

**THE ROLE OF SPORT IN PROMOTING INCLUSIVITY AMONGST  
STUDENTS AT UNIVERSITY OF KWAZULU NATAL EDGEWOOD CAMPUS**

**by**

**TEBOHO VITUS HLAO**

**Submitted in accordance with the requirements for the degree of**

**MASTER of EDUCATION**

**In the discipline**

**EDUCATIONAL PSYCHOLOGY**

**At the**

**UNIVERSITY OF KWAZULU NATAL  
EDGEWOOD CAMPUS**

**SUPERVISOR: DR. S. NTOMBELA**

**December 2013**

**DECLARATION**

**I declare that: “THE ROLE OF SPORT IN PROMOTING INCLUSIVITY AMONGST STUDENTS AT UNIVERSITY: A CASE STUDY OF THE EDGEWOOD CAMPUS OF THE UNIVERSITY OF KWAZULU NATAL” is my own work and all the sources used have been acknowledged**

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**T.HLAO**

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**DATE**

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**DR. S. NTOMBELA**

.....

**DATE**

**DEDICATION**

*This work is dedicated to the Hlao family*

*Leseme, Mamohale, Mohale, Malenyora, Mokhele, Sello, Ntsane, Lebeko and Seithleko.*

## ACKNOWLEDGEMENTS

**God the Almighty**, thank you for giving me life, the strength and courage not to give up, you deserve all the praises.

The completion of this study would not have been possible without the assistance and support of the following people:

- **Dr Sithabile Ntombela**, the support you gave me kept me going. You will always be respected for your humble nature.
- My mother Mamohale Hlao, you are the best in the entire globe I love, respect and adore you for supporting me in all the decisions I have taken when it comes to education. My late father, I am here because of you, the legacy you left I grasped with both hands and it will never slip out.
- My brothers Sello and Lebeko, and my niece Seithleko, your prayers kept me going. I never gave up even when it was difficult.
- **Knowledge Interchange Project**, thanks to all team members Professor Chikoko, Dr Pillay, Dr Morojele, Dr Pithouse-Morgan and Dr Naicker, for guiding and mentoring me in the field of research.
- Big thanks to Mbali Buthelezi and Sis Nomsa Ndlovu, thank you for waking me up and always encouraging me to keep pushing.
- Thanks to ‘my sisters’ Fumane and Ts’episo Khanare, your guidance made me achieve this.
- Thanks to all friends who always wanted the best out of me and wanted me to progress.
- Lastly, thanks to my Edgewood soccer team, you were and still are my family; this is where I eased my head when things were difficult.

## **ABSTRACT**

Inclusive Education in Education White Paper Six (Department of Education, 2001) acknowledges that South Africa's education system has numerous challenges which have been termed barriers to learning and development. This policy seeks to reduce the impact of these barriers and to develop quality education, based on principles of human rights and social justice for all learners. Students have a right to free access to sport.

The aim of this study was to understand the role of sport in promoting inclusivity amongst students in the university, specifically at the University of KwaZulu-Natal's Edgewood Campus. It also sought to explore, whether and how does sport promote inclusivity amongst students. According to Burnett and Hollander (1999), sport promotes or helps to strengthen socialization in communities. The university community is not an exception, and here also students' social interaction can be maintained or developed through sport.

This study therefore uses social inclusion as a conceptual framework and follows a qualitative research design to understand students' experiences. Originally six students were purposively selected to participate in the focus group interview and to undertake collage work as a means of generating data, however one student did not attend. A thematic approach of analyzing data was employed and findings highlighted students' experiences about sport at university, namely that sport promotes students' social interaction, diversity and unity. The findings also indicated availability or lack of resources, lack of time somehow promotes exclusion, however, students' social events do promote socialising amongst students.

## ABBREVIATIONS

DCMS	Department for Culture, Media and Sport
DOH	Department of Health
GA	General Assembly
GDP	Gross Domestic Profit
HM	Health Minister
IE	Inclusive Education
ILO	International Labour Organisation
KZN	KwaZulu-Natal
NGO	Non Governmental Organisation
NLP	New Labour Policy
ODPM	Office of Deputy Prime Minister
OT	Olympic Truce
OG	Olympic Games
PA	Physical Activity
PG	Paralympics Games
SA	South Africa
SCORE	Sports Coaches Outreach
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UN	United Nations
USA	United States of America
USSA	University Sport South Africa

## **Table of contents**

<b>DECLARATION</b>	<b>ii</b>
<b>DEDICATION</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>v</b>
<b>ABBREVIATIONS</b>	<b>vi</b>
<b>TABLE OF CONTENTS</b>	<b>vii</b>

<b>Chapter 1</b>	<b>1</b>
<b>BACKGROUND TO THE STUDY</b>	<b>1</b>
<b>1.1 Introduction</b>	<b>1</b>
<b>1.2 Focus and background of the study</b>	<b>1</b>
<b>1.3 The main research questions</b>	<b>5</b>
<b>1.4 Rationale</b>	<b>5</b>
<b>1.4.1 Personal interest</b>	<b>5</b>
<b>1.4.2 Extent of existing research</b>	<b>6</b>
<b>1.5 Defining terms</b>	<b>6</b>
<b>1.5.1 Sport</b>	<b>6</b>
<b>1.5.2 Inclusion</b>	<b>7</b>
<b>1.5.3 Exclusion</b>	<b>8</b>
<b>1.5.4 Inclusivity</b>	<b>8</b>
<b>1.6 Conceptual framework</b>	<b>9</b>
<b>1.7 Literature review</b>	<b>10</b>
<b>1.8 Methodology</b>	<b>13</b>
<b>1.8.1 Paradigm</b>	<b>13</b>
<b>1.9 Data collection</b>	<b>14</b>
<b>1.9.1 Focus group interview</b>	<b>14</b>
<b>1.9.2 Collage</b>	<b>14</b>
<b>1.10 Data analysis</b>	<b>15</b>
<b>1.10.1 Thematic analysis</b>	<b>15</b>

1.11 Validity and trustworthiness	15
1.12 Ethical issues	15
1.13 Limitations of the study	16
1.14 Structure of the dissertation	16
1.15 Conclusion	16
 <b>Chapter 2</b>	 <b>17</b>
<b>LITERATURE REVIEW</b>	<b>17</b>
2.1 Introduction	17
2.2 Conceptual frameworks	17
2.2.1 Social inclusion	17
2.2.2 Challenges faced in promoting social inclusion	18
2.3 Inclusive education	19
2.4 Inclusivity in a diverse university context	20
2.5 Social interaction through sport	21
2.5.1 Sport community development	24
2.5.2 Equality in sport	27
2.6 Students pursuing sport as a career	29
2.7 Health in sport	30
2.7.1 Sport in education or sport educating	30
2.8 Conclusion	32
 <b>Chapter 3</b>	 <b>33</b>
<b>RESEARCH METHODOLOGY</b>	<b>33</b>
3.1 Introduction	33
3.2 Methodology	33
3.2.1 Why case study?	34
3.2.2 Paradigm	34
3.3 Collection of data	35
3.3.1 Context	35
3.3.2 Sampling	35
3.3.3 Methods of data collection	36
3.3.4 Focus group interview	37



3.3.5 Advantages of focus group interview	37
3.3.6 Disadvantages of focus group interview	38
3.3.7 Collage	38
3.3.7.1 Process of creating collage	38
3.3.7.2 Collage and ontology	39
3.3.7.3 Advantages of collage	39
3.3.7.4 Disadvantages of collage	40
3.8 Thematic data analysis	40
3.9 Ethical issues	42
3.10 Validity and trustworthiness	42
3.11 Limitations of the study	43
3.12 Conclusion	44
 Chapter 4	 45
FINDINGS AND ANALYSIS OF THE STUDY	45
4.1 Introduction	45
4.2 Biography of the participants	45
4.3 The role of sport in promoting inclusivity amongst students at the university	46
4.3.1 Student's social interaction	46
4.3.2 Diversity and unity	51
4.4 How sport is viewed as promoting or not promoting inclusivity amongst students at university	53
4.4.1 Availability and lack of resources in the university	54
4.4.2 Lack of time for socialising	56
4.4.3 Students' social events	58
4.5 Conclusion	59
 Chapter 5	 60
Summary, conclusions and recommendations	60
5.1 Introduction	60
5.2 Summary	60
5.3 Conclusions	62

<b>5.3.1 The role of sport in promoting inclusivity amongst students at the university</b>	<b>62</b>
<b>5.3.2 How sport is viewed as promoting or not promoting inclusivity amongst students at university</b>	<b>62</b>
<b>5.4 Recommendations</b>	<b>62</b>
<b>5.5 Recommendations for future research</b>	<b>64</b>
<b>5.6 Conclusion</b>	<b>64</b>
<b>REFERENCES</b>	<b>65</b>
<b>APPENDICES</b>	<b>82</b>

## **CHAPTER ONE**

### **BACKGROUND TO THE STUDY**

#### **1.1 INTRODUCTION**

This research study sought to understand the role of sport in promoting inclusivity amongst university students. The researcher believes that sport is a critical aspect of human life, particularly for children and young people, and that “sport is a very prominent social institution in almost every society because it combines the characteristics found in any institution” (Frey & Eitzen, 1991, p. 503). Sport is very important in most societies because it helps in child development and helps the physical fitness of everybody who participates. Moreover, sport in most cases brings people together whether at home, school, or at work.

In any international university there are students from all parts of the world with different backgrounds and as a result, students find it difficult to interact. In such cases they use extra-curricular activities like sport to adapt and interact with other students. The extra-curricular activities are programmes which fulfil two basic conditions namely socializing and development, these activities are not part of the regular curricular programme in the university. They are structured in some way that involves not just socialising, but also working towards some pro-social mission or goal (Holland & Andre, 1987), thus sport could/can be used as one of the tools for the promotion of student inclusivity at university. In the context of this study inclusivity refers to the quality of students’ social interactions.

#### **1.2 Focus and background of the study**

This study aimed to understand how sport promotes inclusivity amongst students at the University of KwaZulu Natal, Edgewood campus. Since the beginning of the researcher’s ‘career’ as a soccer player, he has always watched people while they engage in sport. It came to the researcher’s attention that sport can create either inclusion or exclusion within communities. The researcher’s passion for sport drove him to conduct an investigation at the Edgewood campus of the University of KwaZulu-Natal on whether and how sport promotes inclusion within the university community.

The question the researcher posed made him get in-depth information about the perceived role played by sport in promoting inclusivity amongst students at Edgewood campus.

In this study the researcher traced the South African (SA) history of sport from pre-colonial era and to the post-colonial era which allowed him to explore how the ways sport has been conducted to include/exclude those who participate (players or spectators). The researcher's assumption was that there has been a positive change with regards to increased participation in different sport codes since 1994 after South Africa became a democratic country. The inclusive education policy indicates that all learners should be allowed to participate in all sport codes of their choice in school (DoE, 2001). Similarly the Department of Sports and Recreation with its White Paper 1998 also encourages free access to different sport codes (Department of Sport and Recreation, 1998). That may be in opposition to what used to happen during apartheid in the case of South Africa where, in some sports, 'black' players were not allowed to play with or against 'white' players. For example, a black rugby player Roger Bourgarel, played in the national team of France in 1971, but was not allowed coming to South Africa with the team because of his skin colour (Lalanne, 2007).

According to the National Department of Sport and Recreation, South African schools are urged to provide holistic education to children and this entails extra-mural activities (Department of Sport and Recreation, 1998). In the White Paper on Sport and Recreation South Africa there is a theme "Getting the Nation to Play" which simply means there is a motivation to increase SA citizen's participation in a sport code of their choice.

The Edgewood campus has a number of sporting facilities. It is up to students to choose which sport they want to participate in. In this study the researcher sought to understand what role does sport play amongst students at Edgewood Campus at the University of KwaZulu Natal. He also wanted to understand how does sport promote or hinder inclusivity amongst students. If it does, how can those students not involved in sport be encouraged to be part, if, as will be demonstrated sport develops personal and interpersonal skills?

Edgewood offers a large range of individual as well as team sports; adding up to a total of 15 sport codes. These sports are as follows:

Sport	Total Members	Female	Male
Gym	462	204	258
Karate	27	15	12
Chess	57	11	46
Swimming	31	15	16
Snooker	70	7	63
Netball	42	41	1
Aerobics	84	83	1
Dance	18	12	6
Basketball	9	4	5
Rugby	10	0	10
Cricket	33	1	32
Volley ball	24	12	12
Athletics	41	14	27
Table Tennis	30	16	14

*Table 1: Sport codes played at Edgewood Campus and number students registered in each sport in 2012*

These figures were taken from the sports office at Edgewood Campus; these were all students registered for sport for the year 2012. All the sport codes cater for both genders, this means there is no exclusion based on gender for students; they are free to participate in the sporting codes of their choice. However, it seems there is still that mentality that some sports are for males (rugby and cricket) and some are for females (dance and netball) (Bhana & Pattman, 2010) as the numbers on the above table show. In most of these codes there are both male and female teams competing provincially and nationally. Within some of the sport codes, competition is within the Edgewood campus residence teams, that is both on and off-campus residences. There are also indoor sport facilities like the squash courts, indoor soccer arena and volley ball courts.

In sport, teams are supposed to have a coach for them to develop/achieve; they need professional support. There are few teams that have volunteering professional coaches,

namely soccer, aerobics and athletics. Apart from these three, all the others do not have coaches. This can be a reason why Edgewood campus has a poor record in the league.

The league competition University Sport South Africa (USSA) that these teams participate in is competitive. For example, in South African soccer there are a few professional players who are products of this soccer league. Provincially, the competition is between Edgewood, three other UKZN campuses and the five other higher education institutions in the KwaZulu Natal (KZN) Province. These teams play against each other having a first round in the first semester of the academic year and the second round in the second semester of the academic year. There is a home and an away game for each team. The first two leading teams in the log automatically qualify to play at the national level. This is where they compete against all universities that qualified in their respective provinces in the country.

