

**PARTICIPATION OF INDIGENOUS GAMES BY YOUTH IN GA-LEDWABA VILLAGE  
IN LEBOWAKGOMO IN LEPELLE NKUMPI DISTRICT**

By

SEGWAPA SALAMINA

(Student no: 11626501)

A Dissertation Submitted in Fulfilment of the Requirements for the

Degree of

MASTER OF ARTS IN AFRICAN STUDIES

Department of African Studies

School of Human and Social Sciences

UNIVERSITY OF VENDA

Supervisor: Dr. P Matshidze

Co-supervisor: Prof V Netshandama

## DECLARATION

I, **Salamina Segwapa**, student number **11626501**, hereby declare that this dissertation for Master of Arts degree at the University of Venda, hereby submitted by me, has not previously been submitted for a degree at this or any other institution, and that it is my own work in design and execution, and that all reference material contained therein have been duly acknowledged.

Signature.....Date.....

## DEDICATION

This study is dedicated to Segwapa's family for the encouragement and support they gave me.

## ACKNOWLEDGEMENTS

I would like to extend my appreciation to the following people:

- My supervisor, Dr. Pfarelo Matshidze and co-supervisor, Prof Netshandama for their professional guidance and mentorship.
- Colleagues in the Department of African Studies, for the team spirit that they have shown and guidance they provided.
- My participants, from Ga-Ledwaba village who agreed to participate in this study.
- My friends and relatives who supported me emotionally, spiritually and financially from the University of Venda, Univen Volleyball Club and Vaalwater community.
- My family, for their continuous support, encouragement and believing in me.
- My motivators, Portia Noma Khumalo and Alice Machuene Nkoana

## ABSTRACT

The main purpose of the study was to explore factors that contribute to the extinction of traditional games in Lepelle Nkumpi District, Limpopo Province. This study utilized a qualitative approach to identify factors that contribute to the disappearance of indigenous games in communities. Semi-structured face-to-face interviews were used for data collection and data was analyzed using thematic approach. The population was comprised of youth from Ga-Ledwaba village who played the games before or watched them. Purposive sampling was used to select five youths and five knowledge holders. The study found that young people at Ga-Ledwaba village do not play indigenous games like they were played before. Furthermore, the study revealed reasons that hinder young people from participating in indigenous games such as loss of interest because games are not properly introduced and facilitated in the village, knowledge holders have lost interest in transferring their skills and being role models to youth, technology is taking over, young people spend most of their free time on electronic devices that allow them to access most of the social media and games. The study recommends that proper planning and implementation is needed to ensure that programmes run smooth by involving parents and schools in the decision making to create a sense of ownership around the community.

**Keywords:** *indigenous games, non-participation, youth, indigenous knowledge*

## **ABBREVIATION AND ACRRONYMS**

BME Black and Minority Ethnic

PE Physical Education

NRF National Research Fund

SAHRA South African Heritage Resource Agency

DSAC Department of Sports Arts and Culture

## LIST OF TABLES

<b>Table Number</b>	<b>Description</b>	<b>Page Number</b>
Table 1	Summary of participants, age group, gender and employed status	38
Table 2	interview responses on youth participation in indigenous games	41
Table 3	Interview responses on the importance of the indigenous games based on the development youth.	51
Table 4	Interview responses on the ways to recruit youth to participate in indigenous games.	57

## Table of Contents

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT.....	v
Table of Contents.....	viii
CHAPTER 1 .....	1
1 INTRODUCTION AND BACKGROUND OF THE STUDY.....	1
1.1 PROBLEM STATEMENT AND JUSTIFICATION.....	3
1.2 AIM OF THE STUDY .....	3
1.2.1 RESEARCH OBJECTIVES .....	4
1.2.2 RESEARCH QUESTIONS.....	4
1.3 SIGNIFICANCE OF THE STUDY .....	4
1.4 DEFINITION OF CONCEPTS .....	4
1.5 CHAPTER DIVISIONS.....	5
1.6 SUMMARY OF THIS CHAPTER .....	6
CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	7
2.1. INTRODUCTION.....	7
2.2 THEORETICAL FRAMEWORK .....	7
2.3 FACTORS CONTRIBUTING TO YOUTH NON-PARTICIPATION IN INDIGENOUS GAMES AND PHYSICAL ACTIVITIES.....	11
2.4 THE BENEFITS OF TAKING PART IN INDIGENOUS GAMES.....	16
2.5 STRATEGIES TO KEEP INDIGENOUS GAMES ALIVE IN COMMUNITIES.....	18
2.5.1 Collaboration and making resources available .....	18
2.5.2 Elders as role models through social interaction.....	19
2.5.3 Establish national, state, and local government efforts to monitor and promote sports participation.....	20
2.5.4 Ensure gender equity in opportunities to participate in sports.....	21
2.6 SUMMARY .....	23
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....	24
3.1 INTRODUCTION.....	24
3.2 RESEARCH DESIGN .....	24
3.3 RESEARCH APPROACH .....	25
3.4 LOCATION OF THE STUDY .....	26

3.5 TARGET POPULATION .....	27
3.6 SAMPLING TECHNIQUE AND SAMPLE SIZE .....	27
3.6.1 Advantages of using purposive sampling.....	28
3.8 DATA COLLECTION TECHNIQUES .....	29
3.8.2 Interview setting .....	31
3.8.3 Writing notes during interview .....	31
3.9 DATA ANALYSIS AND PRESENTATION .....	32
3.10 ETHICAL CONSIDERATIONS .....	32
3.10.1 Voluntary participation .....	32
3.10.2 No harm to participants.....	33
3.10.3 Confidentiality.....	33
3.10.4 Informed consent.....	33
3.11 Limitations.....	34
3.12 SUMMARY .....	34
CHAPTER FOUR:DATA PRESENTATION AND INTERPRETATION .....	35
4.1 INTRODUCTION .....	35
4.2 BACKGROUND INFORMATION ON PARTICIPANTS.....	35
4.3 THE MAIN FINDINGS .....	38
4.4 DATA PRESENTATION FROM INDIVIDUAL INTERVIEWS .....	38
4.5 YOUTH PARTICIPATION IN INDIGENOUS GAMES.....	38
4.5.1 Technology is taking over the world more especially social media.....	40
4.5.2 Youth culture has changed; people are adopting the western culture of doing things .....	41
4.5.3 No encouragement from their role models and knowledge holders lost interest in transferring skills.....	43
4.5.4 Facilities are not easily accessible because they are far from the people.....	44
4.5.5 Young people have many responsibilities.....	45
4.5.6 The difference in the development of young people who participate and those who do not take part in indigenous games.....	47
4.5.7 Overweight population .....	47
4.5.8 Depression .....	48
4.5.9 Jumping stages of development. ....	49
4.6 MAIN FINDINGS ON THEME 1.....	50
4.6 THEME2: THE IMPORTANCE OF INDIGENOUS GAMES ON THE DEVELOPMENT OF YOUTH AND CHANGE OF YOUTH CULTURES.....	50

4.6.1	Indigenous games are important for the development of young people. ....	51
4.7	What makes indigenous games fun .....	56
4.7.1	Developing friendships and refresh our minds.....	56
4.7.2	Sharing ideas .....	57
4.7.3	Indigenous games are competitive.....	58
4.8	MAIN FINDINGS ON THEME 2.....	58
4.9	Theme 3: Strategies to recruit youth to participate in indigenous games .....	59
4.9.1	The role of Role models and knowledge holder .....	60
4.10	MAIN FINDINGS ON THEME 3.....	67
4.11	SUMMARY.....	68
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....		70
5.1	INTRODUCTION.....	70
5.2	REVIEW OF THE RESEARCH PROBLEM .....	70
5.3	SUMMARY OF FINDINGS.....	71
5.4	LIMITATIONS AND FUTURE PESPECTIVES .....	72
5.5	CONCLUSION.....	73
5.6	RECOMMENDATIONS.....	73
6.	REFERENCES.....	75

## CHAPTER 1

### 1 INTRODUCTION AND BACKGROUND OF THE STUDY

Indigenous games are traditional games that originate centuries ago across the world including South Africa. These games are cultural games that are played by different cultural groups during and after colonial era. Indigenous games are played as part of entertainment and socialization amongst different cultures in a competitive platform. Bogopa (2012) stated that indigenous games are played for socialization and to build relationships and social cohesion. Eight South African indigenous games were launched by the Department of Sports and Recreation, South Africa in the Free State Province in February 2001; namely, kgati, diketo, morabaraba, moruba, dibeke, dri stokies, jukskei and kho-kho, and later a ninth game called melamu (sticks fighting) was added. They differ from one culture to another based on how they are played. These games are played in South Africa with the aim of preserving, promoting and populating them, with the potential to be played competitively at a national level (Department of Sport and Recreation, South Africa (DSRSA)). From observation, the school sports are played for a short period and after the selection of children for sport at a certain level. Thus, the games are limited at a competitive level.

This study aims to identify factors that prevent youth from playing indigenous games. Researchers in different areas of the world have highlighted the importance of indigenous games in different aspects. Australia is one of the countries that have conducted studies to demonstrate the importance of incorporating the Australian curriculum health and physical education into indigenous games. The findings on the research project undertaken for the American Journal of Educational Research found that the introduction of traditional indigenous games in public school was successful in engaging students to participate and foster a sense of inclusion (Thompson et al., 2014).

Renson (1990) stated that indigenous games are viewed as being recreational. These games are characterized by organized play that follows a certain structure and flow, according to agreement upon rules that reflect a socio-cultural dimension of reasoning and behavior. Indigenous games in South Africa have different names because every culture uses their own language to name them. The Department of Sport and Recreation in South Africa hosted the 10<sup>th</sup> Indigenous Games in Limpopo in 2015. The aim of this annual festival was to underpin the theme of the year in the translation of Heritage Month 2015's theme into the sporting space. The revival of indigenous games in South Africa gained momentum at the national level when the games were launched at the Basotho Cultural Village in the Free State Province, in February 2001. Provinces that took part in the indigenous games festival have a structure that ensures that these games are played in their province. Moreover, Limpopo province is one among other provinces that participated in these games (Department of Recreation South Africa, 2017).

Indigenous knowledge and games within the South African context reflect the circumstances, traditions, and cultures of various population groups and communities which have been identified by the people as being part of their cultural heritage (Corlett & Mokgwathi, 1986). In this sense, the African nature of knowledge and games form an integral part of the Nguni, Sotho and Venda-speaking people as they originally migrated from central Africa and settled in the southernmost end of Africa, during the 12th century (Junod, 1927). Another pool of indigenous knowledge and games are derived from the traditional life and livelihood of the Bushmen and Coloured races (Afrikaans and English-speakers), also known as the Khoisan, (collectively referring to the San or Bushmen, as the original inhabitants of South Africa and the Khoi or Hottentots) (Van der Merwe, 1999).

South African youth is becoming increasingly inactive and obese like in countries such as the United States of America, Europe, Australia, and Canada. It is another concern that quality physical education programmes are not implemented in schools (Hardman, 2002; Van Deventer & Van Niekerk, 2005). The question is what young people are doing during

their spare time, as physical activities such as kgati, sticks fighting, and others are not facilitated or even played. No one is encouraging young people to take part in them. Australia also has its indigenous games that were played in the olden days in different areas. Some of these games are similar to the South African games: with differences emanating from naming and rules of play. These include games such as brambahl (skipping). This was one of the favourite games among the Juwalarai people of the Narran River in New South Wales. In relation to the above-mentioned statement, an Australian study conducted on their indigenous games participation is important as it helps people learn skills that they will need later in life such as negotiation skills and making quick decisions (Australian Sports Commission, 2008).

### **1.1 PROBLEM STATEMENT AND JUSTIFICATION**

According to the Department of Sport and Recreation, South Africa has implemented a strategy to keep indigenous games alive. South African indigenous games have been identified and modified so that youth in different communities can play them. The problem is that even after this initiative of taking indigenous games to a competitive level, youth in South Africa are no longer participating in these games. Furthermore, the youth at Ga-Ledwaba village are not playing or participating in any of the indigenous game competitions that are being hosted at different levels. Therefore, this necessitates the objective of the current study to explore factors that cause a participation decline in indigenous games which could lead to extinction.

### **1.2 AIM OF THE STUDY**

This study aims to investigate factors that contribute to the extinction of traditional games in Ga-Ledwaba village in Lebowakgomo, Lepelle Nkumpi District, Limpopo Province.

### **1.2.1 RESEARCH OBJECTIVES**

- To establish reasons why young people do not participate in indigenous games anymore.
- To explore the importance of indigenous games in the development of youth.
- To identify ways to recruit youth into indigenous games.

### **1.2.2 RESEARCH QUESTIONS**

- What are the factors that contribute to the extinction of indigenous games?
- How can youth benefit from indigenous games?
- What are strategies being used to prevent indigenous games from becoming extinct?

### **1.3 SIGNIFICANCE OF THE STUDY**

The study will contribute to the formulation of new policies and re-evaluation of old policies of indigenous games by the Department of Sport and Recreation South Africa, especially in implementing them to school sports. Through the findings of this study, creative, innovative and constructive methods concerning the problem at hand can be offered, and solutions can be developed and applied in dynamics of social institutions. Furthermore, recruitment strategies could be highlighted which could get youths participating in these games. This study will also add knowledge to the existing pool of knowledge dealing with indigenous games and youth participation.

### **1.4 DEFINITION OF CONCEPTS**

Indigenous - Something that is naturally existing in a place or country rather than arriving from another place. Stewart (2018) defined the word 'indigenous' as an adjective used of a person, language, culture, or some aspect of culture.

Indigenous games are physical activities with recreational or playful features permeated by cultural values. Zimmern (2003) defines a game as a system in which players engage in an artificial conflict, defined by rules that result in a quantified outcome.

Extinction is a situation in which something no longer exists.

Sports – Activity that you do for pleasure and that needs physical effort or skills, usually done in a special area and according to fixed rules. Munyao (2010) defines sports as physical activities that an individual does for pleasure or success. Sports may be competitive or not and may involve trained individuals participating at varying levels of skills.

Factors – one of several things that cause or influence something.

Nonparticipation - The fact or condition of not being involved with or participating in something.

Youth – A person between the age of 14 and 35, is a definition of youth given by South Africa's National youth policy as well as its National Youth Commission Act (1996) and its Integrated Youth Development Strategy (Act No, 54 of 2008).

## **1.5 CHAPTER DIVISIONS**

Chapter1: This chapter covers the introduction and background of the study.

Chapter2: This chapter deals with the theoretical framework and literature review.

Chapter3: This chapter deals with the research methodology.

Chapter4: This chapter deals with data analysis and interpretation.

Chapter 5: This chapter deals with the conclusions and recommendations.

## 1.6 SUMMARY OF THIS CHAPTER

This chapter has presented the background of the study, statement of the problem, research questions, objectives of the study and the significance of the study.

## **CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

### **2.1. INTRODUCTION**

The previous chapter was based on the research proposal where the researcher introduced the study by giving the background, a statement of the problem, the research questions and objectives; and the purpose of the study. This chapter is based on the theoretical framework and relevant literature review. A literature review, according to Taylor (2008) is an account of what has been published on a particular topic by other scholars and researchers. It helps the researcher to have an idea of what other researchers have discovered in the related fields. This chapter elaborates more on factors contributing to the non-participation of youth in indigenous games. It provides an overview of the importance of indigenous games and the benefits of youth participation in these games. Furthermore, the researcher reviewed strategies that can be put into place to motivate youth to participate in indigenous games in different communities. In the context of this study, literature has been reviewed on factors contributing to the non-participation of youth in indigenous games. The work of Seroto (2011), Bogopa (2001) and Mwenda (2015) were reviewed to help in understanding the problem statement of this study.

