

"BLACK GOLD" GRADE12-LEARNERS: RELATIONSHIP BETWEEN LEISURE/SPORT AND SATISFACTION WITH LIFE

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ABSTRACT

There tends to be an increase in scholarly literature regarding the leisure and sport participation of high school learners. However, in the South African context there are many black high school learners within townships who might not have access to leisure/recreation and sport facilities. "Black gold" (based on ethnicity and different cultural backgrounds), refers to black Grade 12 learners from a diverse group of South Africans. This study aimed to determine whether "black gold" leisure and sport participation during a previous holiday influenced their satisfaction with life. Questionnaires were used and 288 were completed. An Exploratory Factor Analysis (EFA) on attitude towards and viewpoint on leisure and sport activities, as well as leisure and sport benefits after participation during a previous school holiday resulted in two factors. The highest means belonged to physical/mental health aspects and physical benefits. Satisfaction with life (SWL) was identified as a single factor. Positive medium to high correlations were achieved between the factors. Structural Equation Modelling (SEM) revealed that statistical significant relationships exist between attitude towards and viewpoint on leisure and sport, leisure and sport benefits and satisfaction with life. Overall, a good model fit was achieved.

Key words: Leisure; Sport; "Black gold"; Satisfaction with life; Holiday; Rural townships; Structural Equation Model.

INTRODUCTION

The establishment of residential areas, so-called townships (planned urban settlements of black Africans or Coloured people), in South Africa (SA) was a form of separating individuals, based on race (ethnicity). The townships consisted of low-cost housing and ensured that black employees were located close to their white employers, who resided in cities and towns (Mampane & Bouwer, 2011). Because of the perception of individuals, townships residents are often portrayed in the international media as people who experience poverty and high crime rates, with violent youth in the community (Prinsloo, 2007). During the apartheid era, many townships were not well developed in terms of infrastructure and amenities, such as sport and leisure/recreation facilities. Nongogo *et al.* (2014) argue that there are many black learners in townships who might not have access to sport or leisure and recreation facilities. According to Mchunu and Roux (2010) and Van den Berg and Grobler

(2014), this could be a result of the fact that black learners are discouraged to participate in leisure/recreation and sport-related activities. Race is still a controversial topic in the South African context, especially the term "black South Africans". Cover and Thomas (2012) and Deegan (2014) state that this term refers to a diverse cultural group (speaking indigenous languages, such as Xhosa, Zulu or Tswana), that could be based on ethnicity. For the purpose of this study, the authors define "black gold: as black learners in Grade 12 from a diverse group of South Africans, based on ethnicity and different cultural backgrounds

There is an interesting tendency in scholarly literature regarding high school learners (adolescents or youth), with a focus on leisure/recreation and sport research in SA as a developing country (Caldwell *et al.*, 2010; Pule *et al.*, 2013; Weybright *et al.*, 2015). A handful of studies focused on leisure boredom (Wegner *et al.*, 2006), leisure constraints (Palen *et al.*, 2010), structured leisure activities (Fox *et al.*, 2010), and leisure benefits (Caldwell, 2011). On the other hand, some social scientists focused on high school learners as part of their study in relation to sport, such as sport participation (Slater & Tiggemann, 2011), physical activity (PA) (McVeigh & Meiring, 2014); PA and body composition (Lennox *et al.*, 2008; De Ridder *et al.*, 2012), and sport benefits for children associated with low-income families (Holt *et al.*, 2011). The main focus of these studies was on learners with respect to leisure- and sport-related participation in the school environment and not during a holiday.

Kleiber *et al.* (2014) found that in the leisure experiences of adolescents (also referred to as high school learners in the South African context), two distinct categories of leisure are prominent, namely relaxation leisure activities (free time activities of socialising, listening to music, eating and resting), and transitional leisure activities (sport-related activities, games and hobbies). A possible interpretation of the findings of Kleiber *et al.* (2014) is that relaxation leisure activities could provide pleasure to the self without personal demands that are high, whereas transitional leisure activities (arranged for subjective experiences that are experienced by high school learners), might be based on effort and demand. These two leisure categories will play an important role in the demands of future adult life activities (knowledge, feelings and behaviour patterns), and to fit in well with society (Teixeira & Freire, 2013).

