



Voice of Rangatahi Survey

2023 Report

Introduction

What is Voice of Rangatahi?

The Voice of Rangatahi (VoR) survey is a collaboration between Sport New Zealand, Regional Sports Trusts (RSTs) and the Regional Sport Director (RSD) network. VoR has been developed to understand how rangatahi (young people) experience physical activity specifically within a secondary school/kura setting. More than 20,000 students voluntarily completed the survey, which was delivered to 105 schools/kura in 15 RST regions.

This national report provides a view of the combined results across all the rangatahi that participated in 2023. The report shares insight into the overall state of physical activity within the school setting.

The RSTs, RSDs and schools that took part have direct access to school results, which helps them establish what is working and what could be improved with physical activity at secondary schools. See page 31 for the breakdown of regions responses were collected from.

The 2023 survey was the fifth year VoR was undertaken. For further detail on the method refer to page 27.

105 schools/kura

15 RST/RSD regions

20,429 responses

Acknowledgements

Sport NZ would like to acknowledge our partners that worked alongside schools/kura over 2023 to support the continuous development of physical activity delivered to rangatahi.

- Aoraki Secondary Schools Sports Inc.
- CLM Community Sport
- College Sport Auckland
- College Sport Wellington
- Harbour Sport
- Nuku Ora
- School Sport Canterbury
- Sport Auckland
- Sport Bay of Plenty
- Sport Canterbury
- Sport Gisborne Tairāwhiti (Whiti Ora Tairāwhiti)
- Sport Hawkes Bay
- Sport Northland
- Sport Taranaki
- Sport Tasman
- Sport Waikato
- Sport Waitakere
- Sport Whanganui
- Taranaki Secondary School Sports Association
- Wairarapa Secondary School Sport

Key observations

Key findings

Just over a third of rangatahi are highly satisfied with their in-school physical activity experience

- Of the four types of physical activity measured, satisfaction is highest for 'competitive sport', and lowest for 'PE class'.
- Satisfaction tends to decrease as students go through secondary school, except for PE class, which increases with year group (as PE becomes non-compulsory).

Female rangatahi are not as well served by their in-school physical activity experiences

- 31% of females are very or extremely satisfied with the overall experience of physical activity in school (vs. 41% for male rangatahi).
- Female students are notably less satisfied than males in 'competitive sport', 'physical activity at break/lunch times' and 'PE class'. However, satisfaction is similar to male students for 'other organised physical activities' (e.g. kapa haka, dance, camp).
- Female rangatahi encounter more barriers than male rangatahi, when it comes to physical activity. Over two thirds of female rangatahi indicated they are 'too busy' (the top ranked barrier for females). They are also more likely to identify a wide range of other barriers.

Disabled rangatahi are less satisfied with their physical activity experience than non-disabled students

- 31% of disabled students are very or extremely satisfied with the overall experience of physical activity in school (vs. 38% for non-disabled rangatahi).
- Satisfaction is also lower for 'competitive sport' and 'PE class'.

Key findings

Rangatahi that are dissatisfied with their physical activity experience at school 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, and to feel supported in their endeavours

- Concerns with the experiences at school include students that do not consider themselves to be 'sporty' feeling unsupported to participate.

Range of activities on offer, playing/training venues, facilities and uniforms are the top four things rangatahi would like to see improved at school

- Female students are more likely than males to have selected range of activities as an area they would like to see improved (33% females vs 26% males). Female rangatahi are also more likely than males to want to see improvements in uniforms (29% vs 23% for males).

Around two-thirds of rangatahi want to be more physically active in or outside of school, but they face several perceived barriers

- The main barrier to undertaking more physical activity is feeling too busy, and this barrier increases as rangatahi journey through secondary school.