At this stage the best or well performing players or participants are selected to form a national team (squad) that represents the country at the international level; competing with squads from different countries. At national and international stages the representatives of the professional teams locally and internationally are present to observe and recruit players to their professional teams. Currently sport is amongst the highest developing careers around the world, this statement is supported by (Baniyas & Malita, 2011) indicating that it is generally agreed that sport is a broad phenomenon that makes a great contribution to economic growth and employment. Above all, the competitions give students the opportunity to socially interact with students from different institutions, thereby developing interpersonal skills.

At Edgewood, as part of the student union mission to promote sport participation amongst students, there are tournaments organised where the residence teams from different sport codes compete amongst themselves with the aim of bringing students together. There are trophies offered to the winning teams and best players. In my view these games build enthusiasm amongst the students. In addition, there is a Sports-day where students from two higher education institutions in KZN province and Edgewood Campus (not whole UKZN) compete in all the different sport codes offered by the hosting campus. This tournament rotates yearly from one institution to another. This is one of the most effective competitions as it creates good social interaction amongst the

students from these three different institutions. Adding to that statement is (Talebzadeh & Jafari, 2012) expressing that participation in sporting activities helps students to socialize, find friends and communicate in a fine, healthy way. This means sport is not just connecting Edgewood campus students only but it also connects them to students from other institutions.

The final event that brings students together at Edgewood is the sports banquet. This is a classic event with all winners from different sport codes on campus receive awards for their job well done at the end of the playing season. It is a formal event organised by the sports office where participants are supposed to be formally dressed to receive their trophies from the Dean of Student Affairs. There are live performances that make the event successful and joyful. This kind of event can either promote inclusion or exclusion, it is in this study that this will be evident.

### **1.3 The critical questions asked in this study were:**

1. What is the role of sport in promoting inclusivity amongst students at the university?
2. How does sport promote or not promote inclusivity amongst students at the university?

### **1.4 Rationale**

#### **1.4.1 Personal interests**

The reason for conducting this study was driven by personal experiences. When the researcher arrived at university in the year 2010, he participated in sport from the first week and felt at home after a few days. This is in contrast to the experiences of some international students like him at the Edgewood campus of UKZN. From our informal conversations one could tell they struggled to adapt to the university environment. The common challenge that confronted all of us (international students) was that of speaking the isiZulu language that dominates social life on campus. Playing soccer on campus made the researcher's life easier as it was a way to learn to communicate in isiZulu. However, the researcher learned the hard way when the players in the soccer team would sometimes forget that there is a player in their team that does not speak isiZulu.

The university is a racially mixed institution and my interest as a researcher within the institution is to see whether and how sport promotes interaction amongst students from different racial backgrounds and to understand how sport brings together students from different geographical locations; whether from rural areas, foreign countries, and from different provinces within South Africa. The researcher is a member of one of the sport committees on campus that try to ensure that every student who is interested in any kind of sport is catered for, regardless of race, gender, and status. The university has a transformation charter that says ‘no to racism’ (UKZN online, 2012). However, the researcher wanted to understand how sport reinforces that statement in the transformation charter. The researcher’s view of university is that it is a diverse institution accommodating all students who meet the entry requirements and this study wanted to understand how and whether sport unites these students. It was important to conduct this study because the researcher felt this study could contribute to the existing literature and give other perspective different from the existing studies considering the context.

#### **1.4.2 Extent of existing research**

One of the reasons that encouraged the researcher to conduct this study is that there are few studies (Bhana & Pattman, 2010, Bhana, 2008 and Mlambo, 2010) that were done in this field locally (South Africa), hence there is a limited amount of literature. There is need to research about sport and inclusivity at university. This study focuses on university students, while most previous studies have concentrated on high school learners. For clarity and understanding of this study there is need to define some terms that form a backbone of this study: sport, inclusion, exclusion and inclusivity.

### **1.5 Defining terms**

#### **1.5.1 Sport**

“Definitions of the term ‘sport’ vary. In a development context the definition of sport usually includes a broad and inclusive spectrum of activities in which people of all ages and abilities can participate, with an emphasis on the positive values of sport” White Paper on Sport and Recreation (2012, p. 14). The White Paper on Sport and recreation (2012) again highlight sport as all forms of physical activity that contribute to physical



fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.

“Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competitions at all levels” (Council of Europe, European Sports Charter, London: Sports Council, 1983).

It is difficult to describe what the term or concept sport means. There are different definitions given depending on the context. A diverse set of activities is claimed to fall under the umbrella of sports. These activities range from dancing to singing, from soccer to netball (Mlambo, 2010). This definition is wide enough to allow consideration of all the sporting activities available or offered at Edgewood campus. For the purpose of this dissertation the researcher looked at how different sport codes promote inclusivity amongst students who take part in sport.

Sport participation is another important concept used in this study to describe student interaction. The researcher thought sport might be defined to mean formal attendance at sports organised in the university. In the context of this study, it means attending or representing the Edgewood campus in the USSA games. These USSA games do have an important role in relation to the interaction of the students, because they happen ‘week in week out,’ and as a result, students meet almost every weekend.

Social benefits of sport include improvement in the quality of life, mental and moral well-being of persons. Participation in sport can help students develop physically, socially and economically. Sport can also help eradicate some inequalities amongst students on campus. Attention given to sport by those in authority can play an important role in solving gender inequalities and discrimination against the minorities” (White Paper on Sport and Recreation, 1998, p. 4). Lastly some students might in future secure themselves lucrative contracts with the professional teams and invest their future in sport as the profession or career. For students to achieve such dreams of being professionals in sport they need to accept and understand each other and is the main focus of inclusive education policy (DOE, white paper six, 2001) when advocating for inclusion.

### 1.5.2 Inclusion

The researcher's understanding of inclusion is that it is the full acceptance of all students for who they are when they are in the university; students should accept each other regardless of their differences also the environment in the university should be inclusive. It leads to a sense of belonging within the classroom community (Halvorsen & Neary, 2001) while in the context of this study it means students having a sense of belonging in the university environment/community, looking at the role played by sport in regard. Inclusion also involves eliminating discrimination and promoting equality (Holloway, 1989). However, Engelbrecht (2006) warns that it is always important to remember there is one perspective on inclusion within a single school meaning it happens differently in different schools or universities. In addition, Booth, Ainscow, Black-Hawkins, Vaughan, & Shaw (2000), argue that inclusion is culturally determined and most important depends on political values and processes of the country it is being implemented. There is no specific description of the term inclusion it is contextually understood. The term inclusion can also be understood as inclusivity.

The dictionary meaning of the word inclusivity is given as the process of not excluding members or participants on the grounds of gender, race, class, sexuality, disability and nationality (Inclusivity, 2012 Collins English dictionary). Drawing from this meaning and the concept of inclusion, this study explored how sport develops inclusivity or inclusion amongst students. Inclusivity is the full acceptance of all students, leading to a sense of belonging within the educational community (Halvorsen & Neary, 2001). Engelbrecht (2006) indicated that in South Africa, the concept of inclusive education embraces the democratic values of equality and human rights and the recognition of diversity.

Access, equity and transparency are very important to achieve inclusivity. In the university students should have access to all the sporting facilities and also should be treated equally and fairly. "Inclusivity is defined as the fact of not excluding members or participants on the grounds of gender, race, class, sexuality, disability and nationality" (Inclusivity, 2012). Drawing from this meaning and the concept of inclusion, this study explored how sport develops inclusivity amongst students. In this study the term inclusivity also refers to the ways in which students interact, socially and

academically, and treat one another, and how the university sporting facilities accommodate all students. In the context of this study the researcher drew from the concept of social inclusion the role of sport in promoting inclusivity amongst students in the context of university. It is interesting to reflect on exclusion to understand the concept of inclusion.

### **1.5.3 Exclusion**

This is a complex, multidimensional process where people lack or are denied resources, rights, services, and cannot participate in normal relationships and activities that are available to the majority (Sonia, 2012). It affects people's life quality, equality and cohesion of the society (Gedzune & Gedzune, 2012). In this study the researcher wanted to understand how is inclusivity being promoted by sport so it was necessary to understand the meaning of exclusion. Kenyon, Lyons & Rafferty (2002) describe exclusion as a strong correlation between a lack of access to adequate mobility and lack of access to opportunities. This study wanted to understand if students do experience these situations in the university environment and what role does sport play. Understanding inclusion and exclusion gives an idea on what inclusivity is real is.

### **1.6 Conceptual framework**

There is no specific or stable definition for a term/concept social inclusion. "Social inclusion is a contested term in both the academic and policy literature with a diversity of definitions available" (Gidley, Hampson, Wheeler, & Bereded-Samuel, 2010, p. 128). The study used the concept of social inclusion as a framework to explore how sport promotes inclusivity amongst the students at university. The idea of social inclusion can be traced back at least to the 19th century work of German sociologist, Max Weber with his theory of social closure (Bohn, 2008). However (Gidley, Hampson, Wheeler, & Bereded-Samuel, 2010) advocate that the term social inclusion currently promoted by the Australian government is a relatively new one in Australian higher education policy literature. If it worked/s in Australian higher education how cannot it be possible to be applied in the South African higher education, that is why the researcher in this study applied the concept in a the institution of higher education in South Africa.

Some scholars when trying to understand or make sense of the term/concept they indicate that “social inclusion evokes pleasure in those individuals who are included” (Yanagisawa, Masui, Onoda, Furutani, Nomura, Yoshida, & Ura, 2011, p. 503). Those included in the context of this study are those accepted, belonged, interacted, and participated in sport. The study draws mostly on social inclusion as the conceptual framework. This was based on how sport can or does help students to interact, socialize, accept each other, and treat one another equally. Social inclusion should be understood as the social process through which the skills, talents, and capacities of children are developed and enhanced so that all are given the opportunity to realize their full potential, and to fully participate (Engelbrecht, 2002). Related to this is the notion that social inclusion presupposes the basic rights of citizenship including social, economic, and individual human rights (Donnelly & Coakley, 2002).

Donnelly & Coakley (2002) indicate that social inclusion is a complex and challenging concept that cannot be reduced to only one dimension or meaning. It promotes sharing physical and social spaces to provide opportunities for interactions, if desired, and to reduce social distance between people. This includes shared public spaces such as parks, play grounds, social clubs and libraries. This study explored students’ lived experiences of participating in sport and how this facilitates inclusivity amongst students in the university and Bradbury & Reason (2003) agree that participants’ lived experiences are a source for sense-making through reflection.

## **1.7 Literature review**

There are different meanings that people give to the term sport because it is a broad concept. In this study the researcher examined sport from the angle of common physical games played on campus. These are games like netball, volleyball, soccer, rugby and cricket. Moreover he looked at sport as leisure that might serve as a hidden curriculum, not a formally taught subject. There is research done to investigate how people construct meanings related to sport (Talebzadeh & Jafari, 2012) and the following paragraphs will try to give a sense of how different studies/research ascribes meaning to the concept of sport.

According to Bhana & Pattman (2010, p. 548), sport plays an essential role in promoting 'positive values', 'sportsmanship' and 'intercultural and interracial respect'. In this case the study wanted to understand whether sport does bring about the three elements Bhana & Pattman (2010) had in their study, although in this study focus is in the university context while their study was done in a primary school. This is an international university and thus every person has a right of access to it if they meet the requirements. This study explored whether or how sport brings together students from different backgrounds.

Not only positive consequences result from sport. Sport can also promote the element of division in the community. Bhana (2008) shows that boys from different racial groups valued different sports. The white boys valued rugby as their sport and black boys considered football (soccer) more valuable. In this regard, either of the boys playing a respective sport valued their sport and considered other sports to be for weaker people. As a sportsman, the researcher from his experience even amongst those who love one kind of sport (such as soccer), such divisions and rivalry exist.

The divisions amongst the people in sport, however do not overshadow the good qualities of what sport does in communities or societies. Sport is important in giving messages of nation-building, racial and gender equality and HIV/AIDS prevention. The Department of Sports and Recreation (1997), in the White Paper on Sport and Recreation states that sport promotes national unity and social equality, even though as I indicated earlier sport can create divisions.

Another important aspect is whether people like sport and whether the university has adequate facilities to offer different codes of sport. There have to be sports grounds in the university so that students can make use of them and that is where evidence of whether sport builds inclusivity amongst students will be seen.

The findings of Bhana & Pattman (2010) indicated that the boys loved sport because of the value their school offered to the respective sports they had at school. In a study conducted by Bhana (2008) the boys stressed how common interests in sport provided catalysts for cross-racial mixing, even though some sports were considered more prestigious than others.

Although there are widely reported benefits from participation in sport and physical recreation, participation does not have any automatic consequences and a wide range of meanings may be attached to involvement (Donnelly & Coakley, 2002). For example violence, bullying and racism, to mention a few, are sometimes seen in sports. This is either done by players amongst themselves or by spectators to players. For example, in European countries there are always cases in the media where 'Black players' are being racially abused. Singh (2001) indicates that 'Sport Law' or 'Sport and the Law' has been introduced as a legitimate legal subject in Britain, USA, Canada, Australia, South Africa, Netherlands, Germany and New Zealand and this is hoped that it will reduce incidents of discrimination on the sports field. For example the picture below shows some of the measures taken to fight issues like racism in sport.



Source: [www.euro2012.com](http://www.euro2012.com) retrieved 12.10.12

*Figure: 1 Campaign against racism in sports.*

All parties in sport have legal rights and there is a law protecting such rights. Moreover, there is sport psychology in South Africa which is on the development stage (Witton, 2004). Edwards & Stein (2008) argue that further psychological skills training programmes need to be utilized to improve sport and promote development, especially for youth, and the researcher is of the opinion that this might also be important to students in the university.

Students can learn valuable skills related to the quality of life, such as; intra-personal and interpersonal communication, determination, perseverance, confidence, leadership, citizenship, goal-orientation, motivation, and personal satisfaction, by participating in sport activities (Miesel & Potgieter, 2003). The interaction amongst people in sport creates some social bonds Alegi (2004, p. 3) supports that statement indicating that “the sociability of football teams, leagues and supporters’ groups created bonds of solidarity that inspired collective action”. Moreover, Donnelly & Coakley, (2002, p. 428) also note that: “We have long held, although with little evidence, that sport participation has the capacity to transform the character of individuals”. This can either be a positive or a negative change, however research indicates there are more benefits when participating in sport.