Other authors found that leisure motivation amongst Taiwan school learners had a direct relationship with (effect on) leisure involvement and that those learners who were more involved in leisure activities stated that they were more satisfied with their leisure time and leisure life (Chen *et al.*, 2013). Therefore, school learners should be encouraged by significant others to participate in leisure activities often, thereby enhancing their overall satisfaction with life (SWL) and, for the purposes of this study, during a holiday.

A study conducted by Holt *et al.* (2011: 490) found that school learners from low-income families achieved social benefits ("better relationships with others, making new friends, social skills"), and personal benefits ("emotional control, more disciplined, weight management, keeping busy and good academic achievements"), that resulted from participation in sport-related activities. It can be construed that when school learners who are supported by their parents have the opportunity to participate in regular school sport activities during a holiday, they will gain social and personal benefits from this opportunity. They could, therefore,

continue with sport activities during a holiday if facilities or services are available in their community.

Evidence also points to the fact that cognitive aspects (such as individual development in relation to sport), influence the perceptions, beliefs and feelings of young adolescents about sport participation that could be formed by positive and negative experiences, based on their attitude towards and viewpoint on sport (Subramaniam & Silverman, 2007). In the same context, Greenleaf *et al.* (2009) argue that when high school learners participate in regular sport activities (during a holiday as well), sport participation has a direct linear relationship with body image, physical competence and psychological well-being. This suggests that high school learners should be encouraged to become involved in sport participation, as a healthy body portrays a healthy spirit, which would enhance psychological well-being and benefit black high school learners in the long run. "Black gold" from other countries that succeed in sport, like Tony Yeboah (Ghana), Samuel Eto'o (Cameroon), Jackie Joyner (USA) and Venus Williams (USA), is indicative that "black gold" could excel, if they are exposed to sport participation at a young age (*Daily Mail*, 2009).

The concept subjective well-being (SWB) can be explained as the manner in which individuals assess their life based on global judgments such as: SWL, fulfilment and on-going feelings in their lives. Individuals evaluate their lives themselves based on the standards they set (Diener, 2009). The underlying dimensions of SWB include four components: *pleasant emotions/mood; lack of negative emotions/mood; satisfaction with judgements, optimism and feelings of fulfilment* (Diener, 2009:274). Sirgy (2001:2012) and Van Hout *et al.* (2013) theorise that SWB is a long-term affective state that consists of the evaluations of overall SWL. This SWL could further be explained as a cognitive function in which one could evaluate life against a specific standard.

SWL is a multi-dimensional concept, which is interchangeably used by social science scholars as quality of life, life satisfaction, life quality and happiness (Pennock, 2015). As a controversial perception and often difficult to understand, SWL includes a combination of *collective action; individual behaviour; simply sensory experiences; higher cognition; stable characteristics of the individual, the environment and change factors* (Veenhoven, 1996:6-10; Pennock, 2015:1). Research conducted by Leversen *et al.* (2012) found that competence, relatedness and autonomy, based on self-chosen activities (leisure), mediate the relationship between leisure participation and SWL amongst adolescents. Eime *et al.* (2013) measured psychological and social benefits related to by 18-year-olds and found that sport contributes to their self-esteem and social interaction and those who participated in regular sport-related activities showed less depression symptoms. Sport activities contributed to their physical and social well-being, as well as their psychological health (SWL overall).

PURPOSE OF RESEARCH

Based on the introduction, the aim of this study was to investigate whether *attitude towards and viewpoint on sport/leisure and leisure/sport benefits during a previous holiday would influence the SWL of Grade 12 "black gold" learners*. Typically, participation in self-chosen leisure activities by Grade 12 learners during a holiday may add to their SWL overall.

METHODOLOGY

The research design for this study was exploratory, descriptive and includes a quantitative approach.

Ethical clearance

The Ethics Committee approved the application and granted permission to conduct the research in Leisure/Tourism and Positive Psychology in the period 2012 to 2017.