### **2.2 THEORETICAL FRAMEWORK**

The theoretical framework was defined by Eisenhart (2011: 205) as “a structure that guides research by relying on formal theory. This is constructed by using an established rational explanation of certain phenomena and relationships”. Theoretical framework explains why the research question under the study exists, it helps to understand the problem that the study is trying to address. Social cognitive theory by Albert Bandura (1986) was used in this study. The theory argues that learning occurs in social context with a dynamic and reciprocal interaction of the person, environment, and behaviour. This theory consists of six features and its emphasis is on social influence and its external and internal social reinforcement. This theory is also supported by Lev Vygotsky’s theory of sociocultural cognitive development which argues that development begins at birth and

continues until death. Vygotsky and Bandura believe that through social interaction, youth gain self-confidence and self-esteem and it is important for their interaction with other people.

Vygotsky proposes that cognitive development proceeds through three main elements: culture, language and social interaction (Vygotsky, 1978). While culture is deemed most important, language and social interaction are viewed as how culture drives cognitive development. This implies that social interaction is the element that we are more concerned with. Language functions as the facilitator of social interaction, and that interaction is then the means through which culture fosters cognitive development. Collectively, these two theorists provide evidence that through social interaction with other youths cognitive is developing. There is a connection between the current study and these theories because they are both concerned about addressing human behaviour looking at factors that influence that behaviour because the study is about exploring factors that lead to non-participation of youth in indigenous games.

#### Six constructs developed by social cognitive theory

- Reciprocal determinism

This is considered the central concept of social cognitive theory. It refers to the dynamic and reciprocal interaction of a person, meaning an individual with a set of learned experience, and environment which is the external social context and behaviour which is regarded as responses to stimuli to achieve goals.

- Behavioural capability

This refers to a person's actual ability to perform behaviour through essential knowledge and skills. In order to successfully perform a behaviour, a person must know what to do and how to do it. People learn from the consequences of their behaviour, which also affects the environment in which they live.

- Observational learning

Learning from models may take varied forms, including new behaviour patterns, judgmental standards, cognitive competencies, and generative rules for creating new forms of behaviour. This argues that people can witness and observe behaviour

conducted by others and then reproduce those actions. This is exhibited through the modelling of behaviour. If individuals see a successful demonstration of behaviour, they can also complete the behaviour successfully.

- Reinforcement

This refers to the internal or external responses to a person's behaviour that affect the likelihood of continuing or discontinuing the behaviour. Reinforcements can be self-initiated or in the environment, and reinforcements can be positive or negative.

- Expectation

People anticipate the consequences of their action before engaging in the behaviour and these anticipated consequences can influence successful completion of the behaviour. Expectations come largely from the previous experience and expectations also focus on the value placed on the outcome and subjective to the individual. Outcome expectations can be health related or not health related.

- Self-efficacy

Self-efficacy is theorized as specific but confidence to overcome various barriers. This refers to the level of a person's confidence in his or her ability to successfully perform a behavior. Self-efficacy is influenced by a person's specific capability and other individual factors as well as by environmental factors.

In the context of this study, the study will focus on the six constructs mentioned above to explore factors contributing to the non-participation of youth in indigenous games. This is relevant to the current study because the six constructs address the holistic categories of challenges discovered in different studies reviewed. This theory is important because it talks about observational learning which indicates the importance or role models for youth. Furthermore, it talks about reinforcement, expectations and self-efficacy which states that it is influenced by individual factors as well as the surrounding factors. This is related to the current study because the finding reveals that role models are important in influencing young people to participate in indigenous games.

Another theory that supports Albert Bandura's theory is Lev Vygotsky's theory of socio-cultural cognitive development. Vygotsky proposes that cognitive development proceeds through three main elements: culture, language and social interaction (Vygotsky, 1978). While culture is deemed the most important, language and social interaction are viewed as the means by which culture drives cognitive development. Of these two means, social interaction is the element that we are more concerned with here. Language functions as the facilitator of social interaction, and interaction is then the means through which culture fosters cognitive development. According to Vygotsky, the community plays a central role in the process of making meaning. This relates to the game because for young people to understand and play these games, they need knowledge holder to facilitate and transfer the knowledge and skills. Young people alone cannot keep these games alive because they need guidance and support from the community.

One of the three major principles underlying Vygotsky's social development theory is social interaction which plays a critical role in cognitive development in relation to what is learned and when and how learning occurs (Wink & Putney, 2002). Clearly, this indicates that there is a positive correlation between social interaction and the development of young people. One can argue that this principle results in self-awareness and creatively making use of signs and symbols that allow us to think in more complex ways. Vygotsky's view is that human beings create cultures through the use of tools and symbols. Culture then dictates what is valuable to learn and how it is learned. Society, then, is the driving force behind cognitive development. This is a departure from theories that contend that cognitive development proceeds to prepare a person to interact with society in a meaningful way. Instead, cognitive development is the internalization of social functions and the conversion of social functions into mental functions (Driscoll, 2000). This is one of the factors that will be investigated in the current study to try and find out how is the development of young people based on their participation or not participating in indigenous games.

## **2.3 FACTORS CONTRIBUTING TO YOUTH NON-PARTICIPATION IN INDIGENOUS GAMES AND PHYSICAL ACTIVITIES**

One of the objectives of this study was to explore factors that hinder young people to participate in indigenous games. However, factors differ according to different places and the environment. The literature reviewed in this study highlighted the following factors:

Khattak (2013) stated that both globalization and western imperialism have had a negative impact on tradition and local cultural identities. The rapid processes of modernization have weighed down the continuity of cultural knowledge transmission, which has resulted in breaking continuity and leaving us with fragmented forms of cultural knowledge and dispersed indigenous communities. For example, some of the new introductions such as high-rise living, consumer goods, and competitive education have led to reduced opportunities and demand for traditional game playing. Traditional game-playing is losing out in the face of commercially-produced games and toys, electronic games, increased focus and time dedicated to formal education and schooling, reduced independence and mobility of children and space restrictions.

Long (1998) in the Institute for Sport, Physical Activity and Leisure at Leeds Beckett University conducted a study titled “Understanding participation and non-participation in sport amongst Black and minority ethnic groups in Wales”. The geographical areas of the study included the three major urban centres of South Wales (Cardiff, Swansea, and Newport), which all have relatively high concentrations of minority ethnic groups. The participants included 54 students and young people who variously described themselves as: South African, Libyan, Somali, Swahili, Arab, Persian, Tibetan, British Asian, Pakistani, Bangladeshi, Bengali, Sri Lankan, Tamil, Chinese, Singaporean, Filipino, Lithuanian, Hungarian, Polish, Scottish Turk, Russian, and Portuguese. Some of the indigenous games that originated from England and are part of their cultural games include swimming, dance, tennis, netball, basketball, badminton and football (Long et al., 2015). It was generally recognized that sport and physical recreation can provide opportunities to meet people and socialize with friends and that the social side of sport is important. In addition to simply possessing functional qualities, some participants

recognized the potential for sport and physical recreation to encourage cultural combination, thereby facilitating integration.

Researchers examining the reasons for non-participation in sport by black people from Black and Minority Ethnic (BME) communities commonly identify a set of contributory factors. Hylton et al. (2015: 6) identified the following factors:

- Low incomes limiting what can be spent on sports
- Limited time because of long hours working in low paid jobs (and religious observance for some)
- Limited facilities in the areas where they live
- Limited mobility because low levels of car ownership make it difficult for them to reach opportunities further away, more specifically related to BME communities, some more recent, migrants may also experience language barriers.

It has also been suggested that there are physical limitations and cultural barriers inhibiting participation in sport by some BME communities. For example, in some parts of the South Asian communities, there are constraints on the involvement of women in sport and physical activity in public environments. Hylton et al. (2015) added that understanding these cultural factors by a predominantly white sporting world fall into stereotyping and the need to be considered more carefully to allow a better representation of the social processes involved. The study was conducted in England and from the factors that were identified, some are similar to some of the challenges that South African youth are facing. The results also pointed out that the family seemed to be important in reinforcing participants' likelihood of participating in physical activity.

However, in other cases, the family was viewed as a limitation, restricting access and discouraging participation. Furthermore, in the process of conducting this research, some strategies were identified. It was mentioned that gaining access to families was a potentially productive method for recruiting new young people while maintaining participation amongst those already involved. It was indicated that if their introduction to

sport had not been through school then for most, it had been through their families. Parents' involvement in sports is also stated as a way of encouraging and passing down skills and knowledge to young generations as they watch their parents play sport and are encouraged to do the same. Long et al. (2015) mentioned that many parents in Wales are involved in introducing their children to sport and may act as their coach. One of the challenges or barriers that were discovered was a stereotype that says introducing children to sport is one of the roles of fathers (or male guardians) and not mothers because female guardians are regarded as being less influential in the uptake of sport and physical recreation.

The study was entitled "increasing participation in sports: the role of the coach" which highlighted the following determinates of youth participation in sports and games, environmental determinants which are divided into two components, namely: the social and physical environments. North (2007) mentioned that social environments concern family, friends and wider community networks, institutional networks such as clubs, local authorities, and other sports development agencies and wider societal changes such as perceived time squeeze. Research found that parental support significantly goes along with enjoyment. Singer et al. (2001:617) confirmed that adults, peers, and learners themselves shape the social context within which they play sports. Parents are primarily responsible for providing children with initial opportunities to play sport and helping to maintain their involvement in it. The physical environments are more based on things such as space, facilities and local infrastructure. The study was specific in terms of the challenges that exist in these determinants. Concerning social challenges, the study highlighted the lack of time and lack of access to formal sports development programmes. With lack of time, North (2007) mentioned that this is due to childcare and fragmented households. Challenges experience based on physical environments are poorly designed community spaces, lack access to local spaces such as school grounds and community centres because most of the times preference is given to specific sports. Facilities are far away from the people which will result in being costly for young people to travel.

Personal determinants that were identified by North (2007) consist of the psychosocial, physical and behavioural factors. According to the findings, psychosocial challenges include lack of purpose, lack of motivation and lack of energy. This shows that young people do not realize or understand the importance of playing these games. She also identified physical challenges such as poor health, illness, injury, poor body image and lack of energy. The study also indicates that diet and smoking also contribute to the physical challenges that young people are facing. This is supported by study conducted in South Africa, Durban titled “non-participation in sports by black learners” which found that learners who do not participate in sport are more concerned with how they present themselves to others. Also, they seem to be too self-conscious about their looks and public image and do not want to be seen as failures by others (Mchunu & Le Roux, 2010).

In African countries, cultural elements such as games, stories, songs, and dances were utilized for the aforesaid purpose. In addition, traditionally-based knowledge which was taught to children right from their early years involved specific instructions concerning social good manners and this enabled harmonious existence within the communities and amongst their neighbours (Kenyatta, 2004; Nyamwaka, 2011). In the case of Kenya, Mwenda et al. (2015) found that participation in indigenous games acted as a forum for the socialization process. This study conducted on Gusii traditional games established that traditional games provided the participants with physical skills that were a requirement for own participation and imperative for communal survival. The study made the following recommendations: firstly, studies on traditional games should be carried out for other indigenous Kenyan communities whose studies have not been undertaken. This will aid in the attainment of proper records for keeping and preservation before they become extinct. Secondly, the study indicated the need for these games to be performed during any active programme geared towards the promotion of cultural life. The study established that traditional games provide the participants with physical skills that were a requirement for own participation and imperative for communal survival. The researcher argued that Gusii community depends on the empowerment of its members in terms of general physical fitness. The research gave an example that, through the vigorous

physical exercises that the youth participated in, the youth acquired skills such as cardiovascular and musculoskeletal strength, which were a vital requirement for warriors.

Bogopa (2001) highlighted factors that contribute to youth non-participation in South Africa. He conducted research on the importance of indigenous games in South Africa. He stated that one of the factors responsible for the extinction of indigenous plays or games is the migration of people from rural areas to urban areas. People are relocating to places that are more developed than where they used to live. Further migration from the South African townships to suburbs is also a contributing factor, because of the new environment and it is rare to find diverse young people playing indigenous games on the street in the suburbs. He then gave an example, of maborela, which was played in the townships. It was played in the street but it is no longer happening in the suburban streets because these residential areas have access to infrastructure such as parks and sports fields where the children can play in relative safety. He further stated that elders lack the interest to teach children some of the popular indigenous games or play with them. Like other researchers who are concerned about indigenous games, Bogopa mentioned that indigenous games used to be popular particularly in rural areas and some South African townships until the 1980s. Currently, the main problem is that if the present situation continues, then these games will become extinct mainly because they are no longer being played in many communities.

Lack of recorded evidence has been identified as one of the factors that escalate the challenges because the gaps are not identified yet. One of the studies indicated that it is fascinating that so much attention in the sport psychology has been concentrating on understanding children's motives for sport participation, yet there is a scarcity of literature studying children's motives to participate in physical activity. The study argues that children are not only less fit than children of past generations, but many children live inactive and sedentary lifestyles (U.S. Department of Health and Human Services, 1990, 1996).

Gersdorff (2010) argues that nowadays, electronic devices had been used by all country around the world. Furthermore, there are a lot of advantages and disadvantages of using the electronic devices. Electronic gadgets are cell phones, TV games, tablets and

computers. Electronic is something important in present world's modernity where it is influenced by technology that increasingly changes for easier and better matter. When someone seems glued to their electronic device, it is called an internet addiction and they already have been influenced. Gersdoff (2010) explains that these devices can easily simplify human task everyday but however it can also have a negative impact people's health. In this case, human will always sit and play with their gadgets and don't exercise. According to one local addiction and recovery program which treats problematic use, too much digital technology use can lead to lack of interest in physical fitness, poor nutrition and hygiene, sleep deprivation and chronic fatigue, emotional distress, depression and anxiety and relationship difficulties (Hysing, 2015).

## **2.4 THE BENEFITS OF TAKING PART IN INDIGENOUS GAMES**

Reviewed relevant literature identified various benefits of participating in different indigenous games as a young person. The benefits come in different aspects of life such as socially, academically, physically and psychologically based on different activities that one participates in. Some of these benefits become lifetime experiences that help young people to unleash and discover their talent.

In almost all the outcomes considered in A Women's Sports Foundation Report in America based on why participation matters, it indicates that teens who participated in two or more sports benefitted the most from their involvement. They performed better academically and reported better psychological and physical health than teens that played just one sport, because of positive development fostered by playing sports which has a cumulative effect, with the benefits of one sport reinforcing the other. In addition, playing multiple sports may expose youth to a broader range of growth-related opportunities and skills, such as teamwork, task commitment, or the ability to balance multiple scheduling demands. The report gives evidence that this involvement gives young people the chance to contribute, build supportive relationships with different adults and peers, and have a wall against possible negative experiences in one of the sports or in other areas of their lives. The research has shown that participation in sports has to be

associated with more positive academic self-concepts, greater expectations and aspirations, and higher academic achievement and educational attainment (Fox et al., 2010). This is one of the points that are discovered in most of the literature that have been reviewed in this study together with its possible barriers that exist in different communities.

Seroto (2011) stated that the process of indigenous education in Africa was intimately integrated with the social, cultural, artistic, religious and recreational life of the indigenous people. The process of socialization begins within the context of the family. The family has a fundamental function in shaping a child's attitudes and behaviour. The family also determines the child's initial social status and identity in terms of race, religion and social class. Seroto (2011) then raised a concern that the central problem is how infants and children are taught to think, act and feel. In the past, young people saw their elders as their role models. Elders were the facilitators of these games and some transferred the skills to the younger generation. There is lack of role models to encourage young people to participate in these games. This is demonstrated by the fact that there are no knowledge holders in the communities facilitating these games in a form of transferring knowledge and skills. The question is what is it that make people to lose interest to make sure that these games are sustained.