## **1.8 Methodology**

A qualitative case study research style was identified as most suitable for this study because it is more descriptive, holistic, exploratory and contextual in its design and aims to produce rich description of investigated phenomena (Cresswell, 1994). For this study a qualitative case-study helped to understand the deeper meaning of the ways in which sport promotes inclusivity amongst students at Edgewood campus. The researcher used purposive sampling (Patton, 1990) of five participants, and used two different approaches to collect data, namely focus group interview and a collage.

### **1.8.1 Research Paradigm**

Paradigm is an interpretative framework, which is guided by "a set of beliefs and feelings about the world and how it should be understood and studied." (Guba, 1990). Denzin and Lincoln (2003) noted three categories of those beliefs:

- Ontology: what kind of being is the human being? Ontology deals with the question of what is real.
- Epistemology: what is the relationship between the inquirer and the known: "epistemology is the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated" (Gall, Borg, & Gall, 1996)
- Methodology: how do we know the world, or gain knowledge of it?

This study is framed by the interpretivist paradigm, as it is grounded in the world of lived experiences. Neuman (2006, p. 81) defines a research paradigm as “a general organising framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers.” This paradigm allows a researcher to study people’s beliefs, values, meaning making, experiences, attitudes and self-understanding (Cohen, Manion, & Morrison, 2007; Henning, Van Rensburg & Smit, 2004). In this research I positioned myself in the interpretivist paradigm to explore whether and how sport facilitates inclusivity amongst students in the university. Interpretive research sets out to understand human behaviour and empathize with it.

## **1.9 Data collection**

### **1.9.1 Focus group interview**

A focus group is an interview that capitalizes on a communication between the research participants in order to generate information or data. Instead of the researcher asking each person to respond to a question in turn, people or participants are encouraged to talk to each other or one another; exchanging ideas and commenting on each others’ experiences. Welch (1985) and Dillon, Madden and Firtle (1994) indicate that focus group interviews are a survey research instrument which can be used in addition to, or instead of, a personal interview approach. In this study I planned to use both focus group interview and collage methods to collect data. These two methods have particular advantages for use in qualitative research applications. Using different methods of collecting data helps the researcher to gather as much information as possible, Cohen, Manion, & Morrison (2007).

### **1.9.2 Collage**

“The English word ‘collage’ is adapted from the French verb ‘coller’. Translated literally, it connotes ‘pasting, sticking, or gluing’ onto a surface. Certainly, if we conceive of collage as nothing more than an exercise in pasting, gluing, and juxtaposition, then we can find examples of it in virtually every culture, time period, and context” indicate Copeland (2002, p. 10) and Butler-kisber (2008, p. 266). The use of collage is a burgeoning area within arts-based methodologies (Norris, Mbokazi, Goba



& Mitchell, 2007). Collage has been described as art that “provides a way to make visible an interior ontology- our internal, sometimes unexpressed, and sometimes intuitive construction of the world from which we act” (Hamilton & Pinnegar, 2009, p. 160). This approach was important for this study because it gave the deep insight of students’ experiences.

## **1.10 Data analysis**

### **1.10.1 Thematic approach analysis**

The researcher used thematic analysis to analyse data collected from the focus group interview and collage approach he conducted. Thematic analysis is defined as “the process of tracing the thinking pattern of the interviewees (Henning, van Rensburg & Smit, 2004). Themes that emerged from data were then identified and recontextualised by referring to the literature (De Vos et al., 2002). Findings relating to identified themes were reported.

### **1.11 Validity and trustworthiness**

The choice of a multi-method approach was a means of ensuring the validity and trustworthiness of data generated. Holloway and Wheelers define validity as the extent to which any researcher sees whether their tool measures what is supposed to measure” (1996, p.162). Using multiple methods (triangulation) also allowed the prevention of personal bias (Denzin, 1989) meaning the study is trustworthy. In this study focus group interviews and collage were used to collect data. In the process of collection the researcher followed the ethics of research.

### **1.12 Ethical issues**

Any research project should take into account ethical concerns (Wellington, 2004) and to that end the researcher sought permission to conduct research from the dean in the School of Education on the Edgewood campus of UKZN. The participants filled in the forms of consent stating that their participation is voluntary in the project. The researcher also kept the identity of participants anonymous. Data collected from the

participants was treated with confidentiality (Cohen et al., 2007). It was kept in the personal computer with security passwords known to researcher alone.

### **1.13 Limitations of the study**

There were some challenges or limitations experienced during this study. A major limitation of this study is that a small sample was used and this might have sacrificed some data, however this is a qualitative study where the researcher wanted to get the rich insight data not quantity (Cohen, et al. 2007).

### **1.14 Structure of the dissertation**

**Chapter One** is the introductory chapter of this study, outlining the main features to be dealt with in the study. **Chapter Two** reviews the literature analysing sport and inclusivity, both nationally and internationally. **Chapter Three** describes the methodology used in this study and includes a detailed description of Edgewood, which is the research site. In **Chapter Four**, the researcher discussed the findings and results of the study, accenting the common themes. Lastly, the researcher provided his conclusion in **Chapter Five**, coupled with recommendations for future research.

### **1.15 Conclusion**

The university promotes inclusion and sport in a very active manner and it provides resources and facilities to ensure high levels of participation. The researcher's interest in this study was to understand how and whether sport promotes inclusivity amongst the students in the university and the study reported in this thesis was developed in a manner that sought to answer this question.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

There is abundant literature about inclusivity but not in relation to sport that is why a study like this is essential. In addition there is more literature on sport from institutions of higher education from other provinces in South Africa, for example Gauteng Province. It is thus important to conduct a study in an institution in KZN Province. In this chapter the researcher will draw from other scholars' literature about sport and inclusivity, using the concept of social inclusion which is one of the frameworks that this study is based on.

#### **2.2 Conceptual frameworks**

##### **2.2.1 Social inclusion**

The study used the concept of social inclusion to explore how sport promotes inclusivity amongst the students at university. According to Sasaka (2010) social inclusion means bringing an end to the factors that lead to social discrimination, and promote the social participation and interaction of individuals. The study drew mostly on social inclusion as the rationale is based on how sport can or does help students to interact, socialize, accept each other, and treat one another equally. Social inclusion is a social process through which the skills, talents, and capacities of students are developed and enhanced so that all are given the opportunity to realize their full potential, and to fully participate in the social and economic mainstream (Chenoweth, 2012). Related to this is the notion that social inclusion presupposes the basic rights of citizenship including social, economic, and individual human rights (Donnelly & Coakley, 2002).

Donnelly & Coakley (2002) indicate that social inclusion is a complex and challenging concept that cannot be reduced to only one dimension or meaning. "The complexity of social inclusion is that its meanings and implications appear even murkier" (Collins, 2003, p. 18). However, it promotes sharing physical and social spaces to provide opportunities for interactions, if desired, and to reduce social distance between people. This includes shared public spaces such as parks, play grounds, social clubs and

libraries. This study explored students' lived experiences of the role of sport in promoting inclusivity amongst students in the university. This can also be traced back to the ideology or concept of inclusive education. Inclusive education encourages education for all regardless of background (DoE, 2001), so sport should be accessible for all especially in the university where students need it to avoid academic stresses and unfitness (Coalter, Allison & Taylor, 2007).

### **2.2.2 Challenges faced in promoting social inclusion**

There are challenges or complexities associated with the promotion of social inclusion (Long, Welch, Bramham, Hylton, Lloyd, Bowden, & Robinson, 2002). There is evidence of contradictions within social inclusion or social exclusion, for example, while trying to include all some are automatically excluded. Sport brings students together forming teams and this is where they have to play for one another and understand each other. However the same teams formed to bring together students there is evidence of exclusion. The statement is supported by (Delaney & Keaney, 2005, p. 33) emphasising that “while the positive impact of participation in sport on individuals and communities is widely promoted the phenomena that can bond teams and individuals and groups around their sport can also exclude individuals and groups and further divide communities. Bhana (2008) also indicates that school boys playing rugby look down on their schoolmates who play soccer; also those who play soccer are critical of rugby players. This problem of rivalry does not exist only in players favouring certain sport code but also amongst players and spectators within any respective sport code. There is an element of ‘us’ and ‘them’ and ‘winners’ and ‘losers’ in sport (Delaney & Keaney, 2005) these lead to corrupt administration in the sporting activities.

Corruption is also another fact that promotes exclusion in sport. For example a good player may be denied the opportunity to play because of their background. In this case players from rural areas suffer the most because they are not known by those in charge of urban teams where sport is most effective. At the university students could be from different parts of the world. Are they all given equal opportunity and treatment in sport? There is a possibility of students being judged based on their cultural backgrounds, hence they will be treated accordingly. Biasness by coaches, referees, judges and empires in games is another element of corruption and that promotes exclusion in sport,

(Price & Wolfers, 2010). The selection process of students to join/participate in the teams especially in those sport codes where there are no professional coaches, students are sometimes not selected according to merit or excellence but those (students) in charge select their friends regardless of how good or bad they are in that particular sport. Also Jennings (2011) and Mason, Thibault & Misener (2006) in their respective studies they highlight the fact that the threat and practice of corruption is an issue that involves many stakeholders across sporting activities. Corruption might promote separation amongst students because those students who are good in the respective sport codes but are not given a chance to participate might end up giving up on sport and also influencing others not to participate in sporting activities.

### **2.3 Inclusive education**

According to Clough & Corbett (2000, p. 4), “inclusive education is a social process which engages people in trying to make sense of their experience and helping one another.” To provide quality education there should be policies and plans to deliver such services, including the appropriate allocation of resources. The resources should cater for both the academic and the social life of the learners.

The development of an inclusive approach to education as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion (Sandkull, 2005) resonates with the principles of rights and equity emphasized by policy makers and the Constitution in South Africa after 1994. The South African education policies argue for free and equal education for all especially in the post-Apartheid era. Inclusive education is concerned with removing all barriers to learning, providing quality education, especially to learners who experience barriers to learning and development, and increasing the participation of all learners who are vulnerable to exclusion and marginalisation. The White Paper 6 on Special Needs Education introduced strategies and interventions that assist educators to cope with diversity of learning and teaching needs to ensure brief learning difficulties are improved (DoE, 2001).

Education does not happen in class or lecture theatre only but it also takes place on the play grounds and sport fields. In this study inclusive education is viewed from the lens

of the university students in an institution where learning happens everywhere. The presence of inclusive policies and plans that include vulnerable students make the university a place where all students want to go to after their high school. According to Hindle (2005), inclusive education is a system of education based on the principles of human rights and social justice for all learners; participation, social integration and redress, equal and equitable access to education, community responsiveness, and cost-effectiveness. Inclusive education within the South African context is therefore framed within a human rights approach, transforming the human values of integration into the immediate rights of excluded learners (Engelbrecht, 2006). How sport promotes or constrains social interaction of students in the university environment is the main concern in this study. Inclusive education is also seen as a process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment (Ntombela, 2010). Within the context of this study, Inclusive Education is seen as part of an education system that promotes inclusivity.

Moreover the transformation charter of UKZN indicates that the university shall be a place where a socially cohesive and inclusive institutional culture thrives (Captain-Hasthibeer, 2012). This means that students have to treat each other equally in the university especially considering the fact that they are from different backgrounds. They are diverse but they should unite and sport might help in the development of the unity.

## **2.4 Inclusivity in a diverse university context**

In the university there are students from different backgrounds, races and nationalities and it is important to have all these students enjoying their university lives, both academic and social. This is supported by Hostager & De Meuse, (2008, p. 130) who indicate that “learning to manage a diverse institution involves more than a heightened awareness, acceptance, and tolerance of those individuals who are different from us”. To me this means considering everyone regardless of their background.

Diversity refers to the multitude of differences between individuals and groups where those differences have power over social meanings that are relative to specific historical contexts (Hostager & De Meuse, 2008). South Africa is one of the most unique countries with different races, cultures, religions and this is why it referred to ‘rainbow

nation'. The university should be diverse but united if we (the university community) understand and value diversity. Valuing diversity demands a commitment to inclusion and equitable treatment of all. Equitable treatment for all regardless of their race, nationality, age, geographical location, sexuality and economic status, can create a conducive environment for university students. This can lead to positive student interactions.

## **2.5 Social interaction through sport**

Socialization is the active process of learning and social interaction through which people develop personality and learn the ways of society they live in. It is embedded in diverse and multi-level domains (Coakley, 2003). It encompasses both formal and informal transference and assimilation of knowledge, skills, values and norms (Gallahue & Donnelly, 2003). The university community is diverse, consisting of students from different social backgrounds, and as a result there has to be a mechanism or strategy that holds them together. In this respect sport plays a significant role as an agent of socialization and integration among the students. This view is further supported by Kerr (1997, p. 141) in his analysis of the reversal theory of motivation and emotion in sport.

Scholars have suggested that in addition to experiences, variables such as cultural background, values and norms (Hofstede, 1980), and social interactions (Marshall & Stolle, 2004) may influence one's general tendency to trust. Students build relationships or friendships with their peers from other social backgrounds and they may start having that element of trust amongst themselves even though it is not always the case. For instance, in a soccer team if one ethnic group dominates they might make it hard for others to settle in, but once they start understanding, trusting and everyone is free to interact, the element of belonging is evident and life gets easy.

The HM Treasury (2007) states that sport should be promoted as a form of universal activity for children and young people and also be utilised as part of targeted social exclusion prevention strategies. Sporting events are amongst the few activities that are known to bring together people from different parts of the world. It is at such events where people from different backgrounds interact and socialise. Events like Olympic Games, World Cups of any sporting code, continental sport competitions, local sport

competitions and provincial and regional competitions. All these events might have other purposes but from the researcher's point of view they are mainly sources of social interaction for people from different backgrounds and they also have potential to create cohesion as people focus on the same goal or objectives. This idea is endorsed by some of the international sporting organisations indicating that, "there is international enthusiasm for the idea that sport can be used to promote social inclusion" (International Olympic Committee, 2000; see also European Commission, 2007).

