

After-school activities in Enschede, district West
A study on experiences of children and determinants of (non-)participation



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ABSTRACT

Introduction: Decreases in physical activity and increases in sedentary behaviour in children have become a health problem. Only a small percentage of children and adolescents in Europe meet the recommended physical activity guidelines. Individual and environmental factors contribute to the involvement of children in physical activity. Not enough exercise and physical activity seems especially a problem in neighbourhoods with a low socioeconomic status (SES). Various possibilities provide an opportunity to increase physical activity. Organized activities after school (after-school activities) is one of these possibilities. After-school activities do not detract time from the school day, offer a safe environment for children and provide equal opportunities for all children to participate in physical activity. In the city of Enschede a great variety of after-school activities are organized for children of different ages.

Aim: This study focused on gaining information about how children (8-12 years) experience the after-school activities in Enschede, district West. In addition, reasons and barriers, and determinants for (non-)participation were researched.

Methods: A mixed methods design was used, combining qualitative (study 1) and quantitative (study 2) research by performing semi-structured interviews with children and their parents (N=6) and surveys with children (N=103). Both studies were guided by the Theory of Planned Behaviour (TPB) to gain more information about experiences, reasons and barriers, and determinants to participate. The interviews were transcribed, coded and categorized. Data from the survey were analysed by performing descriptive, comparing and correlational analyses.

Results: Most children (66,9%) participate in the after-school activities, however the frequency of participation is only once or twice a month or once a week. Of non-participating children, 38,2% has never been to the after-school activities and the great amount (85,3%) does not exactly know what is done during the after-school activities. The most named reason to participate for the first time is because children heard from others it was fun. Most important reasons for participation are because children like sports and games, they like the atmosphere of the after-school activities and they can meet their friends. Most important reasons not to participate are that children do not feel like participating, they rather stay at home and children participate in another sport after school. Regarding the TPB, the attitude, self-efficacy and intention of participating children was higher than of that of non-participating children. Attitude seemed to have the greatest influence on the intention to participate. Overall, children had a positive attitude towards the after-school activities, the only problem that came forward was some bad experiences with peers. Parents also had a positive attitude, but some doubted the variety in activities.

Conclusion: Most children aged 8 to 12 living in Enschede, district West participate in after-school activities. However, the frequency of participation is rather low. Overall children and parents have a positive attitude towards after-school activities. Attitude has the largest influence on the intention to participate. Suggestions to reach more children and keep more children participating focus on more awareness for children and their parents. The school can play an important role in this process. Also

more variation and rewarding systems can contribute to reach more children and keep children participating.

SAMENVATTING

Achtergrond: Afname in de hoeveelheid beweging en fysieke activiteit en toename van sedentair gedrag bij kinderen is een gezondheidsprobleem geworden. Slechts een klein percentage van de kinderen en adolescenten in Europa voldoet aan de richtlijnen voor beweging. Individuele- en omgevingsfactoren dragen bij aan fysieke activiteit bij kinderen. Onvoldoende beweging en fysieke activiteit lijken vooral een probleem te zijn in buurten met een lage sociaal economische status (SES). Er zijn verschillende mogelijkheden waardoor fysieke activiteit verhoogd kan worden. Georganiseerde activiteiten na school (naschoolse activiteiten) behoort tot een van deze mogelijkheden. Naschoolse activiteiten doen geen afbreuk aan de tijd van de schooldag, bieden een veilige omgeving voor kinderen om in te bewegen, en bieden gelijke kansen voor alle kinderen om te kunnen bewegen en actief te kunnen zijn. In de stad Enschede wordt een grote verscheidenheid aan naschoolse activiteiten georganiseerd voor kinderen van verschillende leeftijden.

Doel: Dit onderzoek is gericht op het verkrijgen van informatie over hoe kinderen (8-12 jaar) de naschoolse activiteiten in Enschede, stadsdeel West, ervaren. Tevens zijn redenen en barrières en determinanten voor deelname onderzocht.

Methoden: In dit onderzoek is gebruik gemaakt van een design met gemixte methodes waarbij kwalitatief (studie 1) en kwantitatief (studie 2) onderzoek is gecombineerd door middel van semigestructureerd interviews met kinderen en hun ouders (N = 6) en vragenlijsten met kinderen (N = 103). Beide studies werden gestuurd door de Theorie van Gepland Gedrag (Theory of Planned Behaviour, TPB). Interviewdata werden getranscribeerd, gecodeerd en gecategoriseerd. Data van de vragenlijsten zijn geanalyseerd met beschrijvende en vergelijkende analyses.

Resultaten: De meeste kinderen (66,9%) nemen deel aan de naschoolse activiteiten, de frequentie van deelname is slechts één of twee keer per maand of eens per week. Van de niet deelnemende kinderen is 38,2% nog nooit naar de naschoolse activiteiten geweest en een groot aantal (85,3%) weet niet precies wat er tijdens de naschoolse activiteiten gedaan wordt. De meest genoemde reden voor de eerste keer deelname is dat kinderen van anderen hoorden dat het leuk was. Verder zijn de meest genoemde redenen voor deelname dat kinderen van sport en spel en de sfeer houden en dat ze hun vrienden daar kunnen ontmoeten. De belangrijkste redenen om niet deel te nemen zijn dat kinderen geen zin hebben, ze blijven liever thuis en kinderen doen na school aan een andere sport. Met betrekking tot de TPB waren attitude, eigeneffectiviteit en intentie van deelnemende kinderen hoger dan van kinderen die niet deelnemen. Attitude bleek de meeste invloed te hebben op de intentie om deel te nemen. In het algemeen hadden kinderen een positieve attitude ten opzichte van de naschoolse activiteiten, het enige probleem dat naar voren kwam was een aantal slechte ervaringen met leeftijdsgenoten. Ouders hadden ook een positieve attitude, echter twijfelden sommige ouders aan de variatie in de activiteiten.

Conclusie: De meeste kinderen van 8 tot 12 jaar in Enschede, stadsdeel West doen mee aan de naschoolse activiteiten. De frequentie van deelname is echter vrij laag. Over het algemeen hebben

kinderen en ouders een positieve attitude ten opzichte van de naschoolse activiteiten. Attitude heeft de grootste invloed op de intentie om deel te nemen. Suggesties om meer kinderen te bereiken en meer kinderen te laten deelnemen zijn gericht op meer bewustzijn voor kinderen en hun ouders. De school kan een belangrijke rol spelen in dit proces. Ook kunnen meer variatie en beloningssystemen bijdragen aan het bereiken en behouden van deelname van meer kinderen.

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1. INTRODUCTION

1.1 Physical activity

Many children worldwide become increasingly physically inactive moving through adolescence (Wall, Carlson, Stein, Lee & Fulton, 2011). Besides the decrease in physical activity levels over the last decades, the amount of time children spend in sedentary activities has increased in the recent years (Katzmarzyk & Mason, 2009). Sedentary behaviour refers to any waking activity that requires a low level of energy expenditure (lower than 1,5 metabolic equivalents (METs)) with a sitting or reclining posture (Tremblay, Colley, Saunders, Healy & Owen, 2010). Examples include various types of screen time like watching TV and playing computer- or videogames (Rideout, Foehr & Roberts, 2010). Physical activity is defined as any bodily movement by skeletal muscles that requires energy expenditure. Exercise is defined as a type of physical activity that is planned and structured, for instance lifting weights or taking a sports class. For children this involves playing, games, transportation, recreation, physical education and planned exercise. Physical activity for children takes place in contexts like family, school and community (WHO, 2016).

It is of great importance to decrease the amount of sedentary behaviour of children and increase physical activity levels. It is generally known that physical activity has positive effects on numerous (health)factors. It benefits, among other things, functional abilities, psychosocial health and quality of life, it reduces various health risks and helps to control bodyweight (Powell & Pratt, 1996; Batty & Lee, 2004). Studies show that sedentary behaviour affects the health status of children distinct and independent of physical activity levels (Tremblay et al., 2011). Children who are more sedentary appear to have a greater fat mass, a higher body mass index (BMI), and a greater risk of being overweight or obese (Tremblay et al., 2011; te Velde et al., 2012; Salmon, Tremblay, Marshall & Hume, 2011). Also, sedentary behaviour for more than two hours per day is associated with lower scores of self-esteem and pro-social behaviour, it increases all-cause mortality and a variety of physiological and psychological problems (Tremblay et al., 2011; Owen, Bauman & Brown, 2009; Moore, Davis, Baxter, Lewis & Yin, 2008). Sedentary behaviour also influences these factors in later life (Tremblay et al., 2011; Sedentary Behaviour Research Network, 2012).

Various studies researched the current levels of physical activity among children in Europe and found that, despite the many benefits, only a small percentage of children meets the recommended physical activity guidelines (Verloigne et al., 2012). The WHO states that physical activity of more than 60 minutes daily will provide additional health benefits for children and adolescents (5-17 years). Most guidelines are based on this statement and aim at youth accumulating at least 60 minutes of moderate (5 MET) to vigorous (8 MET) physical activity (MVPA) each day. Activities must focus on improving or maintaining bodily fitness for at least three times a week. This guideline is also used in the Netherlands and is called the 'Nederlandse Norm Gezond Bewegen' (NNGB) (Gezondheidsraad, 2017). In 2015, only 46% of the Dutch children met the NNGB (RIVM, 2015). In addition, 66% of the children in the Netherlands aged 4-12 years participates in sports at least once a week. At the age of 10, 80% of the

Dutch children participate in sports weekly. As children pass the age of 10, their membership in sports clubs decreases. Research of TNO (2013) regarding sedentary behaviour shows that 40% to 55% of children (9-12 years) spends more than two hours per day engaging in sedentary behaviour. Figures from 2015 show that Dutch children (4-12 years) spent an average of 7,3 hours per day performing sedentary behaviour (7,8 hours during weekdays and 6,1 hours during weekend days). Sedentary pursuits may replace physical activity when children get older, as when they age they gain more control over their discretionary time (Corder et al., 2014).

1.2 Determinants influencing physical activity

To reduce the amount of sedentary behaviour and physical inactivity and to increase levels of physical activity, it is important to gain a better understanding of determinants that influence physical activity behaviour of children. These determinants include individual and environmental determinants. One model that might help in understanding environmental determinants is the ANGELO (Analysis Grid for Environments Linked to Obesity) framework (Swinburn, Egger & Raza, 1999). This model is used to clarify environmental factors that influence food intake and physical activity. The basic framework is a 2 x 4 grid which dissects the environment into size (micro and macro) and type: physical, economic, political and sociocultural. Due to the size and aim of this study, the use of the ANGELO model was limited to physical, economic and sociocultural factors regarding the micro-level. Both individual and environmental determinants are outlined below.

Individual determinants include attitude towards physical activity, children with a positive attitude have a higher motivation to engage in MVPA and are more likely to have higher MVPA levels (Ajzen, 1991). In general, children (8-10 years) consider physical activity as an important health aspect and associate well-being with being physically active (Aggleton et al., 1998). Various reasons for liking sports are named by children (6-15 years), for instance the joy of being part of a team, playing with friends, being active and developing skills. Negative effects of being inactive were also mentioned, according to children it makes you unhealthy, fat, lazy and idle (Mulvihill et al., 2000). Attitude towards sports is also influenced by the competence in certain sports. In addition, the attitude of others and how others feel about physical activity also affects behaviour. The social environment can be influenced by others who show their feelings towards the behaviour, for instance, thoughts concerning if one should or should not perform physical activity, and if they approve or support physical activity (Courneya & McAuley, 1995). It is shown that peer relationships are relevant for understanding youths' involvement in active leisure and recreational activities. Friendships offer several opportunities for companions and physically active alternatives for sedentary behaviour, also, the presence of peers and friends is associated with higher activity intensity than when alone (Salvy et al., 2007; Bukowski, Hoza & Boivin, 1994).

