

Voice of Rangatahi

2021 Report



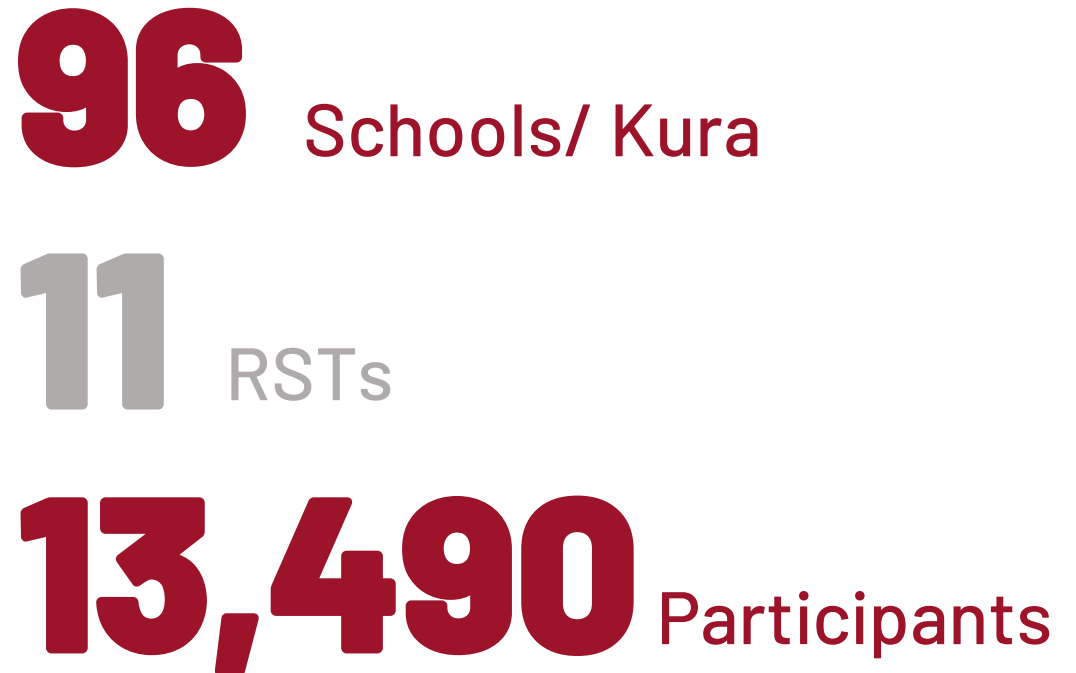
Introduction

What is Voice of Rangatahi?

The Voice of Rangatahi (VoR) survey is a collaboration between Sport New Zealand and Regional Sports Trusts (RSTs) and the Regional Sport Director network. VoR has been developed to understand how rangatahi (young people) experience physical activity specifically within a secondary school/kura setting. 13,490 students voluntarily completed the survey, which was delivered to 96 schools/kura in 11 RST regions.

The RSTs and schools which took part have direct access to their data, which helps them establish what is working and what could be improved with physical activity at secondary schools. Responses were received from Aktive (Sport North Harbour, CLM Community Sport, Sport Waitakere, Sport Auckland), Sport Waikato, Sport Bay of Plenty, Sport Gisborne Tairāwhiti, Sport Taranaki, Sport Whanganui, Sport Manawatu, Nuku Ora, Sport Tasman, Sport Canterbury and Sport Otago.

The 2021 survey was the third year VoR was undertaken. For further detail on the method refer to slide 35.



Acknowledgements

Sport NZ would like to acknowledge our partners that worked alongside schools over 2021 to support the continuous development of physical activity delivered within our schools to our rangatahi.



Key observations

Key findings

Only one in three students are highly satisfied with their in-school physical activity experience

- Rangatahi that are less satisfied with their physical activity experience are also less active.
- Satisfaction tends to decrease as students go through secondary school.

Females and gender diverse rangatahi are not as well served by their in-school physical activity experiences

- Most metrics (satisfaction both overall and with all drivers and the perceived barriers to physical activity) paint a picture that females do not have as positive an experience as their male peers at school when it comes to physical activity.
- Gender diverse students fare even worse, with most metrics significantly lower. These students show an environment where they do not feel included, supported or confident enough to participate.

Rangatahi indicate that they want physical activity at school to be fun, to provide a range of sports and activities, to be the right amount for them, to feel supported in their endeavours and to feel that they have a voice in determining the approach the school takes

- Whilst having clean and well maintained facilities remains the most desirable improvement, other opportunities identified are likely to drive a larger improvement.
- Concerns with the experiences at school include students that do not consider themselves to be 'sporty' feeling unsupported to participate.
- Over one in five students would not improve anything.

Key findings

Most rangatahi want to be more physically active, but they face a number of perceived barriers

- The main barrier to undertaking more physical activity is feeling too busy, and this barrier increases as rangatahi journey through secondary school.
- Females face more barriers than males, and gender diverse rangatahi face more barriers than all others.

Rangatahi understand why taking part in physical activity is good for them, but often struggle with confidence

- Confidence drops off as students get older, but desire to participate remains reasonably stable.
- Agreement that school culture supports physical activity is not particularly high overall, especially regarding involving the student voice in determining physical activities done at school.

Results

Satisfaction and improvements

- Satisfaction is highest for males, and significantly lower for gender diverse
- Satisfaction tends to decrease as students go through secondary school
- Having clean and well maintained facilities remains the most desirable improvement, and is wanted across all groups
- Range of activities also remains a desired improvement, and includes a desire for more active recreation and a greater level of student voice in decision making
- Rangatahi that are less satisfied with their physical activity experience are also less active

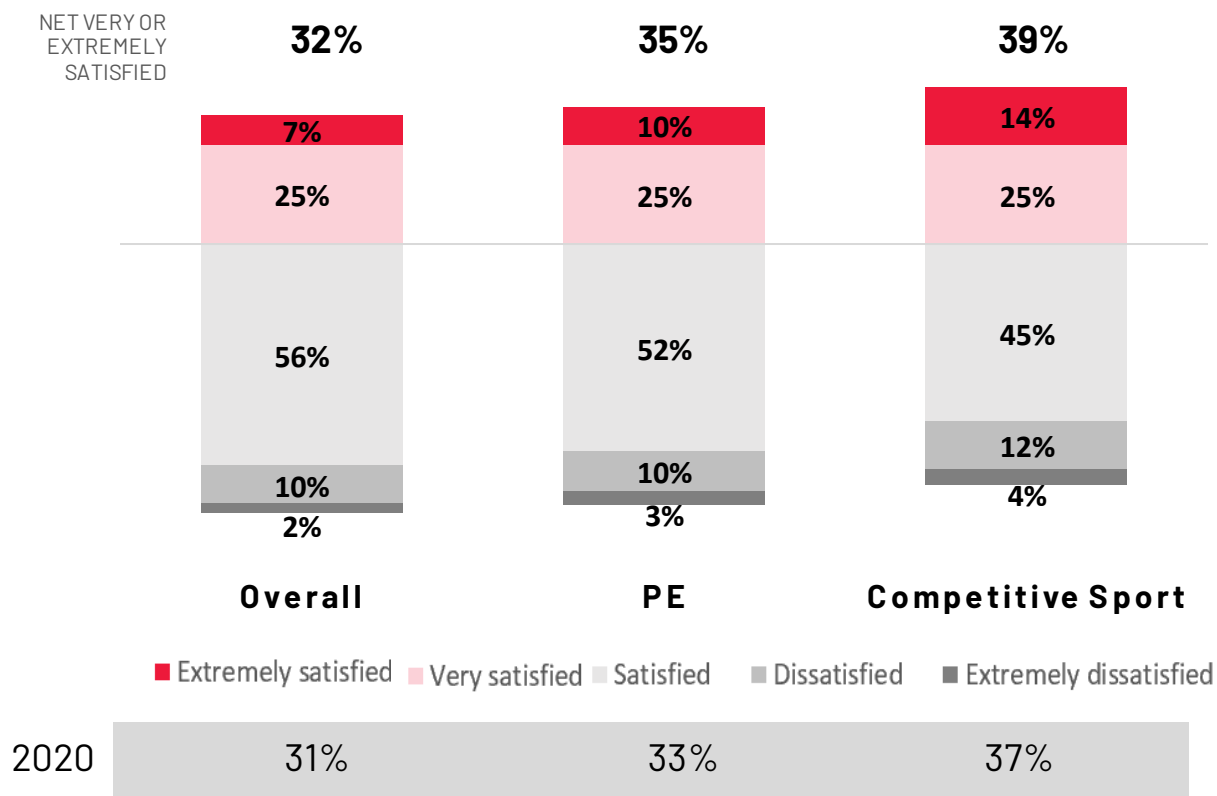
Satisfaction with competitive sport at school is higher than satisfaction with PE or the overall physical activity experience

Nearly one in three (32%) students are very or extremely satisfied with their overall physical activity experience within the school setting. This reflects a very stable result year on year (2020 31%).

Satisfaction increases slightly for PE, then further for competitive sport.

All results are reasonably stable year-on-year, with small improvements evident in all three measures.

Note these results reflect a positively skewed scale (refer to slide 36), meaning that these percentages represent those rangatahi that are 'more than satisfied'. The majority of responses sit in the mid-point ('satisfied'), meaning that most (88%) of students are at least satisfied with their overall physical activity experience at school.