The aim of the United Nations (UN) is to use the sport-for-all concept in development and peace-building activities rather than only in the context of the developing of sport (United Nations, 2003). The phrase 'sport-for-all' speaks volumes taking into consideration the concept of social inclusion. This simply means everyone has a right to play sport of their choice. In the university students are free to play whichever sport they like and this can create a conducive and peaceful environment for students. In some countries there are policies advocating for 'sport for all' South Africa has it in the White Paper on Sport and Recreation (Department of Sport and Recreation, 2011). In this White Paper, under school sport, it reads "improve interaction and participation of all social partners" (2011, p.15).

The interpretation of one's experiences is subject to the influence of cultural background, values, and norms which the person has (UN, 2004). This implies that some of the characteristics that students portray in the university are influenced by their cultural practices, even though not all students do portray the societies/communities they are coming from. Some students are negatively or positively influenced by their peers. Scholars have suggested that, in addition to experiences, variables such as cultural backgrounds, values and norms (Hofstede, 1980), and social interactions (Marshall & Stolle, 2004) may influence one's general tendency to trust. As students enrol in the university and decide to participate in sport, they interact with different students from different backgrounds. As this transition of interaction happens students learn each other's backgrounds and decide to trust or not trust other students from different cultural backgrounds. The researcher's view is that sport is one of the easy and quick ways for people from different countries or locations to learn or develop ways to interact. As interaction occurs there are some skills and strategies students are likely to learn from each other.



Through sport, individuals can learn life skills and develop psychologically and socially (Edwards, Ngcobo, Edwards & Palavar, 2005; Du Toit & Van der Merwe, 2006). Elements of accepting, adapting and belonging might be instilled in students as they participate in sport. The mentioned elements are conditional because not all students who participate in sport see things the same way, as this might be influenced by the community or society a person comes from. Sport is a reflection of society and hence it encompasses negative human traits such as violence, corruption, discrimination, hooliganism, excessive nationalism, cheating and drug abuse (Shields & Bredemeier, 1995; United Nations, 2003). A student who comes from a community that practises all these human traits may have a negative influence on other vulnerable students. He or she can instil the social behaviour shaped by the background of where he or she comes from to other students, especially when such a student is easily influenced. However, it is reasoned that the positive benefits of sport outweigh the negative aspects (United Nations, 2003).

Sport is or can be a constructive activity for youth. It helps to reduce juvenile crime and antisocial behaviour (Department of Health, 2003). The more time students engage in sporting activities the lesser the crime on campus. Sport keeps students busy during their free times after their academic life during the day. The White paper on sport and recreation (2011, p. 15) indicates that “sport and physical activity have globally gained recognition as simple, low-cost, and effective means of achieving development goals.” Sport saves students economically, in the sense that they have less time to think about shopping, which is not a case with the other students who are not participating in sport.

Moreover, students benefit mutually in that their bodies are physically healthy and strong. University sport has to accommodate every student and all students must have access to any physical activity of their choice, and they should not depend on the private clubs, as Kidd (2003) indicates. This can encourage those students who do their physical activities in the private clubs like ‘Virgin Active gym’ to join clubs in the university hence more socialising amongst students will be evident.

Sport brings people together, making the playing field a simple site for initiating contact between antagonistic groups (Ennis, Solmon, Satina, Loftus, Mensch, & McCauley,

1999; United Nations, 2003). In South Africa the apartheid era divided the nation. However, South Africa sport was used as a powerful political tool to dismantle apartheid, and sport is still being used in political struggles (Burnett & Hollander, 1999). “The sociability of football teams, leagues and supporters’ groups created bonds of solidarity that inspired collective action in South Africa” said Alegi (2004, p. 3). It is through activities like sport that these inhabitants from different backgrounds get to mix and enjoy the fun of togetherness. This is seen mostly when the national teams play, mostly soccer, rugby, and cricket. Some people go to games to meet new people while watching the games.

Sport helps to build social capital and strengthen the social fabric (Burnett & Hollander, 1999; United Nations, 2003). People enjoy the social interaction and making new friends, but not only friendships are evident at the games even some rivalry results, especially amongst spectators of the respective teams. In soccer historically fans/supporters of each team had their own stand in the stadium but that is not the case these days here in South Africa; everyone goes to a stand where they feel comfortable at, and people just mix despite their supporting different teams. This is an indication of acceptance and understanding, that sports are games where people go to have fun and relax and build friendships with different people. This applies also to students here at the university.

The world of sport is by definition a world of partnerships incorporating diverse actors. Therefore, sport-for-development programmes should be based on strategic partnerships (Van Deventer, 2002; United Nations, 2003). Most of the professional teams in any sport have people/members from different parts of the world. This is similar to university sport because students are from all over the world and they have to create good partnerships or relationships to form great teams. Good development structures among the sport governing organizations, associations and federations create harmonious living environments in sport (Strauss, 2004).

### **2.5.1 Sport community development**

Communities can be developed using different strategies and sport can be one of such strategies. Department for Culture, Media and Sport (1999, p. 22) argues that “arts and

sport can contribute to neighbourhood renewal by improving communities' performance on the four indicators of health, crime, employment and education". A community that fully supports sport has a high possibility of a low crime rate because every member is busy and has less time for committing crimes like rape, drugs, alcohol and illegal sex trading. USADA, (2012, p. 36) indicates that "when Phoenix, Arizona, basketball courts and other recreational facilities were kept open until 2 a.m. during summer hours, juvenile crime dropped 55 percent. Similarly, crime rates dropped by 24 percent after late recreation programs were started in Cincinnati, Ohio". It is the community's responsibility to introduce and create strategies of sport to the children so that they grow up already fully engaged in sport to avoid crimes. Kelly (2010) also argues that sport can contribute to youth crime reduction and social inclusion strategies.

There should be a sporting complex that accommodates every sporting code in every community to keep children away from negative influences. People within the community will be employed in constructing, cleaning and managing the complex. This view is supported by Office of Deputy Prime Minister, (2004, p. 7), which argues that sport participation can lead to improved local outcomes, including better health, lower crime, less unemployment, improved environment and enhanced skills. Students who participate fully in and love sport stand a better chance of having better health that might lead to better academic achievements. Charlotte (1981) and USADA (2012) indicate that enhanced brain functioning, energy levels, self-esteem, and positive behaviour has been attributed to physical activity. Even though sport is essential to students there has to be a balance between sport and studies. Sport can help in the development of student community in the university, socialising, accepting, and learning different cultures (especially language) and a sense of belonging.

In Britain social inclusion is being adopted within the New Labour Policy to reflect a movement from the pursuit of equality to the redistribution of opportunity (Fairclough, 2000; Levitas, 2005). In addition Van Deventer (2008) says the United Nations realised that sport and physical education can bring communities together, contribute to economic and social growth and improve public health. As a result the UN Resolution 58/5 (United Nations, 2004) (sport as a means to promote education, health development and peace) recognises the power of sport to contribute to human and childhood development. Sport does give students focus in life; it does keep them

focused in positive things in life, even though not all the children succeed in sport. Those who succeed and progress in the sport do become role models in their communities and they are a source of motivation to other growing generations (USADA, 2012).

In the sports sector jobs can be created by developing new activities or by utilizing existing sports facilities more effectively (Aloa & Krotee, 1999; United Nations, 2003). Job creation means community development because citizens are employed; this means they are able to support their families. Many people were employed during the preparation of the 2010 Soccer World Cup that was hosted by South Africa and the building of stadiums, accommodation facilities, roads, and projects like 'Gautrain'. Internationally, for example in Albania, sport is used as an employment training tool by the Government, the NGO Unione Italiana Sport per Tutti and the International Labour Organisation (ILO) (United Nations, 2003, p. 11-12). These organisations provide sport as a means to help young people cope with the negative side effects of the transition to a market economy, including youth unemployment, drugs and poverty. University students are not exceptions; they go back to the communities after graduating so participating in sport at university might orient students to some of the challenges they might face in life after studying, for example they can learn that sport is important to their health, team work, and creating platform for interaction. Sport brings people together in numbers within a short period of time, when they go to stadiums, fan parks, courts and theatres and it is at these sporting events messages could be passed to people.

Sport is one of the world's most powerful communication tools, a range of audiences can be reached and it provides valuable opportunities for both advocacy and the mobilisation of communities (United Nations, 2003). Sports events can reach large numbers of people through public service announcements, in-stadium videos and banners, halftime shows, publications and linkages on event web sites (United Nations, 2003). Issues like racism, support for the 'disabled', drug abuse, support for people living with HIV/AIDS, are amongst those messages that are being spread through the sporting activities.

The players are role models (USADA, 2012) for most children and if they (players) can keep encouraging positivity amongst the societies, either through media, or projects in

the communities, development and unity might be the consequences. Playing fields can be readily transformed into safe environments necessary for effective HIV/AIDS programmes and activities given the informal, social and fun nature of physical activity and sport (United Nations, 2003). By collaborating with sports organizations, large numbers of people can be involved (United Nations, 2003). For example, in Southern Africa 'Kicking AIDS Out' is a regional network of organisations that uses sport to strengthen communities. Creating sustainable sports activities that increase awareness about HIV/AIDS provide leadership training to at-risk youth and offer safe and healthy alternative activities (United Nations, 2003, p. 22). In most universities there are HIV/AIDS campaigns and Edgewood is not an exception. Such campaigns can organize sport tournaments to raise student awareness of the pandemic and educate those who are infected how sport can keep them fit and healthy. The institution/s should have broad programmes teaching towards the well-being of the students.

For education about peace, tolerance and respect, regardless of ethnic, cultural, religious or other differences, sport and physical education can be an effective tool (Ennis et al., 1999; United Nations, 2005). The use of sport and physical education to promote peace at community level is extremely effective since it directly involves those concerned and in the case of this study students are the community involved. The student community has to live in a safe and peaceful environment and USADA, (2012) also advocates for the same notion.

### **2.5.2 Equality in sport**

The South African Department of Education (2001) advocates for equal education so does the South African Department of Sport and Recreation (2005) advocating for equal participation for all in sport. Although the success of a sport organization is dependent on many factors, it is the personnel who guide, define and implement operations that are the most important factors in the system (Surujlal & Singh, 2006). To access equality in sport is the responsibility of those involved in sport and in the past, males were recognised or considered much more than females in sport but things have changed and females are dominantly involved in sport too. However, the experiences of sport men and women differ with regards to their contexts.

The experiences of 'black' people and women are likely to differ from that of white people and men both in society in general and in sport. 'Black' people and women are more likely to experience sexism and racism (Green, 2005) and become victims of bias and stereotypes (Bruening, 2005). This is evident in most developed countries where 'black' soccer players' experience racist comments from supporters, even from other players. The world football governing body FIFA together with respective football federations in different countries do fight against such issues, passing rules and policies to get rid of racism in sport. In teams these vulnerable individuals need to be protected either by team-mates or their mentors (coach) and the team management committee.

In and out of school it is imperative that sport and physical education programmes include all people and ensure equal opportunity to participate regardless of gender, ethnicity or ability (Singh, 2002). Sport is a gendered area in which males have an advantage (Burnett, 2001). Burnett (2001, p. 21) defines sport as "an engendered space that is to a large extent protected and perpetuated through the 'myth of frailty', hegemonic masculinity and men who have always dominated and controlled the world of sport as a male preserve". Drawing from the concept of social inclusion the researcher wanted to understand how equality reinforces inclusivity amongst students in the university sport.

Sport and physical education can provide opportunities for women and girls to be leaders, to acquire new interpersonal skills and access new opportunities (United Nations, 2003; United Nations, 2005). However, in providing equal opportunities, equity is a critical feature because it entails more than the provision of equality of access or creation of opportunities; it also involves entitlement and empowerment (Jones, 1997). Women should be fully involved in sport, at organisation level, administrative level and in playing. This is seen in most world recognised competitions like the Olympic Games and Paralympics Games that include everyone.

These competitions give everyone a chance to play regardless of their physical status. Moreover, these competitions are a good example of events that practice inclusivity. University students in SA are privileged because most of the SA junior national teams are selected from the university and school sports, and that is where they will be interacting with other people from different parts of the world. Hence such skills

(interaction skills) are acquired at grass roots level before students implement them at national and international levels.

## **2.6 Students pursuing sport as a career**

Sport has served to build a reputable brand and to attract students who could find a career pathway to professional sport (Morgan, 2008) during their years of study. Locally there are professional players who went on further to study sport. Drawing from soccer, there are institutions like Transnet School of Excellence and North West University in South Africa where soccer players are being developed. These institutions offer students both academic and sport lessons. Unlike other institutions, their main focus is not solely academia and they also focus on sport, especially the practical side of it, because they are developing professional soccer players. Some graduates from this institution play in big clubs locally and internationally, they also represent the country. In England, engaging in sporting activities is believed to open up a channel for young people to obtain advice and information on a wide range of health, social, education and employment issues (Sport England, 2005, p. 9).

In South Africa the sports industry compares well to that of the UK and New Zealand (Gouws, 1997). In Canada, sport contributes 1.1% of the Gross Domestic Product (Kidd, 2001). Apart from being an economic force, sport is also a catalyst for economic development. Professional players, coaches and mentors are amongst the richest people in the entire world. This gives motivation to those sport participants in the grass roots to take sport seriously so that they can have a great living like those professionals.

At local level sport can be an effective stimulus for sustainable economic development. Although the various elements can individually create jobs and wealth, additional economic gains can be achieved when several elements are combined in a single strategy (Kelly, 2010). For some individuals, sport is considered leisure (passive or active) while for others it is work, education and development (Edginton, Degraaf, Dieser & Edginton, 2006). People take different directions in sport, some study to be coaches in respective sport codes, and these are some of the people who make a wealthy living out of sport, while others engage in sport as players and these people, as previously stated live luxurious lives out of sport. These elements can serve as

motivation to student participating in sport and want to build their careers in different sporting activities.