A determinant which affects both individual and environmental settings is control. Children who express strong feelings of control over their physical activity are likely to engage more in MVPA (Ajzen,

1991). This determinant represents the actual control and the perceived control an individual has on performing the physical activity behaviour. This control can be easy or difficult and therefore contributes to the (non-)participation of children in (organized) physical activities. Also, these feelings of control can be influenced by various other factors.

The sociocultural environment includes the home environment which is important in determining physical activity for children. It includes factors like parent modelling, social support, monitoring of sedentary behaviour and promotion of (leisure-time) physical activity (Troost, Loprinzi, Moore & Pfeiffer, 2011; Rosenkranz & Dzewaltowski, 2011; Edwardson & Gorely, 2010). It also includes the availability of physical activity and sedentary activity resources (Sirard, Laska, Patnode, Farbakhsh & Lytle, 2010). New media forms contribute to the increase in time spent in screen-based sedentary activities. The growing popularity of videogames on screens and handheld devices largely increases sedentary behaviour (Rideout, Foehr & Roberts, 2010). Parents play a large role in enabling opportunities for children to be physically active, they act as gatekeepers to exercise by providing resources and support (Huppertz et al., 2016). Children with active parents participate more in physical activity and children who are encouraged seem to enjoy sports more, also in later years. On the other hand, children with passive parents are lacking a role-model, only 12% of the children who do not get enough physical activity is encouraged by their parents to get active (Klauw, Schokker, Slinger & Verheijden, 2012). A reason for non-encouragement is lack of knowledge about the importance of exercise and physical activity, it shows unawareness of the necessity and health benefits of physical activity. Parents also decide the way of transport for their children, this can contribute to physical activity of children, and it addresses the prior named determinant control. In addition to control and influence of parents, as children age, parental influence decreases and peer influence increases (Chan, Lonsdale & Fung, 2012).

Another important environmental factor is the physical environment children live in, including the neighbourhood. Children living in an urban environment are limited in their possibilities to be physically active. Dense urban building and dangerous traffic situations offer fewer opportunities for safe play and sports (Wendel-Vos, Blokstra, Zwakhals, Wijga & Tijhuis 2005; Davis & Jones, 1996). In addition, a determining environmental factor of the economic type is the influence of socioeconomic status (SES) on physical activity. SES influences attitudes, experiences, and exposure to several risk factors (Huurre, Aro & Rahkonen, 2003). SES is determined by factors like educational attainment, household income and the occupation of a person (Cerin & Leslie, 2008). Different studies show that children (6-11 years) with a lower individual SES have more and easier access to electronic media devices and spend more time in sedentary behaviours (Drenowatz et al., 2010; Tandon et al., 2012). Neighbourhood SES (measured by percent unemployed or median household income) may influence physical activity independent of individual SES (McNeill, Kreuter & Subramanian, 2006; Kavanagh et al., 2005). Besides individual and household SES, it is found that in childhood (7-12 years), shared environmental aspects explain most of the variance in exercise behaviour. There is evidence that

children living in socioeconomic disadvantaged neighbourhoods are more likely to spend time in sedentary activities (Brodersen, Steptoe, Williamson & Wardle, 2005; Nelson, Gordon-Larsen, Song & Popkin, 2006). Also, only 3% of the children living in disadvantaged districts meets the guidelines for physical activity (VWS, 2006). Furthermore, school environment plays a role, schools that promote physical activity are positively associated with children's activity levels (Sallis et al., 2001). It is shown that 75% of the children which do not get enough exercise is not stimulated by the school to get more exercise or to attain in more physical activity (Klauw, et al., 2012).

There might be differences in determinants of physical activity for obese children and non-obese children. A significant difference is found concerning self-efficacy. Obese children are less confident in their ability to overcome barriers regarding physical activity, ask parents to provide opportunities for physical activity and choose active pursuits over sedentary ones (Troost, Kerr, Ward & Pate, 2001). It is also shown that overweight children might avoid taking part in physical activities to avoid peer victimization (Faith, Leone, Ayers, Moonseong & Pietrobelli, 2002).

1.3 After-school activities

Previous information shows that despite the risks that are involved with not getting enough exercise and the benefits that come with physical activity, children do not engage in physical activity enough. This seems to be a greater problem in neighbourhoods with a lower SES. There are various options that address this problem and provide opportunities to increase physical activity. For example, physical education at school, activities during recess, youth sports and organized activities after school (after-school activities). The school setting is an ideal environment for physical activity interventions (Story, Nannery & Schwartz, 2009). Although physical activity interventions during the school day hold great potential and remain important, after-school programs are emerging to be useful for physical activity promotion. After-school activities do not detract time from the school day and can be used to supplement physical activity time for youth. It offers a safe environment for children to engage in activities and develop lifelong physical activity habits (Huberty, Balluff, Berg, Beighle & Sun, 2009). Also, it provides equal opportunities for all children, regardless their situation (Beets, Huberty & Beighle, 2012). Children who are unable to be a member of a sports club can participate in physical activity because of after-school activities. This is specifically useful for children living in neighbourhoods with a low SES. The activities can be presented as an alternative for sedentary and inactive behaviour. Physical activities after school can contribute to 23% in the total amount of physical activity per day (Wickel & Eisenmann, 2007).

It is estimated that children spend as much as 80% of their time outside school (Peterson, 2013). Also, many children are not supervised between 3 and 6 p.m., in particular children with a lower SES, mostly due to the financial situation of their parents. These hours after school are peak hours for juvenile crime and experimenting with drugs, alcohol, and cigarettes. Though most primary school children are too young to experiment, some already start with these activities around the age of twelve. After-school

activities can help to fill in this time gap where children are not supervised and prevent children from experimenting and instead engage in various activities and exercises (Eaton, et al., 2012).

After-school activities also respond to prior named determinants of physical activity behaviour of children. After-school activities create the opportunity to improve children's attitude towards physical activity by creating positive experiences. Furthermore, it can be helpful for parents, as they do not have to worry about creating options and possibilities for physical activity. It makes it easier for parents to encourage their children to be physically active and it offers an alternative for sedentary behaviour. Also, after-school activities are organized in a safe environment, it is safer to participate in after-school activities than to play outside without supervision. The determinant control is also influenced by after-school activities, due to the organized character of the activities, children might experience a higher self-efficacy. On the other hand, after-school activities might decrease self-efficacy due to the urge to perform and proof their skills children might feel. After-school activities have an effect on social factors in the life of children as well, especially on interacting with peers. Significant others can make it easier for children to participate. Participating friends with a positive attitude might make it is easier for children to participate in after-school activities.

Currently, a great variety of after-school activities is organized for children of different ages in several districts of the city of Enschede. The town of Enschede is divided into four districts, North, South, East, and West. Since August 2009, two cross-discipline professionals in education and sports are active in Enschede, district West. In November 2012, a third cross-discipline professional joined. All professionals offer sports and physical activity opportunities in- and outside primary school, during and after school. At the start of the year 2015-2016, a new approach for after-school activities was chosen. Instead of using a fixed schedule of sports, children are now able to choose the activity of that day together with the professionals.

1.4 Current study

In sum, after-school activities provide various advantages. However, the effect and participation level were never researched for the after-school activities organized in Enschede, district West. The professionals organizing these activities wanted to know more about the added value and participation levels of children in after-school activities. Especially concerning the activities organized in neighbourhoods with a low SES. In addition, they would like more children to start and keep participating. Therefore, it is important to understand how children experience the after-school activities. It is also necessary to find out what important reasons and barriers are for children (and their parents) and what determinants play a role in the participation in after-school activities.

1.5 Theory

One theory that can be used to understand these influences better is the Theory of Planned Behaviour (TPB: Ajzen, 1991). The TPB is a well-supported theoretical framework and is proven to be effective for examining the antecedents of physical activity behaviour among children and adolescents (Hagger, Chatzisarantis & Biddle, 2002). According to the TPB, children with strong intentions to engage in moderate to vigorous physical activity (MVPA) are more likely to do so compared to children with weaker intentions. Behavioural intentions are influenced by attitude, subjective norms, and perceived behavioural control (PBC). According to the TPB, children with positive attitudes towards MVPA are more likely to have strong intentions compared to children with negative attitudes. Attitude also represents the positive or negative evaluation of engagement in physical activity. Subjective norm reflects perceived social pressure to perform MVPA. Injunctive social norms refer to what other people ought to do and descriptive social norms refer to what other people actually do (Cialdini, Kallgren & Reno, 1991). Being physically active is more influenced by descriptive social norms. PBC refers to the (perceived) control the individual has in performing the behaviour, it also refers to resources and obstacles that facilitate or impede engagement in MVPA behaviour. Figure 1 shows the model of the theory of planned behaviour.

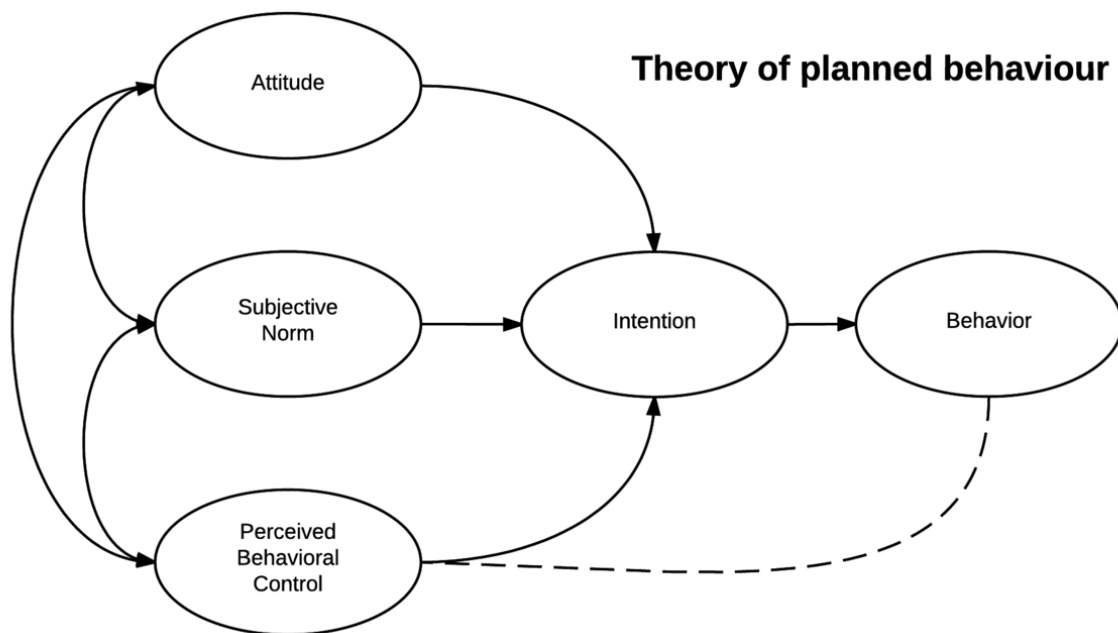


Figure 1. The Theory of Planned Behaviour

In the current study, the TPB can be helpful in explaining the behaviour of children regarding (non-)participation in after-school activities. The theory is used to gain more insight into which determinants play a role, and to what extent, in the participation and non-participation of children in after-school activities. The theory is used as a tool to support the methods in the current study.

1.6 Research Questions

To address the prior named issues, the following research question will be answered:

- How do children experience the after-school activities, organized in Enschede, district West, and what determinants influence participation and non-participation?

Several sub-questions are composed to support this question:

- What is the current behaviour of children regarding participation in after-school activities?
- What are reasons and barriers for children (and their parents) to participate in after-school activities?
- What is the influence of attitude on experience, participation, and non-participation regarding after-school activities?
- What is the influence of subjective norm on experience, participation, and non-participation regarding after-school activities?
- What is the influence of control on experience, participation, and non-participation regarding after-school activities?