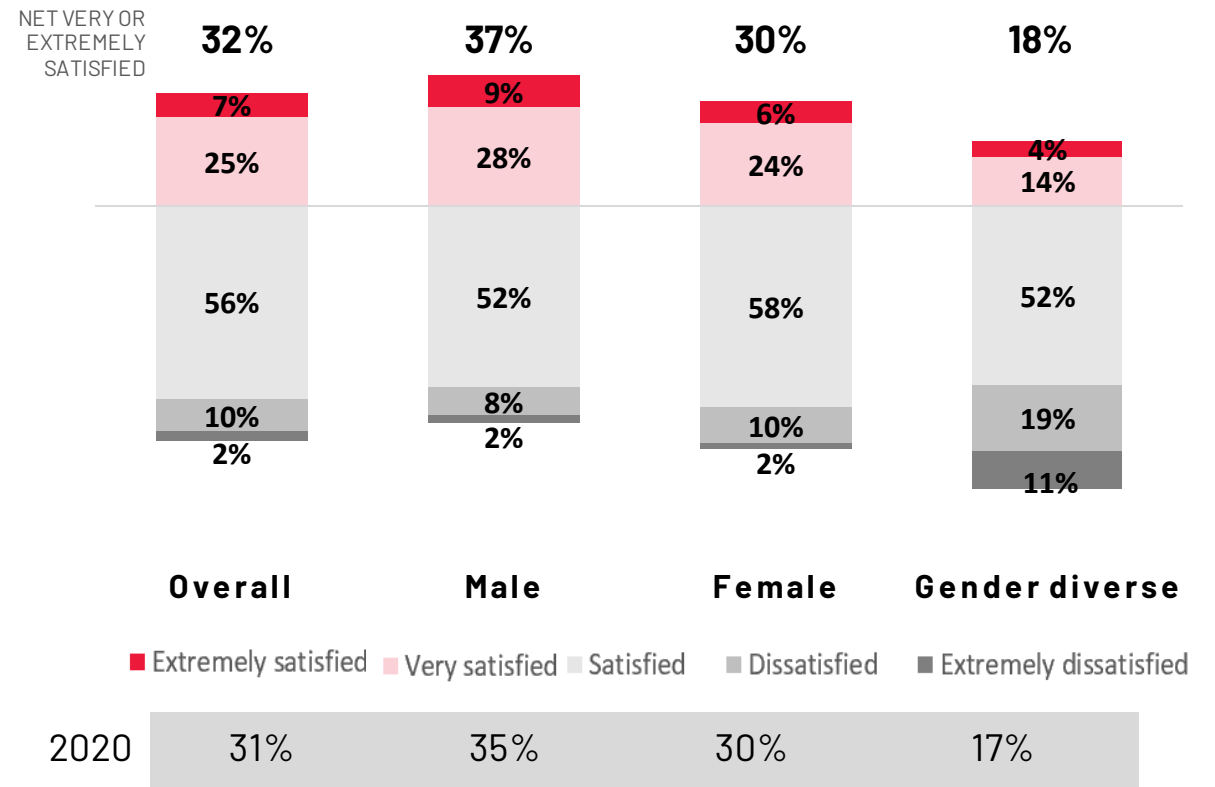
Female and gender diverse students are less satisfied with their overall physical activity experience

Female students are less likely than male students to be either very satisfied or extremely satisfied with their overall physical activity experience.

Gender diverse students are less likely to be very satisfied or extremely satisfied with their overall physical activity experience than other students. The reasons given for dissatisfaction often mirror the rationale from all students, for example the limited range of activities on offer and a lack of fun. However, these students are also more likely to indicate that they do not feel supported to be physically active at school.

“Focus was only put on the already 'sporty' students and not on providing an accepting and safe environment for less capable students like myself. This neglect affected my ability to be confident in my body and abilities and stopped me from applying to extracurricular sports”.

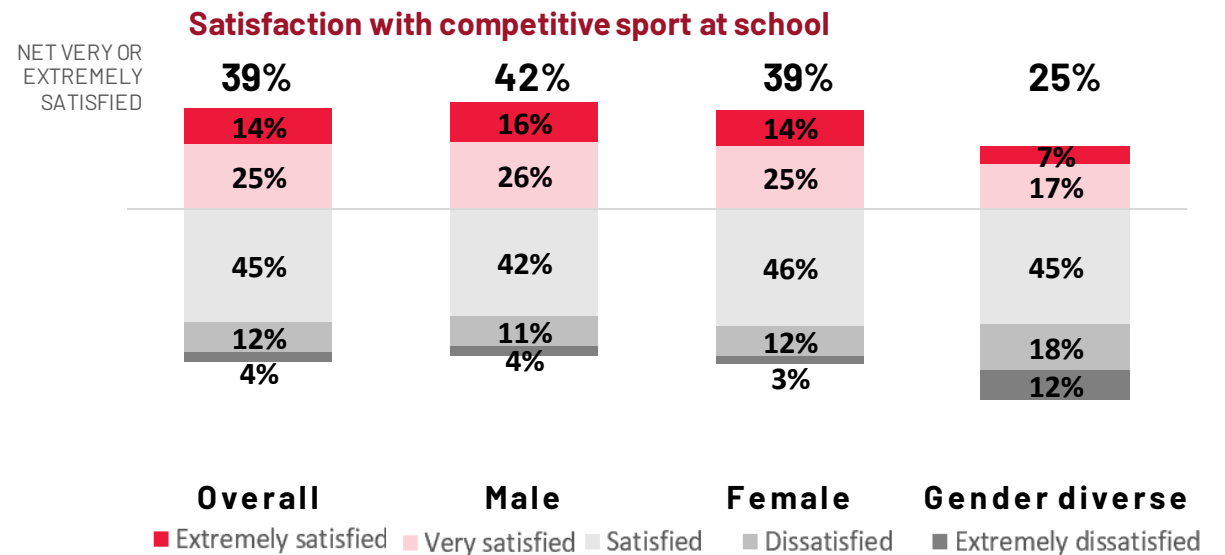
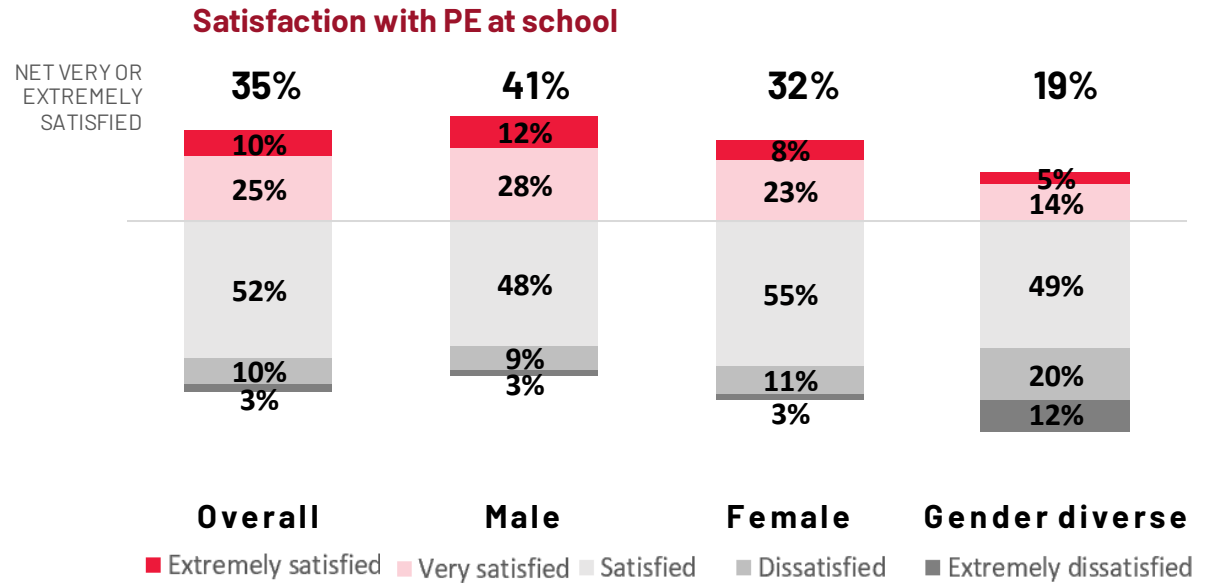
Satisfaction with overall physical activity experience



Female students are less satisfied with PE than male students, while gender diverse students are less satisfied with both PE and competitive sport

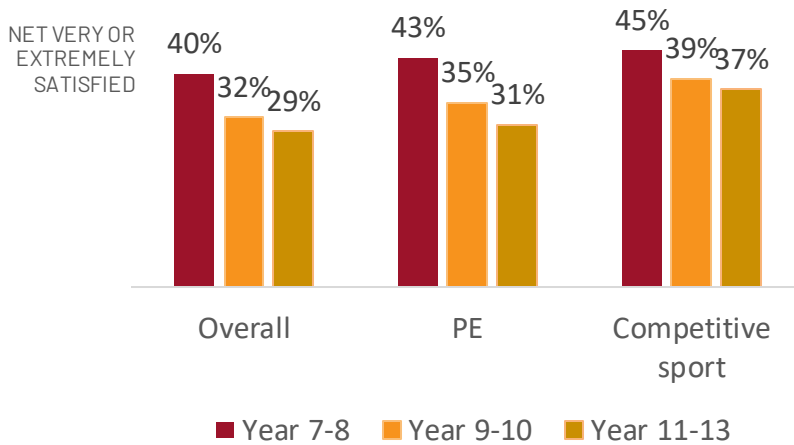
Female students are less likely than male students to be either very satisfied or extremely satisfied with PE at school. However, female and male students have similar satisfaction levels for competitive sport.

Gender diverse students are much less likely to be very satisfied or extremely satisfied with either PE or competitive sport than other students.

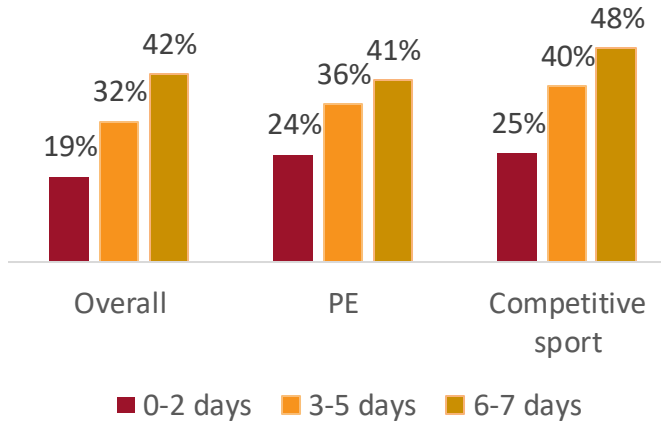


Satisfaction ...