Results

Satisfaction and improvements

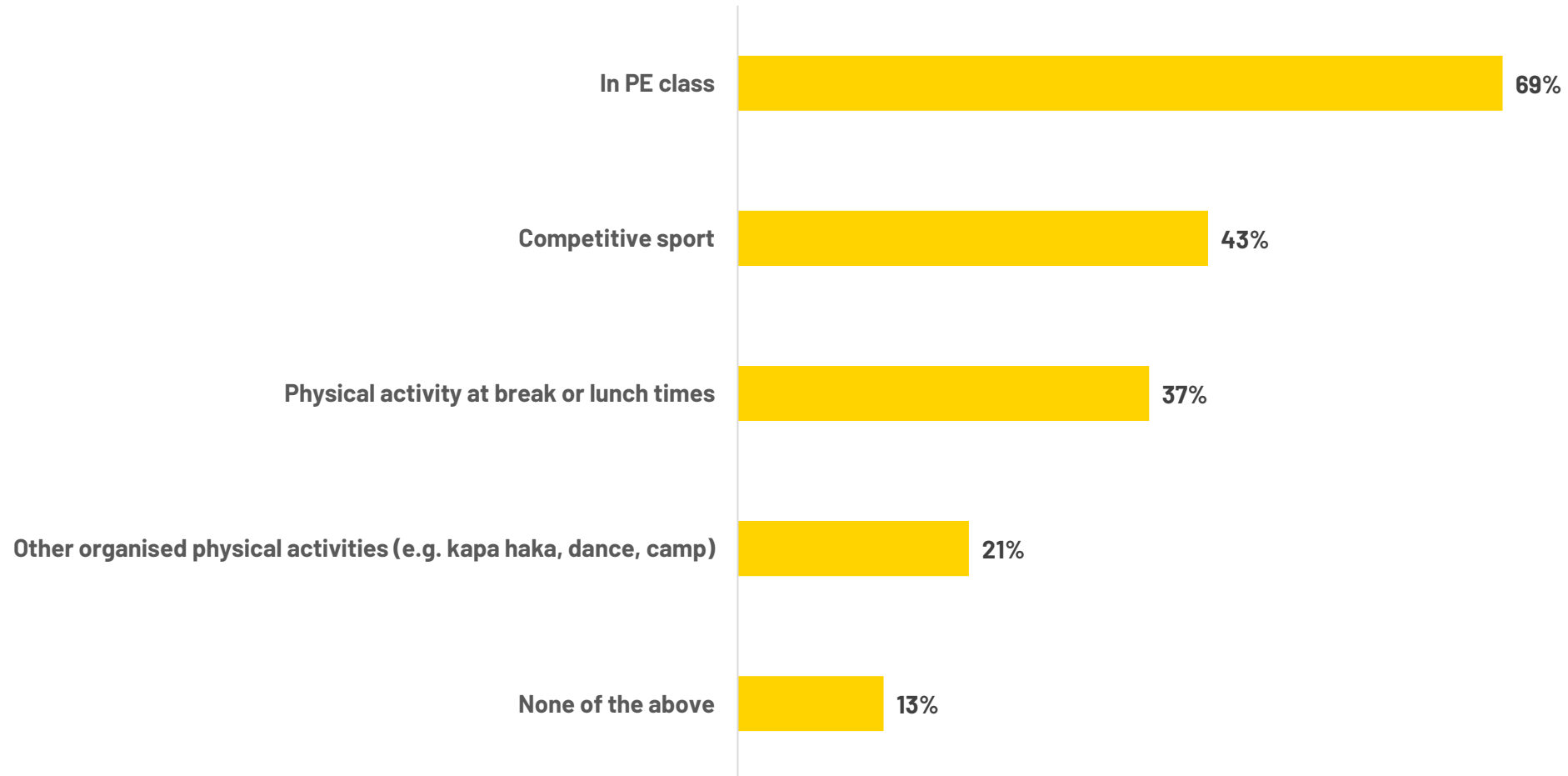
- Just over a third of rangatahi are very or extremely satisfied with their overall experience of physical activity at school
- Of the four types of physical activity measured, satisfaction is highest for 'competitive sport', and lowest for 'PE class'
- Satisfaction is lower for female and disabled rangatahi
- Satisfaction tends to decrease as students go through secondary school, except for PE class, which increases with year group
- Range of activities is the most desirable improvement

PE class is the most common way rangatahi are active at school (69%), followed by competitive sport (43%), being active at break or lunchtime (37%), and other organised physical activities (21%)

- There is a large decline in those participating in 'PE class' when PE becomes optional from year 11 onwards (from 89% in year 10 to 54% in year 11).
- There is a decline in participation in 'physical activity at break or lunch times' and 'other organised physical activities or clubs (e.g. Kapa haka)' after year 8.
- Participation in 'competitive sport' remains steady throughout each school year (this reflects participation at or for school and does not include competitive sport out of school such as for a club).
- Male rangatahi are much more likely to be physically active 'at break or lunch times' than female rangatahi (46% male vs. 29% female). Males are also more likely to participate in 'competitive sport' and 'PE class' than females. However, female students are more likely to participate in 'other organised physical activities' than male students (24% female vs. 18% male).