2. METHODS

2.1 Design and setting

A mixed methods design (Bishop, 2015) was conducted during this study, qualitative (study 1) and quantitative (study 2) research was combined. This was done by performing interviews with children and their parents and surveys with children. Different perspectives were researched to gain a greater understanding of the processes that contribute to (non-)participation of children in after-school activities and to ensure a greater validity of the research. The study focused on the city of Enschede, district West. This district consists of five neighbourhoods, two villages and two communities. A total of 12 primary schools are located in Enschede, district West and there are four locations where after-school activities are organized for primary school children. The target population for this study was children aged 8 to 12 years, living and going to school in Enschede, district West.

2.2 Study 1: Interviews with children and parents

This part of the study employed a qualitative descriptive research design. Semi-structured interviews were performed to get more insight in experiences, attitudes, thoughts and actions of children and their parents. The questions addressed by these interviews were: '*How do children experience the after-school activities?*' and '*What are reasons and barriers for children to participate in after-school activities?*'

2.2.1 Participants and procedure

Participants were recruited by purposive sampling during the 'voorjaarsinstuif', a sports event organized for children at the end of February in the 'Pathmoshal', a big open gym. Unfortunately, response was low. During the event, fifteen parents with children in the target group were approached and provided with oral information about the study. Parents received a letter with information (Appendix 1) and were contacted several days later to make an appointment for the conduction of the interview. In total, six parents agreed to let their child participate. The most mentioned reason for non-participation was that parents found the idea of giving consent made the interview not anonymous. Also, some thought their child would be unable to answer the questions properly and another barrier for parents was making time to come to a location for the interview. To solve this last problem, the option to conduct the interview by phone was created. In total, six interviews were conducted. Three interviews were performed face-to-face with parents present and three interviews were conducted by telephone. Participants were 3 boys and 3 girls ($N = 6$) with an average age of $M = 10,15$ years ($SD = 1,11$).

Ethical approval for the study was granted by the BMS Ethics Committee at the University of Twente. Interviews were conducted face-to-face at an adequate office location or by telephone. Parents had the opportunity to be present at the interview or, by telephone, to listen with a speaker option. All interviews were conducted in Dutch language by the researcher, a master student of Health Psychology and Technology at the University of Twente. Interviews averaged 10 minutes in length and all interviews were audiotaped. Informed consent (Appendix 2) was given by parents to permit their child to take part

in the interview, use the data, and audiotape the interview. Informed consent was given by parents by signing a letter or verbally by telephone prior to the interview.

2.2.2 Instrument

Semi-structured interview schedules were developed in various phases, based on the TPB. The first phase consisted of distinguishing the concepts of the interviews, seven concepts were pointed out: 1) *demographical factors*; 2) *current behaviour*; 3) *attitude towards the after-school activities*; 4) *subjective norm*, 5) *PBC*, 6) *intention* and 7) *others*. In the second phase, questions were framed to find out how these concepts were perceived by the target group. Open questions were framed, additionally, direct questioning was used when topics of importance did not arise in response to the open-ended questions.

First, information regarding *demographical factors* was collected by five questions addressing gender, age, the neighbourhood children live in, the school children go to and what grade children are in. Then, *current behaviour* was addressed by three questions, asking for participation in after-school activities, the frequency of participation and favourable activities. Next, *attitude* was addressed by three questions concerning attitude, advantages and disadvantages about the after-school activities. An example question addressing attitude is: 'What do you like most about the after-school activities?' Then, *subjective norm* was asked through four questions about participation of classmates and friends, the attitude of classmates and friends, the attitude of their parents, and the opinion of others about their participation. Next, *PBC* was addressed with three questions considering deciding what to do after school, transportation and own decision about participation. An example question addressing PBC is: 'Can you decide by yourself whether you participate in the after-school activities or not?' Further, information about *intention* was questioned for by asking whether children would like to participate more often. The last category, *others*, asked for possible changes children would like to see in the after-school activities and what could help to let them participate more often. The full interview scheme can be found in appendix 3.

2.2.3 Data analysis

Interviews were transcribed verbatim by the interviewer, analysis of the transcripts was done in the original language version of the interview and the transcript, which was in Dutch. Transcripts were coded deductively, relevant fragments were coded in the TPB and an extra category was added for fragments that fell outside the TPB categories. This resulted in the following codes to specify the context of the quotations: demographical, attitude, subjective norm, perceived behavioural control, intention, other and parental opinions. For this analysing approach Atlas Ti software (Atlas ti GmbH Berlin, Germany, version 7.5) was be used.

2.3 Study 2: survey with children

Because of the low response to the interviews, a survey was added to the study to gain more information from more children. A quantitative, non-experimental survey design with structured surveys was conducted. The survey was designed by the researcher so that each component of the theory of planned behaviour and every important factor for the research was measured. The questions that were addressed by the survey were: *'How do children experience the after-school activities?'*, *'What determinants influence participation and non-participation in after-school activities?'*, and *'What are reasons and barriers for children (and their parents) to participate in after-school activities?'*

2.3.1 Participants and procedures

Participants were recruited with help from the cross-discipline professionals. The professionals approached three schools in Enschede, district West and requested their partaking in the study. Participating schools were the Pathmoschool, located in the neighbourhood Pathmos, the Europaschool located in the neighbourhood Boswinkel and the school De Bron, located in between neighbourhoods Pathmos and Stevenfenne. Neighbourhoods Boswinkel and Stevenfenne have a low social-economic status. All schools agreed in letting the target group fill in the survey. Ethical approval for this study was granted by the BMS Ethics Committee at the University of Twente. Parents received a letter with information about the study and the option to contact the school or researcher when they do not approve the participation of their child (Appendix 4). This way, passive informed consent was given by the parents of the children that participated. A total of 103 children ($N = 103$) participated, 50 of the participants were boys (48,5%) and 53 were girls (51,5%). The respondents had a mean age of $M = 9,9$ years ($SD = 1,30$).

The researcher was present in the classroom during the conduction of the survey. The procedure started with a short introduction and explanation of the survey. Next, the researcher determined who participates in the after-school activities and who does not, so the correct survey was handed out to the children. Next, children could start filling in the survey, when necessary, children could ask questions which were answered by the researcher. This procedure was used in two schools without problems. One school would not allow the researcher in the classroom and would rather let the teacher carry out the survey. No reason was given for this decision. To ensure that teachers were provided with information and instructions about the survey, an email with information and instructions was send to the school management. This information and instructions were written in Dutch and can be found in appendix 5.

2.3.2 Instrument

The survey was based on the TPB to cover all constructs of this theory. To ensure that children would be able to understand and answer the questions, several teachers were asked to review the questions and provide advice about the framing. Using their advice to keep the survey simple and clear for the children, the choice was made to divide the survey into two versions, one for children who do participate in after-

school activities, and one for children who do not participate in after-school activities. Also, there were two versions of the complete surveys that were conducted. The first survey (version 1.1 for participating children and version 1.2 for non-participating children) can be seen as a pilot version and was conducted at the Pathmoschool. Versions 1.1 and 1.2 can be found in Appendix 6. After conducting this survey and viewing the data, some adaptations were made in order to get more specific information and a second survey was designed (version 2.1 for participating children and version 2.2 for non-participating children), these surveys were set out at the Europaschool and de Bron. Versions 2.1 and 2.2 can be found in Appendix 7.

For all versions of the survey, the TPB was used to address the factors of the TPB. The survey addressed seven categories, these were equal for participating and non-participating children: 1) *demographic factors*; 2) *current behaviour*; 3) *attitude towards the after-school activities*; 4) *subjective norm*, 5) *PBC*, 6) *intention*, and 7) *others*. In this section the general items per category will be discussed, in the last session additional items for different versions of the survey are discussed.

Demographic factors were assessed by two questions asking for gender and age of the children as the school and class were already known. Information about *current behaviour* regarding after-school activities was collected with five questions for participating children and four questions for non-participating children, which are further addressed in the last session. Both had the same question focusing on favourable activities: '*What do you most prefer to do after school?*' *Attitude* was assessed with three questions for participating children and two questions for non-participating children. Both were questioned about their attitude about the after-school activities on a scale from 0: don't like it at all, to 4: like it very much. Questions were framed differently for both groups (e.g. for participating children: '*How much do you like the after-school activities?*' And for non-participating children: '*How much do you think you would like the after-school activities?*'). Information about *subjective norm* of both participating and non-participating children was collected by four questions, the first question addressed the participation of friends, in addition the second question addressed the attitude of friends. The third question focused on the participation of classmates, and the fourth question addressed the attitude of classmates. Furthermore, previous questions concerning reasons for (non-)participation included answers that refer to subjective norm, for instance participating because children can meet their friends there. *PBC* was addressed using three questions for both groups, the first question referred to the possibility for children to decide for themselves what they do after school. The second question focused on transportation to the after-school activities. The last question measured self-efficacy by asking how easy or difficult it is for children to participate in after-school activities on a scale from 0 to 4. *Intention* was measured by asking whether children would stay or would start participating, this was measured on a scale from 0: definitely not stay/start participating to 4: definitely will stay/start participating. Questions in the category *others* focused on what children would like to change in the after-school activities. The last question asked the children to come up with a fitting name for the after-school activities.

To gain more insight into children's experience with the after-school activities, additional questions were framed for participating children. Regarding *current behaviour*, additional questions focused on the supervisor of the after-school activities, the frequency of participation, reasons to participate and the reason for the first time of participation. Concerning *attitude*, children received additional questions about their opinion about the activities. Regarding *intention*, children were asked if they would like to participate more often.

To gain more insight into reasons for non-participation, additional questions were framed for non-participating children. These questions focused on reasons for non-participation, whether children have ever participated and the knowledge of children about after-school activities was asked. They also received an additional question about their experience with after-school activities.

Prior discussed questions were not combined as items into constructs. The purpose was to find points of connection and to gather more specific information for improvement from different points of view.

2.3.3 Data analysis

Analysis were made with the Statistics Software IBM SPSS statistics (version 24). Data were checked for errors and missing values. In the first version of the survey there were some missing values due to children missing the last page of the survey, these missing values were not included in the analysis. In addition, for some items were missing values as the first version of the survey did not include these questions and the second version did, again, these missing values were not concluded in the analysis.

Data was analysed in various ways. Descriptive analysis were performed to show information about means and frequencies of the data of the research had descriptive outcomes. Inferential statistics were performed as *t*-tests were conducted to analyse differences in means of participating and non-participating children for attitude, attitude of friends and intention. Correlational analysis were performed to test possible correlations between attitude, subjective norm, transportation, self-efficacy and intention. A correlational analysis was performed for transportation and self-efficacy as well. Despite a positive correlation ($r = 0,33$, $p < 0,005$), concepts were not combined as a moderate relationship was shown and no strong relationship.

3. RESULTS

The findings of the interviews and surveys are integrated in the discussion of the results, starting with findings from the survey followed by information gained from the interviews. Interview findings are supported with quotes which were translated from Dutch.

3.1 Current behaviour

Table 1 shows that the majority (66,9%) of children participates in after-school activities. Differences can be seen when looking at schools, the Pathmoschool and the Europaschool, both schools in low SES neighbourhoods, show a majority of participating children, 68,8% and 72,2%. School De Bron has slightly more non-participating children. There were no big differences found in participation regarding gender for both children responding to the survey and interview. Information concerning age and participation, can be found in table 1. This learns that most participating children are 9-11 years old, as well as non-participating children. The smallest amount of participating children is 12 years old, in contrast, the smallest amount non-participating children is 8 years old.

Of non-participating children, 50,0% (n = 17) participated one time or more often, 38,2% (n = 13) never participated in the after-school activities, and 11,8% (n = 4) was present at the after-school activities but did not participate and only watched.

Table 1.