Subjects

The study population included Grade 12 learners from traditional black and previously disadvantaged high schools from a township in the North-West Province of SA. Permission to conduct the research was sought from the headmasters of the 3 selected high schools. A stratified sampling technique was used in selecting the sample frame. A stratified sampling technique includes dividing strata (Grade 12 learners) into mutually exclusive groups, after which a simple random sample was drawn (Hamada & Ryan, 2016) within these groups (male and female).

Procedures

Fieldworkers were briefed about the aim of this study and distributed the measuring battery as indicated to Grade 12 learners during school hours (February 2012). All questions in the measuring battery, based on their previous holiday, were completed. The authors remained available for assistance if any questions were not clear. A total of 300 questionnaires were distributed and 288 fully completed questionnaires were used for the statistical analyses of the study. This number represents a 96% return rate. According to Krejcie and Morgan (1970), out of a study population size (N) of 290, 165 respondents (S), are needed to be representative of a study population. The number of 288 fully completed questionnaires was, therefore, sufficient to represent the specific population.

Measuring instrument

The measuring instrument was a questionnaire designed by the authors, as some studies (Ho, 2008; Diener, 2009; George, 2011; Burns & Bush, 2013; Kruger *et al.*, 2014), has shown that all factors were reliable ($\geq .7$) and valid, which shows from a psychometric point of view high internal consistency of the Likert scales used. The questionnaire consisted of 4 sections and will be discussed briefly in the following sections.

Demographic profile (4 measurers)

Section A includes questions based on *gender, age, participation in leisure activities during my previous holiday and participation in sport activities during my previous holiday.*

Attitude towards and viewpoint (32 measurers)

Section B includes statements of leisure and sport activities with a focus on their previous holiday, such as *I love to participate in my favourite leisure and sport activities, leisure and sport activities can make me happy.* A 5-point Likert scale, ranging from 1=*strongly disagree* to 5=*strongly agree*, served as response to the statements.

Leisure and sport benefits (23 measurers)

Section C of the measuring battery contains statements that are related to leisure and sport benefits, based on their previous holiday, such as *Leisure and sport activities can help to*

improve my relationships with family or friends and *Leisure and sport activities can prevent and control diseases*. Again a 5-point Likert scale was applied.

Satisfaction with life [SWL] (5 measures)

The last, Section D, includes statements, such as *I am satisfied with my life* and *Conditions of my life are excellent*. SWL was measured on a 7-point Likert scale, ranging from 1=*strongly disagree* to 7=*strongly agree*. Psychometric properties of the Likert scale that were used are based on previous work done by Diener (2009) and Ho (2008), who reported an acceptable Cronbach's alpha (α) of ≥ 0.7 . Moreover, Kruger *et al.* (2015) tested the SWL scale in the South African environment that achieved α of 0.80. Therefore, as both studies provided high internal consistency, it was considered appropriate for this study.

Analysis of data

The software package that was used to analyse the data included *IBM SPSS Statistics for Windows* for descriptive indicators, exploratory factor analyses, α and Pearson correlations, version 22.0 (IBM, 2013) and *AMOS* (statistical significance set at $p < 0.05$), for the structural equation model: SEM (AMOS Development Corporation, 2011).

RESULTS

Study sample profile

The 288 black Grade 12 learners who participated in this research consisted of 54% boys and 44% girls. The average age of these learners was, 18 years of which 14% were 20 years old. These Grade 12 learners indicated that during a previous school holiday, 79% listened to music, whereas 58% chatted with friends and 48% just rested or slept, similar to what was found by Ncube (2014), 25% took part in soccer and 17% in cycling, but none of them indicated that they played tennis or hockey, nor that they went swimming. During the previous school holiday, they participated in leisure activities with friends (37%) and classmates (12%), and in sport-related activities with friends (38%) and classmates (17%). It is interesting to note that during this holiday, not many Grade 12 learners participated in leisure (5%) and sport-related (3%) activities with their parents. A possible explanation might be that parents and Grade 12 learners who live in a semi-rural setting and an underprivileged society might be working or the parents do not have jobs to support leisure and sport participation financially (Walter, 2011).