## **2.7 Health in sport**

Participation in sports and exercise activities can play a useful role in maintaining psychological health and well-being (Nthangeni, Haycock & Toriola, 2009).

“Regular sport participation also has positive effects on physical health, psychological enhancement, stress reactivity, and mental well-being, such as reduced depression, anxiety, tension and increased vigour and clear-mindedness as well as enhanced body-image, self-concept and self-esteem” (Koivula, 1999, p. 1-2).

As Koivula indicated, sport is really good for people’s physical, mental and psychological well-being. It is important for students to participate in sport to achieve the above and that will also help them to interact with other people.

### **2.7.1 Education in sport or sport educating**

At university, if students can be involved in sport, there are some benefits that could be achieved especially in team-sports. Students could/do learn supporting, togetherness, assisting and understanding (USADA, 2012). In addition, sport and physical education teach cooperation and confidence which are essential for social cohesion. Other key values such as honesty, fair play, respect for oneself and others and adherence to rules and respect for their importance, can be taught unambiguously through sport (United Nations, 2003; United Nations, 2005). These values can also be extended to the students’ daily life, not only in sport, hence it’s important to have sporting facilities.

Learning happens everywhere. A community is not suitable place for children without sport and recreation facilities (Oosthuizen, 2007, p. 7). Children need to play to learn and develop some socialising skills, either at home or at school. This helps them to get along with each other regardless of their different backgrounds. At school some students have difficulties playing with other students so they may segregate themselves away from other learners and this might affect their studies (USADA, 2012 and UN, 2004), and this is not an exception to students at university. Therefore, it is important for universities to be active in encouraging students to participate in sport.



In high school students who are well motivated and are performing well do have dreams of being in higher education institutions. Burnett (2010) states that students' and athletics' choice of an institution is significantly influenced by various factors of which are social, academic and sport related are often in competition. Those who perform well in sport do get sport bursaries from the institutions of higher education and they get to push their academic career and sport career. This mostly happen in America, in basketball, American football and athletics (USADA, 2012, p. 40). Sport gives some students opportunity to access higher education.

Since 1993 UN support for the Olympic Truce has grown steadily (United Nations, 2004). Resolution 58/5 entitled (Sport as a means to promote education, health, development and peace) was adopted by the General Assembly of the UN in November 2003. This resolution recognizes the power of sport to contribute to human and healthy childhood development. Sport and physical education contributes to healthy lives, improved well-being and reduces the likelihood of non-communicable diseases, particularly heart disease, diabetes, certain cancers and HIV/AIDS (Kidd, 2003; Power, 2003; United Nations, 2003). Sport and physical education are essential components of quality education because they ensure that learners receive a holistic education. Positive leisure behaviour is influenced and encouraged by the availability of leisure activities and facilities (Edginton, Hanson, Edginton & Hudson, 1998). Therefore, this should be the case in the university sport.

Research highlights the positive correlation between physical activity and academic achievement (Kretschmer, 2001; United Nation, 2003). According to Ryska & Vestal (2004), athletes receive higher grades and pursue more advanced academic goals than their non-participating peers. In contrast not all athletes achieve academically especially in the schools that have a good record in the history of sport. Some learners take more time than expected in primary, high school or university because of their involvement in sport.

Sport helps students, to adapt to the university environment and gives them sense of belonging in the university. Higher education institutions are amongst organisations where fighting HIV/AIDS could be taught or dealt with more openly taking into

consideration that students are more mature at this stage. HIV/AIDS prevention activities could easily be incorporated into sport and physical education programmes (UN, 2005). Students usually have a trusting relationship with their coaches. Coaches are in a good position to discuss sensitive issues such as engaging in precocious and unsafe sexual behaviour, HIV/AIDS prevention and caring for individuals that are HIV-positive (United Nations, 2003). In addition skills necessary to prevent HIV/AIDS can be taught by well-designed sport physical education programmes. Treatment of all students should be equal and fair within the university environment.

## **2.8 Conclusion**

Literature indicates that benefits reaped from sport are of great value, and students can highly benefit from participating in sport. Communities (such as a university community) can be easily developed through sport. It is through the data collected that I can support these statements, so the following chapter will be on methodology, where I will indicate the approaches and kind of study this is.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The purpose of this chapter is to discuss the methodological approach and methods used in this study, which explore the role of sport in promoting inclusivity amongst students at university. In the previous chapter I reviewed the literature on the role of sport internationally and nationally. The methodology of this study was designed to generate data to answer the two main research questions:

1. What is the role of sport in promoting inclusivity amongst students at the university?
2. In what ways does sport promote or not promote inclusivity amongst students at the university?

#### **3.2 Methodology**

According to Cresswell (1994) it is important to use qualitative case study research approach because it is more descriptive, holistic, exploratory and contextual. Cresswell (1994) continues showing that information produced by qualitative case study is a rich description of the investigated phenomena. For this project, the qualitative case-study helped the researcher to understand the deeper meaning of the ways sport promotes inclusivity amongst students at Edgewood campus.

A qualitative case study is subjective, it is an in-depth investigation, exploratory, interpretive and open-ended in nature. Qualitative studies are conducted on entities in their natural settings as opposed to quantitative studies, which are conducted in controlled settings (Falconer & Mackay, 1999). Since the study required gaining an in-depth understanding of the students' experiences of sport in promotion inclusivity it was conducted within the said qualitative framework (Denzin & Lincoln, 2003).

### **3.2.1 Why case study?**

Rule & John (2011, p. 3) indicate why it's important to use case studies: firstly, a case study can generate an understanding of and insight into a particular instance by providing a thick, rich description of the case. Secondly, it is possible to explore a general problem or issue within a limited and focused setting.

“A case study approach allows a researcher to examine a particular instance in a great deal of depth, rather than looking at multiple instances superficially. Case study can use a very wide variety of methods, both for collection of data and for data analysis, depending on what is appropriate to the case” (Rule & John, 2011, p. 7).

This is advantageous to the researchers because they are able to use a variety of methods that can gather more in-depth information within a short period of time. Cohen et al (2007) also assert that a case study is an approach which seeks to provide a unique example of real people in real situations. This also adds up to the issues of trustworthiness and validity of the study. For example in this study the researcher used focus group interview and collage to collect data.

A case study is manageable compared to other research approaches but not intrinsically superior. “Case studies offer a multi-perspective analysis and provide an opportunity for the powerless and voiceless to be heard” (Maree, 2010, p.75). In this study students participating in sport were given opportunity to discuss their experiences of participating in sport at university. Showing how important case study are Cohen, Manion & Morrison (2007) argues that case study is strong in reality and I found that this was the appropriate methodology to understand the students' experiences of participating in sport relating to its role in promoting inclusivity amongst students at university.

### **3.2.2 Research Paradigm**

This study is framed within the interpretivist paradigm, because it is grounded in the world of lived experiences. Neuman (2006, p. 81) defines a research paradigm as “a general organising framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers.” Interpretive

paradigm allows a researcher to study people's beliefs, values, meaning making, experiences, attitudes and self-understanding (Cohen et al., 2007; Henning et al., 2004). In this research the researcher positioned himself within the interpretivist paradigm to explore whether and how sport facilitates promotion of inclusivity amongst students in the university.

Interpretive research sets out to understand human behaviour and empathise with it. It is steered by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincoln, 2003). An individual has his or her own interpretation of everything that goes on around him/her. The ontology associated with this approach, is that of subjective reality (Falconer & Mackay, 1999) and subsequently, the epistemology is one where the values of the participants as well as those of the researcher become interlaced. Hence the methodologies that lent themselves to subjectivity and interpretation were employed (Terre Blanche & Durrheim, 1999).

### **3.3 Collection of data**

#### **3.3.1 Context**

Edgewood is the site where the research was conducted; this is one of the five campuses of UKZN. It is located on the outskirts of Pinetown along the N3 main road. Pinetown is a small town near Durban city. Edgewood is one of the smaller campuses of the university in terms of its population and size and is home to the School of Education which is focused on the development of teachers and researchers in education studies. It has sporting facilities although they are not of high quality like those of other campuses of UKZN. This campus is still developing in sport, so the researcher viewed it was important to understand the role sport plays in promoting inclusivity amongst the students.

#### **3.3.2 Sampling**

Initially six participants were selected for this study; three females and three males. However during data collection one participant withdrew; a female participant doing second year undergraduate who was an international student. These students participate in different sport codes at Edgewood campus. Moreover these students were

systematically selected relating to their race, year of study, gender and nationality. There were two students doing fourth year and two doing third year in the undergraduate degree, and one doing first year Honours degree. In this sample there were two females and three and males.

Due to time constraints the researcher was only able to get 'black students' to participate in this study because the majority of students in residences are black. The sample used was a representative of year of study, gender, and geographical location.

The participants' geographic locations and nationality were also considered when they were chosen one of the students was from Eastern Cape Province and the other from Mpumalanga Province respectively. The student who did not come for the session was from another African country. The other three were from different parts of KwaZulu Natal Province, two from rural areas and one from the city of Durban. The absence of the other student who comes from a different country had a negative impact on this study because her experiences would have given a different twist/perspective about sport and student interaction on campus.

Purposive sampling was used for the study, which, according to Patton (1990) is an absolute method used when one chooses participants who are information-rich, based on the purpose of the study. In this instance the criteria was students who participate in different sport codes on the Edgewood campus. When approached and introduced to the project, these students were willing to be part of it and they signed the participant consent forms without any hesitation. The researcher used few participants so that he can gather more in depth information.

### **3.3.3 Methods of data collection**

This research entailed a multi-method study. The specific techniques for data collection or production that the study used were the focus group interview and a collage. It was necessary to use a combination of research instruments in order to generate the necessary data required for this study. The research instruments used were the focus group interview schedule (to gather qualitative data from the participants) and collage (also to gather qualitative data from participants).

### **3.3.4 Focus group interview**

Focus group is an interview that uses communication between the research participants in order to generate information or data (Morgan, 1988). Instead of asking each person to respond to a question in turn, participants were encouraged to talk to each other or one another; exchanging ideas and commenting on each others' experiences. Welch, (1985) and Dillon, Madden & Firtle (1994) indicate that focus group interviews are a survey research instrument which can be used in addition to, or instead of, a personal interview approach. In this study the researcher used only the focus group, not a one on one interview because it has particular advantages for use in qualitative research applications. The focus group interview was conducted in a safe quiet place, at a time convenient to the students who participated and the session lasted for about an hour thirty minutes.

### **3.3.5 Advantages of focus group interview**

Kitzinger (1995) indicates that the focus group interview encourages participation from people reluctant to be interviewed on the one-on-one interview or who feel they have nothing to say. In most meetings some people do not talk especially when there is someone in charge but in this focus group meeting all students were free had something to say and they challenged each other's views. Kitzinger (1995) continues to state that the focus group interview is useful for exploring people's knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way.

The interpersonal communication is important because it can highlight (sub) cultural values or group norms especially in South African context where there are different racial groups forming a nation. McLafferty (2004) supports that point, stating that focus group is useful for reflecting the social realities of a cultural group, through direct access to the language and concept which structure participants' experiences. Group interview can also actively facilitate the discussion of taboo topics because the less inhibited members of the group can break the ice for timid participants. This was true in this case because when the session started some participants were a bit scared or nervous, but as they listened to others' experiences they opened up and the session

became more interactive and open. This method helped the researcher to gather much rich data within a short period of time.

### **3.3.6 Disadvantages of focus group interview**

Dillon, Madden, & Firtle (1994) express the view that, while group interviews have many advantages as a research instrument for research, it should be considered that they also have some problems. The researcher cannot produce hard quantitative data or conduct elaborate statistical analysis because of the usually small number of participants involved in group surveys. It is also unlikely that one will be able to include a statistically representative sample of respondents from the population being studied. Moreover, analysis of the dialogue produced by focus group interviews can be a difficult and time-consuming process. Dillon et al., (1994) caution that the time taken to create transcripts from brief notes or tape recordings can take many tedious hours. This is true because it took the researcher more than ten hours to transcribe that one and half hour group interview; it is more complicated when you don't get the words participants say because of different accents, and tones of the participants. Thereafter, the researcher had to analyse and interpret these transcripts. The other challenge the researcher recognized was that there are some participants who can take control of the whole communication, limiting the other participants' contributions if not controlled.

### **3.3.7 Collage**

Definition of collage approach or technique of collecting data defined in chapter 1, section 1.9.2.

#### **3.3.7.1 Process of creating collage**

When creating the collage the researcher supplied the charts or poster boards where the participants were to paste and glue images that represented their experiences. The researcher also provided the participants with all the materials needed for the process, namely, magazines, newspapers, pens, pencils, erasers, markers, white paper, pair of scissors and the Pritt (glue stick). Students searched for pictures that represented their experiences and pasted them on the chart and interpreted the collage on the white paper.



The theme of the collage was ‘my experiences as a sport person at university’. Each student explained their collage by writing the descriptive narration of what the pictures on the poster meant (Spalding & Wilson, 2006). Each participant worked individually on his/her collage.

Collage is both a process of learning to see and seeing to learn (Markus, 2004, p. 97). In collage, participants feel less limited by their technical abilities than when they draw. The method seems to increase their visualising capabilities (UNICEF, 2001). According to Hamilton & Pinnegar (2009), through collage scholars work to foster critical considerations of ideas. It is not just the glued pictures; the pictures represent the participants’ experiences. “Collage provides a way to make visible an interior ontology—our internal, sometimes unexpressed, and sometimes intuitive construction of the world from which we act” (Hamilton & Pinnegar, 2009, p. 160), it draws attention of all the involved aspects in the phenomenon. Collage represented and visualised the participants’ experiences. The pictures present our understanding or experience to an issue. The creation of collage, more than a way of knowing (epistemology), addresses ‘what is’ (ontology) because the creators (participants) select and compose their work, they expose their view of reality (Hamilton & Pinnegar, 2009).

