

**Go! Sport - Easy Sport: Consumer
Impact Analysis**

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EASYSPOORT CONSUMER ANALYSIS

A EXECUTIVE SUMMARY

1 RESEARCH OBJECTIVES

The research project targets the GO!SPORT - EASY SPORT (ES) programme's primary school participants, a sample of their parents and sport captains to identify:

- Levels of knowledge and awareness
- Levels of understanding of the benefits
- Parents' and children's attitudinal perceptions
- Children's participation levels overall and within each activity
- Children's satisfaction level with each activity
- Children's commitment level for confirmed future involvement

2 RESEARCH JUSTIFICATION

The project is geared to performance-monitoring research enabling the following factors to be evaluated:

- Progress of the programme towards its objectives of enhanced:
 - Fun / enjoyment / excitement
 - Health and fitness
 - Skill acquisition
 - Social attitudes
- Complementarity to the participating schools' PE programmes
- Fulfilment of sponsor's expectations and image identification
- Social return-on- investment to consumers and HKSDB

3 REPORT STRUCTURE

The report consists of two sections:

Section 1: Student Attitudes

The identification of awareness and participation levels, degree of enjoyment and frequency of participation of the target age group.

Section 2: Parent Attitudes

The identification of the knowledge, awareness and attitudes to ES, sport in general and physical education (PE) of participating students' parents.

4 KEY FINDINGS

STUDENTS

- Very high levels of satisfaction with ES sports and their service-delivery.
- High levels of ES informal practice outside school indicating a latent demand.
- Tennis and table-tennis are the preferred sports.
- Dramatic impact of programme on motivation to engage in lifespan sport.
- Most students are self-motivated to join the programme.
- Mother, peer group and teachers are strong supporters of entry motivation and adherence.
- Skill acquisition and health and fitness are the key intrinsic benefits.
- Boys are motivated by the process of playing sport whilst girls are motivated by the social and personal development spin-offs.
- Choice of sports and the resultant self-determination and discretion are key extrinsic benefits.
- Boys rank fair play highly whilst girls identify social relationships and the enhancement of the school spirit as a key extrinsic benefit.
- Sport Captains whilst being highly appreciated for their input are criticised for their lack of technical, teaching and organisational skills.
- Parents legitimise the programme through its links with the schools' PE programmes.

PARENTS

- Very low public awareness and knowledge of the programme's provider and sponsor.
- Lack of communication with, and information feedback to, parents.
- High level of parental awareness of key characteristics of modified rules and equipment i.e. product characteristics.
- Health and fitness and personal and social development are powerful attributes but only in so far as they complement and enhance academic performance
- Very strong support in maintaining adherence to both the ES and general physical activity.
- Overall a very positive parental attitude to the ES rationale, its benefits and the school-based service-delivery system.
- There should be an immediate extension of the programme in terms of session duration, session frequency, selection and range of sports and the ability and aptitude range of participants.

B RESEARCH METHODOLOGY

1 PURPOSE

To effect a consumer impact analysis on the attitudes of students, parents and sport captains (SC) involved in the ES programme.

2 SECTIONS

1. Student attitudes
2. Parent attitudes

3 RESEARCH PROCESS STEPS

- Identify objectives
- Determine design and data sources
- Develop data collection procedures
- Collection process and data analysis
- Results and analysis presentation

4 RESEARCH STRATEGY: PERFORMANCE MONITORING

The research strategy targets three objectives:

- Identify problems and opportunities
- Monitor knowledge and self-awareness, understanding, attitudes, participation and satisfaction levels
- Evaluate situational socio-economic and political climate

5 RESEARCH DESIGN: CROSS-SECTIONAL SURVEY DESIGN

The project employs a cross-sectional survey design incorporating two data sources:

- Primary: interrogation of respondents employing a questionnaire and focus group interviews
- Secondary: records of the HKDSB and participating schools' records

6 DATA COLLECTION

6.1 Population Frame:

- ES enrolment during the period researched (1993-4) is 1400 student participants
- 15 schools compose the programme during this period (refer appendix 1)

6.2 Population Sample

- Questionnaire Survey: The total population of 1400 students is surveyed (including sport captains) from the 15 schools with a retrieval rate of 678 (48.43%). The shortfall in retrieval rate can be accounted for in terms of students who graduated to secondary school in the interim period and by an unspecified ES drop-out / attrition rate. The attrition rate from the programme is not evaluated, although it is a necessary target for future research.
- Focus-Group Interview - Students: 60 Students and sport captains (30 males and 30 females) are randomly selected from the 15 participating schools and divided into 10 groups of 6 students each.
- Focus-Group Interview - Parents: 25 parents (13 females and 12 males) are randomly selected from 6 schools for inclusion in focus-group interviews.

6.3 Data Categories

Demographic, geographic, psychographic and behavioural data are collected in the following categories:

- General satisfaction with programme
- Frequency of participation
- Preferred sports
- Adherence-future participation in ES and general sport
- Motivation - intrinsic and extrinsic benefits
- Organisation and service-delivery
- Personal characteristics

6.4 Methods

Two data-collection instruments are employed:

- Questionnaire: structured direct fixed-response self-administered completed by students
- Focus-group interview: unstructured, direct and in-depth conducted with students and parents

The format applied in both instruments includes:

- Approach - Direct investigator-respondent control
- Structured fixed-response to control bias
- Components - Identification data
- Co-operation request
- Instructions
- Information sought
- Classification data
- Reply style - Dichotomous

- Multiple choice
- Management - Survey distribution at each participating school
- Survey-school contact by HKSDB ES Staff
- Investigators-CUHK postgraduate qualified PE teachers
- Procedures - Direct site supervision and administration
- Interviews conducted by experience trained and screened Hong Kong primary and secondary school PE teachers currently enrolled at CUHK on the PDB B.Ed programme
- Interviewers fully trained on relevant aspect of attitudinal research prior to data collection
- Interviewers briefed by HKSDB staff on the ES rationale prior to field-work commencing and thus fully aware and supportive of its objectives
- Completed questionnaires, interviews and focus-group data audited by the project director
- Parents encouraged to contact the project's director and schools' principals in case of queries

These procedures are appropriate for a project of this nature where the population sample is surveyed for behavioural and psychographic data as well as the more routine demographic and geographic data.

6.4.1 Questionnaire: Students

A structured direct fixed-response self-administered questionnaire surveys the following factors:

1. *Satisfaction with the programme* - Do you enjoy the ES Programme?
2. *Frequency of participation* - How often do you take part in ES?
3. *ES participation outside school* - Do you play ES sports outside the official programme?
4. *Participation rates* - Which ES sports do you play?
5. *Positive ranking of sports* - Which ES sports do you like best?
6. *Negative ranking of sports* - Which ES sports do you dislike?
7. *Programme extension* - Name four other sports that you would like to see included in the ES programme
8. *Impact on attitude to sport in general* - Do you like sport more after participating in ES?
9. *Adherence and future participation in ES* - Will you continue with ES next term?
10. *Adherence and future participation in general sport* - Will you play sport as an adult?
11. *Entry motivation* - Who first encouraged you to start ES?
12. *Adherence motivation* - Who encourages you most to continue with ES?
13. *Intrinsic benefits* - Why do you enjoy ES?
14. *Extrinsic benefits* - What aspects of ES programme management service-delivery do you like best?

(Refer to appendix 1 for full questionnaire and associated documentation in Chinese).

6.4.2. Focus-Group Interview: Students and parents

Unstructured and direct in-depth focus-group interviews are carried out to survey two sets of attitudes; student and parent.

- Student attitudes:

Questions 11-14 inclusive of the above questionnaire are investigated more rigorously to elicit student's depth attitudes to entry and adherence motivations and the perceived intrinsic and extrinsic benefits of the programme.

- Parent attitudes to the following factors:

- *Appropriateness of physical education and sport for their children*
- *Awareness and knowledge of the ES programme*
- *Benefits to their children of ES*
- *Influence of family on child's adherence to ES*
- *Positive and negative criticisms of the ES programme and its service-delivery (including sport captains).*

The socio-economic and cultural background of the families is also recorded.

Refer to appendix 2 for interview schedule and documentation on families interviewed.

The focus-group technique possesses the following characteristics:

- **Function**

- Explores in-depth motivations, feelings, ideas, insights, beliefs and attitudes re ES i.e. attitudinal and behavioural responses.
- Stimulates new ideas re programme development.

- **Procedures**

- Loosely structured group depth-interview
- Conducted by experienced moderators possessing skill, knowledge and experience of ES and modified sports
- Produces friendly, informal, spontaneous environment and emotional involvement with essential rapport and exchange of views
- Employs probing, relevant and insightful discussion
- Controls dominant interviewees and encourages shy persons
- Stimulates snowballing, security, spontaneity, serendipity, flexibility and speed.
- Between 6 and 8 student respondents carefully screened ES participants avoiding friendship or family cliques
- Interview time - approximately 1 hour

6.4.3 Pilot Study

A pilot study was conducted in one of the participating schools in which 68 students were surveyed facilitating the modification of the instrument.

The focus-group interviews were similarly dry-run enabling the moderators' techniques to be perfected.

7 DATA PROCESSING

Data collected via the questionnaire are processed by the Statistical Package for Social Science (SPSS). The normal, ordinal and interval data collected in the aforementioned categories are subjected to the standard descriptive statistical techniques of univariate analysis; frequency and proportion, central tendency, dispersion and t tests, in order to identify the impact of ES on attitudes to sport participation. The conclusions and recommendations group data and discussion in accordance with the previously stated objectives.

C RESULTS AND DISCUSSION

SECTION 1: STUDENT AND SPORT CAPTAIN ATTITUDES

1.1 QUESTIONNAIRE SURVEY

QUESTION 1: DO YOU ENJOY THE ES PROGRAMME

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Nil	0 (0%)	1 (0.31%)	1 (0.1%)	n.s.
Very Good	311 (88.20%)	289 (88.92%)	600 (88.5%)	n.s.
Normal	41 (11.61%)	35 (10.77%)	76 (11.2%)	n.s.
Bad	1 (0.28%)	0 (0%)	1 (0.1%)	n.s.

Table 1

88.1% of boys, 88.92% of girls and totally 88.5% of participants selected 'very much'. Only 0.1% determined the programme 'not enjoy'. There is no significant difference between boys' and girls' answers.

The results indicate that the ES programme is highly regarded by students and that it fulfils the interest of all but a small minority of participants whose own personal preferences predate the programme and are incompatible with ES activities.