Another study that is relevant to this study is a study conducted on the Shona traditional children's games in Zimbabwe. The researcher observed many social skills that could be learned through Shona traditional children's games. The researcher argued that they learn to manage conflict such as responding to a playmate's accusation. They can also learn to keep friends and playmates. In addition, they learn how to manage and deal with playmates that are difficult and not self-sacrificing. The researcher believes that these skills have consequences that teach children about social interaction from youth to adulthood. This enables them to gain self-confidence and self-esteem. Berger (2000) highlights that the children's games are more than just games when she observes the misconception that most researchers have about these activities. She found that most researchers of young children believe that play is the work of childhood (Berger, 2000:306).

Furthermore, she mentioned that each society has its own lessons and skills and different ways of teaching them. The main concern, according to Berger, is that some Shona people seem to be running away. Many developmental psychologists agree that in every culture, children become skilled in those cognitive skills valued by that culture (Berger 2000:282). These are some of the reasons why some researchers argue that Shona traditional games and play songs are a type of indigenous way of knowing. Teaching indigenous games at school may positively address an intercultural understanding and instil respect for the diversity of cultures (Andersen & Taylor, 2004).

A study on a stick throwing game of the Kalanga people of Zimbabwe by Mugandani (2008) states that participation in traditional indigenous games by rural communities improves their quality of life through self-determined sport and cultural activities. In addition, the finding encourages equal access to participation in the social and cultural fabric of the community that they reside in and respect indigenous distinctiveness (Eichberg & Norgaard, 2000).

## **2.5 STRATEGIES TO KEEP INDIGENOUS GAMES ALIVE IN COMMUNITIES**

There are different challenges that are faced by different continents, countries, and provinces when it comes to youth participation in different sports activities. There are a variety of strategies reviewed from various places and different sporting activities based on different environments. These strategies or recommendations are all based on addressing all the factors that contribute to non-participation of youth in different sports activities or physical education as they are being called in other parts of the world. According to Abdalkrim (2013), strategic planning is a complex process involving patience and strong efforts of a team and giving life to the vision and mission when striving for the desired goals and objectives of an organization by facilitating the effective process of decision making, as well as everyday activities.

### **2.5.1 Collaboration and making resources available**

Bogopa (2001) recommended that there is a great need for institutions such as the South African Heritage Resource Agency (SAHRA), the National Research Foundation (NRF)

as well as others, to continue to encourage research on indigenous games, with the view of identifying problem areas. He believes that this can be encouraged by making funding available to tertiary institutions to conduct research. Furthermore, municipalities, with the help of councillors, mayors and the public in general should build cultural centres where adults may offer some of their times in teaching young children some of the indigenous games they used to play. Bogopa added that heritage forums including heritage practitioners and the public should ensure that participation in indigenous games is encouraged in all communities in South Africa, regardless of race or beliefs. He argues that this could be possible if the business sector and the government can sponsor some of the events in different communities. Bogopo (2001) believes that, in order to encourage people to play these games, there is a need for government as well as the private sector to pump in funding, so that sports departments throughout the country can be in a position to organize cultural festivals as well as competitions to restore cultural heritage.

### **2.5.2 Elders as role models through social interaction**

Dewey's (1944) emphasis on the preparation of children and youth for living in and supporting a democratic society led him to advocate social interaction as a primary source of cognitive development instruction. He stated that interactions between adults and children are of primary importance as they are the means of the transmission of culture from one generation to the next. This statement indicates the need for knowledge holder to be part of the development of youth. This can be done through transferring of skill by participating alone or facilitating of these games. Dewey mentioned that social communications are a critical feature of democracy and children must be allowed and encouraged to develop their skills in this area. He believes that this is the continuous experience of interacting in groups to achieve a practical purpose that provides the foundation on which these skills develop. Vygotsky further argues that parents and elder children offer assistance, present challenges, provide instruction and encourage the child's interest and motivation.

Another person who agrees with the importance of role models is Berger (2000:275). Berger wrote an article about Shona Traditional Children's Games and Play Songs as Indigenous Ways of Knowing. He mentioned that many developmental psychologists further agree that in every culture, children become skilled in those cognitive skills valued by that culture. He believes that a young child is an apprentice in thinking whose intellectual growth is stimulated and directed by older and more skilled members of society. Furthermore, he explains the importance of social interaction. He says that, if a child's learning is not aroused by his or her parents, it may be aroused and powerfully when the child begins to compare his or her skills with those of other children of the same age. The study by Foster et al. (2005) indicates that real-life role models seem as more appropriate than models of perfection to promote physical activities. This is supported by the study conducted by Wold and Anderson (1992) who believe that children who receive parental encouragements for physical activities and who participated with friends/siblings, will be more active as adults.

### **2.5.3 Establish national, state, and local government efforts to monitor and promote sports participation**

Local governments have an essential role to play in preventing crime and victimisation among young people and giving them choices that decrease the likelihood that they will choose criminal activities. The government should fund, support and implementation of research to identify the barriers to sports participation and physical activity across different communities and populations and how to overcome them. Most sporting activities in our communities lose value because they are not taken care of, they are not given attention and maintained in a way that they can attract young people. There is a need for proper monitoring and evaluation from relevant departments so that they can see and understand how important, these games are on the lives of young people and the coming generation. Once barriers and solutions are identified, establish programs to execute strategic solutions. This should include research that looks at multiple factors impacting sports participation and uses advanced research methods and data to better understand the systems involved (Zarrett et al., 2009). Implementation of these programmes should not be the only important step to take, monitoring and evaluation

should also be considered more important as it vital in the sustainability of these sports programmes such as Siyadlala.

#### **2.5.4 Ensure gender equity in opportunities to participate in sports**

This may be done in a number of ways, offer the same sports, programs, and facilities to both genders, create a similar culture for sports participation for girls, which includes changing social norms so it is more accepted and encouraged for girls to play sports. Activities should not be categorized based on gender or the physical strength of participants. Young people should be given the freedom to participate in the sports activity of their choice regardless of their gender. The study titled “why participation matters suggested that the following must be done or implemented” provides mentorship, peer support, and awareness programs; establish female coaches and role models; educate parents and school officials and increase the presence and images of women playing sports in various types of media. Family members seem to play a huge role when it comes to reasons given for nonparticipation in sports. If learners do not get adequate encouragement and motivation from their siblings, they seem not to be interested in participating in sport. Besides the family, culture and the community also influence whether learners will participate in sport or not (Mchunu & Le Roux, 2010). Different cultures and communities have different expectations from the activities of their members and learners might not participate in sport out of respect for or restrictions of cultural norms (Kirk et al., 2006:770).

Furthermore, there is a need to identify ways to adjust the culture, composition, and operations of sports to make them more accepting of girls. Examples include making the leadership and coaching of different sports more diverse; removing rituals and behaviours that consciously or unconsciously exclude girls, such as hazing; adjusting schedules, equipment, uniforms, and rules that may be barriers; and editing promotional and instructional materials to reflect diversity. Make it easier for youth to play sports and stick with it. Strategies for doing this include increase in the number and size of university teams and enhance opportunities for youth to play sports at the non-university level, such

as junior university club, and recreational sports. In other words, young people should be introduced to different types of sports and physical activities at a young age and sports should be played at all levels of education. This can also be done by improving the quality of physical education (PE) classes so that they not only serve as feeders to competitive sports teams but provide opportunities, training, and education for those who remain recreational athletes.

Coordinate sports schedules with other competing demands in order for young people not to choose between playing sports and other activities such as academics, music, drama, or work, and don't experience burnout. In addition, establish recommendations or regulations for practice and training time for sports. The schedules should be flexible to ensure that all the needs of young people are being accommodated at all times. More importantly, sports facilities such as fields, courts, and other locations should be made available to recreational sports, in addition to formal team activities. Expand the number of available sports to include those not traditionally offered, including emerging sports and non-competitive activities such as yoga and hiking. This will give teens more options to engage in physical activity (Zarrett et al., 2018).

Educate youth, parents, schools, and coaches on the benefits of playing multiple sports as well as the hazards of focusing on one sport too early. There are a number of ways to do this. More investment into the improvement of sports for youth development can be done by providing, fund, support, and implement research to determine the barriers to multi-sport participation in different communities, school types, and sizes, and populations, and design and develop strategies to overcome these barriers. Increase the availability of equipment, facilities, and coaches for a wider variety of sports. Most of the indigenous games are not formally being facilitated and maintained. Young people just play these games sometimes when they feel that they do not have anything to do to pass time. Limit early scouting and programs that track youth into a single sport at an early age. Children should be given the opportunity to explore other activities so that they do not end up playing only one sport.

Social research studies need to be carried out to determine the causes of links between participation in different types of sports and unhealthy behaviours, academic performance issues, and psychological issues and develop potential sport-specific strategies to reduce those risks. The research should address not only sports, but also other issues that may contribute to unhealthy behaviours, such as surrounding community structure and influence, economic hardship, bullying, stress, and discrimination (Zarrett, 2009). Related steps include establish education, surveillance, and early intervention programs to identify and help youth who may be at risk for these unhealthy behaviours. Make fundamental changes in the structure and culture of particular sports to reduce the risk of unhealthy behaviours. For example, a critical point of intervention would target youth in high-contact sports — such as football, wrestling, ice hockey, and lacrosse - given their higher likelihood of engaging in substance use, along with some of the other academic and psychological challenges associated with participation

## **2.6 SUMMARY**

This chapter has reviewed what researchers and scholars have to say about the non-participation of youth in indigenous games. The literature from both national and international scholars has been reviewed. Indigenous games share similar functions in different countries because of the similarities in the way they are being played, they also share similar challenges. The next chapter is based on the research methodology, in which the research approach and the research design are discussed. Furthermore, the chapter addresses identified factors that contribute to non-participation in indigenous games.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1 INTRODUCTION

The previous chapter discussed the theoretical framework and literature review. Relevant sources were reviewed with the aim of developing a clear understanding of the problem statement and discover the important variables related to the topic. In this chapter, the research design, research approach, the location of the study and the target population are discussed. Furthermore, in this chapter, the sampling method, research techniques are outlined vividly. The chapter also discusses the data collection techniques used to conduct the study. In addition, ethical consideration issues are also explained in this chapter.

### 3.2 RESEARCH DESIGN

The research approach used in this study was a qualitative perspective because the researcher aimed to get more in-depth information concerning factors that contribute to the extinction of indigenous games. According to Domegan and Fleming (2007), qualitative research aims to explore and to discover issues about the problem at hand, because very little is known about the problem. According to Myers (2009), the qualitative research is designed to help researchers understand people and the social and cultural contexts within which they live. Such studies allow the complexities and differences of worlds-under-study to be explored and represented (Philip, 1998).

Qualitative research has the following advantages:

- Qualitative research is a means to understanding human emotions such as rejection, pain, caring, powerlessness, anger, and effort.
- Since human emotions are difficult to quantify (have a numerical value assigned to them), qualitative research appears to be a more effective method of investigating emotional responses than quantitative research.

- Abstract thinking processes are used to develop research findings from which meaning and theoretical implications emerge.
- The research design is flexible and unique and involves throughout the research process (Kidd & Hayden, 2015; Burns & Grove, 2003:374-374).

In this study, qualitative design was used because the aim of the study was to answer the question why young people are not playing indigenous games anymore. The study wanted to explore the challenges that youth encounter concerning their participation in these games.

### **3.3 RESEARCH APPROACH**

The study adopted an exploratory research design to describe factors that contribute to non-participation of youth in indigenous games at Ga-Ledwaba village and to gain some insights. The researcher seeks to develop a well-rounded picture of the situation. Van Wyk (2012) explained that the main aim of a research design is to identify the boundaries of the environment in which the problem, opportunities or situations of interest are likely to reside, and to identify silent factors or variables that might be found there and be of relevance to the research. Furthermore, Maxwell (2005) explains research design as a plan, structure and execute the research to maximize the validity of the findings. Exploratory research is flexible and can address research questions of all types such as what, why and how?

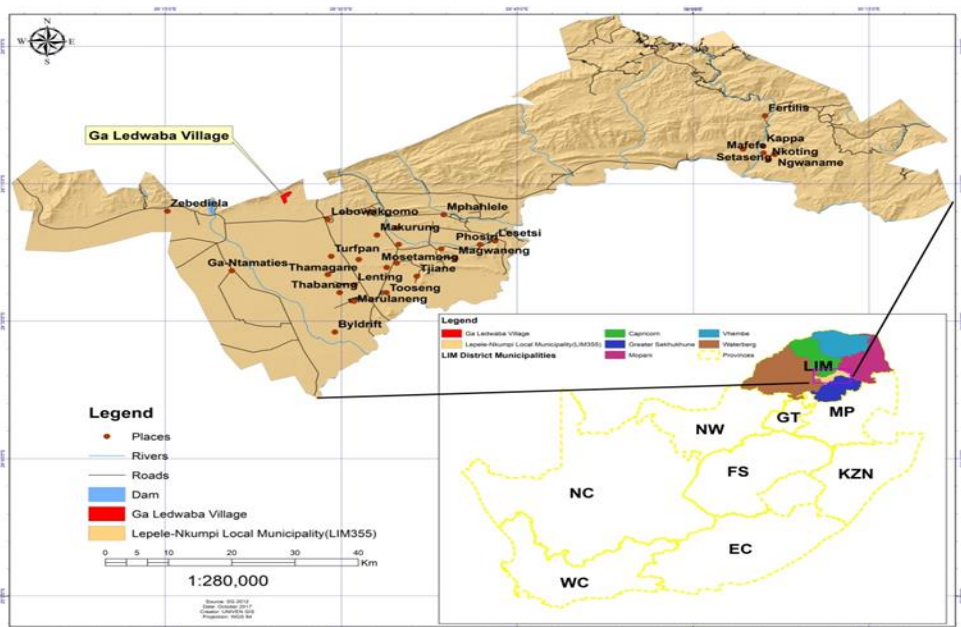
According to Collins (2001), exploratory actions are done in order to discover something or to learn the truth about something. Burns and Grove (2003:313) define exploratory research as research conducted to gain new insights, discover new ideas and/or increase knowledge of a phenomenon. In this study, exploratory method was selected to gain new insights, discover new ideas and/or increase knowledge about the indigenous games. Curiosity is a basic element of our cognition, yet its biological function, mechanisms, and neural underpinning remain poorly understood. It is nonetheless a motivator for learning, influential in decision-making, and crucial for healthy development (Kidd & Hayden,

2015). The researcher engaged in this study with the curiosity wanting to know the unknown and to provide new data.

### 3.4 LOCATION OF THE STUDY

The study covered the Ga-Ledwaba village members in the Capricorn District under Lepelle Nkumpi Municipality in Limpopo Province. According to the Community Survey (2016), approximately 70% of the municipality's population can be categorized as either children or youth (below 35 years old). This group is the most vulnerable and is greatly affected by the social ills facing our society today. Ga-Ledwaba village is also known as Schuinsrand village. The village does not have entertainment centers and programmes to accommodate youth during their spare time.