Participation of children in after-school activities categorized by school, gender and age in years (N = 103).

| Factor | Participation in after-school activities | | |
|---------------------|---|--|---------------------------|
| | Participating children n = 69 n (%) | Non participating children n = 34 n (%) | Total N = 103 n (%) |
| School | | | |
| Pathmoschool | 22 (68,8%) | 10 (31,2%) | 32 (31,0%) |
| Europaschool | 39 (72,2%) | 15 (27,8%) | 54 (52,5%) |
| De Bron | 8 (47,0%) | 9 (53,0%) | 17 (16,5%) |
| Total | 69 (100,0%) | 34 (100,0%) | 103 (100,0%) |
| Gender | | | |
| Boys | 36 (52,2%) | 14 (41,2%) | 50 (48,5%) |
| Girls | 33 (47,8%) | 20 (58,8%) | 53 (51,5%) |
| Total | 69 (100,0%) | 34 (100,0%) | 103 (100,0%) |
| Age in years | | | |
| 8 years | 12 (17,4%) | 2 (5,9%) | 14 (13,6%) |
| 9 years | 16 (23,2%) | 9 (26,5%) | 25 (24,3%) |
| 10 years | 16 (23,2%) | 8 (23,5%) | 24 (23,3%) |
| 11 years | 16 (23,2%) | 12 (35,3%) | 28 (27,2%) |
| 12 years | 9 (13,0%) | 3 (8,8%) | 12 (11,6%) |
| Total | 69 (100,0%) | 34 (100,0%) | 103 (100,0%) |

Table 2 shows that the frequency of participation is quite low, most of the children participate only once or twice a month (30,9%) or once a week (25,0%).

Table 2.

Frequency of participation in after-school activities (n = 68).

| Frequency of participation | Frequency (n) | Percentage (%) |
|----------------------------|---------------|----------------|
| Once or twice a month | 21 | 30,9% |
| Once a week | 17 | 25,0% |
| Twice a week | 8 | 11,8% |
| Three times a week | 13 | 19,1% |
| Four times a week | 4 | 5,9% |
| Five times a week | 5 | 7,4% |
| Total | 68 | 100,0% |

Also, from the non-participating children only 14,7% (n = 5) indicated having an idea of what is done during the after-school activities, 35,3% (n = 12) does not know what is done during the after-school activities and 50,0% (n = 17) has a slight indication of what is done during after-school activities. This shows that a large number of non-participating children (85,3%, n = 29) is not aware of what is done during after-school activities.

Table 3 provides an overview of preferred activities of children to engage in after school. Differences between participating and non-participating children are shown. For participating children the top 3 preferred activities after school exists of 1) playing on the computer/tablet (22,0%), 2) playing outside (21,3%) and 3) participating in after-school activities (15,5%). For non-participating children the top 3 preferred activities after school exists of 1) playing outside (28,8%), 2) playing on the computer/tablet (21,2%) and 3) watching television (15,3%). Notable is that more non-participating like to play outside than participating children. Non-participating children had no option to choose for the after-school activities, it seems that as alternative they like sedentary activities more as they indicated to watch television more than participating children. However, regarding playing on the computer/tablet there is no noteworthy difference as both a large number of participating and non-participating children indicated they like this activity.

Table 3.

Preferred activities after school for participating and non-participating children (n = 81) in a multiple response question.

| Activity | Participating children n = 47 n (%) | Non-participating children n = 34 n (%) | Total n = 81 n (%) |
|-----------------------------|---|---|--------------------------|
| Playing outdoors | 29 (21,3%) | 24 (28,2%) | 53 (24,0%) |
| Computer/tablet | 30 (22,0%) | 18 (21,2%) | 48 (21,8%) |
| Television | 15 (11,0%) | 13 (15,3%) | 28 (12,7%) |
| Sports | 14 (10,3%) | 9 (10,6%) | 23 (10,4%) |
| After-school activities | 21 (15,5%) | 0 (0,0%) | 21 (9,5%) |
| Meeting with friends | 7 (5,2%) | 9 (10,6%) | 16 (7,2%) |
| Playing in home environment | 6 (4,5%) | 8 (9,4%) | 14 (6,3%) |
| Handicrafts | 11 (8,0%) | 3 (3,5%) | 14 (6,3%) |
| Homework | 2 (1,5%) | 0 (0%) | 2 (0,9%) |
| Reading | 1 (0,7%) | 1 (1,2%) | 2 (0,9%) |
| Total number of answers | 136 (100,0%) | 85 (100,0%) | 221 (100,0%) |

Note: Children were allowed to pick three answers

3.2 Reasons for participation

Most children participated for the first time in after-school activities because of reasons that relate to subjective norm (they heard from others it was fun, 33,3% or they came along with a friend, 30,3%) or because they were intrinsically motivated to participate (they wanted to go themselves, 31,8%). Table 4 shows all reasons for the first time children participated in after-school activities. Only one child had to go because of their parents.

Table 4.

Reasons for children to participate for the first time in after-school activities (n = 66).

| Reason | Frequency n = 66 (n) | Percentage n = 66 (%) |
|------------------------------|----------------------------|-----------------------------|
| Parents made me participate | 1 | 1,5% |
| Heard from others it was fun | 22 | 33,3% |
| Wanted to go myself | 21 | 31,8% |
| Came along with a friend | 20 | 30,3% |
| Something else | 2 | 3,0% |
| Total | 66 | 100,0% |

Table 5 shows the most mentioned reason for children to participate is that they like sports and games (28,4%), another great mentioned reasons is that children like the atmosphere there (15,3%) another large percentage (14,8%) indicates they like to participate because they can meet their friends there.

Table 5.

Reasons for children to participate in after-school activities (n =69) in a multiple response question.

| Reasons to participate | Frequency n = 69 (n) | Percentage n = 69 (%) |
|---------------------------------|----------------------------|-----------------------------|
| I like sports and games | 50 | 28,4% |
| I like the atmosphere there | 27 | 15,3 % |
| I can meet my friends there | 26 | 14,8% |
| I stay healthy by participating | 25 | 14,2% |
| I like the teacher | 19 | 10,8% |
| I like the other children | 11 | 6,3% |
| I have nothing else to do | 10 | 5,7% |
| I do not know | 6 | 3,4% |
| I have to participate (parents) | 2 | 1,1% |
| Total number of answers | 176 | 100,0% |

Note: Children were allowed to pick multiple reasons

Overall, the reasons for participation mentioned by interview respondents matched the reasons named in the survey. However, some additional motives emerged, as one boy named a rewarding system in the form of collecting stamps as an important reason to him to participate in the after-school activities.

“I liked it a lot when we would play soccer. Then I would only participate on Thursday because this was the day that soccer was played and I really like soccer.” (Respondent 1, 12 year old girl).

“I also participate because there is a stamp card and you get stamps when you participate. When you have a full card you can go somewhere with your friends” (Respondent 4, 8 year old boy).

3.3 Reasons for non-participation

In table 6 can be seen that the most named reason for non-participation is that children do not feel like participating (19,7%), furthermore, children frequently mentioned they do not know why they don't participate (15,3%), and children indicated they rather stay at home (12,2%) or participate in another sport after school (12,2%).

Table 6.

Reasons for children not to participate in after-school activities (n = 34) in a multiple response question.

| Reasons not to participate | Frequency n = 34 (n) | Percentage n = 34 (%) |
|---|----------------------------|-----------------------------|
| I do not feel like participating | 13 | 19,7% |
| I do not know why I don't participate | 10 | 15,3% |
| I participate in another sport after school | 8 | 12,2% |
| I rather stay at home | 8 | 12,2% |
| I do not like the after-school activities | 6 | 9,1% |
| I do not like the atmosphere there | 4 | 6,0% |
| It is too far away | 4 | 6,0% |
| I do not have any friends there | 3 | 4,5% |
| I do not like sports and games | 2 | 3,0% |
| I do not like the teacher | 2 | 3,0% |
| I have no transportation to get there | 2 | 3,0% |
| I am not allowed to participate | 2 | 3,0% |
| I do not like the other children | 1 | 1,5% |
| I feel like I am not skilled enough | 1 | 1,5% |
| Total | 66 | 100,0% |

Note. Children could pick multiple reasons, therefore answers do not add up to the number of respondents.

Information gained from interviews provided more reasons for non-participation as parents mentioned that sometimes they find it hard to keep their children participating in the after-school activities. According to them, this gets harder as their children get older and want to spend more time with their friends outside the after-school activities. Also children participate more in other sports after school.

“At a certain moment we had to choose between playing with classmates, besides the after-school activities, or participating in the after-school activities. And then there is little time to play with friends so she had to choose and this way it grew like that.” (Parent respondent 3, 8 year old girl).

“He really wants to participate but because he plays soccer and has training on Monday and Wednesday, he is not able to participate as much as he would like to. This is also because he can only participate on Wednesday because this is the only day that the after-school activities are organized nearby. So now he only participates when his soccer training is cancelled or when the weather is too bad to go to soccer.” (Parent respondent 6, 8 year old boy).

Also children indicate this prior named issue by parents as a reason to stop participating. As children get older they feel like they have to choose between playing with friends, going to a sports club or participating in after-school activities. They indicated they like to play with their friends, but some of

these friends do not participate in the after-school activities so they have to make a choice. The following quotations shows how the older children feel about this:

“I can’t go anymore because I play hockey now and I like to meet and play with my friends more often. When I participate in the after-school activities I can’t do this other activities.” (Respondent 3, 8 year old girl).

3.4 TPB Determinants

Table 7 shows the outcome of an independent samples *t*-test for differences in means of various items of the TPB (attitude, subjective norm, self-efficacy and intention).

Table 7.

Attitude, subjective norm, self-efficacy and intention means for participating and non-participating children.

| TPB variable | Participation in after-school activities | | <i>t</i> | <i>df</i> | <i>P</i> |
|-----------------|---|---|----------|-----------|----------|
| | Participating children n = 69 <i>M</i> (SD) | Non-participating children n = 34 <i>M</i> (SD) | | | |
| Attitude | 2,9 (1,17) | 1,9 (1,16) | -3,861 | 101 | 0,000 |
| Subjective norm | 3,2 (0,92) | 3,6 (0,78) | 1,043 | 38 | 0,304 |
| Self-efficacy | 3,3 (0,75) | 2,4 (1,01) | -4,345 | 69 | 0,000 |
| Intention | 2,7 (1,22) | 1,6 (1,02) | -4,172 | 79 | 0,000 |

Note. All items were measured with a 0 (negative) to 4 (positive) scale.

3.4.1 Attitude

A significant difference was found in the attitude towards after-school activities of participating and non-participating children which can be seen in table 7. Results reveal that, as expected, participating children have a more positive (one point higher) attitude than non-participating children. Further results show that from the non-participating children who were present at least once at the after-school activities 41,2% (n = 14) had a positive attitude towards the after-school activities. Also, more than half of the participating children (55,1%, n = 38) like all the activities, others indicate they do not like every activity. Results show this mostly concerns boys disliking girly activities (e.g. dancing) and girls disliking boyish activities (e.g. soccer). Previous mentioned results are not shown in any table.

Remarks about attitude gained from the interviews could be divided into three categories: 1) attitude of children, 2) attitude of parents, and 3) attitude of children about the type of activities that are done. The first category concerned the attitude of children. All children had a positive attitude towards the after-school activities.

“Overall, I liked it”. (Respondent 1, 12 year old girl)

“I like it because we do fun activities”. (Respondent 6, 8 year old boy)

The second category concerned the attitude of parents. Interview results show that overall parents have a positive attitude towards the after-school activities. Also they find it comforting that after-school activities provide an opportunity to let their children play in a safe environment under supervision of a professional.

“He is alone, I actually have five children, all other four are older and he is alone. In our street there are no other children, he plays inside the house but never outside. I think it is bad if he is inside all the time. I like it when he plays with other children. And there has to be an adult and not him on his own. That is safe and that is very important to me.” (Parent respondent 4, 8 year old boy).

One notable point is that some parents got the idea that there is not much variation in the activities that are done.

“At a certain moment I thought that there were a lot of ball sports played all the time or the game ‘tien tellen in de rimboe’ (a form of hide and seek). My kids like that a lot but some of them would like to do other activities too.” (Parent respondent 3, 8 year old girl).

The third category regarded the attitude of children towards the type of activities. Two respondents indicated they disliked some activities. Respondent 4, an 8 year old boy, mentioned disliking climbing activities and respondent 6, also an 8 year old boy, could not recall the name of the activities he disliked but did recall it was in the gym.