QUESTION 2: HOW OFTEN DO YOU TAKE PART IN ES

Frequencies				Anova by Sex
	Boys	Girls	Total	Sig. of F
Nil	8 (2.27%)	2 (0.62%)	10 (1.5%)	n.s
Twice or more per week	102 (28.9%)	97 (29.85%)	199 (29.4%)	n.s
Once per week	204 (57.79%)	209 (64.31%)	413 (60.9%)	n.s
Less than once per week	39 (11.05%)	17 (5.23%)	56 (8.3%)	n.s

Table 2

8.3% of students participated in ES less than once a week, 29.4% participated twice or more in a week, whilst the majority of 60.98% participated once a week. There was no significant difference between boys' and girls' participation. It is a fact that the frequency of the activities is determined by schools and students have little influence over the pattern. Most of the schools select Saturday morning as the time for extra-curricular activities, a time which also suits students as it does not impact on homework. Additionally, extra sessions are organised from 5.30 to 6.15 p.m. on a weekday (hence the twice or more participation per week) whereas certain schools employing 'short weeks' organise ES on alternate weeks.

QUESTION 3: DO YOU PLAY ES SPORTS OUTSIDE THE OFFICIAL PROGRAMME AT RECESS TIME, AFTER SCHOOL, ON HOLIDAY, AT HOME, IN THE PLAYGROUND ETC

Frequencies				Anova by Sex	
		Boys	Girls	Total	Sig. of F
	No	84% (23.8%)	106 (32.62%)	190 (28.0%)	n.s
Yes	Twice or more per week	152 (43.06%)	93 (28.62%)	245 (36.1%)	n.s
Yes	Once per week	102 (28.9%)	107 (32.92%)	209 (30.8%)	n.s
Yes	Less than once per week	15 (4.25%)	19 (5.85%)	34 (5.0%)	n.s

Table 3

28% of students do not participate in ES sports outside of the programmed time,

36.1% play ES sports outside scheduled sessions twice or more per week, whilst 30.85% play once a week. These results indicate two factors; firstly that a significant percentage of the 66.9% who play ES sports outside the programmed time were already socialised into active participation before the initiation of ES; and secondly, that the programme has induced 'spin-off' to sport in general and increased adherence to existing activity patterns. It is not possible to determine to which of these factors may be attributed the primary causal impact. A gender difference can be observed with boys significantly higher (43.06%) than girls (28.62%) in taking part in activities more than twice a week.

Activities outside school are organised by pupils themselves either during weekends or after school with permission from their parents. Pupils are innately interested in games and eager to take part in activities but the limited opportunities in school do not meet this demand. Consequently, with the consent of their parents, they organise the activities for themselves. However, girls are traditionally deprived of such opportunities due to their perceived sex role passivity. They are only permitted to spend time with their peers during weekends but not after school on weekdays. This explains the fact that boys are more active in initiating extra school sport and ES activities.

QUESTION 4: WHICH ES SPORTS DO YOU PLAY

	Frequencies		
	Boys	Girls	Total
Tennis	117 (36.14%)	154 (47.38%)	271 (40.0%)
Soccer	78 (22.1%)	40 (12.31%)	118 (17.4%)
Table-tennis	152 (43.06%)	149 (45.85%)	301 (44.4%)
Fencing	56 (15.8%)	36 (11.08%)	92 (13.6%)

Table 4

Table-tennis attracted the highest number of combined participants (44.4%), followed by tennis (36.14%) and soccer (22.1%). When the results are stratified by gender, however, the majority of girls took part in tennis (47.38%), followed by table-tennis (33.14%), soccer (22.1%) and fencing (15.86%) whereas boys mostly take part in table-tennis (44%), followed by tennis (45.85%), soccer (12.3%) and fencing (11.08%). Caution should be exercised in the interpretation of these results in that the provision of activities is school dominated i.e. the facilities' availability and the teachers' interests limit the students' choice.

QUESTION 5: WHICH ES SPORT DO YOU LIKE BEST

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Nil	1 (0.28%)	3 (0.92)	4 (0.6)	<.001
Tennis	66 (18.7%)	169 (52.0%)	235 (34.7%)	<.001
Soccer	154 (43.63%)	28 (8.62)	182 (26.8%)	<.001
Table-tennis	84 (23.8%)	90 (27.69%)	174 (25.7%)	<.001
Fencing	40 (11.33%)	35 (10.77%)	75 (11.1%)	<.001
Basketball	8 (2.27%)	0 (0%)	75 (11.1%)	<.001

Table 5

There is a significant difference in the preference of sport between sexes [$F(1.676) = 22.6, P < 0.001$], i.e. the most favoured sports selected by boys and girls is markedly different. Boys prefer soccer (43.63%), followed by table-tennis (28.8%), tennis (18.7%), fencing (11.33%) and basketball (2.27%), whereas girls prefer tennis (52%), followed by table-tennis (27.69%), fencing (10.77%) and soccer (8.62%). The preferred sport is dependent, as in the previous question, upon the degree of exposure the sport receives in PE and the support it enjoys in inter-school competition and extra-curricular activities. The popularity of a sport is thus a function of the school PE and sport system with a limited impact from community and family socialisation. In correlating questions 4 and 5 it can be observed that tennis and table-tennis are the most patronised and popular sports in ES and the schools, followed by soccer with fencing a long last.

QUESTION 6: WHICH ES SPORT DO YOU DISLIKE

		Frequencies			Anova by Sex
		Boys	Girls	Total	Sig. of F
	No	217 (61.4%)	175 (53.8%)	392 (57.8%)	n.s
Yes	Tennis	41 (11.61%)	10 (3.08%)	51 (7.5%)	n.s
Yes	Soccer	7 (1.98%)	52 (16.0%)	59 (8.7%)	n.s
Yes	Table tennis	12 (3.4%)	17 (5.23%)	29 (4.3%)	n.s
Yes	Fencing	71 (20.11%)	68 (20.92%)	139 (20.5%)	n.s
Yes	Basketball	5 (1.42%)	0 (0%)	5 (10.7%)	n.s

Table 6

The majority of the participants (male: 61.47%; female 53.85%) admitted that they like the programme very much i.e. that they did not dislike any sport. For girl participants, soccer (16%), table-tennis (5.23%) and tennis (3.08%) were the least favoured sports, whilst for boys the least favoured sports are tennis (11.61%), table-tennis (1.98%) and basketball (1.42%).

There is no significant difference in the disliked sport between boys and girls. A significant percentage (57.8%) of the subjects, in fact stated that they did not dislike any sport. Nevertheless, fencing was the most disliked sport (20.5%) with similar percentages of boys and girls disliking it (20%).

As in the previous Question 5, tennis and table-tennis are the most popular activities for boys and girls with soccer being negatively skewed by girls. This reflects the traditional attitude of Chinese girls to male dominant soccer which implies that teaching and coaching methods should be reviewed to generate greater adherence by girls to soccer in line with world trends.

QUESTION 7: NAME FOUR OTHER SPORTS YOU WOULD LIKE TO SEE INCLUDED IN THE ES PROGRAMME

- | | |
|-----------------------|-------------------------|
| • BICYCLING (N=250) | • SWIMMING (N=160) |
| • ICE-SKATING (N=228) | • TRACK & FIELD (N=146) |
| • BADMINTON (N=185) | • ARCHERY (N=144) |
| • BASKETBALL (N=160) | • KARATE (N=97) |

Table 7

97% of the respondents selected the required four sports ranked above. While cycling and ice-skating are popular in Hong Kong physical recreation activities, it would not be viable or pragmatic to incorporate them in the ES programme. However, badminton, basketball and swimming are certainly realistic options which should be incorporated into the programme given their high status within general sport in Hong Kong. They are more realistic options than fencing in terms of numbers participating, equipment required and adherence potential.

QUESTION 8: DO YOU LIKE SPORT MORE AFTER PARTICIPATING IN ES

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Yes	349 (98.87%)	316 (97.23%)	665 (98.1%)	n.s
No	4 (1.13%)	9 (2.77%)	13 (1.9%)	n.s.

Table 8

There is no significant difference between males and females regarding their liking of sport activities more since participating in the ES programme.

Virtually all participants admitted that they liked participating in sport activities more after taking part in the programme; boys 98.87% and girls 97.23%. Whereas it would be inaccurate to attribute all enhanced favouring of general sport to ES, nevertheless the programme can justifiably claim to significantly reinforce student's physical activity lifestyles.

This is especially significant in view of the limited facilities, equipment and resources available within schools and the fact that parents fully support ES activities due to their perceiving them as being under good care and supervision.

QUESTION 9: WILL YOU CONTINUE WITH ES NEXT TERM

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Nil	1 (0.28%)	2 (0.62%)	3 (0.4%)	n.s
Yes	345 (97.73%)	310 (95.38%)	655 (96.6%)	n.s
No	7 (1.93%)	13 (4.00)	20 (2.9%)	n.s

Table 9

96.6% of the participants stated that they will continue to participate in the ES programme next term. The 3.4% attrition rate is outstanding and corroborates the result of Question 8, further reinforcing the favourable impact of the programme on student attitudes. The slightly lower adherence of girls to boys (97.73% : 95.83%) further illustrates the female gender problems prevalent in Hong Kong, although these figures represent a 35% improvement on Australian adherence rates in Aussie Sport at the transition to high school competitive sport.

The key factor in adherence, as is illustrated in Question 14, is the resources provision and support provided by the SC, the latter being key facilitators due to their youthful enthusiasm and proximity to students in terms of age and experience. There is no significant difference between boys and girls as to whether or not they will continue with ES.

QUESTION 10: WILL YOU PLAY SPORT AS AN ADULT

	Frequencies			Anova by Sex
	1	0	1	
Nil	1 (0%)	0 (0%)	1 (0.1%)	<.001
Yes	290 (82.15%)	225 (69.23%)	515 (76.0%)	<.001
May be	61 (17.28%)	99 (30.46%)	160 (23.6%)	<.001
No	1 (0.28%)	1 (0.31)	2 (0.3%)	<.001

Table 10

A higher percentage (82.15%) of boys indicated that they would play sport when they become adults than that of girls (62.23%). There is thus a significant difference between boys and girls [$F(1,676)=16.8$, $p<0.001$]. This result is plausible and supports earlier findings, reinforcing the stereotype Chinese female as family-oriented and tending to spend more time on taking care of their siblings and parents than their male counterparts, resulting in less leisure time. It is disappointing to identify these attitudes prevailing in primary school girls when sport and equity socialisation should be having a positive impact.