Lepelle Nkumpi District Map



According to the Statistics SA Community Survey (2016), the municipality has an estimated population of 233 925 people, with a total of 61305 households and an average household size of 3.8. There are 30 wards in the municipality, with an average size of 8000 people. Lepelle-Nkumpi is one of the five local municipalities within the Capricorn District Municipality in Limpopo Province and it is located in the southern part of the

Capricorn District. The municipality is predominantly rural, with a population of approximately 233 925 people. It covers 3,464.00 hectares, which represents 16% of the district's total land area and is divided into 30 wards, which comprises a total of 94 settlements. About 95% of its land falls under the jurisdiction of traditional authorities. In addition, 90 percent of the population are Sepedi speaking residents, 3 percent are Ndebele, and 3 percent are Xitsonga speaking.

### **3.5 TARGET POPULATION**

Polit and Hungler (1999) define the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study targeted community members who were capable to provide valid information that would contribute to achieve the main aim of the study. The data was obtained from the youth who have participated in indigenous games before and elderly people with the experience. The age group of participants were youth between the ages of 18 to 35 years and indigenous knowledge holders who reside in Ga-Ledwaba Village in Lepelle Nkumpi District Limpopo province. In the stage of data collection, ten participants who volunteered were asked questions through face-to-face semi-structured interview.

### **3.6 SAMPLING TECHNIQUE AND SAMPLE SIZE**

Sampling is a technique (procedure or device) employed by a researcher to systematically select a relatively smaller number of representative items or individuals (a subset) from a pre-defined population to serve as subjects (data source) for observation or experimentation (Sharma, 2017). The selection of participants is non-probability sampling wherein purposive sampling is applied. Respondents are purposively sampled on the basis that they are familiar with the required information because of having participated in, or they have observed these games being performed and they are living at Ga-Ledwaba Village. Purposive sampling is also called judgmental selective of sample units of a study. Ten participants were selected from the population to form part of the

study. Five youths who have participated in indigenous games before and five indigenous knowledge holders with past experience in these games either by playing or observing were selected to participate in the study. Participants were purposively chosen, based on their age and knowledge about indigenous games. Purposive sampling was used because it allows the researcher to choose respondents that he/she is certain that they will provide the information that is needed. The right people to participate were identified. In the context of this study, it was easy because community members know each other and they were willing to identify other knowledge holders who could provide the information that was needed.

### **3.6.1 Advantages of using purposive sampling**

One of the advantages of using this technique in this research was because the main goal of purposive sampling which is to focus on particular characteristics of a population that are of interest, which was best and enable the researcher to answer the research Questions. This research design can involve multiple phases, each phase in purposive sampling can build upon the previous one. This means that different sampling techniques can be used in each phase, which makes it possible to achieve a wider range of non-probability sampling for researchers to draw conclusions upon that the reasons the researcher in the current study was able to use snow ball sampling. It provided an opportunity to identify sensations that may require further investigation. Another advantage of using this technique is that it helped the researcher to reach a targeted sample quickly, simply because it provides options. When a targeted sample needs to be reached quickly, the different types of sampling make it possible to make generalizations from the results that are being studied. Getting relevant participants with the characteristics that suit this study was not difficult. People at Ga-Ledwaba know each other more especially knowledge holders. They were able to identify others whom they know that they are suitable for this study. In this case, the researcher had to also make use of snow ball sampling.

### 3.8 DATA COLLECTION TECHNIQUES

Semi-structured interviews are conducted on a face-to-face basis, using an interview guide to ensure consistency of information is provided by the respondents. According to Galletta (2013), semi-structured interviews are used to determine individuals' perceptions, opinions, facts and forecasts, and their reactions to initial findings and potential solutions. This type of interview allows respondents to have the freedom to express their views in their own terms. It also gives the researcher an opportunity to ask to follow up questions when clarity and more information is needed. An interview is a two-way conversation in which the researchers ask the participants questions to collect data and learn about the ideas, beliefs, views, opinions, and behaviors of the participants (Kobus, 2007).

This technique was guided by questions that were written down. The questions were clear and arranged in a way that respondents were not confused, they were simple and straight to the point. This technique allowed the researcher to probe, where the responses lacked sufficient details, depth or clarity, the researcher probe to complete and make sure that the answer is clear, the researcher had to request further example or evidence to understand the response. This really helped to get further information that was necessary for this study. Semi-structured interview permitted the researcher to ask follow-up questions because some of the participants were answering the questions as if there were close-ended questions. In this case, the researcher felt that the questions asked were not answered. Follow-up questions were used for unanswered questions that were asked. Morse (2006) further mentioned that follow up questions are important to minimize too much junk, or the amount of irrelevant information in the interview.

### 3.8.1 Common pitfalls during interviews

Every interview session always has problems that the researcher cannot predict. These are minor errors or issues that may arise during the process of collecting data. The following are the difficulties that were encountered in this study, regardless, they did not stop the process of interviews.

- **Interruptions**

A high-quality interview requires a serious concentration from both the researcher and the participants so that they won't be misunderstandings and confusions. It is important that the researcher remains relaxed and have the energy for each and every interview. In the case of this study, since some of the people were working and participants were far from each other, the research had to schedule one or two interviews per day. As a result, this assisted in ensuring that the researcher is active. For participants who were interviewed at their workplaces, the interview took too long because sometimes in the middle of the interview they had to attend to work-related matters which forced the interview to stop for a while and continue again later. Another challenge that was encountered was that some places were noisy but because it is a public space it was difficult for both the researcher and the participants to control that. Some of the interviews had to be conducted in the afternoon because during the day some of the participants were at work out of the village.

In this study, during the interview some participants were hesitant to disclose information that they felt like it will get them in trouble. It was somehow difficult for some participants to trust someone they don't know especially when they are talking about issues that involve the way their community leaders run things. Some of the participants feel like they are not well represented and relevant people should be held accountable for that.

- **The use of digital recorder**

Using digital recorder when collecting data is very helpful for researchers because they can always go back and listen to the conversation when there is a need. The recorder keeps the information safe, easy for the research to analyze and available at all times. In the context of this study, digital recorder was used to record the interview and participants' permission was obtained.

- **Language as a barrier**

Even though English is used as our medium of communication across our country, this doesn't mean everyone can speak and understand it. Most South African citizens who were disadvantaged during apartheid era cannot communicate using English. The most dominating languages at Ga-Ledwaba village is Ndebele and Sepedi. In this case, there was a need for the researcher to have a translator who can speak Ndebele fluently and the researcher had to translate the questions into the Sepedi language and that was very time-consuming. The use of translator was important because in this study, some participants responded to questions by using their mother tongue and the translator had to translate some of the questions and follow-up questions to the participants.

### **3.8.2 Interview setting**

This allowed the research to have eye contact with the participants and the researcher was able to read facial expressions and body postures when participants were responding to questions.

### **3.8.3 Writing notes during interview**

During the interviews, it was important to take notes. A tape-recorder was also used to gather the responses from the participants. Even though a tape-recorder was used, notes such as body language and facial expressions were also captured. According to De Vos et al. as quoted in Babbie (2006), researchers should not trust their memories, but take notes of all the interview sessions. It is important to sit down immediately after the

interviews, and to write down all the impressions. These notes helped the researcher to remember and explore the progress of the interview.

### **3.9 DATA ANALYSIS AND PRESENTATION**

Davidson (2007) stated that data analysis is the process of making sense out of the data. This study used thematic analysis. Thematic analysis is a method of identifying, analyzing and reporting themes within data (Braun & Clarke, 2006). This is advantageous in assisting the researcher to organize and describe the data setting in detail. Data analysis refers to the systematic organisation and synthesis of research data (Polit & Hungler, 1995). The researcher translated and transcribed the tape-recorded interviews, then read and reread the interviews in their entirety, reflecting on the interviews as a whole. Then, the researcher summarized the interviews; keeping in mind that more than one theme might exist in a set of interviews. Once identified, the themes that appeared to be significant and concepts linking substantial portions of the interviews were written down.

### **3.10 ETHICAL CONSIDERATIONS**

Ethics refer to rules and norms that must be followed in social research. According to Babbie (2007), anyone involved in social research needs to be aware of the general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry. It is important to observe these ethics because they help to guard against the violation of the rights of research participants. In this study, the following ethics were considered:

#### **3.10.1 Voluntary participation**

The researcher fulfilled her duty to make sure that participants understand that this study is conducted only for academic purpose and their participation is absolutely voluntary. Every person who participated in this study did so out of their own will. This means that respondents were not forced to be part of the study by any means (Babbie, 2007). The researcher made it clear to participants to ensure that participation is voluntary and that

if respondents felt like withdrawing at any point in time within the duration of the interview, they were free to do so.

### **3.10.2 No harm to participants**

The fundamental ethical rule in conducting research is that it must bring no harm to participants. Everything we do in life can possibly harm someone and therefore researchers should weigh the risks against the importance and possible benefits of the specific research project (Babbie 2007:27). In this study, the researcher took all the necessary steps to make sure that participants are not being put in a situation where they might be harmed as a result of their participation, emotionally, physically or psychologically. The researcher travelled to where participants were, so that every person will feel safe and comfortable in their own places.

### **3.10.3 Confidentiality**

The researcher made sure that the confidentiality and anonymity of the participants are maintained. No other identification of participants was mention, the purpose and aim of the study was explained in detail. The researcher made sure that the participants' names were not used, nor will information be shared that reveals their identity in any way. The information the researcher collected was used for the study as the researcher assured the participants. The researcher used pseudo names to identify the participants because the participant's personal information is confidential.

### **3.10.4 Informed consent**

The researcher informed the participants about the purpose, nature, data collection methods, and extent of the research before the commencement. The researcher also explained to respondents' typical roles; this is very critical, as the approach is altogether different from the traditional face-to-face approaches. Participants were told that signing the consent form does not mean that they are forced to be part of the study if they do not

feel like continuing with the study. According to Babbie (2007), anyone involved in social research needs to be aware of general agreements shared by researchers about what is proper and improper in the conduct of the scientific inquiry. In the case of this study, some of the participants were not comfortable with signing the consent form. They thought that it was a way of identifying them in case some people or relevant stakeholders feel like they are being exposed for not making sure that these games are being facilitated and played in their village.

### **3.11 Limitations**

During interviews, a researcher made an effort to make prior arrangements with the participants. However, the researcher experienced challenges, where some of the community members that made an agreement with the researcher about the collection date; failed to keep their promises. The researcher had to go through the recruitment process again to make sure that the target number is reached. Most of the interviews took longer than expected because of language difficulties, some of the indigenous knowledge holders did not understand English. There were three languages that were commonly used in Ga-Ledwaba village namely: Ndebele, Tsonga and Pedi. It was difficult for some of the participants to express themselves in English, in most cases the research assistants had to interpret to make sure that participants understand the questions.

### **3.12 SUMMARY**

This chapter discussed the research methodology, with a justification of the rich design and the data-collection instruments. The researcher highlighted the ethical considerations that need to be adhered to before the study can be conducted to avoid complications. Challenges experienced during the data collection were also discussed together with limitations that arise in this chapter. The next chapter outlines the data presentation, analysis and interpretation.

## CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION

### 4.1 INTRODUCTION

The study sought to establish factors that contribute to the non-participation of the youth in indigenous games. Participants selected as the study units shared their views based on their experience and their observation when these games were played. The previous chapter was based on the research methodology, in which the research approach, the research design, population and sampling, the data-collection instruments, and the data analysis were discussed. In this chapter, the researcher presents and interprets data that was collected. Data is presented and analyzed according to the questions that were answered by participants and how they correspond with the emerging themes and sub-themes.

### 4.2 BACKGROUND INFORMATION ON PARTICIPANTS

The table below illustrates the background information of the participants. The information is important because it shows how different genders and different age groups were represented in the study. The participants were sampled from knowledge holders who have experience of playing these games and the youth who have played and those who have observed these games being played.

**TABLE 1: SUMMARY OF PARTICIPANTS, AGE, GENDER, EMPLOYMENT STATUS.**

PARTICIPANTS	GENDER	AGE	EMPLOYMENT STATUS
P1	Female	65	Unemployed
P2	Male	34	Employed
P3	Male	60	Unemployed
P4	Female	54	Unemployed
P5	Female	24	Unemployed
P6	Male	51	Employed

P7	Female	26	Employed
P8	Male	17	Learner
P9	Female	42	Employed
P10	Male	32	Employed

### **Profile of participants**

**P1:** This was an old lady called Lydia, she has been staying in the village for more than 30 years. Lydia moved to Ga-Ledwaba village to stay with her husband after getting married. She is an old woman who is receiving old age grant from the government and she is staying with her grandchildren. She has been staying in the village for many years, growing up she has experience of playing indigenous games and has also observed young people playing these games. She is the only person who mentioned that if it takes them to volunteer to ensure that these games are sustained, she is more than happy to do that.

**P2:** Matome, is a youth born and raised in Ga-Ledwaba village. After secondary school, he went to further his studies and came back to work at the local clinic as a counsellor. He spent most of his childhood at the village and while he was growing up he played indigenous games with friends during their free time. Matome was selected to form part of this study because he played these games and was able to answer the questions based on his experience. He is one of the youths who fell in love with sports while growing up but ended up stop playing these games.

**P3:** Lesiba is a resident at Ga-Ledwaba village staying with his wife and children. He is unemployed doing hand work like fixing shoes and sometimes doing garden jobs for people around the village as a way of making money to survive. He is one of the people who got the advantage to play these games with some of the knowledge holders during their youth stage. He has a lot of information about different indigenous games and still remembers the rules and instructions of the games.

**P4:** Maria is a mother of four still staying at home with her mother and children. She is unemployed, growing up she used to enjoy playing these games at school during break time and even after school. Through these games, she learned a lot of things even though she is one of the people that were disadvantaged during the struggle she had to drop out of school at the secondary level.

**P5:** Lethabo is one of the youths who is staying at home with her mother, grandmother, and siblings. Lethabo didn't finish school, she dropped out at grade 10. She is not working and spent most of her time during the day at home watching television and doing house chores. She is the first born at home and have four siblings. Lethabo had a child at the age of 19.

**P6:** Peter is a knowledge holder residing at Ga-Ledwaba village. He is a pastor and working as an administrator in Polokwane. He is married with one child and he is staying fulltime with his family. He is more informed and has experience of playing these games and observed young people playing. He used to coach a local soccer team.

**P7:** Marry is a part-time home based carer at Ga-Ledwaba clinic. She was born and raised in the village, she has spent all her life there to date. She got married and moved out to stay with her husband at Ga-Ledwaba village but different section. She attended all her school levels in the same village. Growing up she used to play these games with her peers.

**P8:** Thabo is a young person who is still at secondary school. He attends school around Ga-Ledwaba, he used to play the games at his childhood stages. The only sports that he participates in recently is soccer. He is walking a long distance to school every day because the only secondary school that is in their village is far from his section.

**P9:** Mokgadi is a single mother with two children. She is working at Lebowakgomo and travels to work every day using a bus. She was born and raised in Ga-Ledwaba village and decided to move out of her parents' home and build her own home to stay with her children.

**P10:** Tshepo is a young person who excelled in playing games like Morabaraba, Moruba and Dibeke. He started playing these games at an early age and still remembers the importance of engaging in these games. Tshepo is working and travels to work every day and comes home in the afternoon. He was chosen because of the knowledge he has about the games.

### **4.3 THE MAIN FINDINGS**

The participants in this study consisted of both genders, adults, and the youth who have knowledge about indigenous games. All participants are residents of Ga-Ledwaba village and most of the knowledge holders have been staying there for more than 20 years. Participants were selected since they have played indigenous games during their childhood and they also observed these games being played. For the researcher to get the relevant information, participants were selected based on the experience they have on the indigenous games.