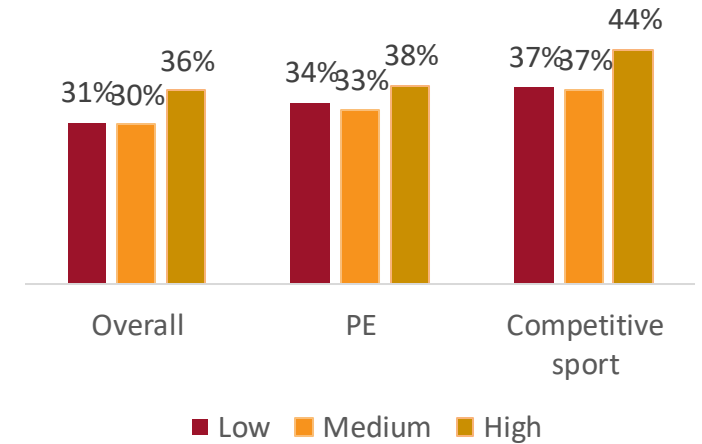
decreases as year group increases



increases as activity level increases



increases as decile level increases

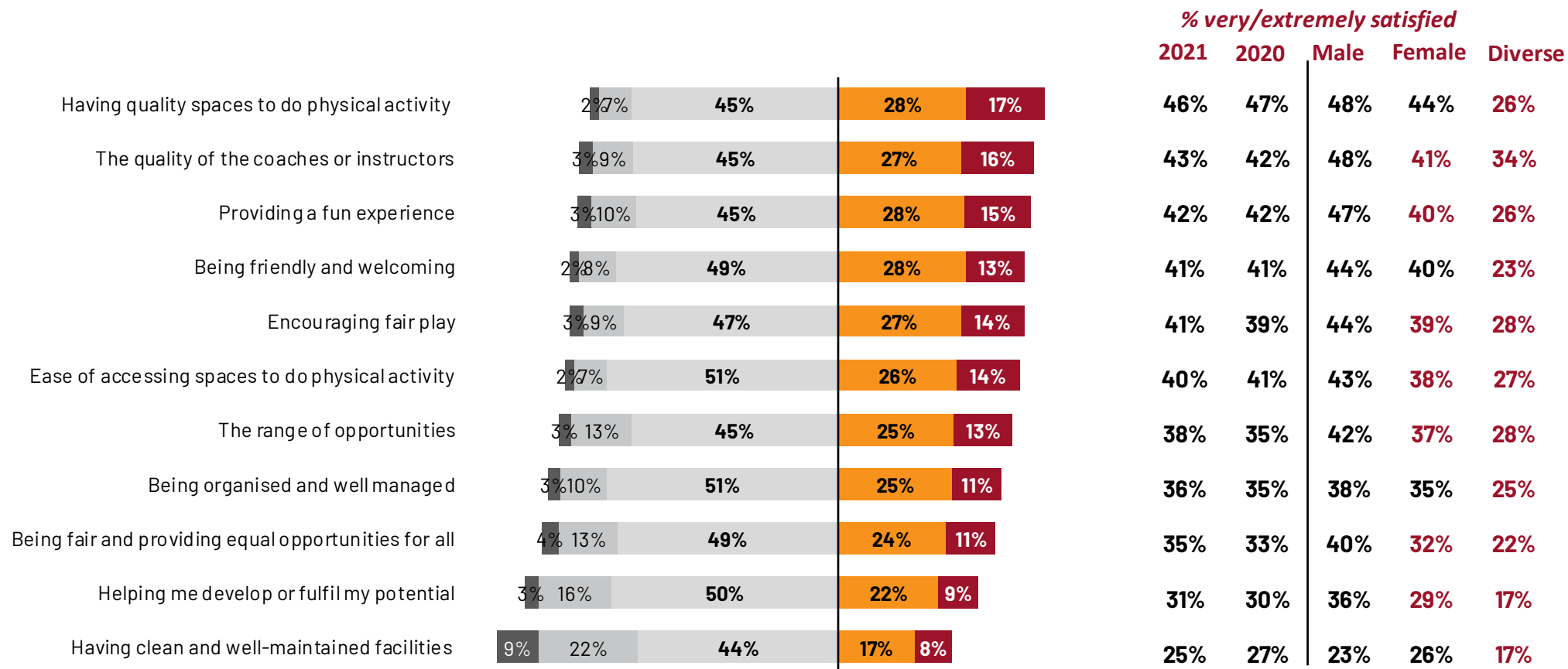


Satisfaction across the board drops as students progress through secondary school, although the drop is not as marked in satisfaction with competitive sport.

Students that are less active (active for 60 mins a day on 0-2 days in the last week) are significantly less satisfied with all aspects of physical activity (overall, PE and competitive sport). It is likely that the lack of activity is a result of the dissatisfaction with the experiences.

Students in higher decile schools experience higher satisfaction across the board.

Satisfaction with aspects of the physical activity experience at school has remained very stable year-on-year



Satisfaction with almost all factors differs by gender and age, but satisfaction with having 'clean and well-maintained facilities' is low for all groups

Satisfaction scores have largely remained stable compared to 2020

- There has been a small uplift in satisfaction with the range of opportunities (+3%).

Some factors are more important than others

- Regression analysis shows that of these drivers '*developing/fulfilling potential*', '*the range of opportunities*' and '*creating a fun experience*' are the most important ones to focus on when working to improve overall satisfaction levels. Of these, '*developing/fulfilling potential*' has a relatively low score for satisfaction (31% very or extremely satisfied) and should be a focus area for schools. '*Range of opportunities*' received only a 38% rating, and is also cited as the second most desired improvements, so should also be a focus area.
- '*Clean facilities*', whilst the factor that most students would like to see improved, does not have an overly large impact on overall satisfaction.
- The highest scoring and lowest scoring factors are the same as those observed in 2020. The highest, 'having quality spaces to do physical activity', achieved a 46% rating of very or extremely satisfied. At the other end, the lowest factor, 'having clean and well-maintained facilities', only achieved a 25% rating.

Satisfaction with almost all factors differs by gender and age, but satisfaction with having 'clean and well-maintained facilities' is low for all groups

Females continue to have substantially lower satisfaction than males

- Females rate their satisfaction lower on all factors, except 'having clean and well-maintained facilities'.
- The greatest difference in scores between male and female is for 'being fair and providing equal opportunities for all' (40% males vs. 32% females).
- Gender diverse rangatahi score lower across all factors.

Satisfaction decreases as the student progresses through secondary school, with one exception

- All factors are rated lower by students in years 11-13, compared to years 7-8.
- Whilst still rated slightly lower, the satisfaction with 'having clean and well-maintained facilities' again shows a different pattern, with the decrease only 2%, vs. an average decrease in ratings of 13% across all factors.

Why rangatahi are more than satisfied with the physical activity they do at school?

Those who are very or extremely satisfied consistently refer to having fun, the health and social benefits of physical activity at school, and the extensive opportunities available to them.

Fit and healthy

"I've enjoyed all the physical activity my school offers that I've taken part in. Love spending time with friends in a fun environment doing sport I love."

"I love being fit and playing fitness games."

"We have good opportunity and encouragement."

"Because I get to do all the sports I want with good coaching provided."

Good opportunities, supportive

"Because my school provides everything for the best physical opportunities as they can."

Fun

"There are lots of options for sports you can play."

"I like how we do really fun games and they really keep u active."

Range of activities

"The P.E lessons are varied and I feel comfortable with my class."

A good amount

"I do sport nearly every day in both the summer and winter whether that be athletics, netball, or weights trainings. A lot of days I also train multiple times a day. It keeps me busy and I enjoy it."

Why rangatahi are less than satisfied with the physical activity they do at school?

Comments from those who are dissatisfied mainly point to issues with the range of opportunities available, and a sense that the environment is not supportive (including for those that lack confidence or don't consider themselves 'sporty'). There is also a sense for some that physical activities are not frequent enough at school, supported by the finding that 57% of rangatahi want to do more physical activity at school.

"Because they don't always support the sports just because they aren't one of the main sports that people do like netball, rowing and hockey."

Boring

"Exercises aren't that great just running around a field is boring."

"I'm not sporty and sometimes when there's class competitions, I feel like I'm the one who drags the team back".

"PE class is not inclusive of girls. I don't get passed to. I'm speaking for all the girls in my PE class. There needs to be a girl's class."

Range of activities

"Because we always play the same game, but I wish we could play more different ones."

"I don't get that much exercise at school because the only time I get even a little bit of exercise is when I do PE and sport, that's it, I feel like I need way more exercise in my life at school."

Not enough/too much

"I wish PE was compulsory till year 12."

"Would prefer to do physical activities in my own time. I go to school to learn not to do all these other stuff that I don't feel comfortable doing."