Remedial and positive discrimination strategies favouring girls' physically active lifestyles need to be implemented by teachers and supported by parents and peers.

**QUESTION 11: WHO FIRST ENCOURAGED YOU TO START ES:
ENTRY MOTIVATION**

- Mother
- Father
- Sister
- Brother
- Friend(s)
- Teacher
- Coach
- Myself

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Mother	106 (30.3%)	132 (40.62%)	238 (35.1%)	<.001
Father	59 (16.71%)	69 (21.23%)	128 (18.9%)	n.s
Brother	11 (3.12%)	5 (1.54%)	16 (2.4%)	n.s
Sister	6 (1.70%)	14 (4.31%)	20 (2.9%)	<.05
Friend(s)	111 (31.44%)	92 (28.31%)	203 (29.9)	n.s
Teacher	93 (26.35%)	81 (24.92%)	174 (25.7%)	n.s
Coach	30 (8.50%)	31 (9.54%)	61 (9.0%)	n.s
Myself	247 (69.97%)	198 (60.92%)	445 (65.6%)	<.05

Table 11

The most frequent response is 'Myself' (n=445), second is 'Mother' (n=238). whilst third is 'Friend(s)' (n=203).

Results indicate that the majority of students (65.6%) are self-motivated and that they perceive the healthy benefits of sport. In addition, self-motivated students participate in ES due to the introduction of new and fresh sports such as tennis. They are obviously motivated by the novelty of new sports implying that the ES programme should provide a greater variety of sports, thereby arousing students' interest and facilitating greater participation.

The second entry motivator is the 'Mother' indicating the dependency of primary school children on their parents. Parents are highly influential socialisation agents in their children's sporting life. Although it is a common phenomenon for Hong Kong parents to rank sport second to homework, a significant number of students reported that their parents supported their participation in ES as it facilitated the acquisition of health and fitness, occupied free time and was not physically dangerous.

Mothers play the predominant role in encouraging children to participate in ES. Within the context of the family structure in Hong Kong, fathers are still the main bread-winners and mothers are the major home-makers and care-givers. Thus most of the decision-making regarding the youngsters' school work and school activities fall on the mothers who tend to perceive physical activity as a means of maintaining health and occupying leisure time constructively, thus avoiding street induced delinquency and achieving relaxation.

The least motivating factor is siblings, who, together with the PE teacher, play an increasingly predominant role in sport socialisation as students progress into

adolescence. With the size of the Hong Kong nuclear family being small and possessing limited children of similar ages, siblings have relatively less influence on each other's decision-making than peers. The teacher and peer groups are thus significant for promoting ES.

Results also indicated that there is a significant difference between boys and girls in the attribution of entry motivation. Girls are more encouraged by mother and sister when compared with boys, whilst boys tend to be self-motivated or influenced by peers. Boys are thus more susceptible to extra-family influences than girls who appear to be more socially dependant on mother and the family unit in socialisation into sport.

The two key entry motivation agents are 'myself' and the 'mother'. Entry motivation is thus a function of personal initiative and family reinforcement in the form of the mother.

**QUESTION 12: WHO ENCOURAGES YOU MOST TO CONTINUE ES:
ADHERENCE MOTIVATION**

- Mother
- Father
- Sister
- Brother
- Friend(s)
- Teacher
- Coach
- Myself

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Mother	28 (27.76%)	122 (37.54%)	220 (32.4%)	<.01
Father	72 (20.40%)	69 (21.3%)	141 (20.8%)	n.s
Brother	16 (4.53%)	7 (2.15%)	23 (3.4%)	n.s
Sister	6 (1.70%)	20 (6.15%)	26 (3.8%)	<.01
Friend(s)	112 (31.73%)	102 (31.38%)	214 (31.6%)	n.s
Teacher	67 (18.98%)	56 (17.23%)	123 (18.1%)	n.s
Coach	36 (10.2%)	29 (8.92%)	65 (9.6%)	n.s
Myself	256 (72.52%)	207 (63.69%)	463 (68.3%)	<.05

Table 12

The achievement goal orientation theory of Maehr and Nicholls (1980) provides a rationale for adherence motivation in proposing that individuals are primarily motivated

by one of three goal orientations; ability, task and social approval. Ability-oriented individuals strive to demonstrate skills; task-oriented pupils evaluate their sport ability in relation to their own past performance; whilst social approval-oriented pupils strive to obtain positive feedback and recognition from significant others for their efforts and motivation regardless of performance outcomes. The ES programme with its modified rules and equipment and de-emphasised competition, success, failure and reward succeeds in meeting the task and social approval goal orientations enabling participants to adhere to the programme.

The key motivating agent is thus again 'Myself'. This adherence behaviour can be explained in terms of Harter's competence motivation theory (1978 and 1981) which contends that the feeling of efficacy and positive feedback resulting from successful mastery experiences promotes continued participation motivation. The students experiencing successful participation in ES are motivated to continue.

Findings in this study show that the more active support parents give, the more likely their children are to participate in sports, both within and outside school hours.

ADHERENCE MOTIVATION

In adherence motivation, the pattern is similar to that of entry motivation with some minor adjustments. The rankings are; self (68.3%), mother (32.4%), peers (31.6%), father (20.8%), teacher (18.1%), coach (9.6%), elder sister (2.9%) and elder brother (2.4%).

The powerful influence of self-motivation adherence reinforces the task and social approval-orientation model in so far as participants enjoy modified games in which they demonstrate competence in mastering skill. This successful mastery facilitates self-efficacy and a continued motivation to participate.

Whereas there is a significant difference between the mother, sister and myself motivator agents with respect to boys and girls, there is no significant difference between the father, brother, friend, teacher and coach influence on continued participation in the ES programme, between boys and girls, reflecting again the family orientation of girls.

The key adherence motivation agents are thus 'myself', 'mother' and 'friends', reinforcing again the necessity of the ES to target the intrinsic needs of boys and girls as well as the support structure of the family and peers.

QUESTION 13: WHY DO YOU ENJOY ES: INTRINSIC BENEFITS

- Learn new skills
- Experience competition
- Make friends
- Get healthy and fit
- Feel self-confidence

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Learn new skills	240 (67.99%)	221 (68.00%)	461 (68.0%)	n.s
Experience competition	142 (40.23%)	109 (33.54%)	251 (37.0%)	n.s
Make friends	81 (22.95%)	105 (32.31%)	186 (27.4%)	<.05
Get healthy and fit	141 (39.94%)	138 (40.92%)	274 (40.4%)	n.s
Feel self-confident	62 (17.56%)	47 (14.46%)	109 (16.1%)	n.s

Table 13

Learning new skills is the dominant intrinsic benefit (male: 67.99%; female 68%) motivating enjoyment. This result highlights the importance of children exploring this environment and innate ability. For males experiencing competition ranks second (40.23%), getting healthy and fit ranks third (39.94%), making friends ranks fourth (22.95%) and feeling self-confident ranks fifth (14.46%). For females, getting healthy and fit ranks second (40.92%), experiencing competition ranks third (33.54%), making friends ranks fourth (32.31%) and feeling self-confident ranks fifth (14.46%). There is a marked difference in the second rank which can be explained in terms of sex-role socialisation and the inculcation in boys of the need to compete as opposed to girls' requirements for affiliation and co-operation. Surprisingly, both sexes rank feeling self-confident last which may be explained in terms of a poorly understood abstract term.

There is significant difference [$F(1,676) = 7.51, p < 0.001$] between boys and girls in terms of intrinsic benefits in the area of making friends although there is no significant difference between boys and girls in the area of learning new skills, experiencing competition, getting healthy and fit and feeling self-confident.

This is consistent with boys' second ranking of the intrinsic benefit of competition whereas the affiliative orientation of girls induces a need to employ sport as a socialising agent and their peer group as a mode of entry.

The key intrinsic benefits derived by students from participation in ES are overwhelmingly skill acquisition and health and fitness - results which are cross-nationally constant and auger well for lifespan adherence in physical activity for health, fitness and performance.

QUESTION 14: WHAT ASPECTS OF ES PROGRAMME MANAGEMENT DO YOU LIKE BEST: EXTRINSIC BENEFITS

- Have simple rules

- Use modified equipment
- provide a choice of sport
- Teach fair-play
- Help enjoy school-life more
- Boys and girls are equal

	Frequencies			Anova by Sex
	Boys	Girls	Total	Sig. of F
Have simple rules	63 (17.85%)	28 (8.92%)	92 (18.6%)	<.001
Use modified equipment	113 (32.01%)	89 (27.38%)	202 (29.8%)	n.s
Provide a choice of sport	207 (58.64%)	225 (69.23%)	432 (63.7%)	<.01
Teach fair-play	147 (41.64%)	111 (24.15%)	258 (33.1%)	<.05
Help enjoy school life more	99 (28.5%)	125 (38.46%)	224 (33.0%)	<.01
Boys and girls are equal	34 (9.63%)	42 (12.92%)	76 (11.2%)	n.s

Table 14

The two most important extrinsic benefits are 'provide a choice of sport' and 'teach fair-play' while gender equality is the least important one.

Both boys and girls select choice of sport as the pre-eminent extrinsic benefit (boys 58.14%, girls 69.23%). The opportunity to exercise discretion is thus of vital importance and ranks equivalent to skill acquisition as an indicator of the importance of self-fulfilment and control desired by students. Boys select fair-play second (41.64%), using modified equipment third (32.01%), school-life enhancement fourth (28.05%), with sex equality a long last at 9.63%. Girls, in keeping with their affiliative orientation, rank school-life enhancement second (38.46%) with modified equipment and simple rules accruing a total of only 21.84%. It is significant to note that the provider's key product characteristics of modified rules and equipment are not deemed significant by the consumers who value personal discretion and values higher.

This factor should be incorporated into the management process by SC's and leaders. Among the six extrinsic benefit factors, significant differences between boys and girls are observed in four factors:

Significant differences between boys and girls can be observed in four of the extrinsic benefit factors -

- Have simple rules [$F(1,676) = 11.65, p < 0.01$]. A higher percentage of boys (17.85%) perceive the importance of simple rules with girls (8.92%), indicating a closer commitment by boys to the structure and outcome of sport rather than the processes.
- Teach fair-play [$F(1,676) = 8.29, p < 0.01$]. A higher percentage of boys (41.64%) perceive the importance of fair-play more than girls (34.15%) indicating again the necessity for boys to respect the competitive process rather than the secondary benefits spin-off appreciated by girls.
- Provide a choice [$F(1,676) = 8.29, p < 0.01$]. More girls perceive the importance of this benefit than boys (58.64%).
- Help enjoy school-life more [$F(1,676) = 4.04, p < 0.05$]. More girls (38.46%) perceive the importance of this factor than boys (28.05%).