### **4.4 DATA PRESENTATION FROM INDIVIDUAL INTERVIEWS**

In the context of this study, the data was collected using the individual interview as a tool to collect data. The data was collected in a manner that all rules and ethics necessary were applied to ensure that participants are safe and comfortable to participate in this study. The researcher made an effort to follow the participants so that they do not have to worry about traveling to the interview. Appointments were made based on the time that participants are available and suitable for them. Data is presented and guided by the following themes that were identified:

### **4.5 YOUTH PARTICIPATION IN INDIGENOUS GAMES**

The reasons why young people do not participate in indigenous games may not be the same and people will have different views concerning factors that prevent the youth to participate in indigenous games. The table below presents the sub-themes and main issues raised by participants during interview sessions.

**Table 2: interview responses on youth participation in indigenous games**

Sub-themes	Main issues raised
Young people do not play indigenous games	<p>Technology is taking over the world more especially social media;</p> <p>Youth culture has changed; people are adopting the western culture of doing things;</p> <p>No encouragement from their role models and knowledge holders lost interest in transferring skills and</p> <p>Facilities are not easily accessible because they are far from the people.</p>
Young people have many responsibilities	Young people do not have free time like back in the days.
The difference in the development of young people who participate and those who do not take part in indigenous games	Overweight youths, depression, lack of socializing skills and jumping of life stages.

According to Gitlin-Weiner, Sandgrund and Schaefer (2000), play provides a less stressful arena in which children and the youth can demonstrate their strengths and weaknesses. The research stated that when children are afraid to express their emotions, the safest way for them to project these emotions is during a play.

#### 4.5.1 Technology is taking over the world more especially social media

The main aim of playing indigenous games was to help young people to interact with their peers while at the same time they are developing sociological skills that help them to solve some challenges. There is a concern that modern youth are no longer playing indigenous games, how are they going to socialize actively to acquire the personal development that they need in life. Recent research findings show that childhood and adult physical activity levels have decreased during the past years in both developed and developing countries (McVeigh & Meiring, 2014; Telford et al., 2013), leading to concerns related to several health risks (Monyeki, 2013). The current study found that some of the reasons that hindered young people's participation in indigenous games are unlimited access to electronic devices such as cell phones, personal computers and television.

In support of this statement, **P7** said that:

Difouno di hlokisa baswa mmereko matsatsing a legono. Mo ba sebelago ba pela bas were difouno tsa bona. Ga ba sa kgona go utlwella ge batho ba bolela le bona. Ba bangwe ge ba boya dikolong ba itswalela ka dikamorng tsa bona gore ba kgone go dulela di founo go fihlelela nako ya go ja goba go robala.

English translation:

*“Cell phones are a huge distraction to young people's lives these days because wherever they go they take their phones along, they are even failing to pay attention when people are talking to them. Some they can be in their bedroom on their phones the whole afternoon after school until is time to eat and sleep.”*

The study further revealed that these days if you ask some of these young people about indigenous games you will notice that they don't know them at all. Social media is identified as one of the factors contributing to this problem at hand because young people spent most of their time on applications such as Facebook, WhatsApp, and Instagram interacting with people from all over the world.

**P1** mentioned that:

E ngwe ya dilo tse di dirago gore dithaloko tse di nwelle ke gore ban aba matsatsi a legono bana le di thelefisene. Ba kgona go dulela thelefisene nako e telele ba raloka di thaloko tsa mo telefisening.

English translation:

*“Another factor that contributes to the disappearance of our indigenous games is that young people have more access to more advanced technological devices like television. They can spend most of their time during the day playing TV games.”*

This indicates that there are people who strongly believe that technology is destructive to young people’s life. Looking at the responses from the participants, it is clear that young people are aware that most of the time they spend on social media and watching television. People feel that technology even though it was meant to make our lives easy it is mostly delaying the progress of young people. Parents are much aware that young people are no longer playing indigenous games because they are always glued to their cell phones and television. In other words, some parents are not concerned about how their children spent their free time.

#### **4.5.2 Youth culture has changed; people are adopting the western culture of doing things**

Prof Dr. Raj Wali Shah Khattak, (2010) found that both globalization and Western domination have had a negative impact on tradition and local cultural identities. The swift processes of modernization have weighed down the continuity of cultural knowledge transmission, which has resulted in breaking that continuity and leaving us with fragmented forms of cultural knowledge and isolated indigenous communities. This is supported by some of the participants in this study who agree that the main reason why young people don’t show interest in playing the indigenous games is the way they are being raised nowadays. They believe that as black people we are adopting the Western

culture of raising our kids. We lost the way our parents raised us because of trying to adopt the Western culture in the name of keeping up with the changes. Modern parents are now more interested in seeing their children being more advanced in the way Western people are living their lives.

**P1** mentioned that:

Kgolo ye bana ba legono ba godisiwago ka gona, re ba godisa sekgoga. Batswadi ba legono ba kitimisitse gore ban aba bona ba dire dilo go swana le ka moo makgoga ba phelago ka gona.

English translation:

*“Black people we are adopting the white culture of raising our kids. We lost the way our parents raised us because of trying to meet the western culture. Modern parents are now more interested in seeing their children being more advanced in the way western people are living their lives.”*

Globalization comes with the changes that blow the attention and interest of our African people. Most participants mentioned that we as South African we have lost our cultural norms and values. We live our lives like Western people. They call them the lost generation. There is a huge difference comparing how young people used to live their lives back then and how young people do things these days. Other participants feel that other parents are promoting the adoption of Western culture in their families.

#### 4.5.3 No encouragement from their role models and knowledge holders lost interest in transferring skills

Responsible parents are aware of their children's needs because they see them full time. However, parents who are not paying attention to their children will not worry too much about what their children need.

**P4** responded that:

Ke nagana gore lebaka le lengwe leo le dirago gore baswaba se sa raloka di thaloko tse ke gore a se ba bona batho ba bagolo ba di raloka. Baswa matsatsing a legono a se rutiwa le go bontshiwa gore dithaloko tse di ralokwa bjang, ba swanetse go bana go tswa go rena.

Translation:

*"I think the main reasons why young people are not playing indigenous games is because they never had the chance to see us old people or their parents playing those games. Young people these days never got the opportunity to be taught or shown how these games are supposed to be played by elders. They have to learn from us."*

**P6** mentioned that:

Rena batho ba goba le tsebo ga re sana kgahlego go dithalokong tse, maitswaro a rena ge re swanetse go fitisa tsebo le bokgoni go ban aba ba nnyane ga go sadiriwa ka tsela ya maleba, ke kamo re paletswego ke go hlohloletsa bana gore ba tselele pele go raloka di thaloko tse. Re hloka bokgoni ba maleba ba go ruta go kgontisisa gore dilo di tsamaye ka tswanelo.

English translation:

*"As knowledge holders, we lost interest in these games, our attitude when it comes to transferring knowledge and skills to young people was not good and done in a good manner. That's why we failed to keep our children motivated so that they don't lose interest in these games. We lacked proper*

*teaching skills to ensure that information and instruction are conveyed correctly to our children.”*

Some of the participants agree that even though indigenous games contribute to the development of young people, it is not easy for them to participate without getting support from their parents and without motivation from their role models. Other researchers believe that for young people to develop an interest in activities such as indigenous games it must start from home. They state that the process of socialization begins within the context of the family. The family has a fundamental function in shaping a child's attitudes and behaviour. Social inclusion is all about making sure that all children and adults are able to participate as valued, respected and contributing members of society, therefore this principle needs to be applied. One of the participants said that “kgomo go tsoswa ye e itekang” this is a Pedi proverb which means for someone to get help they should show that they are making effort too. This shows that there are some people who feel that young people don't show any interest in these games because they are not indicating that they really need help.

#### **4.5.4 Facilities are not easily accessible because they are far from the people**

For young people to be safe in the field of play, they need an environment that allows them to do so without any fear. For some communities to access sports field, they have to travel distances. This might not be possible for some children since they have some responsibilities when they get home from school. A village like Ga-Ledwaba is still in the process of development, it does not have access to some of the facilities that it needs. Research shows that problems such as the little time allocated per week (one hour) for physical education, untrained teachers and a lack of facilities and tools at some schools, lead to physical education often being presented ineffectively (Du Toit et al., 2007; Van Deventer, 2012; Van der Merwe, 2011).

This statement is supported by **P4**:

Baswa ba hloka information ka ga dithaloko tsa sekgale, ga ba tesbe le bohlokwa ba go di raloka.

English translation:

*“Young people lack a lot of information about indigenous games and the importance of being part of active young people.”*

Participants mentioned that because they are far from service providers, it is difficult for them to access the services they need. The sports hubs that are introduced in other places are not yet implemented in their community. With this being said, young people at Ga-Ledwaba village are missing out on the opportunity to participate in the indigenous game completions that take place annually starting from district to provincial games. Sports participation must occur in settings where young people are physically safe, personally valued, morally and economically supported, personally and politically empowered, and hopeful about the future (Hellison, 2003; Hellison & Walsh, 2002; Martinek & Hellison, 1997; Walsh, 2008).

#### **4.5.5 Young people have many responsibilities**

It is indicated that keeping up with life, these days is a struggle for young people as they are faced with responsibilities that need their attention and time. Some young people are playing the role of being parents and going to school at the same time. Finding time to socialize with their peers might not be possible.

#### 4.5.2.1 *Young people do not have free time like back in the days*

**P9** mentioned that:

Baswa bana le dilo tse dintshi tseo ba swanetsego go di dira, bogologolo ba baninyana. Baninyana bao ban ago le ban aba le mengwaga ya ka fase ga 19 ba na le maikarabelo a go hlokomela ban aba bone le go lebelana le tsa sekolo.

English translation:

*“Young people are having too much on their plates this day’s especially girls. Girls who are victims of teenage pregnancy are faced with the responsibilities of caring for their children and being at school at the same time.”*

**P10** supported the statement mentioned by **P9** by saying that:

Go sepela leeto le letelele goya sekolong gwa lapisa. Ge ba boya sekolong go setse e le bosigo le gob aba na le mesomo ya ka gae yeo ba swanetsego go e dira.

English translation:

*“Travelling long distance to attend schools is tiring and when we come back from school is already late and we have to do our house chores and homework.”*

Based on the above quotation, participants feel like because some young people especially girls are the victims of teenage pregnancy. Being a mother comes with the responsibilities that require her full attention and skills or strategies to balance life because she is now considered an adult. Also, because some learners are traveling long distances to school when they come back home its already late for them to go out and play, while some have some household duties to take care of every day when they come back from school.

#### **4.5.6 The difference in the development of young people who participate and those who do not take part in indigenous games**

These games were meant to keep young people busy and help them stay physically fit to avoid injuries that might come with not exercising. It is believed that being active in physical activities helps in staying fit and healthy. People who engage in games that require them to run and jump up and down benefit. Physical games help to release stress and refresh. According to the World Health Organization (WHO) (2015), there is evidence that physical activities benefit young people psychologically by improving their control over symptoms of anxiety and depression. The study agrees that physical education helps in the social development of young people because they provide them with space for self-expression, build self-confidence, social interaction and integration.

#### **4.5.7 Overweight population**

Findings pointed to sports as being a critical asset to young people, having a highly positive influence on their academic achievement, physical health, and psychological well-being. Specifically, sports participation is linked to the increased likelihood of having a healthy diet, ample daily physical activity, and sufficient sleep, all of which have been identified as important factors in preventing obesity and related diseases and supporting long-term health. Rowan (2009) mentioned in his study that children's developing sensory and motor system have not evolved biologically to accommodate the sedentary, yet frenzied and chaotic nature of today's technology. He continues to state that rapidly advancing technology has contributed to an increase of physical, psychological and behavioural disorder that the health and education system is just beginning to detect now.

**P2** stated that:

Difouno tsa matsatsi a legono di dumelela bana gore ba lokele dithaloko tsa gofapana ka mo difounong tsa bona. Ba kgona go diraloka dithaloko tseo ba le tee ba dutse fase. Ga ba hloke go raloka le batho ba bangwe goba go phadisana.

English translation:

*“Smartphones allow young people to download different games that they can play on their phones alone at home while seated. They don’t need a playmate to play with or someone to compete against.”*

Based on the above quotation, some participants feel that technology promote laziness because young people have access to different games that they can play while seated alone in their rooms. With these findings, it is clear that young people are at risk of health-related issues. They are not aware of the importance of staying physically active. They isolated themselves from their peers and decided to enter a different world of social media. According to WHO, one of the benefits of participating in physical activities is that they help in maintaining healthy body weight, also PE helps to develop a healthy cardiovascular and neuromuscular awareness. This finding is supported by Rowan (2009) who argues that there are three critical factors for healthy physical and psychological children development which are movement, touch, and connection with other humans.

#### **4.5.8 Depression**

According to Rowan (2009), one in six children has a diagnosed developmental disability, one in six are obese and 14,3 % have a diagnosed psychiatric disorder. He further argues that health issues like depression, anxiety, and sleeping disorders can be linked to technology overuse and are increasing at a fast rate. Literature has reported that when an individual exercise, the human body releases endorphins, which are substances which create ecstasy and euphoria important for human happiness. It is also known that exercise may improve symptoms among the clinically depressed patients (Craft and Perna, 2004).

According to **P6**

Kgopolo e senago selo ke lenaneo la dikopano tsa diabile. Baswa ba lebagane le mathata a mantshi ao le rena batwadi ba bona re sahlakanagole ona, ba tseya dipheo tse di sego maleba.

English translation:

*“An empty mind is the devil's workshop, now young people are facing lots of challenges that we as their parents we did not experience because they make uninformed decisions.”*

Young people lack guidance that will help them to make informed decisions because they find themselves in difficult situations after their actions, their mind is under pressure. Young people are facing challenges that they are big for them to handle. They are wearing big shoes at a young age to a point that they start having psychological problems.

#### **4.5.9 Jumping stages of development.**

**P4** responded that:

Go ba le mafolofolo go ralokeng di thaloko tsa sekgale ka mehla go re thusa gore re kgone go tswellele pele go gola ka mogwa wa maleba ntle le go qhaqha megato ya bophelo ya go gola eo e hlokegago.

English translation:

*“Being actively involved in playing indigenous games almost every day helped us to fully go through our stages of human development without missing anything that had to be gained.”*

From this point of view, it is clear that people are aware that indigenous games contribute positively to the stage of development when a child is involved. Since the above statement is mentioned by someone with the experience we can conclude by saying indeed these games are important for young people. Knowledge holders believe that participation in

these games present young people with the opportunity to learn social skills. Some believe that through daily interaction with others they get to gain self-confident and improve their self-esteem.

#### **4.6 MAIN FINDINGS ON THEME 1**

Theme 1 aimed to find out about factors that contribute to non-participation of youth in indigenous games at Ga-Ledwaba village. The main aim was to answer the question: what are the reasons that discourage or prevent young people from participating in indigenous games? The main themes were summarised using the following headings: Young people do not play indigenous games because of factors such as technology, lack of encouragement from role models and knowledge holders, accessibility of facilities; Young people have many responsibilities and the difference in the development of young people who participate and those who do not take part in indigenous games, looking at issues such as being overweight, depression and jumping stages of development as a young person.

#### **4.6 THEME2: THE IMPORTANCE OF INDIGENOUS GAMES ON THE DEVELOPMENT OF YOUTH AND CHANGE OF YOUTH CULTURES.**

Indigenous games were designed in a way that they require different skills to be played and they present different benefits to young people. Indigenous games keep young people together and help them to develop the skills they need to interact with people with different attitudes. Theme 2 is based on identifying the importance of indigenous games and how they contribute to the development of young people. The table below shows how young people can benefit from playing indigenous games.