Exploratory Factor Analysis (EFA) and Pearson correlation

The rotation of all the factor loadings (Section B to D) included a direct Oblimin with Kaiser normalisation and a principal component extraction method, which depicted factor structures with no cross-loadings. The 32 statements of attitudes towards, and viewpoints on leisure/sport activity and SWL, were subjected to a Principal Component Analysis (PCA) during which maximum variance of the data (factor loadings) was extracted in determining the suitability of the data that were generated by SPSS to conduct an Exploratory Factor Analysis EFA (Table 1).

Table 1. PEARSON CORRELATIONS BETWEEN SATISFACTION WITH LIFE, ATTITUDE, VIEWPOINT AND BENEFITS OF LEISURE AND SPORT ACTIVITIES

Section	B						C					D
Factors	Cognitive aspects	Physical/mental health aspects	Behavioural aspects	Negative cognitive aspects	Affective/personal components	Motivation	Social benefits	Psychological benefits	Health benefits	Fellowship benefits	Individual benefits	Satisfaction with life (SWL)
Cognitive aspects	—											
Physical/mental health asp.	0.493**	—										
Behavioural aspects	0.458**	0.429**	—									
Negative cognitive aspects	0.547**	0.413**	0.358**	—								
Affective/pers. components	0.577**	0.376**	0.384**	0.413**	—							
Motivation	0.572**	0.258**	0.396**	0.498**	0.420**	—						
Social benefits	0.489**	0.400**	0.379**	0.366**	0.420**	0.451**	—					
Psychological benefits	0.634**	0.534**	0.433**	0.482**	0.377**	0.443**	0.523**	—				
Health benefits	0.446**	0.552**	0.334**	0.460**	0.394**	0.367**	0.429**	0.535**	—			
Fellowship benefits	0.494**	0.432**	0.415**	0.418**	0.354**	0.413**	0.589**	0.580**	0.438**	—		
Individual benefits	0.425**	0.374**	0.379**	0.358**	0.279**	0.432**	0.410**	0.500**	0.508**	0.465**	—	
Satisfaction with life (SWL)	0.245**	0.124*	0.184**	0.282**	0.182**	0.308**	0.199**	0.304**	0.149*	0.245**	0.175**	—
Cronbach's alpha	0.86	0.82	0.70	0.64	0.76	0.66	0.76	0.84	0.76	0.76	0.65	0.75
Mean inter-item correlation	0.41	0.44	0.32	0.37	0.40	0.32	0.45	0.44	0.45	0.45	0.38	0.39
Mean	4.00	4.35	3.81	3.82	3.79	3.58	4.01	4.00	4.30	4.30	4.03	4.98
Standard deviation (±)	0.64	0.62	0.75	0.77	0.79	0.76	0.74	0.64	0.65	0.65	0.75	1.27

* p<0.05 (2-tailed).

** p<0.01 (2-tailed)

The correlation matrix showed eigenvalues larger than 0.3 of the 32 statements and they were, therefore, retained for inclusion in the EFA.

The Kaiser-Meyer Olkin test (KMO) for the factors of Section B was statistically significant (0.90), and the associated Bartlett's test of sphericity ($p \leq 0.05$). This shows the statistical significance of the factors that are depicted in Section B of the questionnaire. The univariate descriptive amongst the 6 factors was *physical/mental health aspects* that achieved the highest mean. All factors had acceptable reliabilities, with the exception of *negative cognitive aspects* and *motivation*. Moreover, the use of a 5-point Likert scale is an acceptable measure, if the internal consistency of Cronbach's alpha (α) is ≤ 0.07 (Pallant, 2010). The total variance explained for in the aspects was 53.3%, while the benefits produced a total variance of 0.90%.

Regarding Section C, *health benefits* and *fellowship benefits* achieved the highest means. Acceptable reliabilities were found, with the exception of *individual benefits*, which showed high correlations between factors and internal consistency of the Likert scale that was used in Section C of the questionnaire. As far as could be established, this factor has not to date been identified in the literature regarding high school learners or SWL, as discussed in the literature review. This factor can thus be regarded as distinct to this research. For Grade 12 learners in the present study both *health* and *fellowship benefits* were equally important.