PE class is the most common way rangatahi are active at school (69%), followed by competitive sport (43%), being active at break or lunchtime (37%), and other organised physical activities (21%)

How have you taken part in physical activity at or for school this year?



Just over a third of rangatahi are very or extremely satisfied with their overall experience of physical activity at school

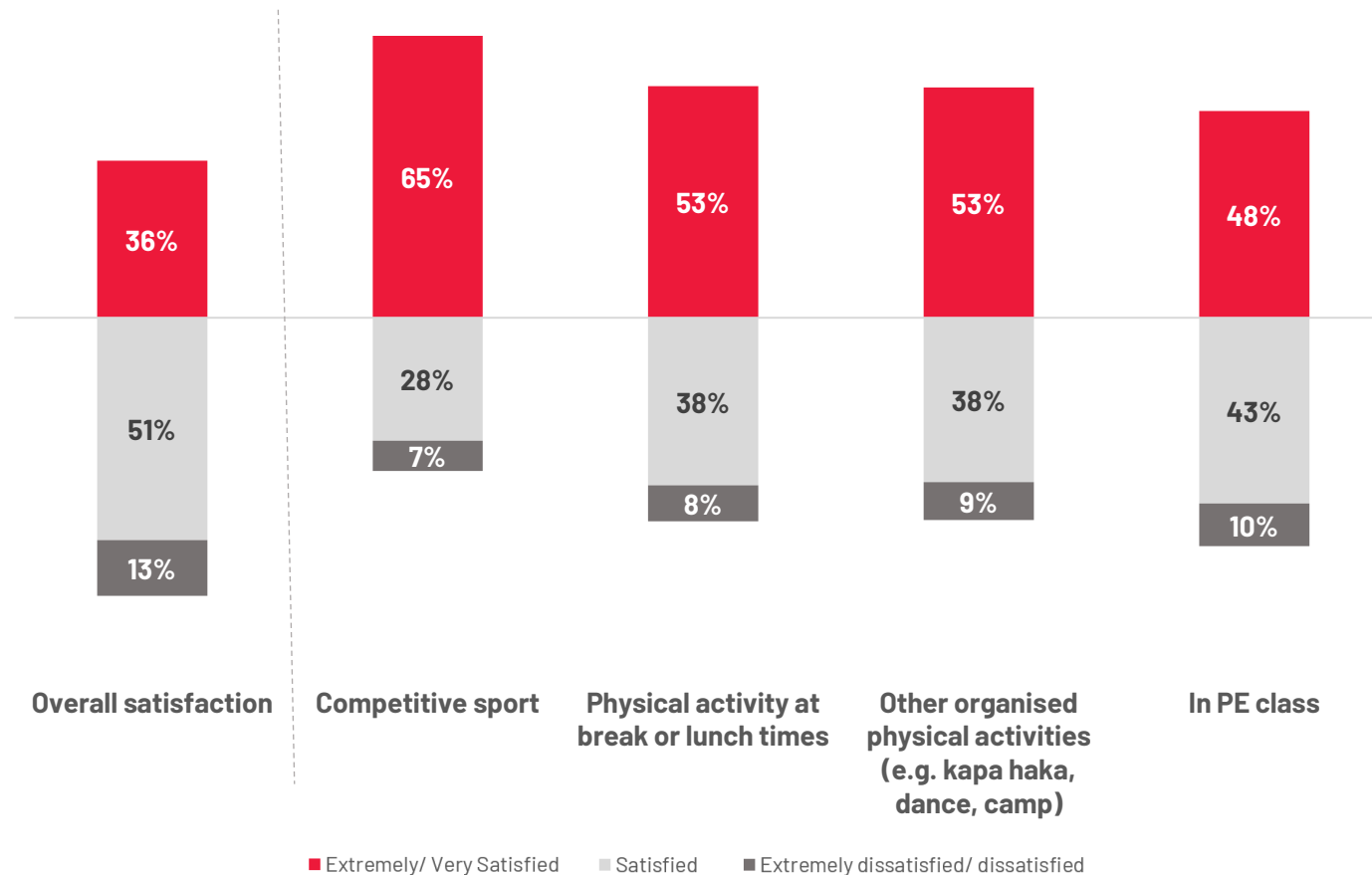
Just over one in ten rangatahi (13%) are dissatisfied with their overall experience of physical activity at school, with a further 51% 'satisfied'.