3.4.2 Subjective norm

Subjective norm was measured by the attitude of the friends of the respondents regarding the after-school activities. Surprisingly, table 8 shows that friends of non-participating children have a slightly more positive attitude towards after-school activities than friends of participating children, the difference is not significant.

Information concerning subjective norm gained from the interviews shows that children like to participate in after-school activities because their friends participate as well.

“It is nice to go there because my friends are there too.” (Respondent 6, 8 year old boy).

“I participate together with a good friend and I like the after-school activities because my friend is there too.” (Respondent 4, 8 year old boy).

“I do not know exactly what my classmates think about the after-school activities. But my friend go as well and they like it a lot.” (Respondent 3, 8 year old girl).

Another point regarding subjective norm that emerged from the interviews is that one respondent has problems with peers at the after-school activities. Both the parent and the respondent indicated that at one location there are a lot of children from the Europaschool. They believed those children dominated during the activities and some started bullying the minority. This was a reason for the respondent to stop participating in the after-school activities. Also another respondent mentioned his friends having bad experiences with other children.

“He liked the activities but he absolutely disliked the other children. It is a pity that it is always at this location, if they varied the location they would also attract other children who normally do not participate.” (Parent respondent 5, 10 year old boy).

“Sometimes the other children started bullying and I do not like that because they also pick fights sometimes.” (Respondent 5, 10 year old boy).

“My friends go there sometimes and they like it. However, one of my classmates found it boring as some children hurt him.” (Respondent 6, 8 year old boy).

3.4.3 Control

Table 7 shows that, as expected, the difference found in self-efficacy is significant, participating children rated their self-efficacy almost one point higher than non-participating children. Table 8 shows more information regarding control, consisting of two variables, whether children may decide for themselves what they do after school and the way of transportation to the after-school activities. The majority of participating children (42,0%) may fully decide for themselves and the majority of non-participating children (35,3%) may mostly decide for themselves, this shows only a small difference. Regarding transportation, the majority of participating children (77,3%) is able to walk to the after-school activities, most of the remaining children can get there by bike and only 2 children are brought by car. Concerning the non-participating children, 33,3% is able walk to the after-school activities, 25,0% of the children can get there by bike and 6 children have to be brought by car. Notable is that 25,0% of the children are not aware of the location of the after-school activities.

Table 8.

PCB variables for participating and non-participating children (N = 103).

| Variable | | Participation in after-school activities | | Total |
|--------------|----------------------|---|---|------------------|
| | | Participating children n = 69 n (%) | Non participating children n = 34 n (%) | N = 103 n (%) |
| Own decision | | | | |
| | Yes | 29 (42,0%) | 11 (32,4%) | 40 (38,9%) |
| | Mostly | 19 (27,4%) | 12 (35,3%) | 31 (30,0%) |
| | Sometimes | 18 (26,0%) | 9 (26,5%) | 27 (26,3%) |
| | No | 3 (4,6%) | 2 (5,8%) | 5 (4,8%) |
| | Total | 69 (100,0%) | 34 (100,0%) | 103 (100,0%) |
| Transport | | | | |
| | Walking | 53 (77,3%) | 12 (33,3%) | 65 (63,1%) |
| | By bike | 14 (19,7%) | 8 (25,0%) | 22 (21,3%) |
| | Brought by car | 2 (3,0%) | 6 (16,7%) | 8 (7,8%) |
| | Do not know location | 0 (0,0%) | 8 (25,0%) | 8 (7,8%) |
| | Total | 69 (100,0%) | 34 (100,0%) | 103 (100,0%) |

Interview results concerning control matched the results of the survey, no notable additional information was gained from the interviews.

"I can almost always choose by myself whether I want to go." (Respondent 2, 8 year old girl)

"Sometimes I get to decide it for myself but I always have to ask whether it is okay."
(Respondent 6, 8 year old boy)

"It is really nearby, I can go there by myself." (Respondent 3, 8 year old girl)

"I can go there by bike, it takes only about 5 minutes." (Respondent 1, 12 year old girl)

3.4.4 Intention

Table 7 shows significant differences for intention were found, as expected, participating children score their intention higher than non-participating children (more than one point). Regarding the variable intention, the majority of participating children (76,8%) indicate they would like to participate more often. Pearson correlations were calculated to show possible correlations for intention to start participating or keep participating with the variables attitude, subjective norm, transport and self-efficacy. Results of the Pearson correlation indicated a significant positive association between attitude and intention $r(102) = 0,74, p < 0,00$. In addition results showed no significant correlation between subjective norm and intention $r(80) = 0,23, p = 0,15$, transport and intention $r(89) = 0,18, p = 0,14$, and self-efficacy and intention $r(80) = 0,19, p = 0,12$.

Interview results concerning intention matched the results of the survey.

“Yes, I would like to participate more often.” (Respondent 4, 8 year old boy)

“I think it is okay as it is now, I don’t have to participate more often.” (Respondent 6, 8 year old boy)

4. DISCUSSION AND CONCLUSION

4.1 Main findings

In response to the research question, overall, children experience the after-school organized in Enschede, district West activities as positive. Regarding determinants of participation, attitude has the greatest influence (54,8%) on the intention to start or keep participating in after-school activities.

4.1.1 Current behaviour

Results from the survey shows that the majority (66,9%) of children participates in after-school activities. Though participation seems high, most children participate only once or twice a month or once a week. This frequency is not as high as preferred, according to the cross-discipline professionals organizing the after-school activities in Enschede, district West, the ideal frequency would be at least twice a week or more often. This will ensure that trainers can depend on certain children participating so trainers can make the most out of the after-school activities, as they do not have to recalculate skills and preferences of the children each day. Also, research shows that the chance of permanent change in physical activity behaviour increases when activities are integrated into daily life (Gezondheidsraad, 2017). Taking this into consideration, after-school activities can contribute to the total amount of physical activity and meeting the recommended guidelines like the NNGB if children participate more frequently. Notable, is that participation is higher for children who go to school in a low SES neighbourhood (Pathmoschool and Europaschool) than for children who go to school in a normal SES neighbourhood (De Bron).

The current study did not focus on physical activity of children besides after-school activities or the extent to which children meet the NNGB. Also, no noteworthy differences were found between participating and non-participating children regarding preferences for participating in sports after school. This indicates non participation is not necessarily caused by having to choose between practicing sports or participating in after-school activities as was indicated by some children and parents during the interviews. There were however some differences found for preference of other activities after school. More non-participating children like to play inside the home environment than participating children. This could be explained by unawareness of non-participating about other activities to participate in after school, like the after-school activities. Another difference showed that non-participating children like to play outside more than participating children, after-school activities were not included in playing outside. In contrast, slightly more participating children indicate to use the computer or tablet after school than non-participating children.

It is quite possible that after-school activities contribute to the total amount of physical activity of children. However, the current study did not research this aspect. To address the importance of after-school activities on this aspect, future research should focus on the difference in meeting physical activity guidelines or the total amount of physical activity between participating and non-participating children.

4.1.2 Reasons for participation

The reason that was most chosen (28,4%) by children to start and keep participating relates to attitude motives, as they like to participate in sports and play. This is a positive outcome and shows after-school activities are intrinsically motivating. This is in line with the correlation that was found between attitude and the intention to participate. Another reason that was frequently mentioned relates to environmental determinants, namely that the climate is liked by children (15,3%). This is important for participation, as children need to feel safe in the environment of the after-school activities (Huberty, et al., 2009). Another frequently mentioned reason for participation is that children can meet their friends during the after-school activities (14,8%). This shows that subjective norm influences participation. Professionals can support and improve this by facilitating interactions and friendships amongst the children (Whitaker, 2003).

4.1.3 Reasons for non-participation

Interesting is that reasons for non-participation can be seen as quite positive as they show no barriers for participation which can't be influenced. Most mentioned reasons for non-participation were that children (19,7%) just don't feel like participating, other children do not know why they do not participate (15,3%) and some children (12,2%) mention they rather stay at home. However, one group of non-participants can be found in children who indicate they participate in another sport after school (12,2%). In addition, only a small percentage of children indicated not participating because after-school activities are organized too far from their homes (6,0%) and/or because there is no transportation to get there (3,0%). Another reason for non-participation can be found in the interview data and refers to the atmosphere at the after-school activities. Despite prior named positive findings, some negative experiences were mentioned as some children and parents indicated experiencing domination and bullying from certain children at one location of the after-school activities. This has a negative influence on the atmosphere and even caused some children to stop participating. This might also explain the lower percentage of participating children at the school De Bron (47,0%). De Bron has no location next or near to the school, so children have to go to another location to participate. Newman (2008) offers various strategies for professionals to foster positive relationships and create a positive social climate for children during after-school activities. These strategies might provide helpful resources to keep the atmosphere positive to make the after-school activities more appealing for all children. In addition, parents indicate a solution could be to switch the organization between different locations and to stop organizing the after-school activities at the same location all the time. This way, a greater variation of children is drawn to participate in the after-school activities.

Prior results indicate that dominantly unawareness influences non-participation. Only half of the non-participating children did ever participate in after-school activities to experience what it is like, even 38,2% has never been to the after-school activities at all. Only 14,7% of the non-participating

children is aware of what is done during the after-school activities. Another point that illustrates unawareness can be found in results of the survey showing that 25,0% of the non-participating children indicated not to know the location of the after-school activities. Interviews point out unawareness does not restrict itself to children, also some parents indicated they encounter other parents who are not even aware of the existence of the after-school activities. In the current study only a few parents responded, future studies should focus on various aspects regarding parental experiences with after-school activities. Despite the few comments of parents, creating more awareness is still highlighted as an important way to reach more children and parents, and to provide a higher participation level in after-school activities.

More awareness for children can be directly created by the school in different ways. First of all, by providing children with oral information, during (physical education) classes, about the fun children can experience by participating in after-school activities. Another way is by letting peers provide positive information about their experiences with the after-school activities, this method will address the subjective norm (Dentro et al., 2014). Results from the survey show that subjective norm is important to address as a large number of participating children joined for the first time due to positive experiences from peers (33,3%) or they came along with a friend (30,3%). Another way to create more awareness is by arranging physical education classes with the same setting as after-school activities. Cross-discipline professionals can make sure the physical education classes are properly discussed and reflected. This way, children are provided with necessary information and are able to get a real impression and experience of the after-school activities.

Also, parents need to be more aware of the existence and possibilities of after-school activities as they play a large role in the physical activity behaviour of children (Huppertz et al., 2016; Trost, Loprinzi, Moore & Pfeiffer, 2011; Rosenkranz & Dzewaltowski, 2011; Edwardson & Gorely, 2010). In particular, the attitude and behaviour of parents towards physical activity is of influence on the behaviour of children. It is especially important to reach passive parents so they are shown a way to stimulate and motivate their children to participate in the after-school activities. Only 12% of the parents of children who do not exercise enough stimulate their child to get more physically active (Klauw, Schokker, Slinger & Verheijden, 2012). It seems these parents do not find it necessary for their child to exercise more. Therefore, it is important to make parents aware of the necessity and positive effects of exercise and physical activity for children. Awareness might motivate parents to encourage their children more, and parents might be able to transfer this awareness to their children. Cross-discipline professionals and the school can be helpful in creating this awareness. Arranging theme-weeks and parent-meetings might be helpful. A professional can provide information about exercise, physical activity and/or after-school activities. To support schools in involving parents in the physical activity of their child, the Institute for Sport and Physical Activity (Nederlands Instituut voor Sport en Bewegen, NISB) developed a roadmap which provides three steps to get parents more involved. These steps focus on 1) reaching parents, 2)

making parents aware, and 3) supporting parents concerning the physical activity of their child (NISB, 2014a, b & c).

4.1.4 TPB variables

Findings regarding TPB variables show that attitude had the greatest influence on the intention of children to participate in after-school activities. This finding will be further addressed after the other variables are discussed.