**Table 3: interview responses on the importance of the indigenous games based on the development of youth.**

Sub-themes	Main issues raised
------------	--------------------

Indigenous games are important for the development of young people	Young people are less likely to engage in criminal activities, indigenous games alleviate sociological and psychological issues, young people develop skills they need to grow, prevented social issues such as teenage pregnancy and helps in discovering talents.
What makes indigenous games fun	Developing friendships and helps in refreshing our minds, sharing of ideas and indigenous games are competitive

#### **4.6.1 Indigenous games are important for the development of young people.**

Indigenous games are formulated and played based on rules that need to be applied. These rules are the ones that come with challenges that push young people to the edge. Knowledge holders observed many social skills that could be learned through indigenous games. Some researchers argued that young people learn to manage conflict such as responding to a playmate's accusation. They also learn how to manage and deal with those playmates that are difficult and not self-sacrificing. The importance of indigenous games where highlighted through the following five aspects which are the benefits discovered during the process of data collection through interviews, these benefits are from knowledge holders, participants and observers.

##### **4.6.1.1 Young people are less likely to engage in criminal activities and indigenous games alleviate sociological, psychological issues and physical issues**

Participation in multiple sports is believed to expose youth to a fuller range of growth-related opportunities and to help reinforce important skills for positive development for example, they are exposed to things such as, teamwork, task commitment, or balancing multiple demands on one's time. Lebakeng (2006) supported this response by pointing out that indigenous knowledge is cultural knowledge in its broadest sense, including all social, political and economic aspects of an indigenous community's way of life. He argued that indigenous knowledge has the potential of providing the basis for problem-solving strategies for local communities and indigenous knowledge represents an important component of global knowledge on development issues.

**P6** indicated that:

Go feta dithalokong tsa sekgale ke ithutile go ba go tiya sebete ka baka la go retwa le go hlohloletso e ke e filwego ge ken eke raloka dithaloko tse,di dirile gore ke gone go ba le boihlompo. Se se nthusitse gore ke kgone go tseba gore ke eng seo ke setsebago kudu. Selo se sengwe seo ke bunego sa raloka karolo e kgole ke gore ke kgonne go aga setswalle le batho ba bangwe.

English translation:

*“Through indigenous games, I learned to be bolder because the praise and cheering I have received based on my performance when I was playing made me develop self-esteem. This helped me to discover what am good at. Something that I also benefited and played an important role was being able to build a good relationship with other people.”*

**P3** supported the above statement by saying that:

Dithaloko tse di diile gore re ikatise mmeleng se sa lemoge gore re a ikatisa. Di na le seabe go phela bophelo bo boswanetsego ga gologolo go raloka kgathi. Di dirile mebele

ya rona gore e tiye, le go kgola go “mover” gore re seke raba le dikgobalo tseo di ka feletsago di baka mathata a goba le mmele wa bothata le mmele o mokima.

English translation:

*“These games physically made us exercise without us being aware that we are exercising and positively contributing to our healthy lifestyle especially playing kgathi. They made our body fit, flexible and avoided lots of injuries that come with having tight or being overweight.”*

With this response from all the participants, they strongly believe that indigenous games can keep young people away from anti-social behaviours. From their own experience, they stated that these games helped them to develop personally and physically. They never felt lonely because they always had people that they can play and talk with. Some studies find that physical activities are antidepressant (Sallis et al., 2000; Teychenne et al., 2008). For both biochemical and psychological reasons, exercise elevates mood and creates a sense of happiness and well-being. One of the benefits of participating in indigenous games revealed in the finding was that, while playing these games they have noticed that these games prevent them from engaging in criminal activities that could lead them to jail because they were occupied to a point that they never had time to think about getting into anti-social behaviours.

#### **4.6.1.2 Young people develop skills they need to grow**

All participants agreed that indigenous games help young people to develop and improve skills that they need to grow. These skills range from social skill acquired from interacting with peers to skills gained while solving challenges that these games present to them. Vygotsky argues that the development begins at birth and continues until death. Vygotsky proposes that cognitive development proceeds through three main elements: culture, language and social interaction (Vygotsky, 1978). While culture is deemed the most important, language and social interaction are viewed as how culture drives cognitive development. Of these two means, social interaction is the element that we are more concerned with here. Language functions as the facilitator of social interaction, and

interaction are then the means through which culture fosters cognitive development. According to Vygotsky, the community plays a central role in the process of making meaning.

**P2** mentioned that:

E ngwe ya di benefit tsa goraloka dithaloko tsa sekgale ke gore dire thusitse go kaonafatsa bokgoni b arena ba go bala le go dira diablo ke sekolong kudu kudu ka nako ya subject ya dipalo. Ba bangwe re kgonne go ithuta go bala ka pela ge re soma ka dinomoro ko sekolong ka gobane bontshi b arena re be re raloka dithaloko tse di hlokago gore re bale le go opela dinomoro ka pela ntse re raloka.

English translation:

*“One of the benefits of playing indigenous games during our free times was that they helped us to improve our counting and calculating skills at school more especially when dealing with numbers during mathematic lessons, some of us we managed to master our counting fast skills when working with numbers at school because most of the games played required us to count fast and singing out the numbers while playing.”*

The findings indicated that indigenous games are important activities for young people and that participants reap important benefits in health and education. Research has shown that participation in games such as Morabaraba and others is to be associated with more positive academic self-concepts, greater expectations and aspirations, and higher academic achievement.

#### **4.6.1.2 Prevents social issues such as teenager pregnancy**

**P4** responded that:

Ka lebaka la gore baninyana le bashimane ba be raloka le go thabela dithaloko tsa sekgale re be rena le diperesent tsa fase tsa baswa bao ba imago bas a le ba banyanyane, ge re bapisa le bophelo ba baswa ba matsatsing a legono. Ge ne regola a se raba le mathata a ban aba go kitimela go dira dilo tseo disa swanelago pele ga mengwaga ya bona e dumela. Dithaloko tse di rethusitse kudu kudu gore re bolokege le go raloka kgauswi le gae.

English translation:

*“Because girls and boys were actively playing and enjoying indigenous games we had low rate of teenage pregnancy compared to the lifestyle of young people these days. As we were growing up we never had things like early adolescent stages wherein some children jumped some stages and got into things early than they were supposed to. These games really helped as to stay safe and close to our homes.”*

This shows that there is an important role that these games are playing in the life of young people. Findings indicate that these games can reduce social issues that young people are facing in our country. It is believed that since these games were neglected the rate of teenage pregnancy has increased compared.

#### **4.6.1.3 Indigenous games help young people in discovering talents**

**P3** indicated that:

Go raloka souk souk go re gapeleditse gore re kgone kitima ka pela ka lebaka la gore re be re tshaba go bethwa ka lepanta goba thupa, re be re kitimela ko circleleng go re motho a bolokege. Ka go raloka dithaloko tse re kgonne go bona gore batho ba bangwe bana le bokgoni go tsa mabelo le ko sekolong ba be ba gwetsa meputso.

English translation:

*“Playing a game called “souk souk” which is similar as hide and seek forced us to run fast especially because we were being chased with a weeping stick or belt until*

*we run to our safe circle. Through this game some of discovered that we are good sprinters that made it to athletics at school and won different awards.”*

Responses show that participation in indigenous games emphasize physical development, skill training and maintenance, reinforcement of the community values and interaction between people. The response strongly suggests that youth engagement and control of services for youth; parental involvement into school curriculum or placement decisions affecting their child is important in the process of keeping these games alive.

#### **4.7 What makes indigenous games fun**

Every game should present some excitement or enjoyment to the participants. Participants agreed that they really enjoyed playing indigenous games because of the benefits that come with it. These benefits include:

##### **4.7.1 Developing friendships and refresh our minds**

**P2** stated that:

Go phela le dithaka tsa rena re raloka go be gole monate ka mehla, rene re sa hloke tshelete ya gore re ithabise. Go tlwaela batho bao ke phelago le bona nako e ntshi go dirile gore ke kgone go bolela le go dira metlae.

English translation:

*“Hanging around with lots of our age group while playing was always fun, we did not need to spent money or buy anything fancy to have fun. Getting used to people that surround me most of the time made me to be more vocal and share lots of funny jokes.”*

**P1** support the above statement:

Se sengwe sa di benefit tsa go raloka dithaloko tse ka nako ya rena ya go ikgutsa ke gore di re thusitse go gemisa monagano ge re boya sekolong. Ge re fetsa go raloka dithaloko

tse re be re etswa dikudumela go laetsa gore re ntshitse stress r aba ra kgona go nagana ga botse.

English translation:

*“Another benefit of playing indigenous games during our spare time is that they helped us to refresh after having a long day at school full of lots of teachings that we had to put in our mind. After playing these games and sweating we released some of the stress that we had, and we were now able to think logically”*

The findings indicate that playing indigenous games does not require expensive equipment, indigenous games can be played without spending any money on them. Indigenous games offer young people the chance to clear their minds after having to deal with school activities. Participants agree that indeed these games were their escape way to release stress.

#### **4.7.2 Sharing ideas**

**P2** identified one of the benefits of engaging in indigenous games as a person, he stated that:

Se sengwe e be ele gore “information” ne e ngatelwana moroba, re sharile di kgopolo le dithaka tsa rena, ka nako ye ngwe ra boledisana ka mathata ao re kopanago le ona re le baswa. Se se godisetse ka mo re naganago ka gona le go hlabolla ka mokgwa o re phelago le batho mo maemong a go fapana.

English translation:

*“Another thing was that information was easily shared and spread, we shared ideas amongst our peers, and sometimes we discussed issues that we encountered as young people. This broadened our thinking capacity and improved our ability to interact with people in different levels.”*

In this point, we can strongly agree that indigenous games were not only for having fun, but also gave others the chance to share their problems and get advices from different opinions. These games were also used as part of bringing people together as part of socialization.

### **4.7.3 Indigenous games are competitive**

**P8** stated that:

Lebaka fela la gore re be re phadisana le ba gwera b arena le batho ba go kgona dithaloko tse dingwe go dirile gore dithaloko tse di be monate. Dithaloko tse dingwe di be dile “addictive” re be re kgona go diraloka mosegare ka moka ge rebe re sena mabaka a mangwe.

Translation:

*“Just the fact that we are competing with our friends and people who we knew they are the best at certain games made them fun. Some games were so addictive, we used to play them almost the whole day if we don’t have other plans for the day.”*

It is evident from the above reflections that indigenous games played a very vital role in keeping young people safe as far as their survival to this very age is concerned. Some of these games were very important in instilling the skill of decision making and strategizing to defeat the opponent.

## **4.8 MAIN FINDINGS ON THEME 2**

Theme 2 was based on identifying the role that indigenous games play in the lives of young people and discovering the importance of playing indigenous games as a young person. The main aim was to find out whether there are positive benefits that indigenous games provide to young people. Indigenous games are important for the development of young people. The heading looked at the positive outcomes that arose which are: indigenous games keeps young people away from engaging in criminal activities, they alleviate psychological and social issues such as teenage pregnancies, they help in developing skills needed to grow and they help in discovering talents.

#### **4.9 Theme 3: Strategies to recruit youth to participate in indigenous games**

Researchers recommend that there is a need for institutions such as the South Africa Heritage Resource Agency, the National Research Foundation as well as others, to encourage research on indigenous games, with the view of making sure the indigenous games do not go extinct. They believe that this can be encouraged by making funding available to tertiary institutions to conduct research. Municipalities, together with councillors, mayors and the public should build cultural centres where adults may offer some of their times in teaching young children some of the indigenous games they used to play in the olden days. Participation in indigenous games should be encouraged in all communities in South Africa, regardless of race or beliefs. Recruiting young people to develop interest into something requires a creative strategy. Young people need to be convinced and motivated. Mostly, young people believe in things they see practically. This theme reviews the strategies that participants think they can work in getting the interest of young people. This theme also identifies individuals and institutions that are responsible in making this happen. There is a saying that says, “One is too small amount to achieve greatness”, through collaboration and cohesion big things can happen.

**Table 4: interview responses based on the ways to recruit youth to participate in indigenous games.**

Sub themes	Main issues raised
------------	--------------------

The role of Role models and knowledge holder	The is lack of active role models Knowledge holders has lost interest in transferring skills
The role of government and other stakeholders	No strategic planning of competitions, Schools don't take this games serious, No funds available to implement proper programmes focusing on indigenous games

#### 4.9.1 The role of Role models and knowledge holder

As individuals, we draw motivation from our role models and they inspire us to push to the limit. It becomes a bonus when you have those people involved in your life and guide you in every step you take. For young people to grow they need support from family, friends, teachers and the community.

##### 4.9.1.1 The is lack of active role models

Albert Bandura's theory consists of six features and its emphasis is on social influence and on external and internal social reinforcement. One of the six features is observational learning, which stresses that learning from models may come in different aspects, including new behaviour patterns, judgmental standards, cognitive competencies, and generative rules for creating new forms of behaviour. This is highlighted in the responses of participants who said that young people mostly these days never got the opportunity to be taught or shown how these games are supposed to be played by their elders. Bandura's theory of social learning argues that people can witness and observe behaviour conducted by others and then reproduce those actions. This is exhibited through modelling of behaviour. If individual see successful demonstration of a behaviour they can also complete the behaviour successfully. The study revealed that there are no role models that the young people could look upon concerning the process of transferring

indigenous knowledge and skills. The question is where do young people draw their motivation?

Responding to the above question **P4** stated that:

Gore re boise dithaloko tse rena re le batswadi re swanetse go kgathi tema e kgolo, ke mang yo re mo letetsego gore atle a di boise ka gobane baswa b arena ga ba tsebe history ya dithaloko tse, le gore di ralokiwa bjang. Re swanetse goba involved gore rekgone go fitisa tsebo gore ba kgone go hlohloletsega.

Translation:

*“To bring back the indigenous games we as parents have enormous role to play. Who else do we expect to bring back these games to life because young people don’t know the history of these games and how they were played back in the days? We have to be more involved in order to transfer skills and the knowledge to our children, so they can be motivated and encouraged.”*

Some of participants mentioned that, there are no role models out there who encourage young people to participate in these games. This finding is concerning as literature states that interactions between adults and children are of primary importance as they are the means of the transmission of culture from one generation to the next (Dewey, 1944). The study found that through active role models, young people can learn a lot and this can make a great impact in the development of youth.

**P8** supported this by saying that:

Diphadisano tsa dithaloko tsa kgale di swanetse go akaretsa batho ka moka, di seke diakgetha go ya ka mengwaga e etsego. Go swanetse goba le dihlopa tsa go dira gore batho kamoka ba akaretsewe.

Translation:

*“Indigenous game competitions should be inclusive to a point that there is no age restriction when it comes to these games. There should be categories to create fair play.”*

Indigenous games are not considered to a point wherein young people can point people who are flourishing or a person who is successful because of playing these games. Findings show that parents are primarily responsible for providing children with early opportunities to play games and helping to maintain their involvement in it.

The behavior of the knowledge recipient may also be influenced by the reliability of the knowledge holder. Therefore, a capable and trustworthy source is more likely to positively influence the behavior of the knowledge recipient (Zander and Kogut, 1995). Moreover, for a successful knowledge transfer, the recipient must also be motivated and ready to accept the knowledge from the source. According to Deci et al. (1991), motivation is very crucial as it has been suggested that a lack of it could result in procrastination, sabotage and even straight rejection when it comes to implementation and using the knowledge.