Of the four types of school physical activity measured, satisfaction is highest for 'competitive sport' (65% very or extremely satisfied). Satisfaction is lowest for 'PE class' (48% very/extremely satisfied).

Just over half of rangatahi (53%) are very/extremely satisfied with 'physical activity at break or lunch times', and 'other organised physical activities (e.g. kapa haka, dance, camp)'.

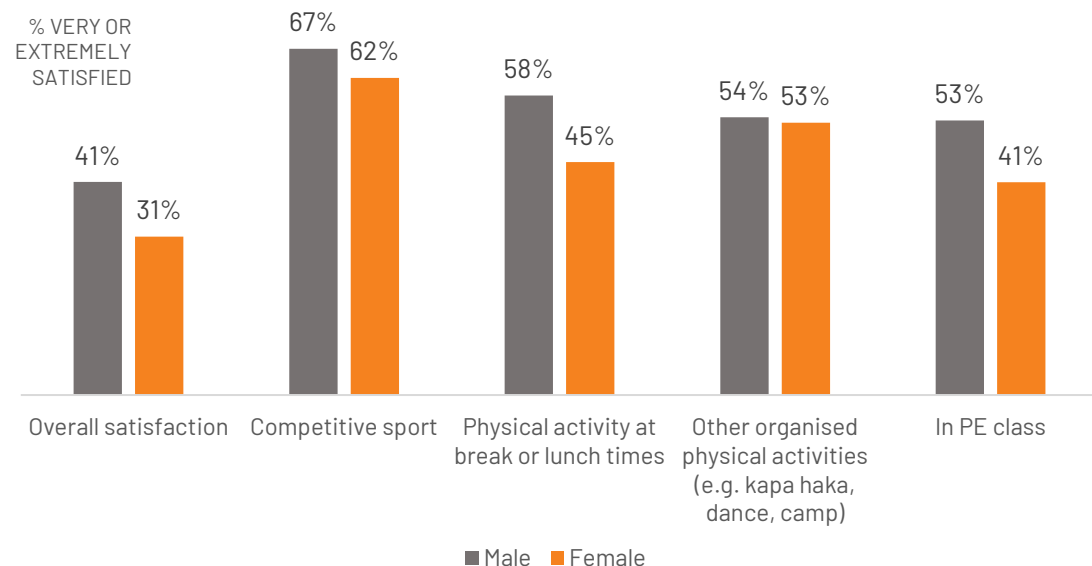
Note these results reflect a positively skewed scale (refer to page 28). A substantial proportion of responses sit in the mid-point ('satisfied'), meaning that most (87%) of students are satisfied to some degree with their overall physical activity experience at school.