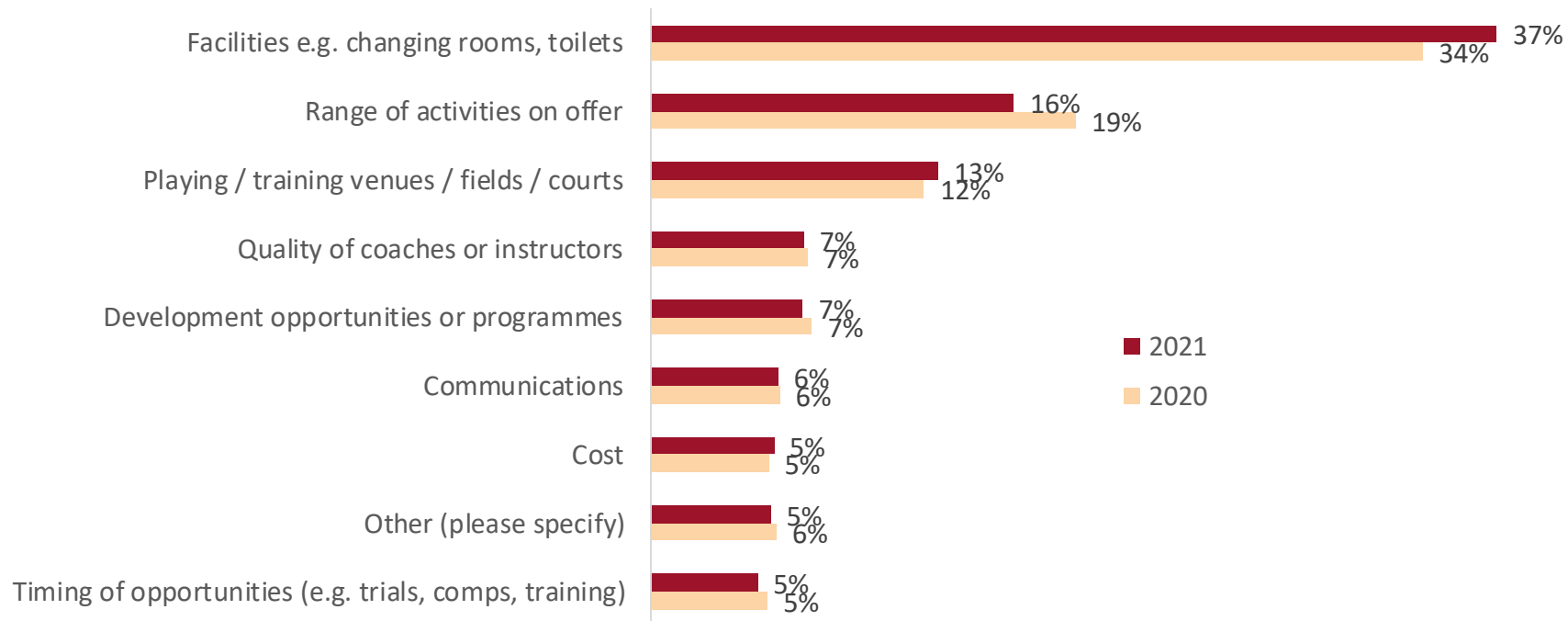
Not supportive

"We weren't supported by the school when it came to volleyball, we had no coach and getting the gym available for us to use was always difficult."

The preferences for improvement have not changed a lot since 2020

The top three preferences given as the priority for improvement remain much more important than the other factors included. There has been a small shift from *range of activities on offer* to *facilities* but otherwise the frequency of each choice is very stable year-on-year. Female rangatahi are more likely than male to want an improvement in *the quality of coaches or instructors* (8% vs. 5%).

What would rangatahi improve?

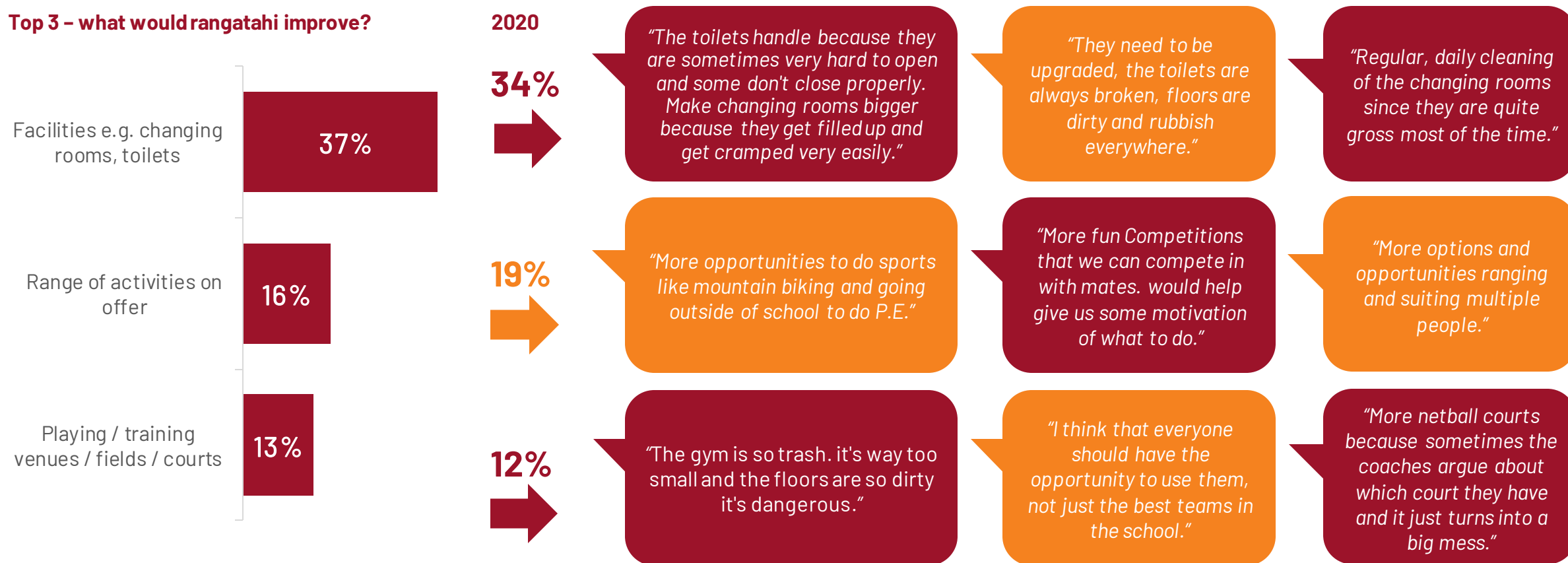


*Results exclude those who would not improve anything

The top 3 things rangatahi would most like to see improved haven't changed

Of those rangatahi that provided a preference for improvement, 'Cleanliness, maintenance, and quality of facilities' is again the most popular choice. The 'range of activities on offer' was a reasonably distant second. Females are more likely to select the 'range of activities' (17% vs. 14% male), and 'cost' (7% vs. 4% male). Males are more likely to select 'playing spaces' (17% vs. 10% female) and 'facilities' (40% vs. 35% female). Over one in five rangatahi (22%) indicated that they would not improve anything.

Top 3 - what would rangatahi improve?



*Results exclude those who would not improve anything

Sixteen percent identified range of activities as the issue they'd most like to see improved at their school

This is lower than the 19% that identified this as the issue they'd most like to see improved in 2020.

As it was last year, the desire to engage in forms of active recreation, rather than traditional competitive sport, remains high. There was also a call for students to have more say in the activities that they have available at school.

"Less competitive and more social and fun; no competition between teams."

Female, year 7

"I think we should do more of those your own course of activities each term."

Female, year 9

"More variety in terms of activities, such as activities that don't require balls like fencing, archery, etc."

Male, year 12

"Why don't we do dance? Especially ballet, it is fun and some people like myself want to do it as a career."

Female, year 10

"I'd like to see more non-related sport ways of becoming physically active. There are a few classes at the school gym but maybe increasing those numbers or providing more opportunities within the gym would be good I guess."

Female, year 11

"As I am a surfer, I think that it would be cool if they could offer more in that area of sport, also skateboarding and gymnastics."

Female, year 10

"Fitness things like kick boxing or a yoga class after school or workouts."

Female, year 10

"More options for ways of exercising and having options of what you would like to do, not just the most common sports like netball and basketball."

Female, year 12

"Make the sports not competitive. Sports is only favouring those that are good at it nothing more. And the sports only extended to what the school is supposedly good at like volleyball."

Male, year 11

"I feel like we do the same things each year- soccer, netball, badminton, rugby- it could be cool of we tried something else."

Female, year 10

"I want the school to have table tennis."

Male, year 10

"We focus on one or two things a term."

Male, year 7

Participation levels and activities

- Types of activities have remained similar to 2020
- Females are more likely to participate in active recreation outside of school
- Males are more likely to participate in traditional sports

Informal games, such as dodgeball and tag, remain the top activities at school

There has been an increase in participation across most activities in 2021. Notably, cross-country has one in four rangatahi participating, following only 14% in 2020. Other activities to show a strong increase in participation are running and tennis, both up 5% compared to 2020.

Those who have done *'nothing this school year'* has decreased from 2020 (14% vs. 19%). Those who are not engaging in any activity at school rises as students get older, with only 6% of years 7-8 (Intermediate years) not engaging in any activity, compared to 21% of years 11-13 (post-compulsory PE). Gender diverse students are much more likely (27%) to not participate in any activities compared to others.