#### **4.9.1.2 Knowledge holders lost interest in transferring skills**

Participants state that knowledge holders are not interested in teaching young people what they have been taught. They feel that there is a need to give knowledge holders the platform to facilitate these games since they are experienced. The challenge facing many organisations, both private and public, is not only the loss of some of their most experienced employees, but also the fact that many of these knowledge workers and managers are taking with them new types of critical expertise and experiential knowledge that did not exist a generation ago. In the new economy, organisations are facing not only a labour shortage, but also a knowledge shortage (Phaledi, 2011).

In support to the above issue that emerged during the process data collection **P7** stated that:

Badudi bao banago le information ka dithaloko tse ba hlokega gore ba ithaope go ralokisa bana dithaloko tse ga o nyakege batho fela, go nyakega batho bao banago le maano le bokgoni go ruta dithaloko tse. Batho bao ban ago le lerato bao ba tla kgonago go dira ka mokgwa wago nepagala le maikemisetso.

Translation

*“Community members with indigenous information concerning these games are needed to volunteer in facilitating these games and not just any person but people who have strategies and skills to teach this games. People who are passionate and who will approach this with the right manner and intentions.”*

**P1** in support of the responses of **P7** said that “*rutang bana ditaola le se ye natso badimong*” this is a Northern Sotho idiom which means educate the children so that your wisdom does not die with you. It is important that knowledge holders transfer the knowledge and skills to the new generations so that our heritage and cultures stay alive. Responses emphasise that knowledge holders should be in the forefront in the process of coming up with strategies that will help to maintain and sustain these games to ensure that they don’t extinct and to make sure that continues. Reflecting on the discussion above, it may be argued that there is a lack of motivation and role models to encourage and guide young people.

In this case, there are many reasons that can contribute to the loss of interest to transfer skills. Looking at the responses, we can say since young people do not have time to play these games because they have a lot to deal with, there are no people whom knowledge holder can pass on the skills to. Another reason identified is that the knowledge holders are not given the platform and support by relevant people to set afloat knowledge transfer.

#### **4.9.1.3 The role of government and other stakeholders**

Participants stated that to preserve these games there is a need for collective effort that must be made from the government and relevant stakeholders, institutions and the community.

#### **a. No strategic planning of competitions**

Some participants agreed that even though these games are being introduced to other South African villages, there are other villages that are being neglected. There is a need for evaluation and monitoring of these competitions. They feel like the indigenous games programme was not planned properly. One of the literature reviewed in this study stated that when choosing the most suitable strategy, one of the most important steps is the application of planning activities. According to Melnikas and Smaliukiene (2007), and Schaap (2012), one has to maintain the ability to prepare and implement effective development strategies is becoming the necessary factor of organization success allowing growth and utilization of strategic advantages and creating innovative decisions.

According to **P6**

Dithaloko tsa sekgale di swanetse goba karolo ya dithuto tsa sekolo go tloga dikolong tsa fase go fitlelela go tsa godimo. Di swanetse go fiwa sebaka go swana le di subjects' tseo di rutiwang ko sekolong.

Government e swanetse go tsebisa dithaloko tse le go lokisa letsatsi la bohlokwa la go keteka dithaloko tsa rena tsa sekgale. Di swanetse go ralokiwa le go gashiwa mo di TV go swana le dithaloko tsa go swana le kgwele ya maoto le ya matsogo. Dithaloko tse ga dia fiwa nako ka gobane dikolong tsa bo rena ga di ralokwe. Go raloka dithaloko tse eri e tee ga wa lekana.

Translation:

*“Indigenous games should be introduced as part of the school curriculum in primary and secondary schools, they should be given attention like any other subjects that are being taught at school.”*

*“Government should introduce these games and arrange a special day to celebrate our indigenous games and they should be played and broadcast like other sporting codes such as soccer and netball games. These games are not given attention because at school they are being played for just an hour during the sports period and so they don’t have facilitators.”*

Based on this responses, knowledge holders feel that the gap created in this problem is based on the fact the there was no proper planning to begin with. Research was not conducted to identify the loop holes. Furthermore, they are concerned about the way these games where introduced in some schools. The time given to these games seems not be enough for facilitators to teach young people on how to play the games. Regarding the role of the government, participants feel like the government is not doing enough to make sure that these games are being implemented properly. They mentioned that government should introduce these games and arrange a special day to celebrate our indigenous games and they should be played and broadcast like other sporting codes such as soccer and netball games. These games are not given attention because at school, they are being played for just an hour during the sports period and so they don’t have facilitators.

Furthermore, they argue that government recognizes these games only when it is time to celebrate heritage month. In the context of this study referring from the findings, participants feel like the government does not value the opinion of community members simply because they are not being involved, engaged and consulted when decisions are being made. Searcey et al. (2010) in support of the above-mentioned statement, revealed that the success of strategic planning also depends on cooperation of employees, attention to their opinion, discussions about suggestions and their evaluation. Searcey mentioned that this can be done through sharing opinions and criteria how to achieve the goal more successfully by differentiating the implementation of separate stages and sharing the feedback about each level of activity to determine the gaps that could be reinforced to come up with an action plan in discussions how to reinforce them.

## **b. Schools don't take these games seriously**

The Department of Basic Education recognised the value of school sports and physical education to provide the foundations necessary for the holistic development of the learner in support of the academic curriculum. However, some participants feel like even though these games are sometimes being played at schools, they still don't take them seriously. Mainly because of the time allocated to these games and the lack of attention given to them.

In support of the above mentioned statement **P5** stated that:

Re hloka go dira mananeo ao a lebaganyego le dithaloko tsa sekgale mo sechabeng sa rena, gape le ko dikolong gotswa go tsa fase go fihlelela go tsa godimo ka gobane baswa ba legono ba timeletse ke tsela go dikarolong tse ntshi tsa maphelo a bona, mohlala, diperesent tsa bana bao ba tlogelago dikolo le ba go se tswellele e ya namella ngwaga o mongwe le o mongwe, go ima gwa baswa le go dira bosinyi go feta batho ba bagolo.

Translation:

*"We need organised programmes that focus on indigenous games in our communities and also at schools starting from primary level to secondary level because the new generation is really losing direction in most aspects of their lives, for example the rate of learners failing at school is increasing every year, school drop outs, teenage pregnancy and youth commit more crime than people who are older."*

Based on the above quotations, participants identified that indeed intervention is needed to ensure that these games are introduced and facilitated properly from primary schools. Knowledge holders as well as youth agree that the school is a proper vehicle for maintaining cultural survival through indigenous games.

## **c. No funds available to implement proper programmes focusing on indigenous games**

The study conducted Youth Sports and What Counts as Positive Development concerning youth participation in sports, highlighted that, the relationship between sport

participation, educational achievement, social capital formation, and personal success has more often been the focus of personal testimonials than social research (Coakley, 2011). This evidence shows that research funding focusing on supporting researches conducted on sports are not available.

**P8** responded and said:

Ba Department of Sports Arts and Culture ba hloka go kgontisisa gore gona le tshetele ya go phethagatsa mananeo a mo dichabeng tsa gofapana go tsamaisa di thaloko tse, le go kgontisisa gore di a ralokiwa le so phahlatswa mo TV goswana le di dipapaditse dingwe tseo di fiwago sebaka.

Translation:

*“The department of sports arts and culture need to make sure that there is funding to implement programmes in different communities to facilitate these games and make sure that they are being played and broadcasted on national television like other sporting codes that are being given attention.”*

From this point, people feel like there are some sports that are not given attention like others. The responses indicate that the reasons why these games are disappearing is because they are not given attention. They are not being showcased to attract young people, competitions for these games are not funded and organised to cater for all people who are interested. They think that there is a need for programmes that are being implemented to focus on indigenous games to be reviewed so that they can also be monitored and evaluated from the start.

#### **4.10 MAIN FINDINGS ON THEME 3**

Theme 3 was based on finding strategies that can be applied to keep the indigenous games alive. Creating ways in which young people could fall in love with games to sustain them for the future generations. The main findings were discussed under the following

headings: The role of role models and knowledge holders; looking at the lack of active role models and knowledge holders has lost interest in transferring skills. One of the participants mentioned that “we can look as deep as we think and try to blame all possible people that we think they are responsible, but at the end us as parents are the people who are responsible and establishing a strong foundation that can attract young people into playing these games.” The second heading is “the role of government and other stakeholders” this theme was guided by main issues raised which are: no strategic planning of competitions, schools don’t take these games seriously, no funds available to implement proper programmes focusing on indigenous games. Community members feel like the government is not supporting these games financially especially in terms of making funds available to conduct researches concerning the extinction of indigenous games. The study revealed that in Ga-Ledwaba village, these games are not facilitated and organised like they are in other schools.

#### **4.11 SUMMARY**

This chapter was based on the data presented and identification of the themes together with the issues that emerged. Background information on the participants was presented in a form of table indicating their gender and age differences. Participants expressed different opinions concerning factors that prevent young people to engage in indigenous games. In this case, even the benefits of participating in indigenous games were also identified together with the strategies to keep these games’ existent. The findings and interpretations of this study provide new and reliable information for sport governing bodies, knowledge holders, schools, and parents, among others to keep the indigenous games alive.



## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This chapter focuses on the conclusion of the study by making a summary of the findings according to sub-research questions that were guided by the aim of the study. Furthermore, the chapter makes recommendations in accordance with the findings. In this chapter, the research problem is also reviewed. Conclusions are made based on the findings and the recommendation of this study.

### **5.2 REVIEW OF THE RESEARCH PROBLEM**

The aim of the study was to investigate factors that contribute to non-participation of youth in indigenous games. In addition to identify the benefits of participating in these games looking at context like psychological, social and physical aspects. Social issues such as teenage pregnancy was revealed as one of the factors that contribute to non- participation of girls in these games. It was also indicated that because of traveling long distances to school and taking extra lessons at school young people do not get time to play these games when they get home.

From these findings, these games are disappearing slowly but surely fading away. Poor parenting style and lack of motivation and support from parents were identified as one of the problems. Knowledge holders are not willing to transfer knowledge and skills to the new generation based on the following reasons: they are not given the platform and support, some lack the proper skills, qualities and conducive environment to do so. The major problem that was revealed is access to electronic devices. Young people have cellphones, and personal computers that they carry everywhere they go. With these devices, they have access to all social media platforms they need and can download all games that they want.

Lack of role models to guide and inspire young people to fall in love with these games is another problem. Motivation is drawn mostly from things that young people see being done practically. Even though, these games are being celebrated nationally young people at Ga-Ledwaba village are not given the opportunity to participate like other youth, because they don't have club hubs and appointed facilitators.

### **5.3 SUMMARY OF FINDINGS**

The main findings of the study were summarized based on different themes that were formulated. The researcher outlines how each theme was answered.

Theme 1 found that young people are no longer playing indigenous games based on the factors that were identified. The study found that technology is the major factor that keeps young people away from these games. Furthermore, it was discovered that these games are not being facilitated in other schools as in other districts and villages. Other young people do not have knowledge about these indigenous games.

Theme 2 discovered that since other young people became parents at a young age and while they are at school they are faced with challenges of balancing their school demands and caring for their babies. Because of the demands from school lessons and some must attend extra classes, young people don't have time when they get home because it is already late.

Theme 3 identified the different between youth who are participating in physical activities and those who are not. The findings state that those who are not playing these games do not get the chance to refresh and reap the benefits that include improving their skills. Findings indicate that young people who play indigenous games get time to solve challenges that help them in decision making skills and how to handle people with different attitudes. The study revealed that young people who are not involved in physical activities such as indigenous games find themselves at a risk of dealing with health issues such as being overweight and depression.

Theme 4 highlighted the importance of these games. The study that revealed that indigenous games help young people to avoid engaging in undesirable behaviors and to stay physically fit and mentally healthy.

Theme 5 showed that young people do not only participate in these games to compete, but they also enjoy engaging with their peers. Participants believe that these games are fun because they even help them to establish friendships and keep friends. They took this opportunity of being together with their peers as part of socialization.

Theme 6 dealt with addressing the role of relevant stakeholders who are responsible in bringing change concerning the challenges that hinder youth to participate in these games. The study indicates that when it comes to keeping these games alive a lot needs to be done. The findings show that social cohesion can play a major role in bringing back indigenous games. In this point, there is a need for further researches based on indigenous games to extend the researches that has already beendone. The other factor that was highlighted was that government must make funding available for research to be conducted based on indigenous games. For monitoring and evaluation measures to be put in place, the study found that there is a need for reviewing the existing programmes. All stakeholders and youth should be involved in the decision making concerning these games.

#### **5.4 LIMITATIONS AND FUTURE PESPECTIVES**

With regard to the limitations of the study, the study was limited to one community in Lepelle Nkumpi District.

## 5.5 CONCLUSION

The study aimed to identify factors that contributed to non-participation of youth in indigenous games. It has attempted to reveal the benefits of playing these games to young people. The study also suggested that proper foundation for these games should be laid from primary level to promote on going participation to the next level. In conclusion, the study discovered the importance of these games from the finding and data was supported by relevant literature from other studies.

## 5.6 RECOMMENDATIONS

This section focuses on the recommendations of the study. The following recommendations are presented in relation to the research findings:

### **a. Implementation of programmes that focus on indigenous games**

We need organized programmes that focus on indigenous games in our communities and at schools starting from primary level to secondary level because the new generation is really losing direction in most aspects of their lives. Furthermore, the rate of learners failing at school is increasing every year, school drop outs, teenage pregnancy and youth commit more crime than people who are older. Indigenous games should be introduced as part of the school curriculum in primary and secondary schools, and they should be given attention like any other subjects that are being taught at school. School premises are the best place to be approached so that knowledge holders can gather young people and transfer knowledge and skills on a regular basis.

### **b. The involvement of all relevant parties**

The study further recommends that, there should be a solid joint venture amongst all relevant departments, schools, community, knowledge holders and youth to make sure that all are involved, engaged and consulted in the decision making during the planning process concerning the implementation and facilitation of these games. Government should introduce these games and arrange a special day to celebrate our indigenous games and they should be played and broadcast like other sporting codes such as soccer

and netball games. These games are not given attention because at school they are being played for just an hour during the sports period and they do not have facilitators. The study suggests that for these games to attract young people, they should be provided with mentorship, peer support, and awareness programs; establish coaches and role models; educate parents and school officials.

### **c. Regular organized competition**

During the research and analyses, this study found that competing seasonally is not enough to keep these games alive. It is suggested that competitions should be organised to ensure that young people participate and compete most of the time on weekends because during these days that is where young people who are at school are mostly free. There is a need to prioritize increasing youth participation in sports and physical activity. Regular competitions come as motivation for young people to play these games every now and then so that they can improve their skills and be ready for the next event.

### **d. Funding for researcher**

The Department of Sports, Arts and Culture needs to make sure that there is funding to implement programmes in different communities to facilitate these games and make sure that they are being played and broadcast on national television like other sporting codes that are being given attention. The government should implement ongoing research to determine the barriers to sport participation in different communities, design and develop strategies to overcome these barriers.

Bogopa (2001) further recommended that there is a great need for institutions such as the South Africa Heritage Resource Agency, the National Research Foundation as well as others, to continue to encourage research on indigenous games, with the view of identifying problem areas and he believes this can be encouraged by making funding available to tertiary institutions to conduct research. Further, municipalities, with the help of councillors, mayors and the public should build cultural centres where adults may offer some of their times in teaching young children some of the indigenous games they used to play in the olden days.

### **e. Monitoring and evaluation of programmes**

The study suggests that Arts and Culture Programmes that have already been implemented need to be evaluated and reviewed to identify weaknesses that need to be addressed. Other communities have programmes that focus on indigenous games but other communities do not have.