In conclusion, the ethos of competition and simple rules is considered more important by boys.. Similarly, the key extrinsic factors of choice and fair-play indicate a covert equity and general concern by boys for the process of sport and its rationale, structure and outcomes. On the other hand diversified interests and an active school-life are perceived more important by girls.

1.2 FOCUS GROUP INTERVIEWS

QUESTION 11: ENTRY MOTIVATION

Students' Perception of an Active Lifestyle

Results indicate an encouraging perception of the importance of an active lifestyle on the part of students. The majority of students stated that they would continue to participate in the programme.

Entry motivation

Regardless of the level and ranking of significant role-model influences, results concur with the questionnaire finding that the following socialising agents are significant motivation factors in the student's decision to participate.

11.1 Parents

Interview findings indicate that most students are encouraged by their parents to join the ES programme for one or more of the following reasons:

- health and fitness
- occupying free time
- keeping them away from the streets and delinquency
- learning new skills
- making friends

The nuclear family with children, together with its setting in Hong Kong, is considered the primary socialising agent and locus in which the range of parental values and beliefs influence the socialisation of their children into sport participation. In comparing the influence of father and mother, the latter plays a more significant role in encouraging children to participate due to her being the primary care-giver with the children generally under her direct guardianship. Mothers also notice advertisements for ES at district activity centres and frequently initiate enrolment procedures concerning the school in which they have considerable trust.

11.2 Self-motivated

Of equal significance to parents is the attribution to self in entry motivation. Students stated that they were self-motivated because they want to learn more and join different types of sport activity. They all perceived the range of intrinsic and extrinsic benefits of sports, although most students were already sports participants with a strong commitment to sport which ES merely reinforces.

Significantly, more boys are self-motivated than girls reinforcing the previously identified findings that boys are more motivated by the process of sport (i.e. the rules, equipment and intrinsic benefits) than girls who respond positively to the social milieu of sport.

11.3 Teachers

Schools are frequently the only place children get exposed to formal sport. Thus, positive reinforcement from teachers is very important at initial entry as well as later in adherence motivation. Results indicate that most students were made aware of ES by their teachers prior to making the decision to join. This replicates other findings that identify primary students' trust in their teachers, further illustrating the significant motivating influences that teachers perform. However, the salient point to note is that teachers are not the primary agents of entry motivation in the primary school, although they do become so in secondary school, they merely reinforce the influence of self, parents or friends or initiate awareness.

11.4 Peers

Peer group influence in entry motivation is most significant for girls for, as previously indicated, girls are more socially dependent on peers than boys. They need companion motivation to initiate entry into the programme, an enrolment strategy that should be noted by the ES programme organisers.

11.5 Siblings

The Hong Kong family is nuclear with limited children of similar age. Therefore, siblings have little influence on each other's decision-making, including that of sport.

QUESTION 12: ADHERENCE MOTIVATION

Consistent with entry motivation, socialising agents continue to exert their influence on students' adherence to the ES programme. However, the relative levels of influence vary significantly.

12.1 Peers

Peer influence becomes more important after the student has participated in the ES programme for one year, after which time peer influence is no longer limited to only girls. This point is consistent with Coakley (1986) who points out that peer influence is dominant during the process of socialisation into sport in particular for girls where the sub-culture of the peer group is especially supportive.

12.2 Self-Motivation

Self retains the more significant motivating factor status due mainly to the satisfaction derived from the range of intrinsic and extrinsic benefits. In addition, the adherence behaviour can be explained by Harter's competence and motivation theory (1978 and 1981) which indicated that efficacy and the positive feedback from successful mastery of sport skills results in continued motivation to participate. This result illustrates the importance of skilled teachers and SC's capable of maintaining positive reinforcement and individual encouragement of students.

12.3 Coach

It is similarly encouraging to identify the coach as another motivating factor. This finding agrees with documented research indicating the important role that coaches play in promoting sports. Certain students, nevertheless, attribute their drop-out from general sport to the pressure exerted on them by coaches with the resultant decline in academic performance. This reflects the traditional Chinese values of academic success being more important than sport performance. The relationship of ES to general sport and school extra-curricular activity requires close scrutiny, as does the role of the coach in the equation. ES is being undoubtedly used to reinforce sport practice by coaches, resulting in undue pressure on students and an undermining of the ES programme's rationale.

12.4 Teachers and parents

Although their relative influence evidences no marked deviation, the role of teachers is significant in that they screen students prior to participation, both to allow underachievers to join as well as to enhance the performance of skilled achievers. Parents, although not significant in adherence motivation, do positively reinforce adherence, if only through silent consent (not wishing to adversely affect school work) as their children's behaviour has improved at home and the boredom and child-minding factors are ameliorated.

QUESTION 13: INTRINSIC MOTIVATION

The focus-group results tend to reinforce the questionnaire perceptions of intrinsic benefits. However, the impact of different personality traits upon the perception of the benefits of sport participation is evident. The following five factors were perceived as the most important in facilitating intrinsic motivation.

13.1 Feel Self-confident

The importance of this factor can be explained by the Cognitive Evaluation Theory (Deci, 1975; Deci and Ryan, 1985) which proposes that intrinsic motivation is maximised when individuals feel competent and self-determining in dealing with their environment. The ES programme modified the rules, equipment and procedures to enable students to feel competent and exercise self-determination leading to the positive impact on their level of intrinsic motivation.

13.2 Competition

Boys are more inclined to be competitive than girls and enjoy the excitement and sensation of winning. Consequently, competition is perceived more strongly by boys than girls, who dislike the losing and aggressive outcomes of competition. However, if students are encouraged to adopt an ability and process-oriented view of competition it positively influences the girls' and lower-ability boys' perceptions of competence and raises their interest and enjoyment. Therefore, the competition ethos should be inculcated from a de-emphasised and skill-oriented perspective to minimise the negative effects of winning and losing.

13.3 Learning New Skill

Children like and need to explore and master their environment and fulfil their curiosity. This is particularly evident in the case of extrovert students. Fun is the most commonly used term in describing the enjoyment and excitement experience in mastering skills which is the major intrinsic motivation proposed by students. This is a salient point and one which emphasises the critical importance of teaching and coaching skills required of leaders and SC's. The latter are criticised by students as not possessing in-depth teaching or organisational skills.

13.4 Making Friends

Consistent with questionnaire results, girls showed a higher preference than boys for making friends, further confirming the conclusions that girls are socially but not competitively dependent. Girls enjoy the sense of togetherness and realise their identity through their peer groups more than through success in the sport process. ES thus provides an excellent opportunity for boys and girls to make friends from different classes and the resultant intra-group relationships are treasured by students. Sport is thus a means to the end of social integration for girls rather than an end in itself in terms of skill and competition as it is for boys. Strategies for service-delivery in terms of ES should recognise this characteristic.

13.5 Health and Fitness

Only a minority of the students show concern for the health and fitness component of sports activity. These students do not aim to directly improve health and fitness through participation in the programme as their knowledge of the area is superficial and transmitted indirectly through parents and teachers. Thus the majority of students do sub-consciously perceive the benefits of health and fitness although their knowledge and awareness is superficial. The appreciation of health and fitness as a product of sport participation is critical for the future well-being of Hong Kong youth. The dearth of teaching in this area is a major problem in Hong Kong and ES should consider incorporating fitness as a specific activity.

QUESTION 14: EXTRINSIC BENEFITS

With the exception of 'Gender Equality' the following factors are perceived as important extrinsic benefits by the majority of students:

14.1 Simple Rules and Modified Equipment

With the provision of modified equipment, students are able to practice and enjoy sports with the same facility as adults and they recorded being very much attracted by the well-designed and brand-new equipment such as tennis rackets, masks and foils. Similarly, simplified rules are seen to facilitate the organisation and delivery of sports, enabling students to more easily master skill and experience fun and excitement.

14.2 Provide a choice of sport

Girls especially wish to experience a greater variety of sport activities. Routine physical training does not satisfy their curiosity and the limited selection of sports and specialised nature of fencing in particular is a negative factor in extrinsic benefits. The inclusion of the more popular basketball and badminton will enhance the programme.

14.3 Help enjoy school life more

Certain students expressed the opinion that normal classes are tedious and that ES made their school-life more meaningful. In particular, those with low academic achievement felt that success in sport enhances their self-image and their status in school. Sport competence as facilitated by ES raises the self-esteem, status and all-round competence of all students but especially under-achievers who welcome the legitimisation of extra-curricular play and the competence instilled by skill-acquisition and success. The school as a whole benefits both from the good publicity associated with the programme and the social integration and achievement orientation of both able and less able students.

14.4 Fair Play

Under the guidance of the teacher, leader and SC students perceive and internalise the spirit of sportsmanship. They seem to comprehend a balanced view of the ethos of competition and that winning is not the ultimate goal. There is also an appreciation of the innate excitement and fun embedded in sport. SC thus enable the transition of key

values and a balanced attitude to sport to be effected. The essential element in this process is the SC who, although largely inexperienced, has positively contributed to the programme. However, it is to be noted that there were several adverse comments made regarding the SC's unreliability in attendance and their lack of technical and coaching expertise. Whilst their input is valued in terms of manpower, more intensive screening and preparation of service-delivery skills is required, especially technical skills.

SECTION 2 PARENT ATTITUDES

INTRODUCTION

Research shows that parents play a key role in stimulating children's interest in sport and in motivating them to actively participate. The more active the support of the parents, the more likely it is that their children will participate in sport both in the school programmes as well as within their leisure time. Parents who socialise their children into an active lifestyle are a strong force in fostering lifespan health and fitness.

Parents can also play a key role within the education system and the schools' community by familiarising themselves with the school physical education and sport programme, discussing PE lessons, supporting extra-curriculum sport competitions and attending teacher-parent interviews. In addition, there are a range of strategies parents can employ to motivate their children to actively participate in sport and to adhere to it.