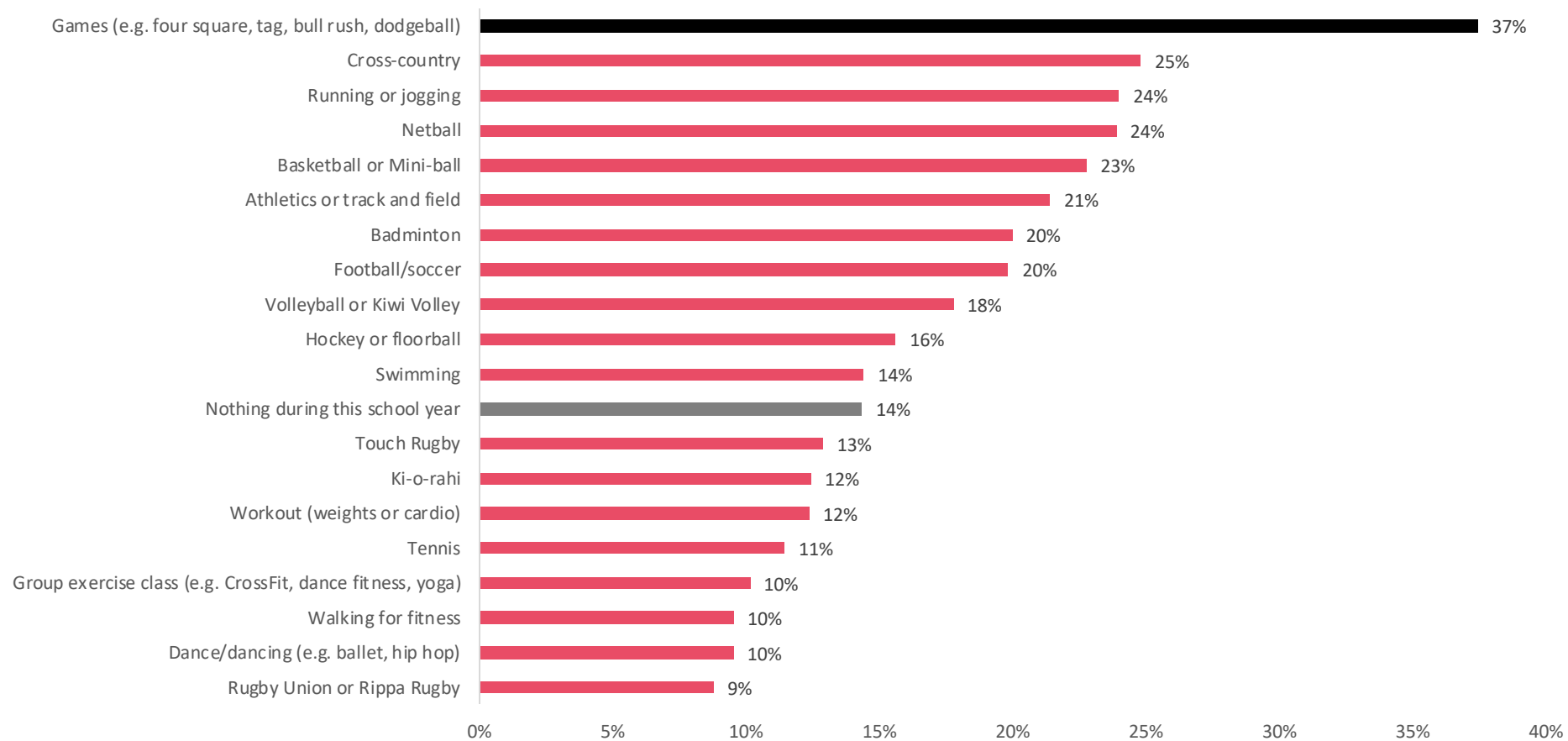
Males are more likely to take part in basketball (29% vs. 19%) or rugby (14% vs. 6%), whilst females are more likely to play netball (34% vs. 9%) or danced (13% vs. 4%).

Notably, one in five Māori participate in kapa haka (vs. 9% overall) and ki-o-rahi (vs. 12%). Participation is also notably high in basketball (31% vs. 23%) and touch (18% vs. 13%) and rugby sevens (10% vs. 4%).

**The question in this survey (VoR) is about any engagement with an activity (including one-off events), so we would expect variations to the census data, which asks about 'meaningful engagement' in a sport (i.e. representing their school, playing >6 weeks, or as part of a Kiwisport initiative).*

Informal games, such as dodgeball and tag, remain the top activities at school

Top 20 ways rangatahi were active in school in 2021



**The question in this survey (VoR) is about any engagement with an activity (including one-off events), so we would expect variations to the school sport census data, which asks about 'meaningful engagement' in a sport (i.e. representing their school, playing >6 weeks, or as part of a Kiwisport initiative).*

Walking for fitness remained the top activity outside of school in 2021 and active recreation activities make up most of the top 20

Active recreation, rather than sport, dominates the top 20 activities engaged with outside of school. The top 20 activities are very similar to 2020, with skiing and touch rugby moving to the top 20 in the place of table tennis and 'nothing during the school year'.

Similarly to 2020, the top 5 activities are mainly driven by female participation, although it has evened out somewhat. Notably, females appear more likely to participate in active recreation activities, for example:

- walking for fitness (41% vs. 23% for males)
- running or jogging (35% vs. 30%)
- working out (35% vs. 28%)

Whereas males appear more likely to participate in traditional sporting activities:

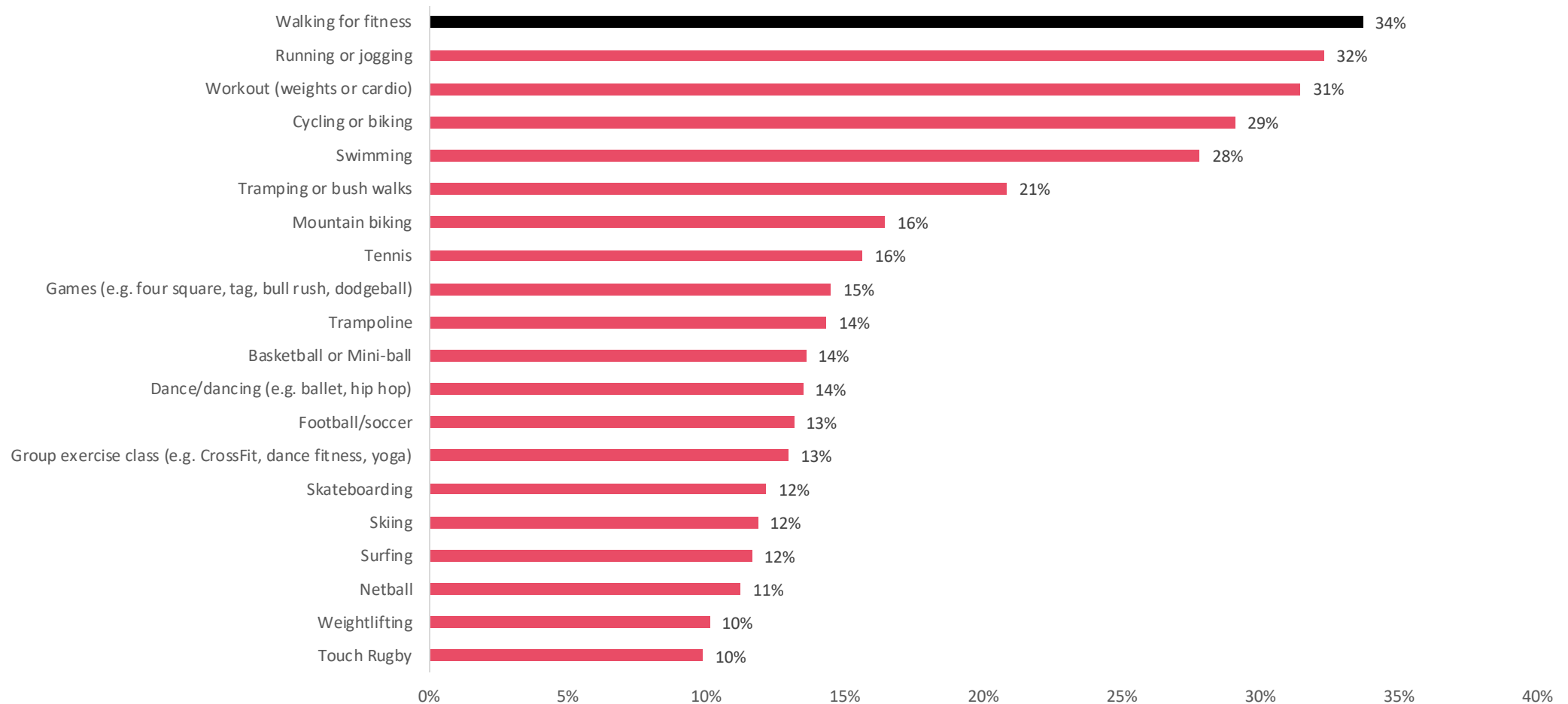
- Basketball (20% vs. 10% for females)
- Cricket (11% vs. 6%)
- Rugby (11% vs 5%)

One active recreation activity notable for the higher participation numbers of male students is mountain biking (23% male participation vs. 13% female).

The average number of activities participated in outside of school decreases as the students age.

Walking for fitness remained the top activity outside of school in 2021 and active recreation activities make up most of the top twenty

Top 20 ways rangatahi were active outside of school in 2021



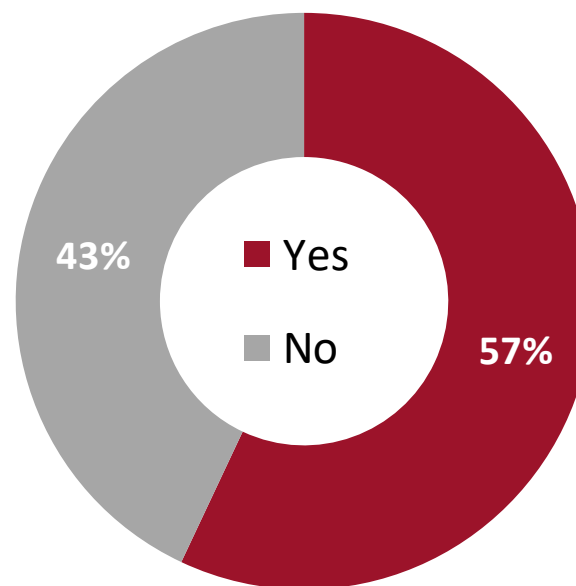
Barriers

- Most rangatahi want to be more physically active
- There are a number of perceived barriers to activity, especially feeling too busy
- Feeling too busy increases over time
- Females face more barriers than males, and gender diverse face more barriers than all others

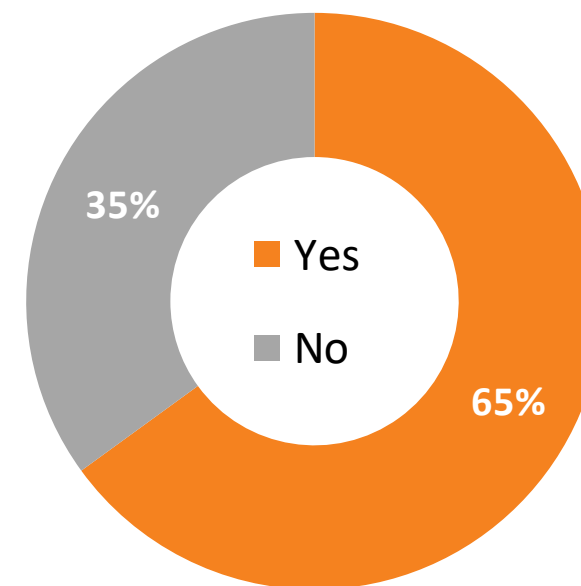
Nearly six in ten want to do more physical activity in school, whilst two-thirds want to do more outside of school

- After a drop between 2019 and 2020 in the number of rangatahi that want to be more active in school, the figure has now stabilised (2019: 66%, 2020: 58%, 2021: 57%).
- Younger students (year 7-8) are notably more likely to want to be more active in school than older students (year 11-13), with 65% answering yes, compared to 50%.
- This pattern however does not hold for activity out of school, where the proportion of students that want to do more remains stable throughout the year groups (64% in years 7-8, 68% in years 11-13).
- Males are more likely than females to want to be more active in school (61% vs. 55% female) but this reverses when asked about wanting to do more outside of school (62% vs. 68% female).