The principal component extraction and oblimin with Kaiser normalisation rotation techniques produced 1 factor in Section D of the questionnaire, namely SWL. The Bartlett's test of sphericity was statistically significant for this factor at $p \leq 0.05$, and the KMO was 0.76. SWL as a factor, accounted for 51.35% of the total variance explained. From a psychological perspective, satisfaction with life could be viewed as the overall judgment of a person's life at hedonic level. Hedonic level refers to the balance between the positive and negative life experiences of an individual's emotional life (Diener, 2009; Suldo *et al.*, 2014), thus providing support for this factor, namely SWL.

With reference to the Pearson correlations amongst the latent constructs, the following values served as a guideline in the interpretation of the strength of relationships between latent constructs, namely $r=0.10$, small; $r=0.30$, medium; $r=0.50$, large (Cohen, 1988). SWL was positively correlated with psychological benefits ($r=0.30$), fellowship benefits ($r=0.25$), social benefits ($r=0.20$), individual benefits ($r=0.18$) and health benefits ($r=0.15$). Correlations between factors of attitudes towards and viewpoints on leisure and sport activities and factors in relation to sport and leisure benefits were medium to large (0.33 to 0.63). The positive correlations between the factors in leisure and sport benefits, and SWL factor, indicate a linear relationship between leisure and sport benefits

Structural Equation Model (SEM)

The proposed structural interrelationship between the unobserved variables is depicted in Figure 1. The fit of the model was evaluated by using several goodness-of-fit indices, namely the chi-square statistic, the RMSEA (Root Mean Square Error of Approximation), and the Comparative Fit Index CFI. As suggested by Schreiber *et al.* (2006), an acceptable ratio of the chi-square divided by its degrees of freedom should range between 2 and 5. An RMSEA below 0.05 indicates an excellent fit, whereas values below 0.08 and 0.10 indicate a good fit.

For the CFI, a value of 0.95 is recognised as an acceptable value in relation to a SEM fit (Chen *et al.*, 2008).

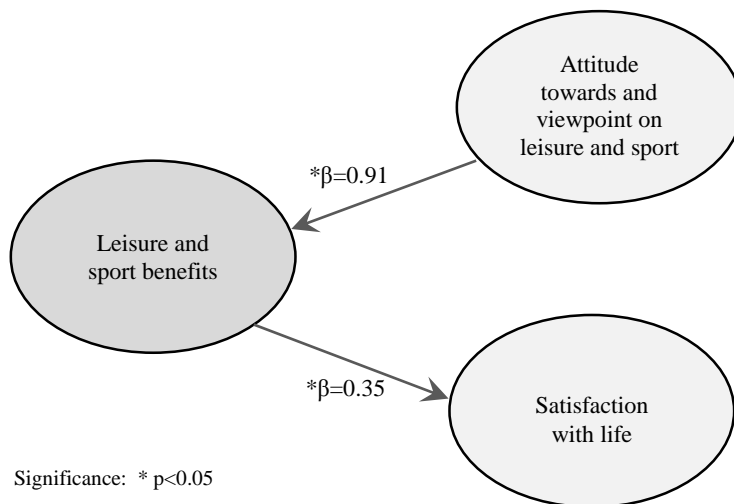


Figure 1. **STRUCTURAL RELATIONSHIP BETWEEN ATTITUDE VARIABLES**

The results indicated that the data fit the structural equation model in Figure 1 well. The ratio of the chi-square divided by its degrees of freedom obtained for the SEM was 2.38, which suggests an appropriate fit (Byrne, 2013). The model produced an acceptable CFI=0.92 (Perry *et al.*, 2015) and a RMSEA=0.067, with a 90% confidence interval of 0.058-0.081 (Kenny *et al.*, 2015).

The pattern of structural relationship that was hypothesised in the structural equation model (SEM) was tested to establish whether it was the same for males and females. The CFI difference between the unrestricted loadings model and equal loadings model was 0.006 (0.896 to 0.890), which is less than the 0.01 cut-off point that was proposed by Byrne (2013). The results from the model comparison suggest that imposing the restrictions of equal factor loadings across the groups of male and female black Grade 12 learners did not result in a statistically significant worsening of the overall model fit. Thus, the same factor structure for both male and female learners was used.