- parents actively participate themselves
- watch sport on TV
- have expectations of the their children to achieve with a sport
- actively encourage participation
- make sport and PE a common topic of conversation

QUESTION 1: HOW APPROPRIATE IS PHYSICAL EDUCATION AND SPORT FOR YOUR CHILDREN

- The majority of parents classify conceptually all in-school physical activity as physical education, including inter-school sport and the ES programme. Outside-school activities are considered to be sport which they feel is over-organised, too competitive and injurious to health.
- All physical education is felt by the majority of parents to promote health and fitness which they consider the key benefit and one that essentially underpins the ES programme. Thus all school-promoted physical activity including ES is incorporated under the rationale of primary health care and as such is deemed legitimate as it is complementary to academic achievement.
- School physical education is also justified by parents in terms of catharsis whereby the burning of excess energy is deemed to counteract antisocial behaviour and vandalism,. A further extrinsic benefit is that ES is relatively inexpensive when compared with other recreational pursuits and is a viable method of cheaply controlling students. Thus social control, social integration, preventive health care and price competitiveness are the key benefits ascribed by parents to physical activity. All these benefits

are extrinsic and not concerned with the personal development of the children.

- Disbenefits to predominantly concern parents include the safety factor of participation whereby injuries might disadvantage the child educationally and the chance that their child's companions in after-school ES might induce them into street crime and juvenile delinquency. However, of paramount importance in all parents' minds is the reservation that participation in ES might negatively influence academic performance. In short, parents will only support physical education in school, including ES, if it manifestly promotes health and a range of attitudinal and social benefits conducive to enhanced academic performance.
- Competitive sport is perceived as being entertainment for a small minority of professional athletes and largely irrelevant to employment opportunities in Hong Kong with its finite professional prospects in a highly competitive market economy. The ultimate concern is academic achievement and the resultant access to professional occupations, wealth, status and family security. Sport is extraneous to this equation. The school, in the parents' opinion, is expected to monitor the academic performance of students and any declination in academic achievement associated with sport requires remedial action by the school and the dropping of the sport activity.
- Nevertheless, with the proviso that academic standards are not threatened, physical education and ES within the school systems are strongly supported as an appropriate form of leisure activity facilitating health and fitness. It should be noted that the mothers dominate the proceedings as primary care-givers and have high expectations of their children. The mothers' support is crucial to the success of the programme. They appeared convinced, however, that their children gained tangible benefits from participation in the ES programme.

QUESTION 2: WHAT IS YOUR AWARENESS AND KNOWLEDGE OF THE ES PROGRAMME

- There exists generally a low-level of awareness of the programme's name, rationale and operations. The majority of parents believed it to be an extra-curricular activity organised by the school and did not possess any brand-awareness of Telecom, image-identification with the sponsor or knowledge of the HKSDB. This is a reflection of the lack of penetration of the advertising and promotion strategy which pervades all aspects of mass sport participation advertising and promotion in Hong Kong. The key benefits of physical activity such as health, fitness, skill acquisition, socialising and self-esteem etc. are not widely appreciated. Thus to position the ES product in the minds of parents is a difficult task.

- Nevertheless, although the packaging of the ES programme is not recognised, its association with the school and education system legitimises it in the eyes of parents. Results indicate that as a result of teachers' encouragement of children to join the programme parents supports their child's enrolment due to their inherent faith in a respect for teachers. The concept of making ES complementary to the school physical education programme is a sound strategy.
- The educational rationale of ES is recognised by parents who stated emphatically that they were not concerned with competition and the winning ethic. They were concerned with its safety factor, the health and fitness, and the attitudes of sportsmanship and equity benefits gained by their children. Importantly, they viewed ES as a vehicle for transition to lifespan sport participation and health. The key factor in the parents positive perception on ES is the modified equipment and rules. These modified sport innovations are considered a major product characteristic as they are essentially market oriented and designed to fit their child's needs rather than the traditional coercion of the child to conform to adult sport specifications and competitive ethos.
- In summary, the awareness of the ES programme brand is minimal whilst the knowledge of its operational characteristics is extensive within the context of the school physical education system. Its benefits are perceived as educationally oriented.

QUESTION 3: WHAT ARE THE BENEFITS TO YOUR CHILDREN OF ES

- By far the most outstanding benefit accruing to their children from ES identified by parents is health and wellness. Specific characteristics of wellness perceived were happiness and a more positive attitude, better communication skills and more outgoing, self-confidence, enthusiasm, better appetite, loss of weight accompanied by a healthier eating pattern and closer relationship and enhanced communication with parents.
- Daughters, especially, who previously took little interest in active pursuits developed greater interaction with siblings in terms of playing ball games and discussing aspects of sports rules. Certain children who had initially dropped out from ES due to illness or injury were coerced back into the programme by parents due to the positive value of health they considered their children to be missing.
- This significant level of enthusiasm for health should be tempered by the fact that the light intensity, short duration and intermittent organisation of ES militates against a meaningful impact on fitness especially. This fact was alluded to regularly and the implications are that the programme should be delivered at least twice per week.

- The values inculcated into children regarding equity and fair play were widely recognised. Contrary to the traditional Chinese practice of valuing sons above daughters, results indicate the high ranking of individual rights, gender equity and all-round development of both sexes provided by ES. Additionally, the equity also provided to differing levels of academic achievement within sports was acknowledged. To this extent, ES reflects the advancement of public and social education levels in Hong Kong.
- Of lesser importance, although still very significant, is the continual reference to a balanced lifestyle. ES is seen by parents to counteract the alienation experienced by children confined to multi-storey apartments with little outdoor freedom. Too much dependency on TV and a pre-occupation with homework. The restrictive lifestyle is balanced by the social interaction provided by ES.
- In summary, the superordinate benefit of ES as evaluated by parents is health and fitness. Gains in strength, loss of weight, greater alertness and concentration and a more dynamic and positive outlook are highly valued in respect of their contribution to reinforcing academic results. Health and fitness is not seen as an end in itself but a means to academic achievement. The extrinsic benefit of ES as reflected in social control, social integration and health and fitness facilitating academic status are paramount in the minds of parents.

**QUESTION 4: WHAT IS THE INFLUENCE OF YOUR FAMILY ON
YOUR CHILD'S ADHERENCE**

- Parental encouragement varied from coercion, in the case of students who had dropped out of the programme due to illness, injury or apathy, to consent when children requested to continue adherence. In the main, children required little encouragement as they were highly motivated and merely sought parental agreement.
- Consent by parents to maintain adherence, is however, conditional upon there being no evidence of decline in academic achievement. If this occurs, parents indicate they will withdraw their children.
- In order to sustain motivation and retain adherence, parents recorded the rescheduling of meal times and general social life, including actively supporting their children through spectating and purchasing suitable sports equipment. A limited number of families recounted actually playing the modified sports themselves whilst at a family barbecue.
- The influence of the family is thus very supportive of the ES programme dependent upon the absence of a negative impact on academic performance.

QUESTION 5: WHAT ARE YOUR POSITIVE AND NEGATIVE CRITICISMS OF THE ES PROGRAMME AND ITS SERVICE-DELIVERY

- The positive criticisms have been identified in question 3 thus, although the overall sentiment is one of strong support for the health and fitness benefits, the significant input from the school and HKSDB and the excellent equipment and experienced teachers and leaders, there are a range of negative criticisms which should be noted.
- Publicity and information for the programme is almost entirely absent. Parents complained of lack of information re their child's progress, the course content and its whole rationale. It is believed to be a component of the schools physical education programme and as such has gained great legitimacy, however, little credit is accorded the HKSDB or the sponsor Telecom.
- Parents are also concerned at the management of participants and specifically the screening of children. Unruly elements may mislead their children after the cessation of the session when many children stay for extra ES activities organised by themselves. Controlled behaviour is thus a concern. The problems of staying out late after an ES session and being too late home to complete homework is a major concern.
- Conversely there is a manifest demand to increase the frequency and duration of sessions, to widen the population base to a wider audience of differing ages, abilities and achievement. There is considerable evidence that teachers hand-pick the ES participants from students already engaged in extra-curricular sport to facilitate a greater exposure to skill training, thereby excluding a target population of underachievers. Similarly, the range of sports is thought to be too narrow and restrictive, thus a diversification of sports is required.
- The service-delivery through teachers and SC's gives rise to concern, in that the former, although well respected, are expected to provide greater feed-back to parents anxious to learn of their child's progress. The SC's skills in discipline, organisation, knowledge and teaching skills are also questioned with the suggestion that more experienced instructors should be employed from sports and coaching associations and the HKSI. This achievement orientation is further reinforced by the request from the majority of parents for an award scheme whereby a progressive series of awards is available not necessarily for achievement but for attendance.
- The negative criticisms thus concern the service-delivery of the programme; its marketing, feed-back, teaching-coaching and discipline.

D. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. SUMMARY

1.1 STUDENT ATTITUDES

The following summary points are a synthesis of data collected in both the student questionnaire and focus-group interviews

1.1.1 SATISFACTION WITH THE ES PROGRAMME

- 88.5% indicated they enjoyed ES very much, 11.2% an average amount.
- 0.1% did not enjoy ES due mainly to different personal preferences in sport.

1.1.2 FREQUENCY OF PARTICIPATION

- 60.9% participate once per week, 29.4% twice or more per week and 8.3% less than once per week.
- Students have little influence over the pattern which is determined by the school.
- Saturday morning is the preferred time so as not to clash with homework commitments.

1.1.3 PARTICIPATE OUTSIDE SCHOOL

- 36.1% play ES twice or more per week outside scheduled sessions.
- 30.8% play once per week, whilst 28% do not participate outside the programme.
- Extra participation can be attributed to either a spin-off from successful socialisation into the programme or a history of active sport participation.
- Girls are under-represented in the extra ES sessions due to sex-role expectations.

1.1.4 PARTICIPATION RATES FOR SPORT

- Table-tennis (44.4%) attracts the highest patronage, followed by tennis (36.14%), soccer (22.1%) and lastly, fencing (13.6%). Girls prefer tennis to table-tennis.
- Participation rates are largely determined by the school, teachers and the facilities available. Student participation is thus a function of

programme scheduling and school ES policy not necessarily personal preference.

1.1.5 POSITIVE RANKING OF SPORTS

- There is a significant difference in sport preference between boys and girls.
- Boys preferences include; soccer (43.63%), table-tennis (28.8%), tennis (18.7%), fencing (11.33%) and basketball (2.27%).
- Girls preferences include; tennis (52%), table-tennis (27.69%), fencing (10.77%) and soccer (8.62%).
- The preference ranking is a function both of the school's physical education and sport programme as well as gender stereotypical behaviour.
- Tennis and table-tennis are the most favoured sports both in ranking and participation rates, whilst soccer and basketball will attain greater significance dependant upon promotion and service-delivery.