### **3.3.7.2 Collage and ontology**

In constructing the collage, participants attempted to create accurate, helpful, and visually powerful representation of their experiences (Butler-Kisber, 2002). Collage, with its combination of image and word, provided a visual presentation of interior representation of the students’ experiences and made visible their interrogation of the research questions and the understandings they had to come to. The finished collage presented a holistic, meaningful, interpretative visual image of what each participant came to understand. It represented their concept of what is; a visual image of their ontological view of the research questions (Hamilton & Pinnegar, 2009).

### **3.3.7.3 Advantages of Collage**

Collage encourages creativity that encourages participation and engagement with the research. Collage allowed the students to be free and express their experiences of

participating in sport at university. It is non-threatening and accessible (Bagnoli, 2009). Students were able to say things they did not mention when they were in a focus group. They were excited to express their experiences participating in sport at university using pictures as the collage instruction stated. Bagnoli (2009) shows that collage allows a holistic expression of self. Students were able to express themselves in sport with the pictures. This is supported by (Eisner, 2008 and Gauntlett, 2007) who indicated that not all knowledge can be reduced to language, visual images are evocative and may sometimes communicate what words cannot say. This approach also had some gaps.

#### **3.3.7.4 Disadvantages of Collage**

At the beginning of the activity students were a bit reluctant, thinking that it was going to take long to finish creating the collages. This is supported by Bagnoli (2009) showing that some participants do withdraw from the research if they do not feel encouragement while doing the process. Creating collage was new to all the participants and their faces and comments were '*can we really do this*'. Simmons & Daley (2013) argue that not everyone found collage activity to be a positive experience. Another limit is that of the blurring photographs or pictures (Bagnoli, 2009) and this makes it harder for the researcher to make meaningful reality when analysing the data. Simmons & Daley (2013, p.7) also indicate that participants have a challenge of getting suitable pictures, "challenge is finding right pictures".

### **3.4 Thematic data analysis**

The researcher used thematic analysis to analyse data collected from the focus group interview and collage approach he conducted. Thematic analysis is defined as "the process of tracing the thinking pattern of the interviewees (Henning, van Rensburg & Smit, 2004). In addition, Henning et al (2004) indicates that thematic analysis approach is used to analyse data from transcripts, written documents (notes) and also from visual media. This analysis approach was suitable for this study because the researcher used it to analyse data from qualitative responses of the participants in the focus group interview and their collages. The researcher transcribed the information from the focus group and their explanations of their collages. In support of what the researcher did is Gay, Mills & Airaian (2009) indicating that the first step when analyzing data is to read

the notes done during the interview, transcripts and what the researcher saw during the interview. This helped the researcher to make the initial sense of the data.

To transcribe the data the researcher had to listen to the audio-recordings. According to Sapsford & Jupp (2006) listening to the audio-recordings is a good way to familiarise one with the data. This also made it easier for the researcher to transcribe the audio-recordings. The listening of the audio-recordings was done several times and after transcribing the researcher read the transcripts a number of times. Cohen et al (2007) argues that listening and reading the transcripts a number of times provides a context for the emerging of the units of meaning and the themes. As indicated earlier that the researcher was the one who conducted the interviews, this made the transcription to be accurate because he had in the mind the process of the interview because he was there when it happened (Poland, 2002). This avoided much data or information being lost, data being changed (distorted) and it kept the element of originality in the information the participants gave out. Also the notes that were taken during the focus group interview helped the researcher to account on the non-verbal communication that took place during the focus group interview and that was the rich data the digital voice recorder could not capture, however, it is essential when added to the audio-recorded data (Cohen, et al, 2007).

During the focus group interview the participants signalled different levels of moods, frustrations, anger, happiness, and the researcher captured all that in the notes that he took during the focus group interview. "It is inadequate to transcribe only recorded part of data" says Cohen et al, (2007, p. 368). The notes were important because they added up the richness of the information the students (participants) were giving. Qualitative data gather from the focus group interview requires much reading and understanding (Maree & Van Westhuizen, 2007). That is why the researcher had to read the transcripts several times to understand what the participants said.

The researcher carefully read the transcripts and divided the data, labelling information that had common or related meaning together in one category for analysis. This is described by Maree et al (2007) as the process of coding. Maree et al (2007) explains further saying this is a process of reading carefully, through the transcribed data line by line and dividing it into meaningful units. Concepts were then grouped, related and

categorized (Rice & Ezzy, 2000). The researcher identified themes that emerged from data and then recontextualised by referring to the literature (De Vos et al, 2002). The information given by the participants was used for the purpose of this study as the researcher promised before he started collecting data.

### **3.5 Ethical Issues**

In any research there is need to take into consideration ethical issues related to research. Informed consent is one of the most important issues in research ethics. Prosser (2001, p. 30) says "consent is an important ethical issue in any study, more so with students who may be vulnerable to exploitation and duress". Once the sample was chosen, each participant in the research process was then informed, as to the nature of the study and the use of the data supplied before data was collected from them. Fortunately all the participants volunteered to participate in the study except the one participant who was absent. I used data from the five participants.

The participants were assured that their real names were not going to be used in this study; the researcher used pseudonyms in this research. This was to maintain the anonymity of the participants and their safety. "This can help create an atmosphere of trust, and therefore lead perhaps to more truthful answers" said Gorard (2003, p. 93). Participant had freedom to say all they have experienced in sport at university not fearing to be traced and being identified. Another ethical issue that requires attention in research is that of coercion. Coercion should not be and was not used to ensure participation. Furthermore, participants were informed that the information they gave would be accessed by the researcher and the supervisor for the purposes of this study. This study was approved by the university ethics committee, its ethical clearance number is HSS/0696/012M (cf. appendix B).

### **3.6 Validity and trustworthiness**

The choice of a multi-method approach is a means of ensuring the validity and trustworthiness of data generated. "Validity is the extent to which any researcher sees whether their tool measures what is supposed to measure" (Holloway & Wheelers, 1996, p.162). In this study the tools used assisted the researcher to explore the

experiences of the participants. Using multiple methods (triangulation) also allowed for the prevention of personal bias (Denzin, 1989). Validity cannot be achieved absolutely, but it can, however, be maximised. Careful sampling, using appropriate instruments for data gathering, as well as appropriate data analysis techniques or strategies can increase validity, (Cohen et al., 2007). In this study the researcher carefully chose the sample in order to improve the validity. The sample was five participants who participate in sport. They were from different backgrounds and different levels of studying, whom the researcher thought they gave honest and personal experiences.

A practical step to increase validity in research is to minimize bias as much as possible. Bias may be caused by the interviewer's characteristics, participants' characteristics and the content of questions asked (Cohen et al., 2007). Cresswell (2009) writes that validity can be enhanced by the researcher offering a clarification for the potential bias that they bring to the study. This results in an open and honest forum that may sound well to the reader. At the beginning when the researcher met the participants before they signed the consent form, the purpose of the study was also explained to the participants that they do not receive any benefit from the study.

Triangulation, which involves using two different approaches to collect data (focus group interview and collage) helped towards getting greater depth and accuracy coming from research. It also helped to minimize bias, moreover, ensured that the possible misrepresentation of data would be reduced by good use of multiple methods of data collection.

### **3.7 Limitations of the study**

It is difficult to generalize from the findings of this research project, which constitutes a limitation of this study. The findings of this study are only confined to a specific group (sport participating students) and context (Edgewood campus). The other limitation in this study was the setting in which the study was undertaken, that was both multicultural and multiracial but the researcher limited himself on only five black participants. The study was also limited to South African students only because there are few international students who participate in sport at Edgewood campus. Furthermore, there was a possibility of misinterpretation and misunderstanding of participants' responses

by the researcher, and this also can have a negative impact on the findings of the study. Misinterpretation and misunderstanding may be caused by the fact that the researcher decides on what data should be included in the analysis; that can lead to subjectivity in the study. Lastly, there is a possibility that the researcher may have assigned his own meanings to the data; that may possibly be different from those of the participants.

### **3.8 Conclusion**

This research study used both focus group interview and collage to gather rich in-depth data from students who participate in sport at Edgewood campus. These two tools strongly helped the researcher to collect data within a short period of time which was regarded as an advantage. The data collected was analysed and the report is provided in the next chapter.

## **CHAPTER FOUR**

### **FINDINGS AND ANALYSIS OF THE STUDY**

#### **4.1 Introduction**

In this chapter the researcher discusses the findings of the role of sport in promoting inclusivity amongst students at the university. More specifically, qualitative data generated by the participants in the focus group interview and the participants' collages is analysed using the thematic analysis approach. From the raw data the researcher extracted some text that closely answer the critical research questions and presented it as quotations by the participants.

The data generated through focus group interviews and collage texts helped to answer the following questions:

What is the role of sport in promoting inclusivity amongst students at the university?

How does sport promote or not promote inclusivity amongst students at the university?

#### **4.2 Biography of the participants**

The data analysed in this chapter was gathered from five participants that were able to voluntarily participate in the study.

The biography table below indicates the level of study, gender, and the sport code of the participants. As statistics in Chapter 1 indicated there are some sport codes that have one gender dominating. The sport codes represented in this study have both male and female memberships in numbers, except netball that has female dominance.

<b>Participant</b>	<b>Gender</b>	<b>Sport Code</b>	<b>Year of study</b>
Mzolisto	Female	Soccer	Second year
Sehoanka	Male	Body Building and Athletics	Third year
Wa likoro	Male	Soccer	Fourth year
Monyamane	Male	Volleyball	First year
Mottee	Female	Netball	Third year

*Table 2: Participants' Biographies*

The researcher organised data generated in focus group interviews under two main themes, namely, the role of sport in promoting inclusivity amongst students at the university, and, how sport is viewed as promoting or not promoting inclusivity amongst students at university. Under each theme there are categories that emerged, and these categories are students' social interaction, diversity and unity, availability and/or lack of resources in the university promotes either inclusion or exclusion, lack of time for socialising, and students' social events.

### **4.3 The role of sport in promoting inclusivity amongst students at the university.**

All participants agreed that sport plays a significant role in the promotion of inclusivity amongst students at university, in the following ways:

#### **4.3.1 Students' social interaction**

As members of the university community, students interact with the academic and social systems of the university. The central concept of the Tinto's model (Mannan, 2007) is the level of students' integration into the social and academic systems of the institutions of higher education. "The higher the degree of integration of the individual into the college/university system, the greater will be the commitment to the specific institution and to the goal of university completion" highlighted (Mannan, 2007, p. 148). Sport is one of the social systems in the university. Students indicated that sport helps them to socialize and interact with each other. All the participants referred to the fact that sport helps them socialize on campus,



Mzolisto “you get to meet new people all the time you climbing that, you know, social ladder because you are meeting up with people”

Sehoanka indicated “we interact with new people, have a chance to socialize with people you have never met before, like myself it was the first time I see a white person when I was here, when I came here at Edgewood”.

Wa likoro noted “sports makes you meet a lot of people so it does help”

Monyamane “I should use sport as a socialising agent” He continued to say, “Outside the classroom or the lecture hall or the lecture theatre that’s where you socialise with the person get to know them better”

Mottee indicated “when we arrived on campus people were coming into our ‘recess’ telling us to go and play”

All the participants portrayed the understanding that sport does create interaction amongst students here on campus. Inclusivity (cf. 1.5.4 & 2.4) is being practiced in sport on campus. As Tinto says (Mannan, 2007), the more students interact the more they get focused on both their studies and sport and the possibility is they might succeed in both paths. However some students tend to concentrate more on sport than studies hence they fail or perform badly in their studies.



Figure 2: Monyamane's collage

Monyamane in his description of his collage made a statement that reads “Sport at university is the ticket to leisure and pleasures”, simply means happiness can be derived from meeting with different people in sport. Students get to communicate, bond and socialize; this opens life opportunities for students as they progress at university. Research has evidence pertaining to the contribution of sport and physical activity to

personal enjoyment, personal growth, social integration, and social change (Wankel & Berger, 1990). Meeting with different people helps students to understand university life, especially balance between academic and social life at university. When students socialize and know each other they are able to encourage each other about life at university both in sport and out of sport. This is supported by United Nations (2003), showing how sport fields can be safe environments for those infected and affected by the HIV pandemic, (cf. 2.7). Moreover students are able to encourage each other to obey the university rules and this they learn by obeying the rules of their respective sport codes. This extends to their knowing the rules of the country. Lastly, students show each other the importance of participating in sport and as a result they are able to choose their destinations after completing at university.

It is clear the relationships students have might be influenced by the social systems within the university; systems like sport to be specific. There are signs of tolerance and acceptance amongst students. The researcher personally has witnessed it, as Wa likoro mentioned that they taught him isiZulu *“like you we even taught you Zulu now”*. In the rationale of this study researcher stated that he wanted to understand how sport helps students from different backgrounds interact. It is true that as international students who came here without knowing any isiZulu words, some can now talk and read the language without any formal teaching (cf. 1.4.1).

Monyamane indicated that he also did not speak isiZulu prior to his arrival at this campus. He did not have any friend when he joined the volleyball team but instead of harassing or sidelining him, teammates loved his own language. This is an indication of open mindedness, sociability and willingness to learn other people's languages/cultures and accept them.

*“When I came here I had no friends, I knew no one, I spoke a different language from theirs however they actually liked my language”.*

This study draws mostly on social inclusion concept, as a framework underpinning this study. The rationale of this study is based on how sport can or does help students to interact, socialize, accept each other, and treat one another equally. Donnelly & Coakley (2002) indicate that social inclusion promotes sharing physical and social spaces to

provide opportunities for interactions, if desired, and to reduce social distances between people.

Monyamane *“Outside the classroom or the lecture hall or the lecture theatre that’s where you socialise with the person, get to know them better, but how, through sport,”*

It is evident that sport on campus is one of the places where issues like racism and xenophobia do not exist, drawing from the two experiences or responses said by the two participants, Monyamane and Wa likoro. Instead of calling other students from other countries and provinces names, students accept them for who they are and support and love them.