Satisfaction with physical activity experience*



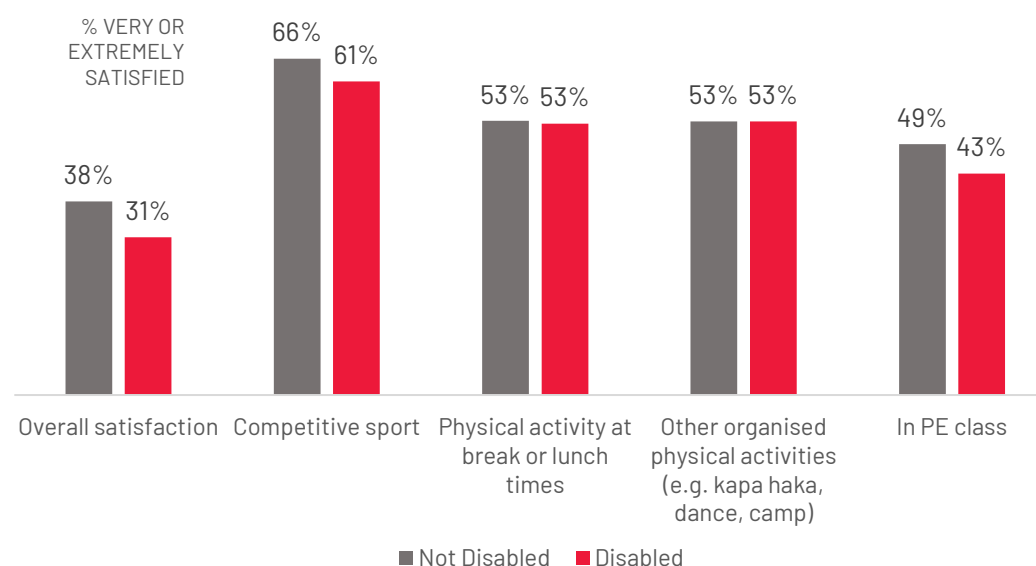
Female and disabled students are less likely to be very or extremely satisfied with their physical activity experience at school

Gender



Female students are notably less satisfied than males in each of the above ways of being physical activity at school. The difference in satisfaction is particularly large for 'physical activity at break or lunch times' and 'PE class'. It is worth noting that females show weaker agreement than males with 'I feel happy to go to school' and 'I feel I belong at school'. This may have an impact on the perception of physical activity in school.