The standardised coefficients (β) indicated a positive relationship between the attitude towards and viewpoint on leisure and sport activities and leisure and sport benefits ($\beta=0.91$). Most of the black Grade 12 learners expressed positive opinions between leisure and sport benefits that were gained from leisure and sport activities. Similarly, leisure and sport benefits had a positive relationship with SWL ($\beta=0.35$). These learners experienced satisfaction in their lives, based on the benefits that were attained from sport and leisure activities they participated in during a previous school holiday. Zullig and White (2011) support the notion that sport benefits or participation of high school learners is related to an increase in their SWL and self-related health, which could result in social, mental and physical benefits. On the other hand, participating in self-selected, leisure-related activities

could directly influence physical and psychological disorders, such as releasing stress/intrinsic inspirations, body image (bulimia) and a pleasurable mood (Kim, 2007; Akgul, 2015).

DISCUSSION

An extensive literature search on various academic journal platforms delivered a vast amount of literature on the topic of *leisure and sport related activities/benefits* in relation to "black gold" and SWL. However, no research could be found that approached the topic in a holiday context. The importance of administering the questionnaire to black Grade 12 high school learners with a focus on a previous holiday was to emphasise time sensitivity. Kruger *et al.* (2014) suggest that future research should take into account measuring the subjective indicators of quality of life in the past tenure, therefore, contributing to literature and methodology.

The findings include results from the demographic profile, Exploratory Factor Analysis (EFA), Pearson correlations and the Structural Equation Model (SEM). In terms of the demographic profile, it was found that during a previous school holiday "black gold" listened to music (boys: mean=4.73; girls: mean=4.09), chatted with friends (boys: mean=4.10; girls: mean=4.09), rested and slept (boys: mean=3.82; girls: mean=4.25), did cycling (boys: mean=2.88; girls: mean=2.24) and played soccer (boys: mean=3.58; girls: mean=2.04). These learners did not play tennis, hockey or participate in swimming during the holiday. This could be explained by the fact that many of these learners might not have been exposed to westernised sport.

Early socialisation of black girls in a rural township are often dominated by a cultural perception that girls should help with home chores and are not expected to partake in sport/leisure related activities. These could result in them resting and sleeping more during a previous holiday when compared to the boys. Headmasters and teachers should start assisting girls in developing social leisure and sport skills at a young age. This would equip girls in Grade 12 to liberate themselves from traditional cultural ways of thinking (Pule *et al.*, 2014). An example would be for a black female sport celebrity (like Caster Semenya) to be invited as a motivational speaker for black high school girls (*Daily Mail*, 2009).

The next step could be to conduct an audit to determine the interests/needs of young people and, based on these, to develop an appropriate infrastructure. Arrangements could be made that "black gold" should be allowed to commute during a school holiday to leisure- and sport-related facilities in the neighbouring city (enjoying an affluent lifestyle, differences caused by groups of individuals based on their financial situation). This could provide an opportunity to participate in leisure and sport activities on a regular basis and during school holidays. Furthermore, the local municipality, community politicians and community leaders have a duty to re-evaluate the infrastructure of all fast growing townships and as a matter of importance to foster positive mental/physical health outcomes of these "black gold" high school learners.

It has been shown that during a school holiday sedentary lifestyles (reading, listening to music, resting or sleeping), of high school learners could subject them to obesity, frustration,

mental/psychological/health problems, drug use and crime-related activities (Dhurup & Grobler, 2012). Rottcher *et al.* (2013:160) found that young adolescents from various socio-economic areas in Durban (SA), often participate in swimming at the beach or boys swimming at a pool or girls walking for pleasure as part of leisure-related activities. Boys participate in sport-related activities, such as soccer, cricket, athletics, table tennis, volleyball and tennis. Girls according to Rottcher *et al.* (2013:160) like to participate in netball, athletics and volleyball. This contradicts the findings of the current study, however, these learners could have had access to leisure and sport facilities that those of the current study population did not have.