% who want to be more active in school



% who want to be more active outside of school



There are a number of barriers to being more active, especially for females

The same barriers to being more active observed in 2020 remain, with the ranking of the barriers showing no change between the years.

'Too busy' remains a barrier to almost half of all rangatahi (46%).

Females are more likely to face barriers, selecting a much higher number of total barriers.

To illustrate, compared to males, females are more likely to:

be too busy
(51% vs. 40%)

find it too hard to motivate themselves
(30% vs. 20%)

be too tired or not have the energy
(28% vs. 14%)

not be confident enough
(20% vs. 9%)

feel they are not fit enough
(16% vs. 10%)

not like others seeing them being active
(16% vs. 6%)

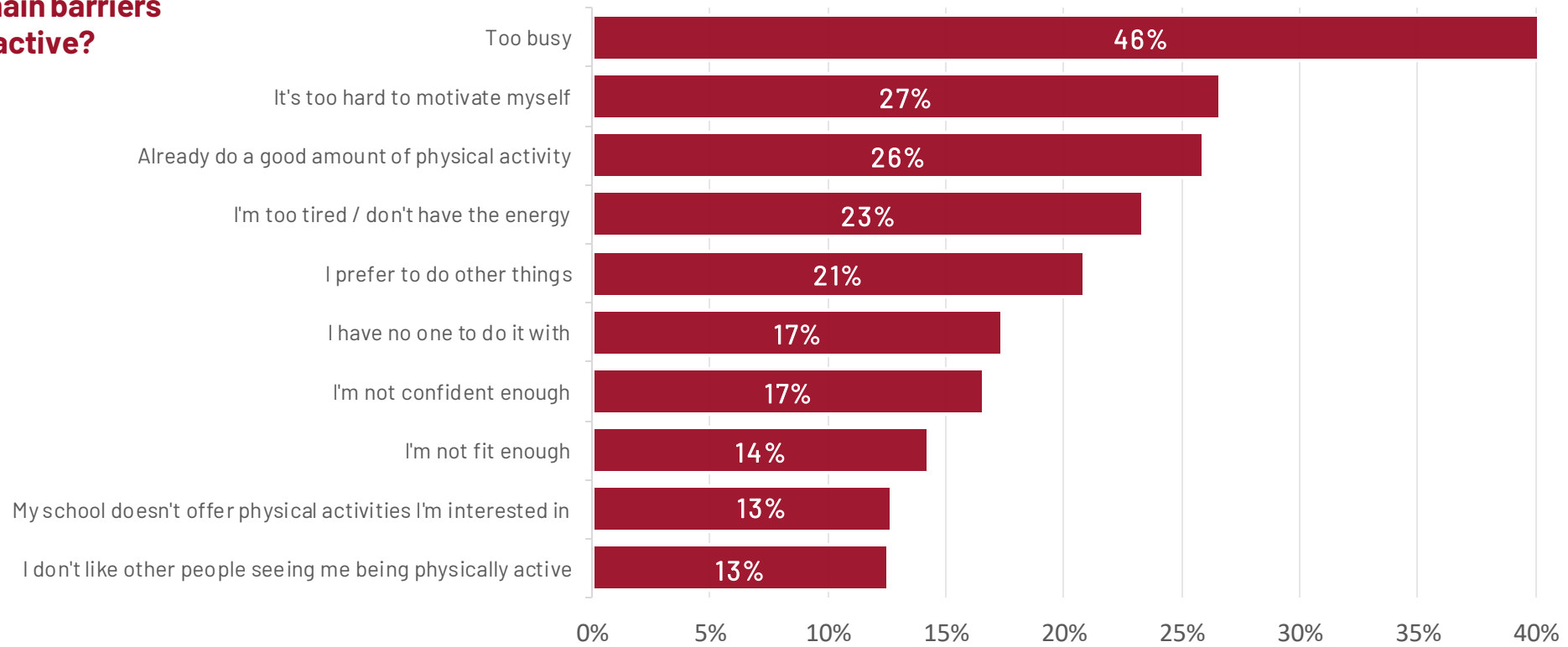
not want to fail
(14% vs. 7%)

There are a number of barriers to being more active, especially for females

This result is almost identical to that observed in 2020, indicating there has not been any material progress made in removing barriers for female rangatahi to be more active over the last year.

Most barriers remain stable throughout the secondary school years, except 'too busy', 'hard to motivate' and 'too tired', all of which increase as barriers as the student ages.

What are the main barriers to being more active?



Gender diverse students face much greater perceived barriers

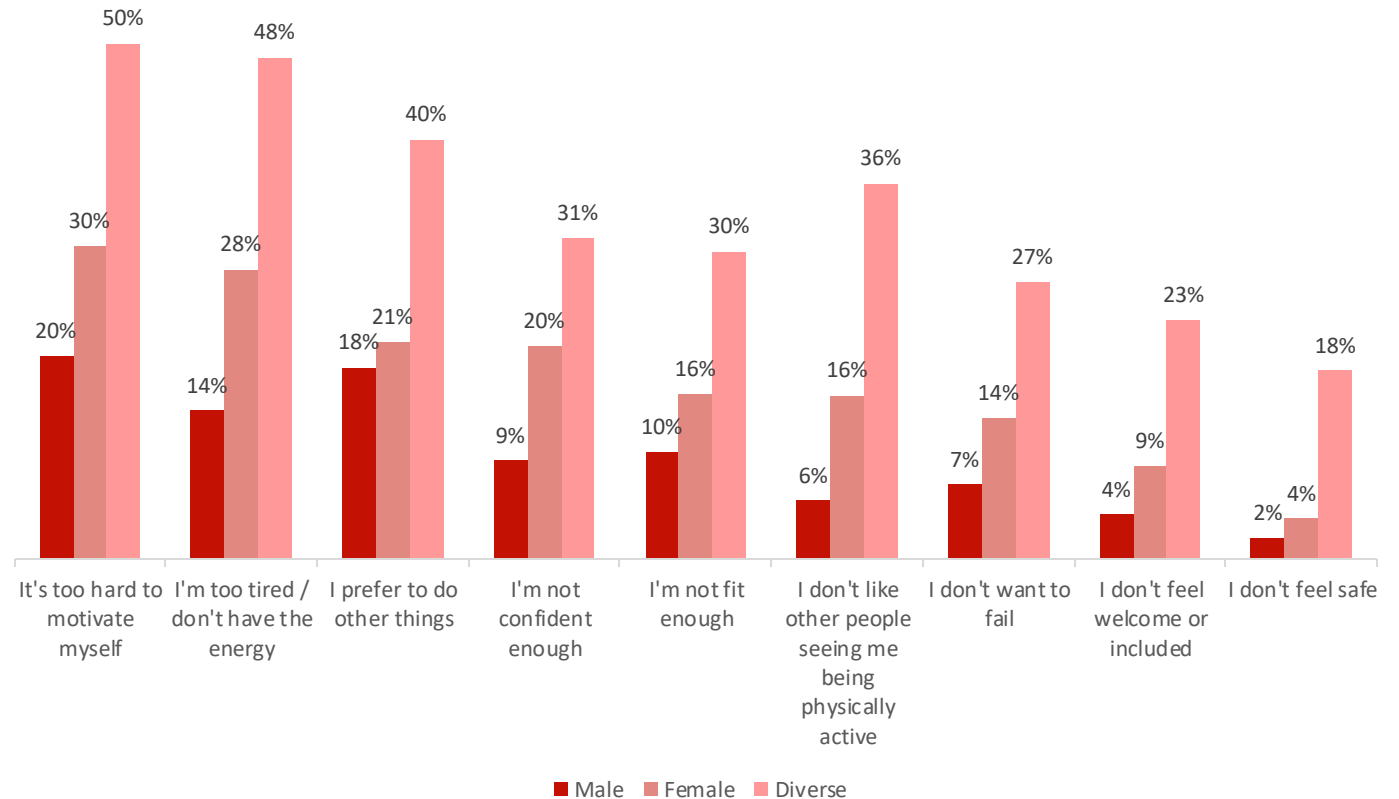
Notably, students that identify as gender diverse are even more likely to face barriers.

Half of these rangatahi indicated that they find it too hard to motivate themselves (the top ranked barrier for this group). They are also significantly more likely to identify other barriers, compared to both male and female rangatahi.

Other barriers with significant differences by gender include:

- Too tired, don't have the energy
- Prefer to do other things
- Not confident enough
- Not fit enough
- Don't like people seeing
- Don't want to fail
- Don't feel welcome or included
- Don't feel safe.

Differences by gender (selected barriers)



Physical literacy and school culture

- Rangatahi understand why taking part in physical activity is good for them, but often struggle with confidence
- Females and gender diverse students show lower levels of confidence, and rate the school culture as less supportive
- Confidence drops off as students get older, but desire to participate remains reasonably stable
- Agreement that school culture supports physical activity is not particularly high overall, especially regarding involving the student voice in determining physical activities done at school

Physical literacy and confidence levels are similar to 2020

Rangatahi understand why taking part in physical activity is good for them, but they often struggle with confidence. Females are notably less likely to believe they are 'good at different activities' (60% agree vs. 67% male) or feel 'confident to take part in different activities' (58% agree vs. 69% male). Those who identify as gender diverse had much lower agreement for all items. Confidence and perceived competence decrease as students get older.