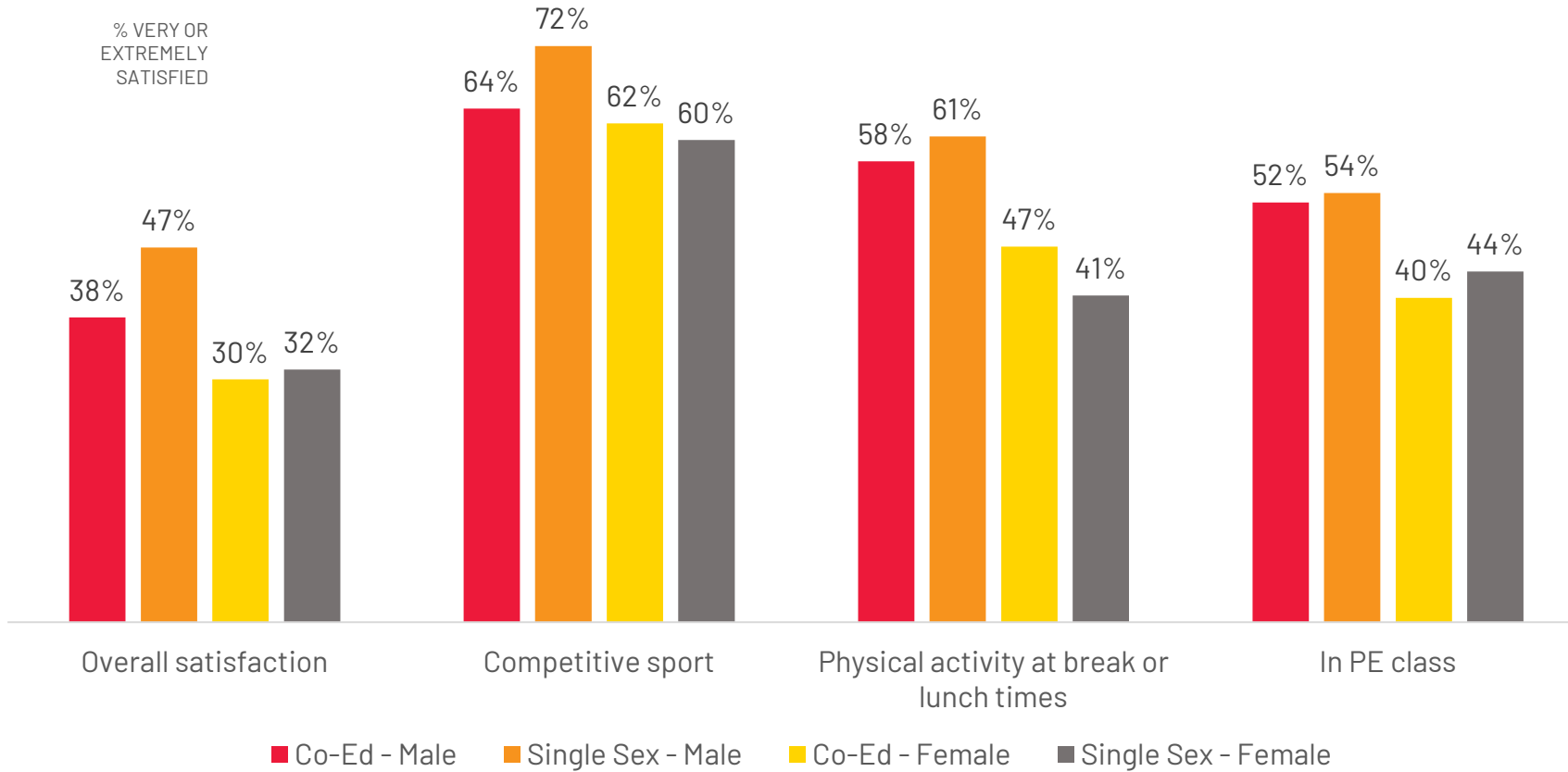
Disability*



Disabled rangatahi are less satisfied than non-disabled rangatahi with their overall experience of physical activity at school, 'competitive sport' and 'PE class'. There is no difference in satisfaction for 'physical activity at break or lunch times', or 'other organised physical activities (e.g. kapa haka, dance, camp)'.

Satisfaction with physical activity at school is notably lower for female rangatahi in co-ed and single-sex schools than male rangatahi

Co-ed vs Single-sex



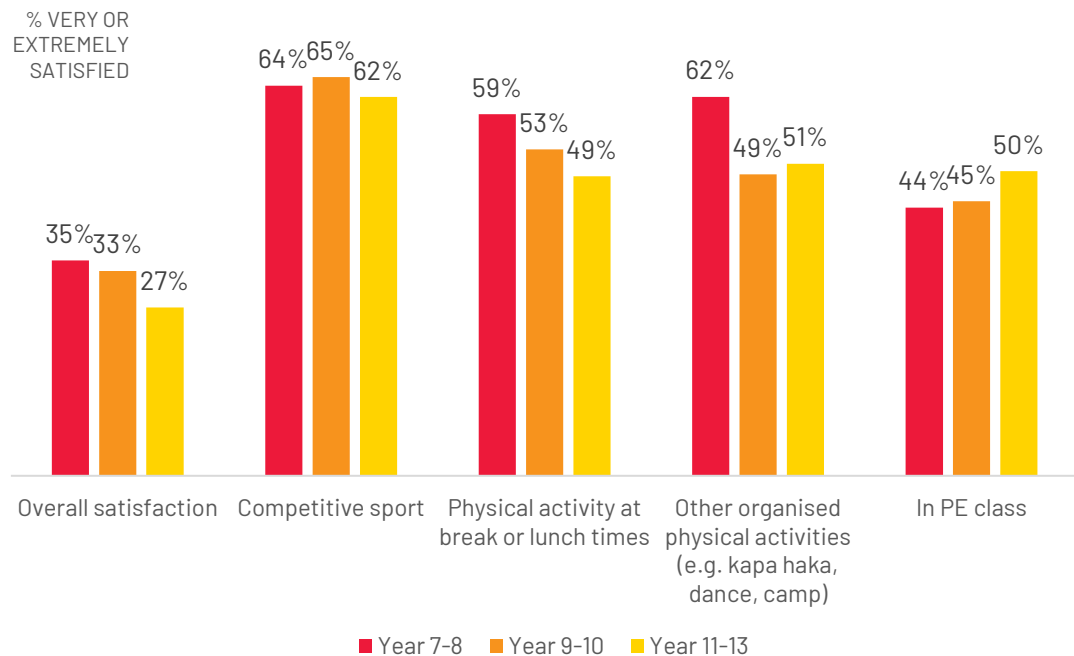
While female rangatahi are less satisfied than males in each of these types of physical activity, there is no clear pattern in terms of whether female students in co-ed or single-sex schools are more satisfied.

Female students in co-ed schools are less satisfied with 'PE class' than females in single-sex schools (40% vs. 44%). Females in each school type are notably less satisfied than males in both co-ed and single-sex schools (52% and 54% respectively).