Subjective norm, which was measured by the attitude of friends towards after-school activities, was lower for participating children. This result was not expected, however, the difference that was found was rather small and not significant. An interesting finding which relates to subjective norm and goes against prior mentioned differences was discussed before, it concerns many children mentioning meeting friends as a reason to participate in the after-school activities. The literature review of Maturo and Cunningham (2013) regarding the influence of friends on children's physical activity shows that children's physical activity is positively associated with encouragement from friends, friends' own physical activity and engagement with friends in physical activity. It could be possible that this association is also present for the participation in after-school activities. However, further research needs to be conducted to find out to what extent friends play a role in the participation of children in after-school activities.

Results concerning control show that this variable might be a barrier for participation in after-school activities. Results show a difference in self-efficacy for participating and non-participating children. Participating children experienced a higher self-efficacy, they find it easy to participate (3,3 on a scale from 0 to 4) than of non-participating children, they find it not easy/not difficult to participate (2,4 on a scale from 0 to 4). Prior research points out that self-efficacy of children influences physical activity behaviour (Bandura, 1997). Notable is that further research is needed as it can not be shown whether self-efficacy might be higher due to the participation in after-school activities. This might be possible as prior research shows that physical activity has a positive effect on self-efficacy of 4-12 year old children (Salmon, Brown & Hume, 2009).

As mentioned, results show that attitude has the largest influence on the intention to participate in after-school activities. Research shows that the attitude of children (11-12 years) relates to the intention to engage in physical activity (Troost, Saunders & Ward, 2002). The current study supports this finding as a correlation was found showing the intention to participate can be explained by the attitude towards after-school activities for 54,8%. Also, differences in attitude were found, as participating children report after-school activities as quite fun and non-participating children report after-school activities as a little fun. Also, less than half the non-participating children who did participate once had a positive attitude towards the after-school activities.

There are several possibilities to improve this attitude. One is to let children have a positive experience with after-school activities as was mentioned before. Another possibility is by using a reward

system. This might not only change the attitude of children but has also been found to increase children's physical activity (Hardman, Horne & Lowe, 2010; Epstein, Saelens & O'Brien, 1995). A reward system is already used at some locations of the after-school activities and seems effective in creating a positive attitude as two of the interview respondents mentioned this as a reason to participate and labelled it as very positive. Until now, this reward system is carried out by providing children with stamps or stickers when they actively participate and behave well during the after-school activities. A possibility is to transform this into an innovative mobile application (app), not only to make it more appealing, but also to reach more children. As not every child has access to a mobile phone, a solution could be to develop, besides the app, a web-site where children can log on to with a computer. This way children and parents are able to track progress and achievements. By participating and good performances they can collect 'virtual stamps or stickers' to receive a reward. Another advantage is that it keeps parents updated about the latest developments and information, and this channel might motivate parents to let their children participate more often. It offers parents the opportunity to ask questions more easily, it creates a lower threshold than when they have to approach the school or other parents for questions. Further research needs to be conducted regarding the possibilities of this application.

This application might also influence the attitude of parents towards after-school activities, which is another factor of influence on the participation of children. From the interviews can be found that the overall attitude of parents concerning the after-school activities is positive. However, it should be taken into account that a few parents feel like a lot of the same activities and games are done during the after-school activities. Another point was mentioned before and concerns bullying and domination of children from one certain school over children from other schools. Besides prior named solution to focus on the atmosphere and location, another solution can be found in the supervision of the after-school activities. It is a great challenge to work with groups of children. By offering a combination of variety and choice, activities are designed so it needs varying degrees of involvement of professionals (Barber, 2004). Looking into the way of supervision might improve the attention for children and provide more attention to bend undesired behaviour into desired behaviour.

4.2 Recommendations

In the previous sections some recommendations were mentioned. In addition, more recommendations can be made to expand the reach of after-school activities. One refers to paying more attention to specific target groups. As mentioned earlier, obese children and children that are overweight might need extra help to overcome barriers to physical activity like asking parents to provide opportunities (Trost, Kerr, Ward & Pate, 2001). These children experience more difficulty in choosing physically active pursuits over sedentary pursuits, they might even avoid participating in physical activities (Faith, et al., 2002). This can be improved by taking extra care of a positive experience with physical activity and after-school activities. Also, competence can be addressed, for instance during physical education classes, as it is shown that attitude is also influenced by the competence in sports (Mulvihill, Rivers & Aggleton,

2000). Schools can contribute by ensuring this target group has positive experiences with physical activity, being active with peers, and after-school activities.

Another specific target group that came forward and which was not researched during this study concerned children aged 12 and older. This group came forward during the course of this study as various studies and professionals addressed this target group as hard to keep interested after-school activities. Results of the current study show children aged 12 are least represented (13,0%) in participating children. Experiences of professionals indicate that as children age, their attitude towards the after-school activities changes and participation rates decrease. A theory of motivation that can be used to address this issue is the Self-Determination Theory (Deci & Ryan, 2000). It states that when the motivation to participate is voluntary, chances are that participation will be maintained in the longer term. A peer-to-peer approach seems useful to attract the older target group. The NISB provides an example, Topscore Amsterdam, based on practise, to apply this approach (Naaktgeboren & NISB, 2015). Furthermore, various tips and tricks for staff to make after-school activities more appealing for various can be found in the Best Practices Guide by Ollhoff & Ollhoff, 2012.

4.3 Limitations

There were some limitations to this study. First of all, the low response to the interviews was not expected. It seemed very hard to make parents let their children participate in the interview. Most difficult was convincing parents that information gained from the interview was fully anonymous. The low response restricted the information that could have been gained if there were more respondents. This made it necessary to change the method during the study and add a survey to gain more information from a larger group of respondents.

Another limitation was that two versions of the survey were set out. Due to this procedure, there were some missing values at certain aspects which did occur in the second version but did not occur in the first version. This resulted in some missing values and made the analysis less informative as less children responded to some questions. Another point was the difficulty to get specific information from children using a survey as it offered no opportunity to ask additional questions. Also adapting framing of the questions to the target group limited the information that could be gained. An example can be found in questioning for self-efficacy, it is questionable if children interpret 'finding it easy to participate in after-school activities' correct concerning self-efficacy. In addition, looking back at the survey, at some items the validity is doubtful, which in turn makes the validity of the instrument doubtful at some points. An example can be found in the question asking for reasons for non-participation, as some answering options are rather vague. Children could indicate they don't feel like participating, however, this regards an attitude aspect and it is rather hard to find out which constructs contribute to this answer. This makes the information rather uninformative as the answer may still lie in various causes.

4.4 Conclusion

The current study found that most children aged 8-12 years in Enschede, district West participate in after-school activities to some degree. However, the frequency of participation is quite low as most children participate only once or twice a month or once a week. The attitude of participating children towards after-school activities is more positive than the attitude of non-participating children. Also, participating children score higher on self-efficacy and their ways of transportation are easier than for non-participating children. The intention to start and keep participating was scored higher by participating children, and attitude seemed to correlate most with the intention to participate. This shows attitude is an important determinant to focus on when reaching and maintaining more children for participation in the after-school activities. As the most important reasons for participation concern attitude and subjective norm (liking to participate in sports and play, liking the atmosphere and liking to see their friends). Reasons for non-participation show no real barriers that can not be addressed, as dominantly unawareness influences non-participation. Suggestions to reach more children and to keep more children participating focus on creating more awareness for children and their parents. Also, more variation in activities and locations, and rewarding systems are of concern. Prior mentioned suggestions need more research before development and implementation.

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Science, 39(9), 1493-5000.

Informatiebrief onderzoek

Naschoolse activiteiten in Enschede West

Door middel van deze brief wil ik u graag informeren over het onderzoek “*Naschoolse activiteiten in Enschede West*”. Dit onderzoek wordt uitgevoerd vanuit de Universiteit Twente in samenwerking met de Gemeente Enschede.

Doel onderzoek

Binnen de Gemeente Enschede zijn er verschillende plekken waar naschoolse (sport)activiteiten worden georganiseerd. Hier wordt goed gebruik van gemaakt door veel kinderen, maar er zijn ook kinderen die (nog) geen of weinig gebruik hiervan maken. De Gemeente Enschede wil, in samenwerking met de Universiteit Twente, onderzoeken waarom kinderen wel of niet mee doen aan deze naschoolse activiteiten. Op deze manier kan de gemeente, waar mogelijk, activiteiten verbeteren en het leuker en aantrekkelijker maken voor kinderen om te (blijven) komen.

Interview

Voor dit onderzoek vragen we u of we een klein interview mogen houden met uw kind. We zullen vragen stellen over wat uw kind graag doet na schooltijd en hoe hij of zij denkt over de naschoolse activiteiten die worden georganiseerd. Het interview zal maximaal een half uur duren. Vragen die gesteld worden zijn bijvoorbeeld: ‘*Wat vind je het leukst om te doen na schooltijd?*’ en ‘*Zou je vaker mee willen doen aan de naschoolse activiteiten dan je nu doet?*’. Het interview wordt gedaan door Evelien Meijer, een studente aan de opleiding Gezondheidspsychologie aan de Universiteit Twente. Van het interview zal een geluidsopname gemaakt worden waardoor het later teruggeluisterd kan worden. Het is belangrijk om te weten dat deelname aan het interview geheel vrijwillig is. Daarnaast kan uw kind op elk gewenst moment kan stoppen met het interview, daar hoeft geen reden voor gegeven te worden. Verder heeft u de mogelijkheid om, wanneer u of uw kind dat wenst, zelf aanwezig te zijn tijdens het interview, maar dit is niet noodzakelijk.

Gegevens

De gegevens van het onderzoek worden anoniem verwerkt in het onderzoeksrapport, dus zonder naam, geboortedatum of andere persoonsgegevens. Verkregen gegevens worden alleen voor dit onderzoek gebruikt en zullen niet aan anderen worden doorgegeven. Gegevens worden tot 15 jaar na uitvoering van dit onderzoek bewaard zowel bij de Universiteit Twente als de Gemeente Enschede. De geluidsopname van het interview wordt enkel gebruikt om het vertelde te kunnen verwerken in het onderzoeksverslag. Deze opname wordt niet openbaar gemaakt en alleen de onderzoekers beluisteren deze opname.

Resultaten

Mocht u geïnteresseerd zijn in de resultaten van dit onderzoek dan kunt u dit na het interview aangeven en uw e-mailadres achterlaten. De resultaten zullen dan met u gedeeld worden wanneer deze bekend zijn.

Opgave voor deelname

Gaat u na het lezen van bovenstaande informatie akkoord met deelname van uw kind, dan kunt u dit aangeven door het invullen van bijgevoegd toestemmingsformulier. Het is van belang dat u of uw kind dit formulier meeneemt en inlevert voor aanvang van het interview, dat kan plaatsvinden op een kantoor locatie van de Gemeente Enschede. U kunt zelf ook een voorkeur geven voor een plaats en tijd van het interview. Daarnaast kunt u ook zelf aangeven of u zelf bij het interview aanwezig wil zijn of niet.

Verdere informatie

Voor verdere informatie over het onderzoek kunt u contact opnemen met:

Evelien Meijer (student Universiteit Twente)

Imke Groener (Gemeente Enschede)

E-mail: e.meijer-1@student.utwente.nl

E-mail: i.groener@enschede.nl

Telefoon: 06-12395550

Telefoon: 06-10345531

Alvast vriendelijk bedankt voor u en/of jullie medewerking.

Met vriendelijke groet,

Evelien Meijer

Student Gezondheidspsychologie aan de Universiteit Twente

Toestemmingsformulier

Naschoolse activiteiten in Enschede West

Ik ben gevraagd om toestemming te geven, zodat mijn kind meedoet aan dit onderzoek.

Naam deelnemer (kind):

Geboortedatum: - -

Ik heb de informatiebrief goed gelezen. Wanneer ik vragen had zijn deze duidelijk beantwoord. Ik heb genoeg tijd gehad om te beslissen of mijn kind meedoet of niet.