Desire to take part also decreases, but much less dramatically.

I understand why taking part in physical activity is good for me

I want to take part in physical activities

I am good at lots of different physical activities

I feel confident to take part in lots of different activities

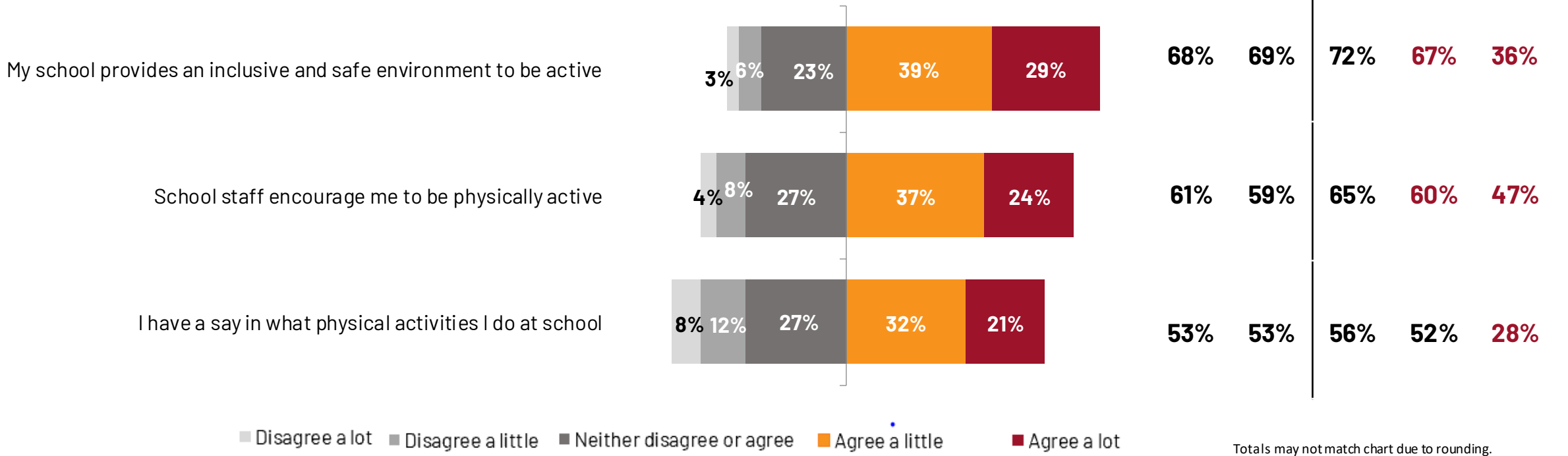
Disagree a lot
 Disagree a little
 Neither disagree or agree
 Agree a little
 Agree a lot

	% Agree				
	2021	2020	Male	Female	Diverse
I understand why taking part in physical activity is good for me	91%	92%	90%	92%	84%
I want to take part in physical activities	75%	74%	78%	76%	48%
I am good at lots of different physical activities	62%	59%	67%	60%	34%
I feel confident to take part in lots of different activities	61%	59%	69%	58%	28%

Totals may not match chart due to rounding.

Female rangatahi are less likely to agree their school culture supports them to be physically active

Females are notably less likely to agree that their school 'provides an inclusive and safe environment to be active', 'school staff encourage them to be active', and they 'have a say in what activities they do'. Those who identify as gender diverse again rate these aspects of physical activity at school below other groups, with only just over 1 in 3 agreeing my school provides an inclusive and safe environment to be active (36% agree) and even less agreeing they 'have a say in what physical activities I do at school' (28% agree).



Demographics and method

Notes to this report

Method

Schools are enrolled to participate in VoR via RSTs and the RSD network. Schools that agree to participate distribute a survey link to their students for completion during class or form time. The survey is hosted, and responses collected, via a survey platform provided to Sport NZ by 4GLOBAL. Surveys are jointly branded Sport NZ and the RST or RSD.

The overall response rate in 2021 was **20.1%**.

Limitations

Results for this report have not been weighted and therefore should not be considered to be representative of all NZ schools but read as indicative of NZ Rangatahi feedback regarding physical activity.

The impact of COVID-19 on schools over the last 2 years is evident. **Caution should be used when comparing results year-on-year.**

Responses have some demographic skews:

- Responses are skewed towards female respondents with 57% of respondents identifying as female.
- Responses remain slightly skewed towards higher decile schools, although this has reduced somewhat this year.
- Responses remain slightly skewed towards some RSTs, particularly Bay of Plenty this year with 22% of all responses. However, again, this skew is less pronounced this year.
- There is also a skew towards younger rangatahi, with 50% in years 9-10 (ages 13-15).

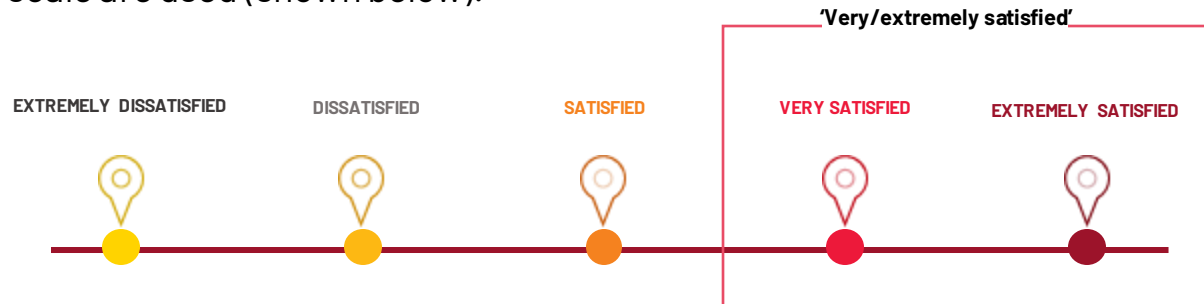
Notes to this report

Rounding of results

Due to rounding, the net figures provided (e.g., % 'very satisfied' and % 'extremely satisfied') and total results may differ from the numbers shown on the charts.

Interpreting satisfaction and agreement scores

When level of satisfaction or agreement is referenced in this report (e.g., the percentage who are 'very/extremely satisfied'), the top two results ('very satisfied' or 'extremely satisfied') of a positively skewed scale are used (shown below).



Positively skewed scales are used because the neutral ratings are divided between dissatisfaction and satisfaction (as opposed to a neutral mid-point in a 'balanced' scale). This gives the opportunity for some of the 'very satisfied' to be 'delighted', allowing for more variation/ greater discrimination compared with a balanced scale.

Comparing results across groups

When comparing results, 'vs.' is used as an abbreviation of 'compare'. In this report we compare different demographics (i.e. males vs. females) or to the overall average.

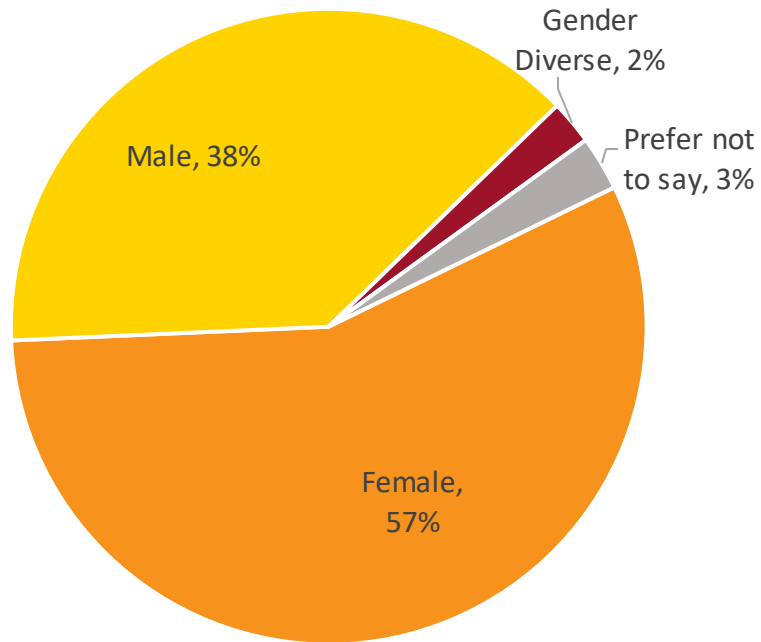
Weighting

No weighting was applied to these results. Please refer to the Demographics section to understand who responded.

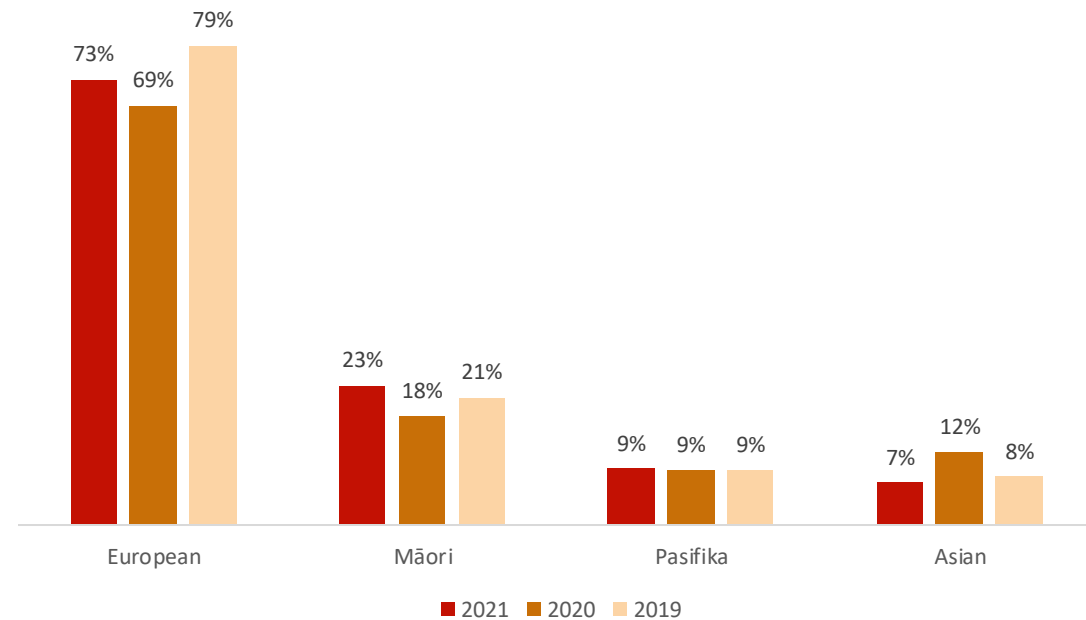
13,490 rangatahi, from 96 schools/kura responded to this survey

13,490 rangatahi responded to this survey, from 96 schools/kura, including one that participated twice. Roughly 7* in 10 identified as NZ European, 2 in 10 as Māori, 1 in 10 as Pasifika, and 1 in 10 as Asian. The profile of respondents is similar to previous years.