The results of the EFA of the attitudes towards, and viewpoints on, leisure and sport activities/leisure and sport benefits during a previous school holiday suggest that *physical/mental health aspects* and *physical benefits* achieved the highest mean and that SWL was identified as a single factor. "Black gold" who participates in leisure and sport activities regularly, may gain many benefits, like improved health status, social relationships amongst learners in the community, community cohesion or a sense of community pride, and achievements that will ultimately improve their SWL and life quality (Meyer & Surujlal, 2014). An implication of this finding with regard to *physical/mental health aspects* and *physical benefits* is that parents, teachers and community leaders of this township should realise that regular leisure and sport activities of "black gold" during a holiday, could induce a sense of freedom in developing various social skills and, therefore, enhance social development that could become prevalent in adulthood.

Deprivation from regular leisure and sport activities could also have a negative impact on their social well-being development towards adulthood and could result in negative psychosomatic-related health problems (major depressive symptoms, physical psychosomatic complaints/ anxiety, psychosomatic complaints/depression and panic symptoms), that could culminate in substance and alcohol abuse. The end result could have an effect on their academic achievements and SWL. Social care workers (with the support of parents, teachers and community leaders) should avail themselves, especially during a holiday, to assist with any physical and mental health-related problems to combat these challenges. All negative psychosomatic-related health problems could become chronic illnesses that are ultimately carried into adulthood, snowballing into a decrease in SWL (Caldwell & Faulk, 2013; Shin & You, 2013).

The results of the Pearson correlations indicated positive medium to large correlations between *attitude towards and viewpoint on leisure and sport* (cognitive aspects, physical / mental health aspects, behavioural aspects, affective component/personal aspects, and motivation), and *leisure and sport benefits* (social benefits, psychological benefits, physical benefits, relationships/significant others, and individual benefits), with the result that "black gold" were satisfied with their lives during the previous school holiday. Township developers and sponsors, supported by local government, should take this finding further and begin to invest in the infrastructure of this township, ultimately contributing to the social function and further enhancement of the SWL of "black gold" in establishing well-rounded adults after their completion of high school (Priest *et al.*, 2007; Chi & Cho, 2012).

The standardised coefficients in the SEM indicated a positive relationship between *attitude towards and viewpoint on leisure and sport activities* and *leisure and sport benefits*. Positive opinions are, therefore, a consequence of the leisure and sport benefits that are gained from the attitude towards and viewpoint on leisure and sport activities, resulting in SWL. Implications of this finding support Meyer and Surujlal (2014), who suggest that politicians, local government, community leaders, teachers, developers and parents should conduct a needs assessment of the leisure and sport facilities that are required by "black gold", as it will enhance community pride for future generations residing in this township. These key role-players should further educate and motivate "black gold" to participate in regular leisure and sport activities, thereby keeping them off the streets, and develop youth programmes (leisure/sport) during holidays that will be attractive to these learners. Ultimately, the benefits will be endless.

CONCLUSION

This study was not without limitations. The findings are based on the results that were obtained from the study sample and cannot, therefore, be generalised as representative of the total "black gold" population in the broader South African context. Although the focus was on Grade 12 learners in one specific township, future studies should be directed towards Grade 8 to 12 learners in other townships in SA in order to allow generalisation of the findings based on the current study. Furthermore, it is suggested that these results should be shared amongst politicians so that it could be debated meaningfully in parliament.

It is suggested that key role-players in this rural township should make contact with the Anna Foundation (2013) that focus on education, sport and life development of "black gold" in SA in order to close the gap between leisure and sport issues of advantaged and previously disadvantaged communities with a focus on holiday experiences. This research could also be duplicated in rural townships to ascertain a larger picture of the "black gold" attitudes towards and viewpoints of leisure and sport and leisure benefits of a holiday.

Additional research into the importance of sport in schools and its contribution to SWL should be considered a priority by government and local school administrators. The White Paper on Sport and Recreation, as well as the National Sport and Recreation plan should further evoke the importance of empirical research to understand the scope of sport in schools and aid in the implementation of the objectives outlined in these strategies. Moreover, a better understanding of sport and SWL to address current shortcomings in health and fellowship benefits is necessary to ensure sustainable development in communities. Since sport is a catalyst towards tertiary education and can contribute to safe and lawful activities within communities. This has the potential to reduce negative influences, such as 'gangsterism' and substance and drug abuse.

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