It is also important to see how students from different races interact in the university environment. USADA (2012) emphasises that “youth who participate in sport are more likely to make friends including those of different races”. The claim is supported by the UKZN transformation charter (UKZN online, 2012) with the statement race and gender representation is evident in all structures, for example in sport all students have access to the sporting facilities this is regardless of their backgrounds, even though students have to pay to participate in sport. Issues like racism and rivalry, potentially visible in some campus sport, are, according to one participant’s experience, definitely non-existent on this campus...

Sehoanka *“It was a first time I played against a white man but I was so happy to go and talk to that guy and he was nice to me and then we even shared our numbers we call each other we are now friends through sport,”*

Monyamane *“we respect each other, love everybody in sport here on campus and also we avoid racism when we are together at the grounds. I can say we understand each other, but maybe this happens in volleyball where I play”.*

Since the student community is constituted by students from different places (national and international), there might be instances where racism surfaces but in sport one participant clearly indicated that it does not happen. This is contrary to what Green (2005) and Bruening (2005) say about racism (cf. 2.5.3). The researcher mentioned earlier that there is evidence of racial groups on campus, it might be possible they exist even in sport but that would be a negative reflection of university sport.

University sport might not have racism, when relating to these students' experiences. In the data emerging from these participants, students of different races are participating in one sport and team and enjoying positive relationships. However, this finding cannot be generalized as this study was done drawing from the purposive sample of five participants (cf. 3.7). Engstrom, Sedlacek & McEwen (1995) highlight that race is a confound variable because there are different percentages of whites and blacks participating in sport.

Considering the history of South Africa, it is not common for an African (black) and a white person to have a friendship (apartheid legacy, Maylam, 1995), but with sport there is evidence that it is possible. Sport raises students' awareness of such issues like racism and rivalry that they will have to deal with after completing studies at university and going to work place or even in their communities. "Young athletes are better able to acquire emotional control, learn the value of teamwork, and exhibit initiative, all social skills that can contribute to a better community" (USADA, 2012, p. 36).

Students' interaction is essential; where senior students do not see themselves senior to the junior students they play and build teams together. Sport plays a significant role as an agent of socialisation and integration among the students (USADA, 2012). This view is further supported by Kerr (1997, p. 141) in his analysis of the reversal theory of motivation and emotion in sport. Kerr says sport, like school, is both an achievement and a social domain. The social opportunities inherent in most sports provide opportunities for individuals to develop social relationships and to feel they are part of a group.

Wa likoro *"some guys saw me playing there and they got interested so I got promoted and I played in the senior team,"*



Figure 3: *Wa likoro's collage*

Sport gets students to learn how to respect, value family and people they interact with. This helps them to get focused and they have a direction in life. Their daily participation in sport keeps them healthy and fit and there is a high possibility that they can perform/progress in their studies. This is supported by Bailey (2006, p. 399) who asserts that “there is a long tradition claiming that a ‘healthy body leads to a healthy mind,’ and that physical activity can support intellectual development in children”. Participation of students in sport does help them to stay focused in their studies.

#### 4.3.2 Diversity and unity

The world of sport is by definition a world of partnerships incorporating diverse actors. In those partnerships there are different people from different backgrounds, Llyod, 2008, highlights that inclusion addresses such differences and diversity. When addressing these differences culture and background of students should be considered. Therefore, sport-for-development programmes should be based on strategic partnerships (Van Deventer, 2002; United Nations, 2003). Most of the professional teams in any sport have people/members from different parts of the world. Even in the university sport students are from different parts of the world and they have to create good partnerships or relationships to form great teams. Sport develops diverse but united students on campus. Sport opens the students’ minds in many different ways. Their responses indicate that they are aware of the importance of inclusivity amongst the students on campus.

Mzolisto *“sport also creates that unity and diversity. There is a bit of diversity but not that much in sport.”*

Wa likoro *“ there is diversity because we live in a diverse country so playing sports makes you meet a lot of people so I like it, it does help”*

Monyamane *“I think there is not much diverse in the sports on campus”*

Mottee *“we are not diverse at all in sport at Edgewood”*

There are mixed perceptions about the presence of diversity and unity. Some students believe there is completely no diversity on campus sport, so the question to be asked is what role does sport play to create inclusivity in the university? Students need to realise and understand that other students are different and unique. “They can use this insight to create an environment that offers greater scope for personal growth and productivity (Solomon, 1998, p. 2). Also “Ignoring or avoiding the existence of cultural influences does not build a sense of either belonging or esteem, and will invariably create conflict” (Nieman & Bennett 2002, p. 338). The answer is from the responses by the participants, they indicated in their conversations the cause of lack of diversity.

Mzolisto indicates *“well there is not much diversity because even in the campus there is not much diversity because you find that a lot of Indian people and the White people they stay off campus and you know only Africans are on campus so mostly sports are like you know after 4 when everyone is gone home so obviously they cannot participate fully in sport because of that time factor,”*

Monyamane said, *“yeah one other thing the reason why personally I think there is not much diverse in the sports our university is much academic driven unlike the other universities,”*

Some students believe that since South Africa is a diverse country (Meier & Hartell, 2009) then diversity should be evident in every community, including the university community *“diversity because we live in diverse country...”* but the main challenge will be this; is just having different races on campus a signal of diversity, or do students unite and feel as one. Does diversity in sport at Edgewood reflect a role in promoting inclusivity amongst students. Sport promotes unity among diverse students; this means there is interaction between different students from different races, backgrounds, nationalities and genders.

Wa likoro indicated that “*playing sports makes you meet a lot of people so I like it, it does help*”. This point can be supported by the statement made by Sehoanka that “*some Indian women and men they are now coming to gym and we socialise*”. This means different races meet in the gym and there is socialising occurring (USADA, 2012) as these people gym together. Mannan (2007) supports the idea that sport can promote socialising.

It is important why Sehoanka specified race as Indians because most sport codes are dominated by ‘black’ students on campus, hence it’s important to have other races joining sport. Possibility is when students from different races participate in sport they will end up as friends and interaction amongst students can develop, however, not all people see sport under the same lens. Scholars like Frey & Eitzen (1991) refer to sport as a structured conflict in controlled settings. This means there are conflicts in sport amongst people who participate, and these conflicts might affect the number of students who or would like to participate in sport in the university. The number of different students in sport can even be traced back to the statistics raised in Chapter 1 on number of males and females that engage in sport in this campus.

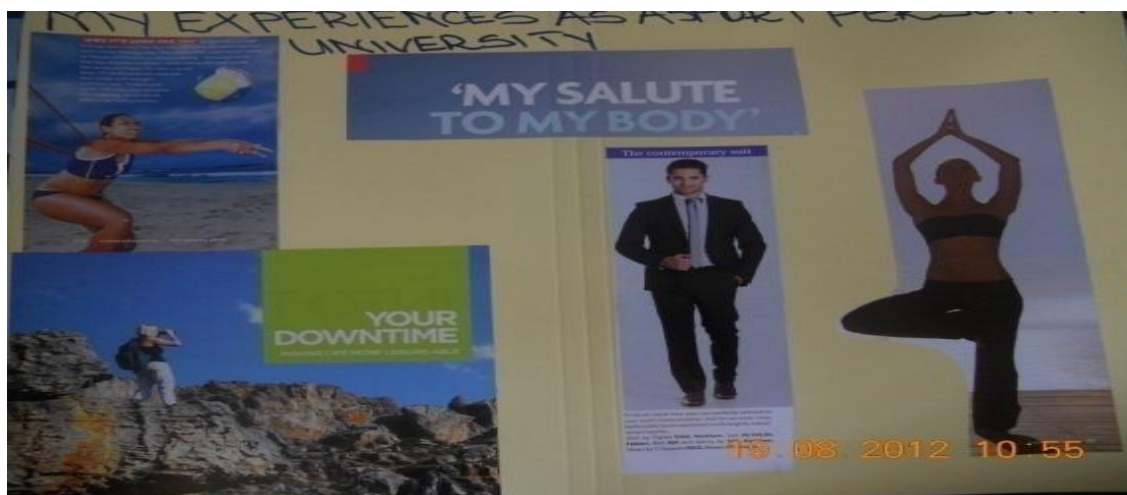


Figure 4: Sehoanka's collage

It is impressive to meet new friends in the university especially from different races, students get courage to show or express their talents in their respective sport codes. It is difficult to play when there is no equipment or facilities, but when they are available, race is not a problem. However, Surujlal & Singh (2006) argue that to access equality in sport is the responsibility of those involved in sport. The researcher strongly supports



Surujlal and Singh's argument so that every student willing to participate in sport has access to that great opportunity, regardless of their race, gender or sexuality.

#### **4.4 How sport is viewed as promoting or not promoting inclusivity amongst students at university**

Students strongly agree that sport plays a huge role in promoting inclusivity amongst students at university, however they indicate that within the structures or systems in the university sport is not given enough attention.

Students have opportunity of socialising and interacting with people of different races through sport, this is supported by Hostager & De Meuse (2008) saying students can learn acceptance and tolerating those individuals who are different from them. Amongst the people they interact with when playing sport there are professionals and this encourages the students as they want to be like them (professionals). This pushes students to work thoroughly hard and be organized (USADA, 2012 and Surujlal & Singh, 2006).



*Figure 5: Mzolisto's collage*

Sport helps students' personal development, through developing their attitudes and the way they portray themselves. Participating in sport can improve the quality of life of individuals (Sport Scotland, 2003). It also helps students to understand different personalities about different people they compete against. Sport also gives students



opportunities to know their deeper/inner selves as they interact with people with different personalities both on and off sport.

#### **4.4.1 Availability and/or lack of sports resources in the university promote either inclusion or exclusion.**

A sustainable human settlement is not complete without sport and recreation facilities (Oosthuizen, 2007, p. 7). For sport codes like soccer, Edgewood is amongst the best institutions in the province, and has the best grounds. In the previous paragraph the researcher indicated that this sport code has material and human resources. In Chapter 1, it was mentioned that soccer is one of the sport codes with a professional coach. Maybe that is one of the reasons it has a large membership, and is more united, more focused and progressive than other sport codes at Edgewood. Mzolisto, pointed out “...*I think also that one sport code they like have a purpose, they have one goal, right now they are fighting for a certain goal.* The unity seen in the soccer team from players to supporters might be a clear indication of how sport plays a huge role in the promotion of inclusivity amongst students. Soccer has a good reason to be developing. They have all it takes for a team to be a team: resources; human and material. Is this a case in all sport codes?

There are sport codes here on campus that are as good as non-existent because they lack resources. Universities badly need sport facilities Bhukar (2012). Edgewood has its own challenges with regards to sport facilities. Mzolisto shows how negative experiences of students can lead to reluctance in joining sport, “*they don’t fix or buy us new equipment so what’s the point of me paying if I m not gonna be satisfied...*” This is where one sees the element of exclusion in sport. Moreover, the relationship between students especially from different sport codes can be affected.

This leads to the statements that Bhana (2008) points out, where some rugby players would say soccer is a soft sport as a result it is played by ‘soft players’ and the soccer players saying rugby is too rough and it is played by ‘big players’. All this mockery creates divisions amongst students and the elements of belonging, togetherness and assisting (UN, 2005) that play a huge role in the concept of social inclusion are being compromised. These are some of the comments participants made:

*“... yeah that’s a good point and also the thing with equipment and facilities and lots of sports you find that they missing some equipment they have shortage of you know facilities for that particular sport like basketball for the past two years they have been complaining about... what do you call...the hoops yeah,”*

The challenge of equipment seemed to be a huge problem for several sport codes, lack of equipment means less students registering for that particular sport and as a result inclusivity (Halvorsen & Neary, 2001) is being sacrificed. There will be low student interaction as students will just choose to stay at their respective residences and not go to the grounds.

*Sehoanka “what demotivates people is facilities ...we need a pitch for us to run...”*

*Mzolisto “we have long jump, we don’t have any facilities for high jump...”*

*Mottee “okay, I think I heard about the equipment problem, I think the big problem we have here in Edgewood are the people, the students are the problem somehow. Okay you campaign, people come and register for the sports but they don’t pitch, they don’t participate because there are no adequate facilities and some just don’t want to play even though they registered for sport”*

Inclusion is a very complex issue (Holloway, 1989, Engelbrecht, 2006 and Booth et al., 2000) because the moment one is included there might be one being excluded. This could be a case on Edgewood with regards to availability of facilities hence not all the sport codes can/not have adequate facilities.

The mixed (contradicting) views of participants are a clear indication of what sport does to them on campus. What the researcher drew from these responses is that some participants believe every sport code should have adequate equipment to attract a high participation of students while on contrary some believe equipment should be bought for people (students) who use it. The more they participate the more social interaction amongst students and as result they build friendships and knowing each other which is what social inclusion advocates for.

For example since the researcher arrived here he has never seen the ‘tennis court’ being used but it is in good condition, with proper nets and new rackets available *“...so what’s the use of buying equipment with no people using it”* this was said by Mottee. However, this may reflect the lack of professional instructors (human resources), so

material resources are available but lack of human resources. Although the participants did not directly say this there is a possibility that there is a fragile relationship between students participating in different sport codes on campus, for example between netball players and ladies soccer players. The literature reviewed in Chapter 2 (cf. 2.5.2) indicates that people in the communities should be united and participate in sport, also protect and manage the sport complexes in the communities and this supported by The Office of Deputy Prime Minister (2004, p. 7).

#### **4.4.2 Lack of time for socialising**

From what the participants said it seems time is one of the issues hindering students to participate in sport hence there is low social interaction amongst students, this especially affects students staying off campus, students who are commuting. There is less time in a day for students social systems like sport, it seems most time is allocated for academic life.