## **6. REFERENCES**

- Anderson, M, L. Taylor, H.F. (2004) *Sociology: understanding a diverse society*. Thompson learning Inc., Canada.
- Abdalkrim, G. M. (2013). *The Impact of Strategic Planning Activities on Private Sector Organizations Performance in Sudan: An Empirical Research*. *International Journal of Business and Management*, 8(10), 134-143.doi:10.5539/ijbm.v8n10p134
- Aronson, E. (2000). *Nobody left to hate: Teaching compassion after Columbine*. New York: W. H. Freeman.
- Babbie, E. (2011). *The practice of social research*. Cape Town: Oxford university press.
- Babbie E. (2007). *The practice of social research 11th ed*. USA: Thomson wardsworth
- Babbie, E. (2006). *Teaching and Curriculum Methods in South Africa: A Reflective Model*. *South African Journal of Higher Education*, 3(1)
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Berger, K.S. (2000). *The Developing Person: Through Childhood*. New York: Worth Publishers
- Bogopa, D. (2012). *The importance of indigenous games: the selected cases of indigenous games in South Africa*. *Indiliga African Journal of Indigenous Knowledge System*, vol 11 (2) 245-256
- Bogopa, D. (2001). *Sport Development: Obstacles and Solutions in South Africa*. *The African Anthropologist Journal*, 1(8) L: 85-95
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3 (2), 77-101
- Burns, SN & Grove, SK. (2003). *Understanding nursing research*. 3rd edition. Philadelphia: Saunders.

- Celeste, K. Benjamin, Y. H. (2015). *The Psychology and Neuroscience of Curiosity*. *Neuron*, 2015; 88 (3): 449 DOI: 10.1016/j.neuron.2015.09.010
- Coakley, J. (2011). Youth sports: What counts as “positive development?” *Journal of Sport and Social Issues*, 35(3), 306-324.
- Cobuild, C. (2001). *English dictionary for advanced learners* (3rd ed.). Glasgow: HarperCollins
- Collins, J. (2001). Level 5 Leadership-Triumph of Humility and Fierce Resolve, *Harvard Business Review*.
- Corlett, J.T. & Mokwathi, M.M. (1986). *Play games and sports preferences of Tswana children*. In J.A. Mangan & R.B. Small (Eds), *sport, culture, society: International historical and sociological perspectives*, Proceedings of the Commonwealth Conference on Sports, Physical Education, Dance, Recreation and health (253-261). London: E&FN SPON.
- Craft L.L, & Perna F.M. (2004). *The benefits of exercise for the clinically depressed*. Division of Psychiatry, Boston University School of Medicine, Boston, MA, USA. Primary Care Companion to the Journal of Clinical Psychiatry. 2004; 6(3):104-111.
- Davidson, J.W. (2007). *Research Design Quantitative, Qualitative and Mixed Methods*. 2<sup>nd</sup> edition. Cape Town: Juta.
- Deci, E. L., & Ryan, R. M. (1991). *A motivational approach to the self: integration in personality*. Lincoln University of Nebraska Press
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.B. (2011). *Research at grass roots: for the social sciences and human services professions*. 4th edition. Pretoria: J.L. van Schaik academic.
- Dewey, J. (1944). *Democracy and education*. New York: Macmillan. Retrieved from <http://www.ilt.columbia.edu/publications/dewey.html>. [Originally published in 1916].

- Domegan, C. & Fleming, D. (2007). *Marketing Research in Ireland: Theory and Practice*, 3rd. Dublin: Gill and MacMillan.
- Driscoll, M. (2001). *Psychology of Learning for Assessment* (2nd ed). Boston: Allyn and Bacon.
- Du Toit, D., Van der Merwe, N., & Rossouw, J. P. (2007). Return of physical education to the curriculum: Problems and challenges facing schools in South Africa communities. *African Journal for Physical, Health Education, Recreation and Dance*, 13(3), 241e253.
- Eichberg, H, Norgaard, k. (2000). *Education through play and games-Danis Experience*. University of Southern Denmark. *International Journal of Eastern Sports & Physical Education*.
- Eisenhart, T. (2011). *Trauma as a component of the self-concept of undergraduate: Social Behavioural Science*, 6(181): 223-234.
- Foster, S., Rollefson, M., Doksum, T., Noonan, D., Robinson, G., Teich, J. (2005). School mental health services in the United States, 2002-2003. DHHS Pub. No. (SMA) 05-4068. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
- Fox C, Barr-Anderson D, Neumark-Stainer D, &Wall, M. (2010). *Physical activity and sports team participation: associations with academic outcomes in middle school and high school students*. *J Sch Health*. 2010; 80:3137.
- Galletta, A. (2013) *Mastering the Semi-Structured Interview and Beyond*. New York: university press
- Genise, P. (2002). Usability Evaluation: Methods and Techniques. Available from, <http://www.cs.utexas.edu/users/almstrum/cs370/elvisino/usaEval.htm>Genise,202 [Accessed 15 September, 2014].
- Gersdorff S.D. (2010) Constant exposure has been linked to deadly diseases. Effects of electronic devices on your health 38(2), 336-361.

- Gitlin-Weiner, K. Sandgrund, A. & Schaefer, C. E. (2000). *Play Diagnosis and Assessment*. Wiley
- Hardman, K. & Marshall, J. (2002) Worldwide survey on the state and status of physical education in schools, in: G. Doll-Tepner & D. Scoretz (Eds) *World Summit on Physical Education* (Berlin, ICSSPE).
- Hellison, D. (2003). *Teaching Responsibility through physical Activity* 2<sup>nd</sup> ed. Human Kinetics, IL: Champaign.
- Hellison, D. & Walsh, D. (2002). Responsibility- based youth programs evaluation: investigating the investigations. *Quest*, 54, 292-307.
- Hu FB, Manson JE, Stampfer MJ, Colditz G, Liu S, Solomon C.G. (2001). *Diet, lifestyle, and the risk of type 2 diabetes mellitus in women*. *The New England Journal of Medicine*. 2001; 345(11):790-797.
- Huitt, W. (2002). *The information processing approach*. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from <http://chiron.valdosta.edu/whuitt/col/cogsys/infoproc.html>
- Hylton, K., Long, J., Fletcher, T. and Ormerod, N. (2015) *South Asian Communities and Cricket (Bradford and Leeds)*. Report to the Yorkshire Cricket Partnership from the Institute for Sport, Physical Activity and Leisure: Leeds.
- Hysing M, Pallesen M., Stormark K.M, Jakobsen R., & Sivertsen B., (2015) *Sleep and use of electronic devices in adolescence*. 2(2), 38–48 doi: 10.1136/bmjopen 2014 006748
- Junod, H.A. (1927). *The life of the South African tribe*. London: MacMillan.
- Khattak, R.S, (2010) *Introduction to Pashtun Culture: A collection of Essays*. University of Peshawar, Pashto Academy Afghanistan.
- Kidd, C. & Hayden, B, Y. (2015). *The psychology and neuroscience of curiosity*. *Neuron*, vol. 88, no 3, p. 449-460.

Kirk, D.; Macdonald, D. & O'Sullivan, M. (2006). *The handbook of physical education*. London: Sage.

Kobus, M. (2007). *First step in research*. Van Schaik, Pretoria.

Lebakeng, T., Manthiba, P. and Dalindjebo, N. (2012) 'Epistemide, Institutional Cultures and the Imperatives for Africanisation of Universities' *Alteration* 13(1) pp.70-87.

Lebakeng, T. J. (2006). *The relevance of indigenous knowledge for sustainable socio-economic development in South Africa: is globalization a threat?* 36 (1), 40-45

Long, J, Dashper, K, Fletcher & Omerod, N (2015). *Understanding participation and non-participation in sport among black and minority ethnic groups in Wales*, Report to Sport Wales from the Institute for Sport, Physical Activity and Leisure, Cardiff: Sport Wales

Martinek, T. Hellison, D. fostering resiliency in underserved youth through physical activity. *Quest*, 49, 34-4. 1997.

Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach*. 2<sup>ND</sup> ed. Thousand Oaks, CA: SAGE Publications Limited

Melnikas, B., & Smaliukiene, R. (2007). *Strategic management. Teaching book*. Vilnius: General Jonas Zemaitis Lithuanian War Academy.

Mchunu, S. & Le roux, K. (2010) *Non-participation in sport by black learners with special reference to gender, grades, family income and home environment*. *South African Journal for Research in Sport, Physical Education and Recreation*, 32(1):85-98.

McVeigh, J., & Meiring, R. (2014). Physical activity and sedentary behavior in an ethnically diverse group of South African school children. *Journal of Sports Science and Medicine*, 13, 371-378.

- Monyeki, M. A. (2013). Physical activity and health in children: How much do we know? African Journal for Physical, Health Education, Recreation and Dance (AJPHERD), 20(2:1), 323e342.
- Morse, J. M. (2006). Biased reflections: principles of sampling and analysis in qualitative enquiry. London, UK
- Morse, J. M., & Field, P. A. (1995). *Qualitative research methods for health professionals* 2<sup>nd</sup>ed. Thousand Oaks, CA: Sage.
- Mouton, J. (1996), *Understanding social research*. Van Schaik, Pretoria.
- Mugandani, S.C.Gundani, M.P.D.Makaza, D. Amusa, L. O. Kanji, M. & Tapera, E.M. *Mnqgwayi: A stick throwing game of the kalanga people of Zimbabwe*. African Journal for Physical, Health Education, Recreation and Dance (AJPHERD) Vol. 14, No. 4 (December) 2008, pp. 495-513.
- Munyao, R.K. (2010). The Traditional Games of the Akamba of Kenya. Unpublished Master's Thesis. Nairobi, Kenya: Kenyatta University.
- Mwenda, P.W, Wanderi, M.P, Andanje, J, M. & Rintaugu, E, G. (2015) *Traditional games of Gusii community, Kenya*. African Journal for Physical, Health Education, Recreation and Dance, 21(4:2), 1434-1443.
- Myers, M.D. (2009). *Qualitative Research in Business & Management*. 1st ed. Sage Publication, London
- North, D. C. Limited access orders in the developing world: A new approach to the problems of development. Vol 4359. World Bank Publications, 2007.
- Nyamwaka, E. (2011). Creative Arts and Cultural Dynamism: A Study of Music and Dance among the Abagusii of Kenya, 1904-2002, Unpublished PhD Thesis. Nairobi, Kenya: Kenyatta University.
- Nyota, S. & Mapara, J. (2008). *Shona traditional children's games and play: Songs as indigenous ways of knowing*. Journal of Pan African Studies, 2, p

- Phaladi, M. P. (2011). *Knowledge transfer and relation: the case of a public water utility in South Africa*. University of Stellenbosch
- Philip, L. J. (1998). *Combining qualitative and quantitative approaches to social research in human geography*. 30: 261.
- Polit, D, F. & Hungler, B, P. (1999). *Nursing research: Principles and methods*. 5th ed. Philadelphia: Lippincott.
- Polit, D.F, Hungler, B. P, 1995, *Nursing Research, Principles and methods*, Philadelphia PA, JB Lippincott.
- Prof Dr. Raj Wali Shah Khattak, 2013 “*An Intangible Heritage: The Walled City of Peshawar*”
- Renson, R. & Van Mele, V. (1990). *Traditional games in South America*. ICSSPE Sport Science Studies, Vol 4, Schorndorf: Verlag karl Hofmann.
- Rowan, C. (2009). *Impact of technology on child sensory and motor development*. S. I focus, the international magazine dedicated to improving sensory integration.
- Sallies, J.F (2000). Environmental Influences on Physical Activity: Applying Ecological Models, *Journal of sports and Exercise Psychology*, 22, 51.
- Searcey, C. J., Snodgrass, J. T., & Copple, W. B. (2010). *Good to Great: Do award winning schools meet successful school criteria? (Doctoral dissertation)*. Saint Louis University, Saint Louis.
- Seroto, J. (2011) *Indigenous education during the pre-colonial period in Southern African*. University of South Africa. *African Journal of indigenous knowledge system* vol 10 (1)
- Schaap, J. I. (2012). Strategy Implementations– Can Organizations Attain Outstanding Performance? *Strategic Management Review*, 6, 98-121.
- Sharma, G. (2017). Pros and cons of different sampling techniques: *International Journal of Applied Research* (2017) 3(7): 749-752

- Shneiderman, B. &Plaisant, C. (2005). *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. (4th Ed.). New York: Addison-Wesley.
- Singer, M. K. from genes to social science: *impact of the simplistic interpretation of race, ethnicity, and culture on cancer outcome*. Interdisciplinary international Journal of the American Cancer Society 91 (1), 226-232, 2001
- Stewart, G. (2018). *What does 'indigenous' mean, for me?*. Educational Philosophy and Theory, 50:8, 740-743, DOI:
- Taylor, B.R. (2008). *Participation and reflection in the classroom*. American Journal of Preventative Medicine, 26(5):419-455.
- Telford, R. M., Telford, R. D., Cunningham, R. B., Cochrane, T., Davey, R., & Waddington, G. (2013). Longitudinal patterns of physical activity in children aged 8 to 12 years: the LOOK study. International Journal of Behavioral Nutrition and Physical Activity, 10(81), 1e12.
- Teychenne, M., Ball, K., & Salmon, J. (2008). Physical activity and likelihood of depression in adults: A review. Preventive Medicine, 46, 397-411.
- Thompson, D. Meldrum, K. Sellwood, J. it is not just game: Connecting with Culture through Traditional Indigenous Games. American Journal of Educational Research, 2 (11) 2014.
- U.S. Department of Health and Human Services. (1990). Healthy People 2000.' National Health Promotion and Disease Prevention Objectives. Washington, DC: Public Health Service.
- U.S. Department of Health and Human Services. (1996). Surgeon General's Report on Physical Activity and Health. Washington, D.C
- Van der Merwe, N. (2011). Evaluering van die her-implementering van Liggaamlike Opvoeding in Suid-Afrikaanse skole. Potchefstroom: NWU (Thesis e PhD).
- Van der Merwe, F.G. J. (1999). *Historical Perspectives of Physical Education and Sports in Southern Africa*. In L.O. Amusa; A.L. Toriola & I.U. Onyewadume

- (Eds.), *Physical Education and Sport in Africa* (1-20). Ibadan: Nigeria LAP Publications.
- Van Deventer, K. J. (2012). School physical education in four South African provinces: A survey. *South African Journal for Research in Sport, Physical Education and Recreation*, 34(1), 153e166.
- VAN Deventer, K.J. & VAN Niekerk, E. (2005). *Cape needs school strategy to get physical*. Cape Argus.
- Van Wyk, B. (2012). *Research design and methods part 1*. University of the western cape, South Africa.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Walsh, F. (2008). *Spiritual resources in family therapy*, 2<sup>nd</sup> ed. New York: Guilford.
- WHO (World Health Organization). (2015). Physical activity. Media centre. Retrieved from <http://www.who.int/mediacentre/factsheets/fs385/en/>.
- Wink, J. & Putney, L. (2002). *A vision of Vygotsky*. Boston: Allyn and Bacon
- Zarrett, N., Veliz, P., & Sabo, D. (2018). *Teen Sport in America: Why Participation Matters*. East Meadow, NY: Women's Sports Foundation.
- Zarrett N, Fay K, Li Y, Carrano J, Phelps E, & Lerner R. (2009). *More than child's play: Variable- and pattern-centered approaches for examining effects of sports participation on youth development*. *Dev Psychol*. 2009; 45(2):368-382.
- Zander, U. & Kogut, B. (1995). *Knowledge and the speed of the transfer and imitation of organizational capabilities: An empirical test*. *Organization Science*, 6(1): 7692.