Ik weet dat meedoen geheel vrijwillig is. Ik weet ook dat ik op ieder moment kan beslissen dat mijn kind toch niet meedoet. Daarvoor hoef ik of mijn kind dan geen reden te geven.

Ik weet dat sommige mensen de gegevens van mijn kind kunnen zien. Deze mensen staan vermeld in de informatiebrief. Ik geef toestemming om de gegevens te gebruiken voor de doelen die in de informatiebrief staan.

Ik geef wel / geen* toestemming om de gegevens van mijn kind tot maximaal 15 jaar na afloop van dit onderzoek te bewaren.

Ik vind het goed dat mijn kind meedoet aan dit onderzoek.

Datum: - -

Naam ouder/voogd:

Handtekening:

* Doorhalen wat niet van toepassing is.

Appendix 3: Interview scheme

Demografisch

1. Geslacht:
2. Leeftijd:
3. Wijk:
4. School:
5. Groep:

Gedrag

6. Doe je mee met de naschoolse activiteiten?
7. Hoe vaak per week ga je naar de naschoolse activiteiten?
8. Wat vind je het leukst om te doen na schooltijd?

Attitude

9. Wat vind je van de naschoolse activiteiten?
10. Wat vind je het leukst aan de naschoolse activiteiten?
11. Wat vind je het minst leuk aan de naschoolse activiteiten?
12. Wat vind je het voordeel van meedoen aan de naschoolse activiteiten?
13. Wat vind je het nadeel van meedoen aan de naschoolse activiteiten?

Subjectieve norm

14. Doen er veel klasgenootjes/vriendjes mee met de naschoolse activiteiten?
15. Wat vinden je vriendjes/klasgenootjes/broertjes/zusjes van de naschoolse activiteiten?
16. Wat vinden je ouders van de naschoolse activiteiten?
17. Vinden anderen dat je mee moet doen met naschoolse activiteiten?
Wie? Waarom wel/niet?

Waargenomen gedragscontrole

18. Mag je na schooltijd zelf beslissen wat je gaat doen?
Nee → wie bepaalt mee?
19. Hoe kom je bij de naschoolse activiteiten (transport)?
20. Beslis je zelf of je meedoet aan de naschoolse activiteiten?

Intentie

21. Zou je vaker mee willen doen met de naschoolse activiteiten?

Wat kan helpen om vaker mee te doen aan de naschoolse activiteiten?

Wat zou de naschoolse activiteiten leuker voor je maken?

Waardoor zou je vaker meedoen aan de naschoolse activiteiten?

Appendix 4: Informed consent interview

Beste ouders/verzorgers van leerlingen in groep 8,

We willen u graag wat meer vertellen over het onderzoek *“Naschoolse activiteiten in Enschede West”*. Dit onderzoek wordt gedaan door de Universiteit Twente samen met de Gemeente Enschede.

Doel onderzoek

In Enschede zijn er verschillende plekken waar naschoolse (sport)activiteiten worden georganiseerd. De gemeente wil, samen met de Universiteit Twente, onderzoeken waarom kinderen wel of niet mee doen aan deze naschoolse activiteiten. Daardoor kan de gemeente activiteiten verbeteren en het leuker maken voor kinderen om te (blijven) komen.

Voor dit onderzoek vragen we u of we uw zoon/dochter in de klas een vragenlijst mogen laten invullen. De vragen gaan over wat uw kind graag doet na schooltijd en wat hij/zij vindt van de naschoolse activiteiten.

De gegevens van de vragenlijst worden anoniem verwerkt in het onderzoek, dus zonder naam, geboortedatum of andere persoonsgegevens. Als u niet wilt dat uw kind de vragenlijst invult, dan kunt u dit aangeven door contact op te nemen met de schoolleiding of de onderzoeksleiders. Als u niet op deze brief reageert wordt er vanuit gegaan dat u het geen probleem vindt dat uw kind de vragenlijst invult.

Verdere informatie

Voor verdere informatie of contact bij bezwaar kunt u terecht bij:

Evelien Meijer (student Universiteit Twente)

E-mail: e.meijer-1@student.utwente.nl

Telefoon: 06-12395550

Mannes Verwer (gemeente Enschede)

E-mail: m.verwer@enschede.nl

Telefoon: 06-53253984

Alvast vriendelijk bedankt voor uw medewerking.

Met vriendelijke groet,

Evelien Meijer

Student Gezondheidspsychologie aan de Universiteit Twente.

Appendix 5: Instruction for teachers

Instructie leerkrachten

Via deze vragenlijsten proberen wij te achterhalen wat redenen en barrières zijn voor kinderen om deel te nemen aan de naschoolse activiteiten. Hierbij een korte uitleg over de afname van de vragenlijsten en waar rekening mee te houden en vooraf te vertellen.

Belangrijk vóór de afname van de vragenlijsten:

- Benoemen dat het gaat over de naschoolse activiteiten, maar ALLEEN de sport en spel activiteiten.
Niet alle kinderen weten wat er bedoeld wordt met “naschoolse activiteiten”, het moet goed duidelijk zijn dat het hier dus om de sport en spel activiteiten gaat. Soms noemen zij dit ook wel extra gym of gewoon sport & spel. Ik denk dat de meeste kinderen dit doen bij Krajcek plaza Boswinkel, bij meneer Mannes.
- Er zijn twee vragenlijsten samengesteld. Daarom is het belangrijk om te vragen welke kinderen wel en welke kinderen niet naar de naschoolse activiteiten gaan. LET OP:
Kinderen die WEL naar de naschoolse activiteiten gaan krijgen vragenlijst 1
Kinderen die NIET naar de naschoolse activiteiten gaan krijgen vragenlijst 2
- Kinderen buiten de leeftijdscategorie van 8 tot 12 jaar hoeven de lijst niet in te vullen.
- Het is belangrijk dat ze alle vragen invullen, bij eerdere afnamen kwam het nog wel eens voor dat ze waren vergeten om de laatste pagina in te vullen.

Bedankt voor het meewerken aan dit onderzoek!

Appendix 6: Version 1.1 and 1.2 of the survey

Vragenlijst Naschoolse Activiteiten

Op de volgende bladzijden staat een aantal vragen.

Lees elke vraag goed door en zet een kruisje bij de antwoorden die voor jou kloppen.

In totaal zijn er 15 vragen en het invullen duurt ongeveer 10 minuten.

Kies het antwoord dat het beste bij jou past.

Er zijn geen goede of foute antwoorden, het gaat erom wat JIJ er van vindt.

Als je een vraag niet snapt steek dan je vinger op, er komt iemand bij je om het uit te leggen.

1. Ik ben een:

☐ Jongen

☐ Meisje

2. Hoe oud ben je?

☐ 8 jaar

☐ 11 jaar

☐ 9 jaar

☐ 12 jaar

☐ 10 jaar

3. Mag je na schooltijd zelf beslissen wat je gaat doen?

☐ Ja

☐ Meestal wel

☐ Af en toe

☐ Nee

4. Bij wie doe je meestal mee met naschoolse activiteiten?

☐ Juf Imke

☐ Meneer Tom

☐ Meneer Mannes

5. Hoe vaak doe je mee met de naschoolse activiteiten?

Let op: antwoorden zijn per MAAND of per WEEK

☐ 1 tot 2 keer per maand

☐ 3 keer per week

☐ 1 keer per week

☐ 4 keer per week

☐ 2 keer per week

☐ 5 keer per week

6. Waarom doe je mee met de naschoolse activiteiten?

Je mag meerdere antwoorden kiezen

☐ Ik moet meedoen van mijn ouders

☐ Daar zie ik mijn vriendjes en vriendinnetjes

☐ Ik vind spelletjes en sporten leuk

☐ Ik heb niks anders te doen

☐ Ik vind de andere kinderen leuk

☐ Ik vind het gezellig

☐ Ik vind de juf of meester leuk

☐ Zo blijf ik gezond door te bewegen

☐ Weet ik niet

☐ Iets anders, namelijk: _____

7. Wat vind je van de naschoolse activiteiten?

☐ Niet leuk

☐ Gaat wel

☐ Een beetje leuk

☐ Best wel leuk

☐ Erg leuk

8. Zou je vaker mee willen doen met de naschoolse activiteiten?

☐ Ja

☐ Nee

9. Wat vind je het leukst om te doen bij de naschoolse activiteiten?

1. _____

2. _____

3. _____

10. Zijn er ook dingen die je niet leuk vindt om te doen?

☐ Nee, ik vind alles leuk

☐ Ja, niet zo leuk vind ik:

11. Hoe kom je bij de naschoolse activiteiten?

☐ Ik kan er heen lopen

☐ Ik kan er heen fietsen

☐ Ik wordt gebracht met de auto

12. Anderen vinden dat ik:

☐ Wel mee moet doen met de naschoolse activiteiten

☐ Niet mee moet doen met de naschoolse activiteiten

☐ Anderen vinden er niks van

13. Waardoor heb je voor het eerst meegedaan met de naschoolse activiteiten?

☐ Ik moest van mijn ouders

☐ Ik hoorde van anderen dat het leuk was

☐ Ik wou zelf graag een keer kijken

☐ Ik ben met een vriendje of vriendinnetje meegegaan

☐ Iets anders, namelijk: _____

14. Als jij de baas zou zijn van de naschoolse activiteiten, wat zou je dan veranderen?

15. Als je zelf een naam mag bedenken voor de naschoolse activiteiten, hoe zou je het dan noemen?

Vragenlijst Naschoolse Activiteiten

Op de volgende bladzijden staat een aantal vragen.

Lees elke vraag goed door en zet een kruisje bij de antwoorden die voor jou kloppen.

Er zijn in totaal 9 vragen en het invullen duurt ongeveer 5 minuten.

Kies het antwoord dat het beste bij jou past.

Er zijn geen goede of foute antwoorden, het gaat erom wat JIJ er van vindt.

Als je een vraag niet snapt steek dan je vinger op, er komt iemand bij je om het uit te leggen.

1. Ik ben een:

☐ Jongen

☐ Meisje

2. Hoe oud ben je?

☐ 8 jaar

☐ 11 jaar

☐ 9 jaar

☐ 12 jaar

☐ 10 jaar

3. Wat vind je het leukst om te doen na schooltijd?

Je mag twee dingen kiezen

☐ Binnen spelen

☐ Computeren

☐ Buiten spelen

☐ TV kijken

☐ Naar de naschoolse activiteiten

☐ Sporten

☐ Huiswerk maken

☐ Kletsen met vriendjes en vriendinnetjes

☐ Boeken lezen

☐ Knutselen

☐ Andere dingen, bijvoorbeeld:

.....

4. Mag je na schooltijd zelf beslissen wat je gaat doen?

☐ Ja

☐ Af en toe

☐ Meestal wel

☐ Nee

5. Waarom ga je niet naar de naschoolse activiteiten?

Je mag meerdere antwoorden kiezen

- | | |
|--|--|
| <input type="checkbox"/> Geen zin in | <input type="checkbox"/> Ik vind het niet leuk |
| <input type="checkbox"/> Ik mag niet | <input type="checkbox"/> Ik denk dat ik niet goed genoeg ben in sport & spel |
| <input type="checkbox"/> Ik blijf liever thuis | <input type="checkbox"/> Ik vind het niet gezellig |
| <input type="checkbox"/> Ik heb oppas thuis | <input type="checkbox"/> Ik heb daar geen vriendjes en vriendinnetjes |
| <input type="checkbox"/> Er is geen vervoer | <input type="checkbox"/> Ik vind de meester of juf niet zo leuk |
| <input type="checkbox"/> Ik kan er niet zelf komen | <input type="checkbox"/> Ik mag niet van mijn ouders |
| <input type="checkbox"/> Ik hou niet van gymmen en sporten | <input type="checkbox"/> Andere kinderen doen niet aardig tegen mij |
| <input type="checkbox"/> Het is te ver weg | <input type="checkbox"/> Ik doe een andere sport na schooltijd |
| <input type="checkbox"/> Weet ik niet | |
| <input type="checkbox"/> Iets anders, namelijk: _____ | |

6. Lijkt het je leuk om naar de naschoolse activiteiten te gaan?

- ☐ Ja
- ☐ Nee
- ☐ Weet ik niet

7. Heb je wel eens een keer meegedaan met de naschoolse activiteiten?

- ☐ Ja, ik vond het leuk
- ☐ Ja, ik vond het niet leuk
- ☐ Ik heb alleen gekeken
- ☐ Nee, ik ben er nog nooit geweest

8. Heb je een idee over wat er bij de naschoolse activiteiten wordt gedaan?

- ☐ Ja
- ☐ Een beetje
- ☐ Nee ik weet het niet

9. Ben je van plan om binnenkort een keer mee te doen met de naschoolse activiteiten?

☐ Ja, zeker wel

☐ Ja, ik denk het wel

☐ Misschien

☐ Nee, ik denk het niet

☐ Nee, zeker niet

Appendix 7: Version 2.1 and 2.2 of the survey

Vragenlijst 1

Wel Naschoolse Activiteiten

Op de volgende bladzijden staat een aantal vragen.