1.1.6 NEGATIVE RANKING OF SPORTS

- 57.8% opined that they do not dislike any sport. The ES range of sports is strongly favoured.
- Fencing is the most disliked sport (20.5%) by both sexes whilst soccer was most disliked by girls. The latter result being a function of gender socialisation and the dearth of strategies employed to promote it.

1.1.7 PROGRAMME EXTENSION

- Cycling, ice-skating and badminton are the most popular sports requested as additions to the programme.
- The most realistic options in terms of popularity, resources, logistics and adherence potential are badminton, basketball (already available in some schools) and swimming.

1.1.8 IMPACT OF ES ON ATTITUDE TO GENERAL SPORT

- 98.1% of boys and girls like sport more after experiencing ES.
- The ES programme manifestly significantly reinforces students' physical activity life-style.

1.1.9 ADHERENCE TO ES

- 96.6% intend to continue participating.
- The outstanding adherence rate and very low attrition rate are due to the resources provision by the HKSDB and the service-delivery of the school PE system and SC's.

1.1.10 ADHERENCE TO LIFESPAN SPORT PARTICIPATION

- There is a significant difference in predicted future participation between boys and girls; 82.15% boys and 69.23% girls.
- The girls' relative lack of commitment reflects again Chinese stereotypical female behaviour and their domestic orientation even at primary school age.
- Remedial positive discrimination focusing on girls is required.

1.1.11 ENTRY MOTIVATION

- Significantly high perception of the importance of a physically active lifestyle.
- The majority (65.6%) of students are self-motivated, attributing their interest to the need to acquire skill, achieve health and fitness, try new sports and make friends (girls) or experience competition (boys).
- Entry motivation is also a function of the mother's support. As the primary homemaker and care-giver, the mother facilitates entry and promotes adherence.
- The third entry motivators are peer group-friends and the teacher, both of whom evidence greater significance after the progression to secondary school.
- Teachers, as key components of the school-delivery system, are a critical influence in motivating students but they do not initiate entry motivation but merely reinforce the primary agents of self and mother.
- Entry motivation is a function of personal initiative and parental support.

1.1.12 ADHERENCE MOTIVATION

- Self (68.3%), mother (32.4%) and peers (31.6%) are the leading adherence motivators.
- Feelings of efficacy, competence, skill mastery and positive feedback enhance adherence and are attributed to self.
- The modified rules and equipment aspect of ES promote the achievement of the skills-ability, performance-task and recognition-social approval goals.
- The teacher and coach (SC) are also recognised as adherence motivators, although their input requires monitoring to ensure that ES is not employed (as it frequently is) to reinforce school sport practices and screen potential student participants.
- Mothers and friends continue to dominate as significant socialising agents in entry and adherence with girls more dependant on mothers than boys, with both sexes equally dependent on friends for support, the latter an increasing phenomenon in secondary school.

1.1.13 INTRINSIC BENEFITS

- Skill acquisition (68%) and health and fitness are the leading benefits attributed to ES by students.
- Although students' knowledge and awareness of health and fitness is superficial, they nevertheless appreciate the importance of them to lifespan wellness.
- The dearth of health and fitness as a school subject is a major problem in Hong Kong where primary health care is becoming a priority. ES should seek to rectify this in future developments.
- Skill acquisition is closely allied to self-confidence with the latter frequently a function of the former and both examples of cognitive evaluation whereby intrinsic motivation is maximised through skill competence and self-determination.
- The superordinacy of skill acquisition highlights the critical importance of teaching and coaching skills and the criticisms by some students and especially parents of SC's teaching and organisational skills.
- There is a significant difference between boys and girls in the areas of making friends and competition; the second ranking benefits for girls and boys respectively. This difference is explained in terms of sport socialisation where boys are expected to be competitive rather than affiliative and girls seek reinforcement and social acceptance from the peer group.
- For girls, sport is a means to the end of social integration whereas for boys, the skill and competition are an end in themselves. Sex-role socialisation explains both patterns of intrinsic benefits attribution.

1.1.14 EXTRINSIC BENEFITS

- The provision of a choice of sport by the ES programme is the main extrinsic benefit (63.7%).
- The extension of ES in terms of the range of sports, duration and frequency of sessions and extension of ability and achievement levels of participants will further reinforce this benefit.
- The opportunity to exercise choice, self-determination and discretion is a key factor.
- There is a significant difference in the second ranked benefit with girls attributing their increased liking of school-life to ES (38.46%), whilst boys select fair-play (41.64%) and modified equipment (32.01%).
- Boys possess a covert equity and concern for the process of sport, its rationale, structure, organisation and outcomes.
- Girls identification of school life enhancement reinforces their adherence to communication, social relationships, affiliation and the potential of sport to facilitate social integration and socialisation.
- The school and PE system benefit from the good publicity associated with ES and the social integration and achievement orientation

generated by the whole programme. Schools on the other hand, legitimise the programme.

- The provider's key product characteristics of modified equipment and rules, although significant extrinsic benefits in that they enable the students to more readily exercise skill mastery and thus achievement, are not so highly rated as personal discretion and fair-play; a point to be incorporated in future developments.
- Sport captains are a key-element in extrinsic benefits in that they are major service providers. They are well respected for their enthusiasm and positive contribution. However, they are considered inexperienced and lacking in teaching and management skills. Consideration should be given to augmenting their input with skilled high profile sport stars and coaches.

1.2 PARENTS ATTITUDES

The key attitudes expressed by parents of ES students during focus group interviews are summarised as follows:

1.2.1 APPROPRIATENESS OF PHYSICAL EDUCATION AND SPORT FOR CHILDREN

- All school physical activities are classified as physical education and are therefore legitimate and highly supported.
- The key justification for physical activity and thus ES is health and fitness or primary preventative health care.
- Competitive sport is disapproved of as injurious to health and not conducive to academic or professional achievement.
- Social control, social integration, catharsis and an inexpensive recreational pursuit are other extrinsic benefits identified by parents.
- Physical activity and sport are supported only in so far as they are complementary to academic performance and are seen to enhance, not degrade it.

1.2.2 AWARENESS AND KNOWLEDGE OF ES

- Low level of awareness and knowledge of the ES rationale and operations. No identification with HKSD, HK Telecom or ES
- Identification of ES with the school and teachers legitimises the programme. High level of awareness of benefits of health and fitness, sportsmanship, equity and the modified rules and equipment which are equated with an educationally oriented programme.
- Significant appreciation of school, teacher and leader input into the service-delivery of the programme and of the product characteristics of its rules and equipment.

1.2.3 THE BENEFITS TO CHILDREN OF ES

- The perceived benefit is health, fitness and wellness.
- Associated benefits include a positive attitude, good communication skills, self-confidence, enthusiasm, weight-loss and self-esteem.
- Attitudinal benefits include gender equity and fair-play.
- The programme is believed to counteract the alienation of multi-storey apartment block living with a TV and computer-centred restrictive lifestyle and lack of social interaction.
- All benefits are evaluated in terms of their ability to enhance academic achievement and not an end in themselves.

1.2.4 FAMILY'S INFLUENCE ON CHILD'S ADHERENCE TO ES

- The family strongly supports ES so long as it does not adversely affect academic achievement.
- Parents willing to coerce reluctant students at risk of drop-out attrition.
- Parents regularly reschedule lifestyle to actively support children's participation and facilitate regular attendance.
- Both financial and logistical support strongly in evidence to facilitate continued adherence.

1.2.5 CRITICISMS OF THE ES PROGRAMME AND ITS SERVICE DELIVERY

- The major positive criticisms concern the health, fitness and wellness benefits, the educational rationale and school support infrastructure and modified rules and equipment.
- Negative criticisms are targeted mainly at the low profile achieved in the programme's marketing, publicity and information dissemination. There is little or no broad awareness and ES is perceived as a component of the school's physical education programme, whilst feedback on students' progress is minimal.
- Concern is expressed at the service-delivery, not of teachers, who are highly respected, but of SC's who's teaching and management skills are believed to be inadequate.
- There is a manifest demand for an increase in the frequency and duration of sessions, a broadening of the client age and ability base and the introduction of a progressive award scheme.

1.2.6 SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS

The profile of the 25 parents interviewed is typified by the Hong Kong unextended nuclear family comprising husband, wife and two children. *Full details of a cross section of the population are contained within appendices 2.2 and 2.3.*

2 CONCLUSIONS AND RECOMMENDATIONS

2.1 STUDENTS AND SPORT CAPTAINS

2.1.1 SATISFACTION

Conclusion:

- Overall very high levels of satisfaction.

Recommendation:

- Screen out those students prior to registration who have already attained high levels of expertise in ES sports, and who are using ES merely as extra practice for school teams thus reducing dissatisfaction level even further.

2.1.2 PARTICIPATION

Conclusion:

- Only one third practice more than once per week. Two thirds practice outside the scheduled sessions, indicating a latent demand for increased practice.

Recommendation:

- The school determines the schedule and should be encouraged to increase the frequency to a minimum of twice per week.

2.1.3 SPORT RANKING

Conclusions:

- Tennis and table-tennis are the preferred sports with soccer highly rated by boys, whilst fencing is least favoured.
- Soccer, badminton, swimming and basketball will assume greater all round popularity given appropriate promotion and organisation.
- The preference ranking is a function of the school ES policy and extra-curricular sport programme requirements.

Recommendation:

- Schools should be closely monitored as to the manner in which they manipulate the programme to suit their own sport needs, resource availability and operational requirements.

- Screening of participants should be quality controlled by the HKSDB.

2.1.4 ATTITUDINAL IMPACT

Conclusions:

- Dramatic impact on reinforcing positive attitude to sport and lifespan adherence.
- ES is manifestly a significant motivator for sport participation.

Recommendation:

- Inform national sport associations of this impact and recruit greater resources support.

2.1.5 ADHERENCE

Conclusions:

- Extremely high proposed adherence to lifespan sport participation for boys.
- Girls less committed to ES and sport in the long term.
- Retain emphasis on modified rules and equipment and the fair-play values of sport to ensure adherence.

Recommendation:

- Take remedial positive discrimination measures to ensure a high level of adherence amongst girls who are stereotypical female domestically oriented.