Gender



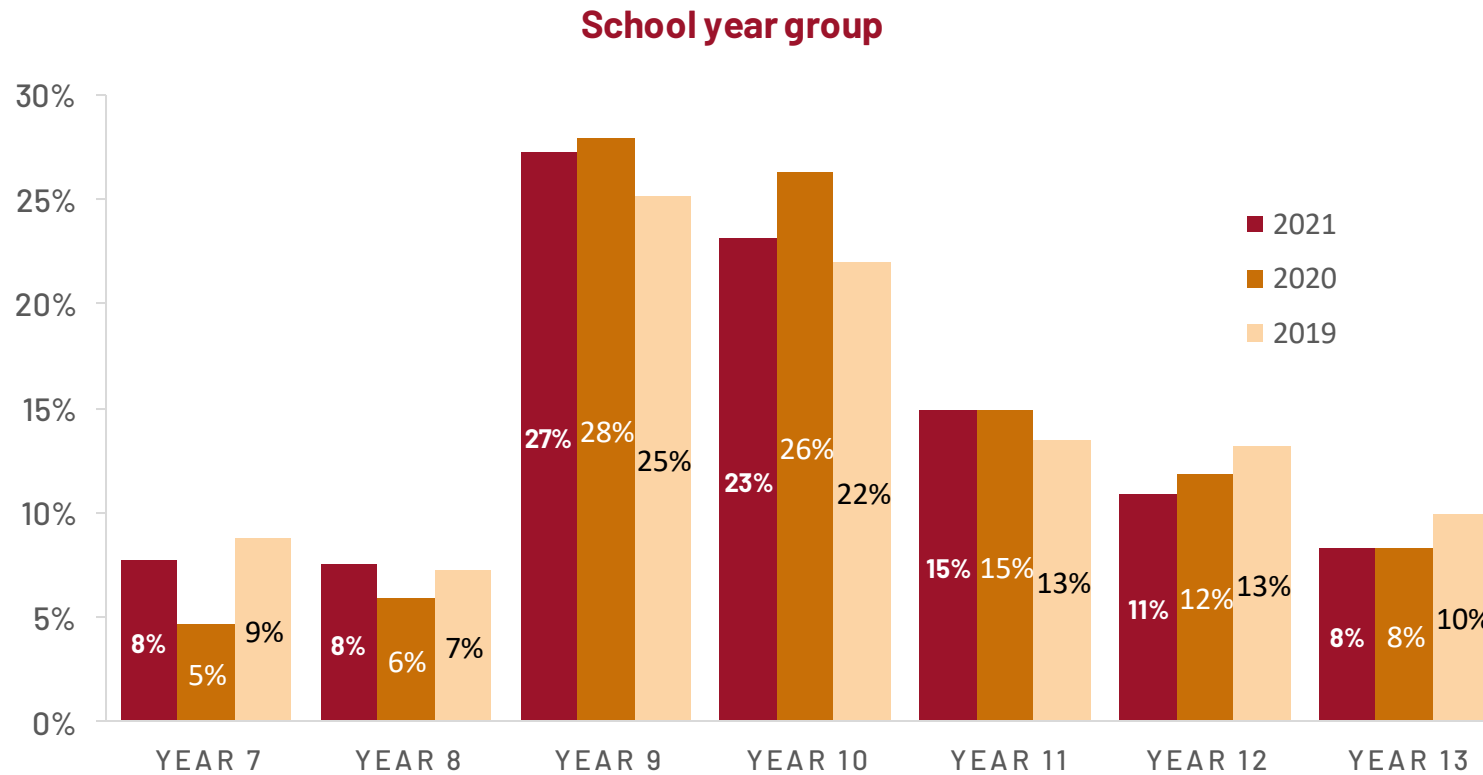
Ethnicity



*Participants were able to identify as more than one ethnicity.

There continues to be a spread of ages across the sample, with a higher concentration in years 9-10 (ages 13-15), accounting for half of the total

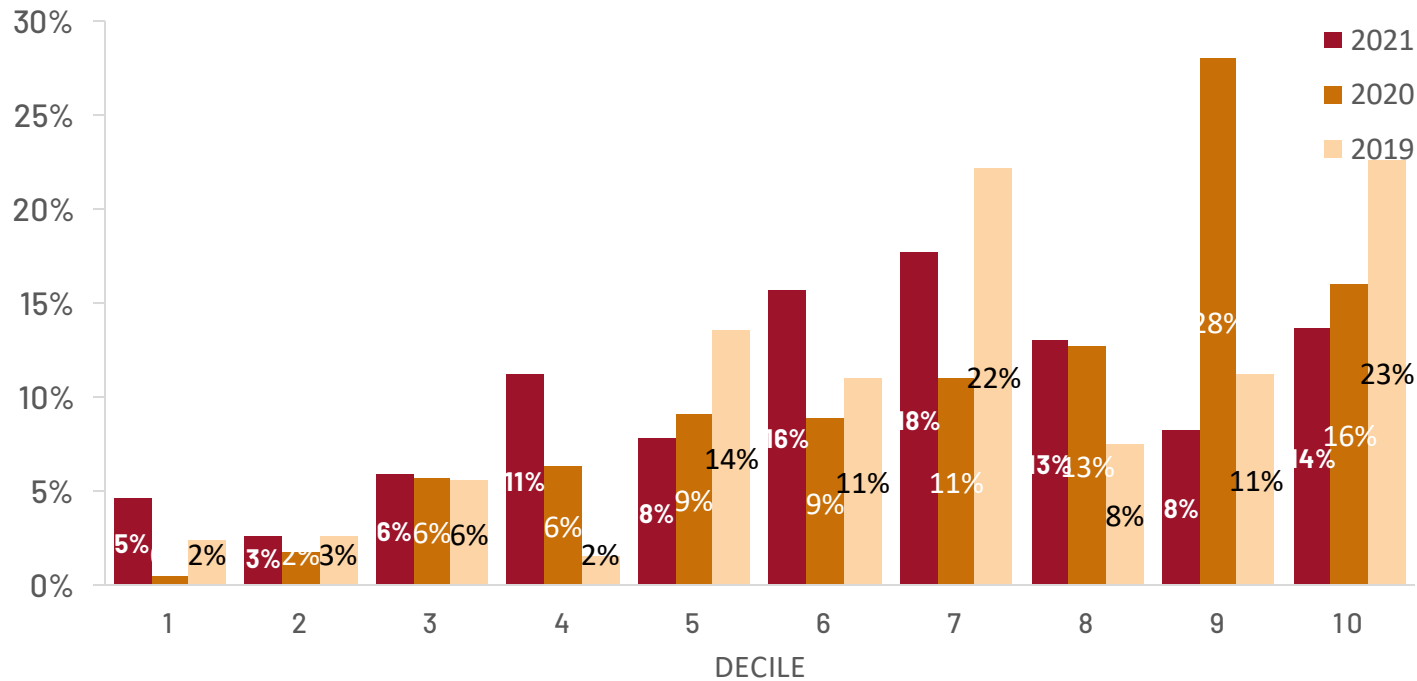
This is a crucial age group, as at age 15 we commonly observe a significant drop in physical activity participation. Years 9 and 10 also represent the college years where PE remains a compulsory aspect of the curriculum.



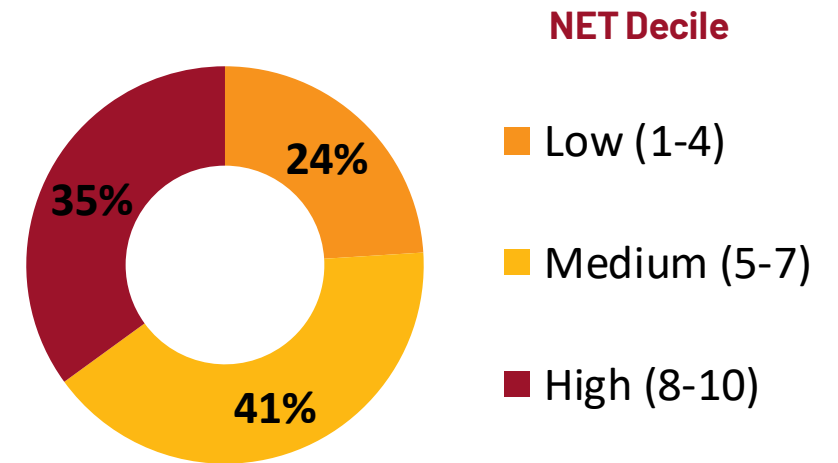
The profile is slightly skewed towards high decile schools

While still skewed slightly towards high decile schools, the respondent sample in 2021 provides a greater representation across deciles than previously. Just over a third (35%) of respondents are from high (8-10) decile schools, compared to 57% in 2020. Response rates are similar across different decile groups, and more low decile schools completed VOR than high decile this year. The skew towards higher responses from high decile schools is driven by larger schools in this group.

Percentage of respondents by school decile



Percentage of respondents at low, medium and high decile schools





SPORT
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