged for uh both males and females to come and help me. So they are very good. And then the PE department are like I said they help arrange where is best for me to take my sessions.

I - Can you tell me what uhh the sixth form students uhh roles are? And what do they play when they out?

P - Yea, Well they just turn up really to help me set up and take put things away, and then help with the kids while they take part. And then on occasions, I'm sometimes in meetings and stuff, so I'm always, well not always late, not like that, but uhh sometimes they like set up for me until I come back and take control of the session, so there just a great hand.

I - Oh quiet helpful then. Ok the next bit is going to be on barriers oh to participation. So from your own experience as a 5x60 officer what do you believe are the main barriers which are stopping children from taking part in extracurricular activities in schools.

P - Urrm, the main reason I think is the confidence in the children. If there not good at sport there not really going to want to play it, and if they are not good, some of the more talented kids, might take the mick, well a bit of fun out of them. So when they come to here it's not about winning, it's about taking part so that's why I think it's the main barrier.

I - Mainly uhh what age and what sex are the barriers most common in?

P - uhh its most common in girls, the boys love taking part in most of the sessions. They always turn up and it's always great fun. Urrm, also they don't mind what they wear do they boys, they just get on with it, girls are more conscious about the kit mainly and what they're wearing or no jewellery and stuff like that. So that's about the main.

I - Oh ok. So how do you attempt to overcome this barrier for the girls with low confidence and getting them involved.

P - Urrm, I started. When I first came to the school nobody really knew what the 5x60 was, it wasn't big in Wales or nothing. So I started off in the assembly one day, I just gave a brief description up on stage in front of the children, of what 5x60 was, and what I planned on doing. Some interest started there. Then I got round with the posters, also the 6form, uhh kids, well I call them kids, they helped me go around the school talking to the little children about what they want to do and stuff. And then there is also some sessions where I just started off with the girls, so they gain more confidence and as they get happier to uh take part with the boys, the boys come in. And it's worked well from there.

I - From the children that have joined, have you seen any changes in their personality and their confidence and the way they act and stuff?

P - Uhh Yes, definitely I would say so. The more quieter kids as they started off, you could point out straight away which ones are going to be quiet and shy. But now they come in and are all, you know giving me jip you know and little cheeky kids now. So, uh yes definitely it's all about confidence I'd say.

I - Ok, last couple of questions, uhh do you believe that extracurric, extracurricular activities schemes such as the 5x60 can help increase participation levels in school sport.

P - Absolutely, definitely yes. From when I started the numbers have just shot up and I think they are going to keep going up, so I definitely believe these kind of schemes help massively.

I - Can more be put on offer for the children, extracur, extracurricular wise?

P - Urrm In this school we do what we can, but I do believe in some other schools where the facilities are better and what they have to offer, more could be done or like a variety of sessions and activities. But then, it is hard to find the time. But I think we are doing fine.

I - Ok, final question, Can more officers be made available in each school?

P - Uhh Yes, I think as a male myself if I had a female to either help me out or to do the sessions when I'm not available it would definitely help the girls more, and more girls or female children would turn up. Urm, also sometimes I find it difficult to communicate to the female children, so they don't want to open up to me, so if I had a female companion to help me out I think it would be excellent.

I - Oh ok, Interesting. Well thank you very much for your time and participating in the interview. Cheers now.

P - Thank you mate.