2.1.6 ENTRY MOTIVATION

Conclusions:

- The vast majority of students are self-motivated, with mothers and to a lesser extent peers and teachers playing a reinforcement role.
- The influence of the latter two increase as secondary school approaches.
- Mothers, as primary care-givers, promote and reinforce entry, whilst teachers are a critical influence in motivating students.

Recommendation:

- Fully brief and continually update with information the mothers of participants and monitor and evaluate the teachers organising the programme in the school to ensure a sustained motivation and quality control.

2.1.7 ADHERENCE MOTIVATION

Conclusions:

- Self, mother and friends dominate adherence to the programme, with girls more dependent on mother but with friends assuming increasing importance.
- Other than self, therefore, the family and peer group are the key attributes to motivating self adherence.

Recommendation:

- Monitor and evaluate teachers, coaches and sport captains to ensure equitable access to programme and sustained positive reinforcement to ensure adherence to the programme.

2.1.8 INTRINSIC BENEFIT

Conclusions:

- Skill acquisition and health and fitness are the key intrinsic benefits.
- Boys enjoy competition more than girls for whom socialising and making friends is a priority.
- Boys in general are motivated by the process of sport itself whereas girls benefit more from the social spin-offs.

Recommendations:

- Recognise the importance of excellence in teaching and coaching to reinforce the skill acquisition benefit by upgrading the service of leader and sport captains.
- Accommodate within the organisation and delivery of ES the needs of girls for friendship grouping and reduced emphasis on competition.
- Incorporate health and fitness as an activity in its own right within the programme.

2.1.9 EXTRINSIC BENEFITS

Conclusions:

- The provision of a range of sports from which to choose is the key benefit of ES.
- Self-determination and discretion are significant factors in the programme's success.
- Boys rank fair-play as a highly perceived benefit, this is consistent with intrinsic benefits geared to the process of sport.

- Girls are also consistent with the social spin-off of sport in that they attribute the enhancement of school to ES.
- ES manifestly reinforces social relationships, integration and control, especially for girls. Thus the school is a major benefactor of the programme.

Recommendations:

- Extend the frequency and duration of ES sessions, the range of sports and the ability range and aptitude of participants.
- Promote the school-life enhancement benefit to boys as well as girls by directly linking ES activities to school programmes and extra-curricular sport and physical education.

2.1.10 SPORT CAPTAINS

Conclusions:

- There are mixed messages regarding the roles of SC's.
- They are regarded as conscientious assistants to the teachers and leaders of modified sports, providing help and encouragement to students.
- Conversely, there is concern expressed especially by parents regarding their competence in teaching and demonstrating skills and drills and more especially in disciplining students. This is not a serious problem but it does warrant attention.

Recommendation:

- Greater quality control, monitoring, evaluation and in-service training for SC's supplemented by assistance from elite athletes and coached from the HKSI.

2.2 PARENTS

2.2.1 APPROPRIATENESS OF SPORT FOR CHILDREN

Conclusions:

- All school-related physical activity including ES is perceived as physical education.
- ES is legitimised by its association with school PE. The key justifications for ES are health and fitness, social control and discipline and enhancement of academic achievement.

Recommendation:

- Concentrate promotion on health and fitness spin-off of ES.
- Emphasise the health and fitness aspects of the programme when marketing to parents.

2.2.2 AWARENESS AND KNOWLEDGE OF ES

Conclusions:

- Negligible awareness and knowledge of ES programme or brand image.
- Lack of information and feed-back to parents on student's progress.
- Identification of ES as a component of PE programme.
- High level of awareness of programme's modified rules, equipment and service-delivery by the school.

Recommendations:

- Intensify promotion, information distribution and parent-school-HKDSB liaison strategies (on-going, not one-off).
- Initiate public service or community advertising campaign to position brand image in consumers' minds.

2.2.3 BENEFITS OF ES

Conclusions:

- Health and fitness are of supreme importance.
- Additional benefits centre upon social and personal development and the achievement of self-fulfilment.
- All benefits evaluated in terms of their ability to promote academic performance.

Recommendations:

- Incorporate either an increased emphasis upon the health and fitness benefits through service-delivery methods and communications to parents and / or develop a separate health and fitness activity in its own right.

2.2.4 FAMILY'S INFLUENCE ON ADHERENCE

Conclusions:

- Strong support as evidenced in rescheduled lifestyle, personal attendance at sessions and logistical and financial assistance.
- Support contingent upon no evidence of a decline in academic performance

Recommendations:

- Initiate strong efforts to establish on-going relationships with parents in terms of progress feed-back, information and co-operative ventures.
- Investigate method of linking progress in ES with academic achievement i.e. a curriculum joint-venture or integration with PE syllabus.

2.2.5 CRITICISMS OF THE ES PROGRAMME

Conclusions:

- Positive criticisms are targeted at the key benefits of health and fitness, social development and integration with the school system.
- Negative criticisms are targeted at the low levels of marketing, awareness and information and the short-comings of sport captains as evidenced in their lack of technical, management and teaching skills.

Recommendations:

- Increase the programme's frequency, duration and client-base and range of sports.
- Introduce a progressive badge award scheme as tangible rewards and more in-service training courses for SC's.

APPENDICES

APPENDIX 1

QUESTIONNAIRE SURVEY

Hongkong Telecom Go!Sport Programme

Locations of EasySport Demonstration Schools

Name of school	Mini-sports selected			
	Fencing	Football	Table-tennis	Tennis
(1) <i>Raimondi College Primary Section W.D.</i>	*			*
(2) <i>HK True Light Middle School Primary School</i>	*		*	
(3) <i>Java Road Government Primary (A.M.) School, E.D.</i>	*		*	
(4) <i>Hennessy Road Government Primary (A.M.) School, E.D.</i>	*	*	*	*
(5) <i>Holy Angels Canossian School</i>			*	*
(6) <i>Sam Shui Natives Association Tong Yun Kai School</i>			*	*
(7) <i>Hung Hom Lutheran Primary School</i>	*	*	*	
(8) <i>Fresh Fish Traders' School</i>		*	*	
(9) <i>Y.L. Public Middle School Alumni Ass. Primary School</i>			*	*
(10) <i>S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School</i>			*	*
(11) <i>Lam Tei Gospel School</i>		*	*	*
(12) <i>Pui Ling School of the Precious Blood</i>			*	*
(13) <i>Shatin Tsung Tsin School</i>		*	*	*
(14) <i>Ng Clan's Association Tai Pak Memorial School</i>			*	*
(15) <i>Hang Hau Central Shing Hang Fong Memorial Primary School</i>		*	*	*



體育運動科學系
Sports Science & Physical Education Department

FAX: (852) 6035781
TEL:

親愛的

十分高興得知貴校重視同學的身心發展,積極推廣校內的體育活動。並對香港康體發展局主辦的〔小小運動家〕活動特別支持。

爲了評估參加〔小小運動家〕的同學對體育運動的態度。我們中文大學體育運動科學系被委任對此進行研究。現寄上研究問卷一百份,懇請有關負責的老師協助同學填寫和收回問卷。請於本年十一月二十一日前寄回問卷。
(隨信付上問卷一百份,問卷指引,以及回郵信封等)

如有任何疑問,請與下列負責人聯絡:

- 1) 香港康體發展局,發展主任 溫可榮,電話 5048556。
- 2) 中文大學體育運動科學系,體育導師 陳運家,電話 6096091。

多謝您的合作。

敬上

一九九四年十一月四日

填問卷指引（請作參考）

1. 集合現有參加〔小小運動家〕活動的同學。
2. 請由（有關）老師派問卷。
3. 請由（有關）老師宣讀問卷，由同學填寫。
4. 請把問卷收集，使用回郵信封於本年十一月二十一日前寄回香港中文大學體育運動科學系。

多謝您的合作。



體育運動科學系
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小小運動家 活動問卷調查問卷

「小小運動家」為香港電訊「活力高飛學校運動推廣計劃」的一部份，此調查問卷是由香港康體發展局委任香港中文大學體育運動科學系所進行之研究計劃的一部份。調查之目的在於找出參與者對體育運動的態度，而非一個評分測驗。使活動的推行能夠改善，精益求精，令參加者更能享受運動的樂趣。

學校名稱 _____ 填問卷日期 _____ 指導老師 _____

請在合適的「□」內以「v」號作答 (共二頁)

- 你覺得「小小運動家」活動小組好玩嗎？
 - 很好玩
 - 普通
 - 不好玩
- 列出你去年參加「小小運動家」活動的次數
 - 每星期兩次或更多
 - 每星期一次
 - 每星期少於一次
- 除了在學校的「小小運動家」活動小組時間外，你有沒有在其他時間進行這些簡易運動遊戲呢？
(如在小息、放學後、假期、在家中、在公園等)
 - 沒有
 - 有 ——> 如答案是「有」，在非活動小組時間外，你進行這些簡易運動遊戲的次數為：
 - 每星期兩次或更多
 - 每星期一次
 - 每星期少於一次
- 你所參加「小小運動家」活動項目有：-(可選擇多過一個答案)
 - 網球 足球
 - 乒乓球 劍擊
- 你最喜歡的「小小運動家」項目是：
 - 網球 足球
 - 乒乓球 劍擊
- 你有沒有不喜歡的「小小運動家」項目？
 - 沒有
 - 有 ——> 如答案是「有不喜歡的」，請列明是下列那一項
 - 網球 足球
 - 乒乓球 劍擊

7. 你希望「小小運動家」能夠加入以下那四個運動項目？

- | | | | |
|---------------------------------|-----------------------------------|-------------------------------|------------------------------|
| <input type="checkbox"/> 射擊 (箭) | <input type="checkbox"/> 田徑 | <input type="checkbox"/> 國術 | <input type="checkbox"/> 木球 |
| <input type="checkbox"/> 單車 | <input type="checkbox"/> 高爾夫球 | <input type="checkbox"/> 體操 | <input type="checkbox"/> 手球 |
| <input type="checkbox"/> 曲棍球 | <input type="checkbox"/> 柔道 | <input type="checkbox"/> 空手道 | <input type="checkbox"/> 劍道 |
| <input type="checkbox"/> 草地滾球 | <input type="checkbox"/> 投球 | <input type="checkbox"/> 野外定向 | <input type="checkbox"/> 溜冰 |
| <input type="checkbox"/> 划艇 | <input type="checkbox"/> 壘球 | <input type="checkbox"/> 壁球 | <input type="checkbox"/> 游泳 |
| <input type="checkbox"/> 跆拳道 | <input type="checkbox"/> 保齡球 | <input type="checkbox"/> 排球 | <input type="checkbox"/> 武術 |
| <input type="checkbox"/> 籃球 | <input type="checkbox"/> 檯球 | <input type="checkbox"/> 羽毛球 | <input type="checkbox"/> 獨木舟 |
| <input type="checkbox"/> 滑浪風帆 | <input type="checkbox"/> 其他 _____ | | |