Lees elke vraag goed door en zet een kruisje bij de antwoorden die voor jou kloppen.

In totaal zijn er 20 vragen en het invullen duurt ongeveer 10 minuten.

Zet een kruisje voor het antwoord dat het beste bij jou past.

Er zijn geen goede of foute antwoorden, het gaat erom wat JIJ er van vindt.

Als je een vraag niet snapt steek dan je vinger op, er komt iemand bij je om het uit te leggen.

1. Ik ben een:

☐ Jongen

☐ Meisje

2. Hoe oud ben je?

☐ 8 jaar

☐ 11 jaar

☐ 9 jaar

☐ 12 jaar

☐ 10 jaar

3. Wat vind je het leukst om te doen na schooltijd?

Je mag drie antwoorden kiezen

☐ Binnen spelen met speelgoed

☐ Op de computer / tablet / telefoon spelen

☐ Buiten spelen

☐ TV kijken

☐ Naar de naschoolse activiteiten

☐ Sporten

☐ Huiswerk maken

☐ Kletsen met vriendjes en vriendinnetjes

☐ Boeken lezen

☐ Knutselen

☐ Andere dingen, bijvoorbeeld:

.....

4. Mag je na schooltijd zelf beslissen wat je gaat doen?

☐ Ja

☐ Meestal wel

☐ Af en toe

☐ Nee

5. Bij wie doe je meestal mee met naschoolse activiteiten?

- ☐ Juf Imke
- ☐ Meneer Tom
- ☐ Meneer Mannes

6. Hoe vaak doe je mee met de naschoolse activiteiten?

Let op: antwoorden zijn per MAAND of per WEEK

- ☐ 1 tot 2 keer per maand
- ☐ 3 keer per week
- ☐ 1 keer per week
- ☐ 4 keer per week
- ☐ 2 keer per week
- ☐ 5 keer per week

7. Waarom doe je mee met de naschoolse activiteiten?

Je mag meerdere antwoorden kiezen

- ☐ Ik moet meedoen van mijn ouders
- ☐ Daar zie ik mijn vriendjes en vriendinnetjes
- ☐ Ik vind spelletjes en sporten leuk
- ☐ Ik heb niks anders te doen
- ☐ Ik vind de andere kinderen leuk
- ☐ Ik vind het gezellig
- ☐ Ik vind de juf of meester leuk
- ☐ Zo blijf ik gezond door te bewegen
- ☐ Weet ik niet
- ☐ Iets anders, namelijk: _____

8. Wat vind je van de naschoolse activiteiten?

- ☐ Helemaal niet leuk
- ☐ Niet zo leuk
- ☐ Een beetje leuk
- ☐ Best wel leuk
- ☐ Erg leuk

9. Waardoor heb je voor het eerst meegedaan met de naschoolse activiteiten?

- ☐ Ik moest meedoen van mijn ouders
- ☐ Ik hoorde van anderen dat het leuk was
- ☐ Ik wou zelf graag een keer kijken
- ☐ Ik ben met een vriendje of vriendinnetje meegegaan
- ☐ Iets anders, namelijk: _____

10. Zou je vaker mee willen doen met de naschoolse activiteiten?

☐ Ja

☐ Nee

11. Wat vind je het leukst om te doen bij de naschoolse activiteiten?

1. _____

2. _____

3. _____

12. Zijn er ook dingen die je niet leuk vindt om te doen?

☐ Nee, ik vind alles leuk

☐ Ja, niet zo leuk vind ik:

13. Hoe kom je bij de naschoolse activiteiten?

☐ Ik kan er heen lopen

☐ Ik kan er heen fietsen

☐ Ik word gebracht met de auto

14. Gaan je vriendjes en vriendinnetjes naar de naschoolse activiteiten?

☐ Nee, niemand van mijn vriendjes en vriendinnetjes gaan

☐ Een paar (een of twee) van mijn vriendjes en vriendinnetjes gaan

☐ Een aantal van mijn vriendjes en vriendinnetjes gaan

☐ De meeste van mijn vriendjes en vriendinnetjes gaan

☐ Al mijn vriendjes en vriendinnetjes gaan

15. Wat vinden je vriendjes en vriendinnetjes van de naschoolse activiteiten?

☐ Niet leuk

☐ Gaat wel

☐ Een beetje leuk

☐ Best wel leuk

☐ Erg leuk

☐ Weet ik niet

16. Wat vinden de andere kinderen uit je klas van de naschoolse activiteiten?

☐ Niet leuk

☐ Gaat wel

☐ Een beetje leuk

☐ Best wel leuk

☐ Erg leuk

17. Ben je van plan te blijven meedoen met de naschoolse activiteiten?

☐ Ja, zeker wel

☐ Ja, ik denk het wel

☐ Misschien

☐ Nee, ik denk het niet

☐ Nee, zeker niet

18. Hoe makkelijk of moeilijk is het voor jou om mee te doen aan de naschoolse activiteiten als je dat wilt?

☐ Heel makkelijk

☐ Makkelijk

☐ Niet makkelijk en niet moeilijk

☐ Moeilijk

☐ Heel moeilijk

19. Als jij de baas zou zijn van de naschoolse activiteiten, wat zou je dan veranderen?

20. Als je zelf een naam mag bedenken voor de naschoolse activiteiten, hoe zou je het dan noemen?

Dit was de laatste vraag, dankjewel voor het invullen 😊 😊 !!!

Vragenlijst 2

Geen Naschoolse Activiteiten

Op de volgende bladzijden staat een aantal vragen.

Lees elke vraag goed door en zet een kruisje bij de antwoorden die voor jou kloppen.

Er zijn in totaal 15 vragen en het invullen duurt ongeveer 10 minuten.

Zet een kruisje voor het antwoord dat het beste bij jou past.

Er zijn geen goede of foute antwoorden, het gaat erom wat JIJ er van vindt.

Als je een vraag niet snapt steek dan je vinger op, er komt iemand bij je om het uit te leggen.

1. Ik ben een:

☐ Jongen

☐ Meisje

2. Hoe oud ben je?

☐ 8 jaar

☐ 11 jaar

☐ 9 jaar

☐ 12 jaar

☐ 10 jaar

3. Wat vind je het leukst om te doen na schooltijd?

*Je mag **drie** antwoorden kiezen*

☐ Binnen spelen met speelgoed

☐ Op de computer / tablet / telefoon spelen

☐ Buiten spelen

☐ TV kijken

☐ Naar de naschoolse activiteiten

☐ Sporten

☐ Huiswerk maken

☐ Kletsen met vriendjes en vriendinnetjes

☐ Boeken lezen

☐ Knutselen

☐ Andere dingen, bijvoorbeeld:

.....

4. Mag je na schooltijd zelf beslissen wat je gaat doen?

☐ Ja

☐ Af en toe

☐ Meestal wel

☐ Nee

5. Waarom ga je niet naar de naschoolse activiteiten?

Je mag meerdere antwoorden kiezen

- | | |
|--|--|
| <input type="checkbox"/> Geen zin in | <input type="checkbox"/> Ik vind het niet leuk |
| <input type="checkbox"/> Ik mag niet | <input type="checkbox"/> Ik denk dat ik niet goed genoeg ben in sport & spel |
| <input type="checkbox"/> Ik blijf liever thuis | <input type="checkbox"/> Ik vind het niet gezellig |
| <input type="checkbox"/> Ik heb oppas thuis | <input type="checkbox"/> Ik heb daar geen vriendjes en vriendinnetjes |
| <input type="checkbox"/> Er is geen vervoer | <input type="checkbox"/> Ik vind de meester of juf niet zo leuk |
| <input type="checkbox"/> Ik kan er niet zelf komen | <input type="checkbox"/> Ik mag niet van mijn ouders |
| <input type="checkbox"/> Ik hou niet van gymmen en sporten | <input type="checkbox"/> Andere kinderen doen niet aardig tegen mij |
| <input type="checkbox"/> Het is te ver weg | <input type="checkbox"/> Ik doe een andere sport na schooltijd |
| <input type="checkbox"/> Weet ik niet | |
| <input type="checkbox"/> Iets anders, namelijk: _____ | |

6. Hoe leuk lijkt het je om mee te doen met de naschoolse activiteiten te gaan?

- ☐ Helemaal niet leuk
- ☐ Niet zo leuk wel
- ☐ Een beetje leuk
- ☐ Best wel leuk
- ☐ Erg leuk

7. Heb je wel eens een keer meegedaan met de naschoolse activiteiten?

- ☐ Ja, ik vond het leuk
- ☐ Ja, ik vond het niet leuk
- ☐ Ik heb alleen gekeken
- ☐ Nee, ik ben er nog nooit geweest

8. Weet je wat er bij de naschoolse activiteiten gedaan wordt?

- ☐ Ja
- ☐ Een beetje
- ☐ Nee ik weet het niet

9. Gaan je vriendjes en vriendinnetjes naar de naschoolse activiteiten?

- ☐ Nee, niemand van mijn vriendjes en vriendinnetjes gaan
- ☐ Een paar (één of twee) van mijn vriendjes en vriendinnetjes gaan
- ☐ Een aantal van mijn vriendjes en vriendinnetjes gaan
- ☐ De meeste van mijn vriendjes en vriendinnetjes gaan
- ☐ Al mijn vriendjes en vriendinnetjes gaan

10. Wat vinden je vriendjes en vriendinnetjes van de naschoolse activiteiten?

- ☐ Niet leuk
- ☐ Gaat wel
- ☐ Een beetje leuk
- ☐ Best wel leuk
- ☐ Erg leuk
- ☐ Weet ik niet

11. Wat vinden de andere kinderen uit je klas van de naschoolse activiteiten?

- ☐ Niet leuk
- ☐ Gaat wel
- ☐ Een beetje leuk
- ☐ Best wel leuk
- ☐ Erg leuk
- ☐ Weet ik niet

12. Zijn de naschoolse activiteiten dichtbij voor je?

- ☐ Ja, ik kan er heen lopen
- ☐ Ja, ik kan er heen fietsen
- ☐ Nee, iemand moet mij met de auto brengen
- ☐ Weet ik niet

13. Hoe makkelijk of moeilijk is het voor jou om mee te doen aan de naschoolse activiteiten als je dat wilt?

☐ Heel makkelijk

☐ Makkelijk

☐ Niet makkelijk en niet moeilijk

☐ Moeilijk

☐ Heel moeilijk

14. Ben je van plan om binnenkort een keer mee te doen met de naschoolse activiteiten?

☐ Ja, zeker wel

☐ Ja, ik denk het wel

☐ Misschien

☐ Nee, ik denk het niet

☐ Nee, zeker niet

15. Als jij de baas zou zijn van de naschoolse activiteiten, wat zou je dan veranderen?

Dit was de laatste vraag, dankjewel voor het invullen 😊 😊 !!!