Mzolisto *“they allocate time from 8 o’clock in the morning up until 6 o’clock in the afternoon for lectures... which means they are sidelining sports”.*

Monyamane *“I guess the only way to integrate different races here is through sports that’s the only way because in classes we hardly spend time together we have got 1 hour 30 minutes you cannot know the person better in 1 hour 30 minutes...”*

Research highlights the positive correlation between physical activity and academic achievement (Kretschmer, 2001; United Nations, 2003). Students do not only have an academic life, they also have a social life. Wa likoro highlighted this when he said

*“...focusing more on academic side of us rather than focusing on everything because if they paid much attention on us because we don’t only have academic life we also have social lives to live, so we need to play sport to keep fit and just to know each other so they mustn’t focus much on academic side...”*

There should be balance between academic and social life in the university that might promote social interaction amongst students. The relationships they have in the lectures can extend even to outside the lecture rooms (classes). Thus students might have extreme positive relationships that might lead to a diverse but united campus. To promote unity on campus also as part of the promotion of inclusivity through sport,

there are social events organized by student union on campus annually, where winners from respective codes are awarded and there are formal celebrations.

Soccer is one of the few sport codes with a united membership from different backgrounds. This might be caused by the availability of resources (USADA, 2012) both human and material. Resources and time are important in sport especially at university where academic life comes first then social life, however students see this as unfair to their social life because they have less time to know each other and this might be a reason some students see the campus sport as a non-diverse environment. For example Mzolisto said “...here they allocate time from 8 o'clock in the morning up until 6 o'clock in the afternoon for lectures and then after that they give us work to do in our own time when do they expect us to participate in sports, which means they are sidelining sports, yeah”. Even though students see the university not giving them enough time for playing sports but there are social events organised by the sports union of students in the university.

#### **4.4.3 Students' social events**

The Sport Department at the university organizes some social functions for students who register for sport. There are two important events that bring together most students. In the first semester there is always a sports day, that involves Edgewood and two other institutions within KwaZulu-Natal province. It is at these functions where students interact and socialize with students from different backgrounds. The most highly regarded function is the sport banquet. This is a ‘formal’ dinner where winners from the respective sport codes on campus are gathered together at a chosen venue for awards and acknowledgements of job well done to those who worked hard to see that sport is improving on campus. At this ‘classy’ event there is food, live performance music and dance and poetry. High profile delegates in sport are invited to encourage students, to actually show students the importance of sport in life. These people can help students to motivate themselves from their stories and experiences they have in sports, (Miley, 2009).

Mzolisto “You know when you go up there in front of all these people and you actually receive an award for excellence you know, your best performance, it

*feels so good even the people who are seating down and they are like oh, if only I worked hard I would have got that you know... ”*

These events really play a huge role in the promotion of student inclusivity; interaction, communication, and interpersonal skills. Even though not every student is allowed to attend, it motivates student to want to attend the following year. Having these events is amongst the few ways of how sport promotes inclusivity amongst students, but they also they create an element of exclusion. This event is ‘formal’ and there are some restrictions like clothing; it is a strictly formal dress code to attend this event. Not all students can afford to buy formal clothes nor are comfortable with formal clothes. In addition this contradicts the notion of social inclusion that presupposes the basic rights of citizenship including social, economic, and individual human rights (Donnelly & Coakley, 2002). The students are denied their right to participate or attend the event because of their economic background; this somehow shows how sport can promote exclusion amongst students.

Monyamane “...*apparently sports price* (registration fee for sport on campus) *increased compared to the previous few years... they charge you money even if you are self funded...*

#### **4.5 Conclusion**

The focus of this chapter was on data presentation and re-presentation, and its analysis and discussion. The data gathered implies that students see the positive role played by sport in promotion of inclusivity at university but there are some challenges within the sporting system that also promote exclusivity. The themes that emerged in this chapter were guided by the conceptual framework which is social inclusion. The researcher related the themes to answering the critical questions being guided by the social inclusion concept. The following chapter will summarise the study and give the main conclusions, and it will further present recommendations derived from the findings.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This research study aimed to investigate the role of sport in promoting inclusivity amongst students at university. Using a qualitative, interpretive paradigm, the study employed a focus group interview and collage to generate data that was analysed using thematic inquiry. The findings have shown that sport does promote inclusivity amongst students. However, there is also evidence that it can promote exclusion. In this chapter the researcher presents the summary of the study and the recommendations.

#### **5.2 Summary**

The study focused on exploring or understanding the experiences of students with regards to the role played by sport in the promotion of inclusivity amongst students at university.

Chapter 1 stated the problem and outlined the aim of the study. It is in Chapter 1 where the researcher outlined the background of the study and also defined some terms, for example the complexities of defining the terms sport, inclusion, exclusion and inclusivity. The researcher also highlighted the historical background locally and internationally in sport.

Chapter 2 reviewed the literature. The researcher reviewed the concept of social inclusion, inclusion (Lloyd, 2008) and inclusivity and furthermore looked into the concept of sport. In that chapter the researcher also borrowed some ideas from Tinto's model of student interaction. This addressed how sport can help to develop communities, university being one of the communities referred to. He looked at literature on sport from the broader lens, both internationally and locally. Much research on sport and inclusivity has been done on the international level and local level, but little has been undertaken locally in the university context.

Literature indicates that sport in higher education yields more positive outcomes than negative ones. There is a strong indication that students who participate in sport do perform better academically than students who do not participate in sport (USADA, 2012). However that cannot be a generalised statement because not all students who participate in sport achieve academically, it depends on a context of the institution. Some institutions consider sport as more important than students' academic success. The most literature about sport in higher education is from the UK, there is less research done about sport in higher education in SA.

Chapter 3 described the methodology of the study. This study utilized a qualitative research design approach and was located in the interpretivist paradigm. The research was a case study of one university campus. In this study the researcher used focus group interview and collage as data collection instruments. Validity, trustworthiness and ethical issues were also considered in this chapter. The researcher gave a clear background of sport at Edgewood which was the research site, and the sample from students participating in sport.

Chapter 4 presented the students' stories said about their pictures/collage, (Eisner, 1997) and discussed the findings. In addition the researcher presented the stories of the participants in accordance with the paradigm and methodology chosen. The researcher did this through key questions that led to presentation of themes/findings, which are, the role of sport in promoting inclusivity amongst students at the university, also how sport is viewed as promoting or not promoting inclusivity amongst students at university, with the categories of students' social interaction, diversity and unity, resources, time and social events. The findings revealed that sport does promote inclusivity but the systems in the university affect participation of students, as not all are able to get involved. Sport brings students together on campus even though challenges like lack of time and lack of resources affect participation negatively.

Moreover, these findings indicate that sport creates social beings that are willing to accept and treat one another equally at university. Students from other provinces and other countries feel comfortable in sport because of the love and freedom they get when they are at the sports grounds. However, equipment and financial issues seem to be excluding other students from sport.

### **5.3 Conclusions**

The following inferences were made regarding the themes discussed in the previous chapter:

#### **5.3.1 The role of sport in promoting inclusivity amongst students at the university**

Students consider sport as their agent to socialising and change (USADA, 2012). They find it easy to make friends through sport. Moreover they are able to make friends from different races, cultures, and backgrounds. Through sport they are able to accept their differences (Lloyd, 2008) especially considering the fact that SA one of the countries with very diverse communities.

#### **5.3.2 How sport is viewed as promoting or not promoting inclusivity amongst students at university**

There are events organised by sporting committees that have succeeded in bringing in students together and that has reflected in one of the successful ways of promoting interaction (Mannan, 2007) amongst students. Interaction in the context of this study is one of the factors of inclusivity. However, there are some issues that shadow the success brought by sport in promoting inclusivity. There are some factors that promote or propels exclusion within the system of sport. Issues like bias (USADA, 2012 and Surujlal & Singh, 2006), lack of resources, and lack of socialising time for students compromise inclusivity amongst students.

### **5.4 Recommendations**

From the findings of the study the following recommendations emerged:

The university should create as many social events like the sport banquet as possible that accommodate all students. If there are many such events students can be able to socialise and create friendships in these kind of events. This is one of the events that encourages students to participate in sport, hence the more students register for sport the more they will interact amongst each other and as a result they might build positive



social relations even though they come from different backgrounds. This kind of event should be accessed free because reality is there are students who are economically vulnerable.

As is said in the literature, a school without facilities is incomplete. It is clear that students cannot register for a sport code that does not have enough and adequate facilities. Once respective sport codes have enough material, there is a possibility that students from different races will participate fully in sport. It is important that every sport code must have enough facilities to avoid conflicts between students participating in different sport codes.

The university through its mission to become '*A truly South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past*' should consider both social and academic lives of students, it should not be academic life only that matters. If it is because of security purposes that other races have minimal number of students staying in the students' residences, they should reinforce the security department. Like one participant mentioned that they need other races in their teams. Even though it can be a difficult process, the university has to give balance of time between academic and social lives of the students.

All students should be encouraged to participate or register for sport, this can assist in the building of strong relationships/friendships, however not all students like sport and their choice to not participate should be respected. Sport also helps students in their health and they keep fit and healthy. In addition by keeping every student busy there would be less time for students to think about committing crime, also would help with the high rate of unplanned pregnancy rate.

All sporting codes can develop if they have human resources; mentors, coaches, and committed players. The more people engage in sport the more social interaction, acceptance, belonging and equality might be evident. The university should consider the importance of extra-curricular activities because they build mature and responsible students. The vision of this university codes 'To be the Premier University of African Scholarship' and this to my view needs to be unpacked.

### **5.5 Recommendations for further research**

The recommendations for future research have been provided below:

This study was conducted in one university campus. It would be interesting to conduct a study within a different context, such as other campuses of UKZN. Such study would explore how sport promotes inclusivity amongst students in the university context.

There is also need to research about the university's role in promoting sport.

### **5.6 Conclusion**

Student inclusivity through sport is important in the university because sport is one of the social systems that have proven to accommodate different students from different backgrounds.

This study taught the researcher that students can accept, tolerate and respect each other through sport because in university sport there are students from different races, cultures, countries, religions and family backgrounds and all these aspects are the bases inclusion in the context of this study. However, the researcher also learned that there are situations where sport can also promote exclusion amongst students in the university, but sport has more benefits to students than challenges: namely, academically, socially and health-wise. It is through systems like sport that university can be a conducive and a welcoming environment to different students.

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## APPENDICIES

### APPENDIX A

#### Request to conduct research at Edgewood

#### APPENDIX A

UKZN  
Edgewood Campus  
Post Graduate House  
Room 5

27 July 2012

Dean

Faculty of Humanities

School of Education

Edgewood Campus

Dear Sir

#### RE: Request to conduct research at Edgewood Campus

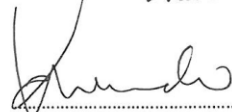
My name is Teboho Hlao, currently doing my second year Masters in Educational Psychology in the University of KwaZulu-Natal of which this project is a final part of my studies at this level.

I hereby request to conduct a research project within the Edgewood Campus. My research topic is "The role of sport in promoting inclusivity amongst students at university: A case study at the Edgewood Campus". My supervisor is Dr S. Ntombela.

This research will mainly be focusing on students participating in sport at Edgewood Campus; they will be interviewed using one-on-one and focus group interviews. All the ethical issues will be considered when conducting this research.

Yours Sincerely

Teboho Hlao 



Dean, School of Education, Edgewood Campus

PROF G H KARWENBU

Permission granted

30/07/2012

Date

## APPENDIX B

### Expedited Approval



14 August 2012

Mr Teboho Hlao 210551081  
School of Education

Dear Mr Hlao

Protocol reference number: HSS/0696/012M

Project title: The role of sport in promoting inclusivity amongst students at University: A case study of Edgewood Campus

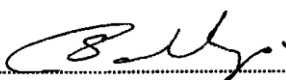
#### EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
Professor Steven Collings (Chair)

/pm

cc Supervisor: Dr Sithabile Ntombela  
cc Academic leader: Dr MN Davids  
cc School Admin: Mrs Sindhomoney Naicker

Professor S Collings (Chair)  
Humanities & Social Sc Research Ethics Committee  
Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban, 4000, South Africa  
Telephone: +27 (0)31 260 3587/8350 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za  
Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

Inspiring Greatness



**APPENDIX C**

UKZN

Edgewood Campus  
Post Graduate House  
Room 5

27 July 2012

Dean

Faculty of Humanities

School of Education

Edgewood Campus

Dear Sir

**RE: Request to conduct research at Edgewood Campus**

My name is Teboho Hlao, currently doing my second year Masters in Educational Psychology in the University of KwaZulu-Natal of which this project is a final part of my studies at this level.

I hereby request to conduct a research project within the Edgewood Campus. My research topic is "The role of sport in promoting inclusivity amongst students at university: A case study at the Edgewood Campus". My supervisor is Dr S. Ntombela.

This research will mainly be focusing on students participating in sport at Edgewood Campus; they will be interviewed using one-on-one and focus group interviews. All the ethical issues will be considered when conducting this research.

Yours Sincerely

.....

Teboho Hlao

.....

Dean, School of Education, Edgewood Campus

.....

Date

## **APPENDIX D**

### **Informed consent by participant**

..... 2012

#### **Dear Participant**

I am conducting a research project that aims at exploring whether and how sport facilitates promotion of inclusivity amongst students at university. This research will provide deep insights of students' experiences of sport. Further this research will provide insights into deeper understanding of how sport can be a source of inclusivity or exclusivity amongst students at university.

You are cordially requested to participate in this research project. The information that you provide will be used for purposes of this research project only. Your participation will not be revealed in the report writing, nor will it be revealed in the dissemination of the findings of the research. Should there be a need to make specific comments about your participation and the information that you provide in the research dissemination process, permission will be sought from you prior to such disclosure. Your participation is voluntary and you could withdraw from this research process at any time that you feel you should.

Thank you!

Yours faithfully

.....

Teboho Hlao

Tel: 031 260 1631

Cell: 071 1327485

Email: hlao@ukzn.ac.za

**APPENDIX E****DECLARATION**

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....

SIGNATURE OF PARTICIPANT

2012.....

DATE



## **APPENDIX F**

### **Interview schedule (focus group interview)**

1. What are your experiences of sport? (Personal and social experiences).
2. What are the constraints/challenges you face when participating in sport at Edgewood?
3. What suggestions do you have about the role of sport at Edgewood?

## APPENDIX G

### Collage Chart