8. 自從參加「小小運動家」活動後，你是不是更喜歡運動？

- 是
 否

9. 你不想繼續參加下一期的「小小運動家」？

- 想
 不想

10. 你長大後會否繼續時常運動？

- 會
 可能
 不會

11. 下列那兩個人最鼓勵你報名參加「小小運動家」活動？

- | | | | |
|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 母親 | <input type="checkbox"/> 父親 | <input type="checkbox"/> 兄長 | <input type="checkbox"/> 姊姊 |
| <input type="checkbox"/> 朋友/同學 | <input type="checkbox"/> 老師 | <input type="checkbox"/> 教練 | <input type="checkbox"/> 自己 |

12. 下列那兩個人最鼓勵你繼續參加「小小運動家」活動？

- | | | | |
|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 母親 | <input type="checkbox"/> 父親 | <input type="checkbox"/> 兄長 | <input type="checkbox"/> 姊姊 |
| <input type="checkbox"/> 朋友/同學 | <input type="checkbox"/> 老師 | <input type="checkbox"/> 教練 | <input type="checkbox"/> 自己 |

13. 下列那兩個原因最令你在參加「小小運動家」的時候會感到樂趣？

- 學習到新的運動技巧
 和同學進行比賽
 認識新朋友/同學
 令自己更健康強壯
 令自己感覺到更好表現

14. 下列兩個原因最令你喜歡「小小運動家」這活動？

- 遊戲的規則很簡單
 用具和器材都適合我們使用
 有機會參加不同類型的運動
 提倡良好的體育精神
 使我覺得學校生活更有趣 (例如有更時間留在學校玩等等)
 不論男女生都可以參加

15. 個人資料

- a. 年齡：_____ b. 性別：_____ c. 級別：_____
- d. 家居位於那一區：_____
- e. 家長 (監護人) 職業：_____
- f. 家中弟兄姊妹人數 (包括自己) 共 _____ 男 _____ 女

APPENDIX 2

FOCUS-GROUP INTERVIEW WITH PARENTS:

2.1 INTERVIEW SCHEDULE

1. What is the name of the parent?
2. What is the name of the pupil? Which class?
3. What event of Easysport has the pupil taken part in? How long?
4. How many brothers and sisters does the pupil have?
5. Where does the family live?
6. What is the occupation of the parents?
7. What is the highest level of education of the parents?
8. Do the parents participate in sports activities? If so, how often? If no, why?
9. Does the family participate in sport activities together or with mother / father only?
10. What do you know about Easysport?
11. Do you give full support and encouragement to your child(ren) in participation in Easysport?
12. Do you talk to your child(ren) about Easysport at home?
13. Do parents watch or talk about sport TV programmes or magazines with child(ren) in their spare time?
14. Do child(ren) watch or talk about sport TV programmes or magazines actively at home?
15. After taking part in Easysport, are there any changes in your child(ren)'s:
 - Health
 - Skill
 - Social Behaviour
 - Knowledge about the event joined
 - Motivation and interest in sport?

16. Do the child(ren) talk with parents actively about Easysport, new friends met, etc., at home?

17. Please comment about the indirect delivery-service on:

- Simple Rules
- Modified Equipment
- Provision of Choice of Sport
- Teach Fair-play
- Help Enjoy School-life More
- Boys and Girls are Equal

18. Is there any influence on your child(ren)'s study after participating in ES?

19. Please comment on the modified sport and traditional sports

20. In future, would you support your child(ren) to continue participation in sport even if expenses are needed for tuition fees and equipment?

FOCUS-GROUP INTERVIEW WITH PARENTS

2.2 EXAMPLE OF FINDINGS FROM TWO PARENTS

Social-Economic and Cultural Background of the Parents

	R-A	R-B
Age	About 40	About 40
Other family members	Husband, two sons	Husband, one son, one daughter
Occupation (type)	Hotel	Housewife
Working days per week	5.5 days (long/short week)	N/A
Total family income	Above HK\$50,000	No response
Education	University graduate	Form five
Living district	Eastern	Western
Flat area	About 700 sq.ft.	About 800 sq.ft.
Maid	Yes	No

QUESTION 1: ATTITUDE TOWARDS PHYSICAL ACTIVITIES, HEALTH AND SPORT OR PHYSICAL EDUCATION FOR CHILDREN

	R-A	R-B
Would you like your child participating in sport?	Yes, I would like him participating in sport, because it will be good for health and improve physical fitness. Moreover, it provides a chance for my son to exert his excess energy	On condition that his academic performance will not be affected, I would like my child to take part in sport
Do you know the syllabus of the Physical Education in school?	It teaches ball games, track and field skills and gymnastic movement	It teaches pupils how to move
Do you agree Physical Education should be included in the school curriculum?	Absolutely agree, because through the lessons, children will be able to get the benefit of psychological development and it is good for their health too. I think it is important for the children to have a balanced development	I agree, because children can have the benefit of good health

QUESTION 2: KNOWLEDGE/AWARENESS OF THE EASY SPORT PROGRAMME

	R -A	R-B
Do you know the difference between competitive sport and modified sport?	I think the rules and regulations are more simple in modified sport	I think the form of playing is easier in modified sport
Do you know if your child has joined a modified sport training course?	I know my child is participating in the EasySport Programme, but I have no idea of the relationship between EasySport and modified sports	I know my child is taking part in a tennis training course. The racquet is smaller and the ball is lighter. I think that is EasySport

**QUESTION 3: CHANGE/INFLUENCE/BENEFITS OF THE EASYSPO
PROGRAMME**

	R-A	R-B
Would you like your child participating in the EasySport Programme?	Yes, I would. Because sport participation is beneficial to health. To my son, fencing is a new and interesting sport and I think he would like it. Moreover, I have to work on alternative Saturdays and I am glad that the school can arrange such a training course for my child	Yes, I would. Because my son is always free on Saturdays
In participating in the EasySport Programme, do you find any changes in your child in the following items:		
a. attitude towards competition?	My son regards fencing as a kind of play. I have never heard of his intention to join fencing competition	My son would be eager to join tennis competition like his idol Michael Chang
b. skill acquisition?	I have no idea of my child's progress because I know nothing about fencing and I have never attended any of his training sessions	My husband said that my child had got better skills in ball control after joining the training course
c. health and physical fitness improvement?	It seems he seldom feels sick now	It seems he has become stronger than before
d. making friends and relationships?	My child always gets many friends, so I can't see any obvious change regarding making friends	My child seldom talks with me about his friends of classmates. But, as observed, the relationship between my child and his friends is very good
e. enhancement of self-confidence?	My child's self-confidence is so far quite strong, so I cannot see any apparent change in self confidence enhancement	My child seems not so shy as before. I think he is more self-confident. But I don't know whether it is due to the participation of EasySport or not
f. improvement in behaviour	Nearly the same	It seems there is a little improvement in politeness. However he seems not fond of playing with his younger sister now

QUESTION 4: ADHERENCE/INFLUENCE OF FAMILY ON PARTICIPATION

	R-A	R-B
Will you encourage your child to keep participating in the EasySport programme?	I will encourage him to keep on taking part in the EasySport programme. However, whether he will do so or not, it all depends on his interest and the arrangement of the school as well	I think EasySport is a good programme. It teaches the simple skill that can motivate the children's interest and establish a good foundation for further development
Do you agree parent's support or influence is important?	I agree. I strongly support my child participating in sport. But I won't interfere whichever sport he chooses. I suppose children will be very happy if the activity they choose is supported by their parent	I agree. My husband likes playing tennis, so he support my child to learn tennis. I think my child's interest in sport is more or less influenced by his father

QUESTION 5: CRITICISM OF THE EASYSport PROGRAMME

	R-A	R-B
Is it worthwhile keeping on with the EasySport Programme; and what needs to be improved?	I think it is worth continuing the ES programme as it provides a good activity for the pupils in leisure time. However, I think 8 sessions is not enough for a training course. I would recommend one session per week instead of one session bi-weekly	I think it is worth to keep on with the programme. As I have mentioned before, it teaches the pupils the basic and simple skill step by step. It can motivate the pupil's interest and keep on adherence to that sport. However, the number as well as the duration of the training sessions should be increased
What is your opinion about the coach?	I have never attended any of my child's training sessions. Therefore, I have no comment to on the coach. However, I have never heard of any query or complaint from my son regarding the coach's standard or teaching method	The coach is very good. He teaches the pupils attentively and carefully. My son likes the coach very much

2.3 LIFESTYLE ANALYSIS OF TWO EASYSPOORT FAMILIES: TYPICAL HONG KONG NUCLEAR FAMILY CROSS SECTION

FAMILY A

The father is a typical sedentary middle-age worker. He is about 5 feet 6 inches and a little bit obese. Since he has to work irregular hours depending on service calls from customers, he has no fixed daily schedules. He has to squeeze time for meals and exercising is, of course, out of the question. He was quite tired and did not respond too much during the interview. The mother, though a little bit overweight, is quite healthy and energetic. Her daily routine is quite fixed. Every morning, before going to the market, she meets her friends at the open space in the Centre and they exercise together; mostly stretching exercises and sometimes a routine of "Tai-chi". For the rest of the day, she works and rests at home, taking care of the family. The elder sister is studying in form one in a secondary school in the same area (Junk Bay). She is quite independent and did not care too much for her younger brother. The family seldom goes out of doors, except for visiting relatives during the weekends. The usual entertainment was watching the television all together during the evenings.

FAMILY B

Both the father and mother were quite small in size and their lifestyle is quite typical of the Chinese working population. Both of them are blue-collared workers - that means they have normal working hours from 8.30 a.m. - 5.30 p.m. for six days a week. The grandmother takes care of the housework with the assistance of a Filipino domestic helper. During the weekends, the parents always like to organise some kind of activities for their children such as visiting relatives, going to a movie or having a barbecue in the nearby country park. The younger sister is attending kindergarten and will be admitted to P.1 in the same school as her elder sister.