Rangatahi in single-sex boys' schools have the most positive experience in each of these physical activity categories.

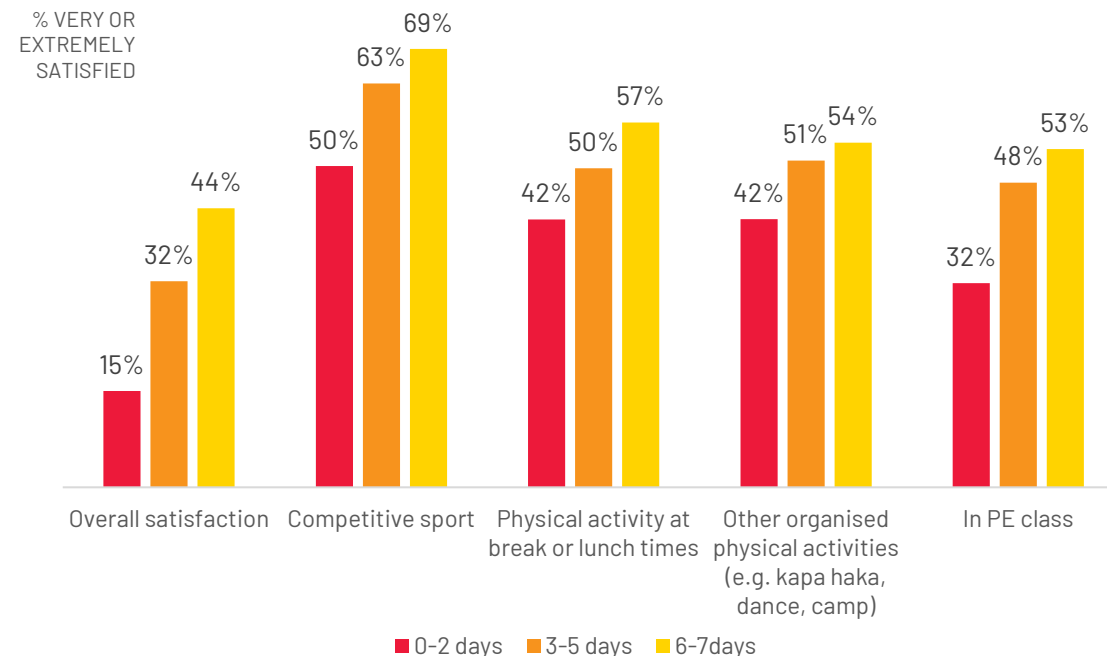
In most cases, satisfaction decreases as rangatahi progress through school, but is much higher for more active students

Year group



For most types of physical activity, satisfaction declines as students progress through secondary school. However, satisfaction with 'PE class' is higher for rangatahi in years 11-13, which is likely to be influenced by the fact PE is optional for rangatahi in those year groups.

Physical activity level



Satisfaction increases as activity level increases. Students that are less active (active for 60 mins a day on 0-2 days in the last week) are notably less satisfied with all aspects of physical activity at school.

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

Those who are very or extremely satisfied with their overall experience of physical activity at school refer to having fun, the health and social benefits of physical activity at school and being happy with the range of opportunities available.

"Cause fitness is good and healthy for you and you will get fitter and faster."

Fit and healthy

"because its fun getting fit and staying healthy because its good for us young kids and so we need to do more p.e classes."

"There's lots of equipment and people ready to help with your sport, and it's both challenging and fun."

"Support from others and fun with friends and others."

Good opportunities, supportive

"I feel Extremely Satisfied as I fully participate in every sport I play. I always give it my best shot and encourage others even when we are losing. Communication and support is key."

"I feel very satisfied because I like playing physical activities with my friends because they're so fun to play with and we all get competitive."

"I am very satisfied with the way the school promotes sports and they offer a fairly wide variety of sports."

Fun

"I am very satisfied the reason being i am having lots of fun and its hard to put how much fun I have into words the best thing I can say its very life-changing."

"There's lots of things to get involved in and it's well organised and lots of times to play sports against other schools."

A good amount

"I participate in pe, competitive sports and lunch time breaks so I feel like I have done a good amount of physical activity, enough to keep me satisfied."

Range of activities

"I feel the school offers a wide range of different sports and supports all sports."

Why rangatahi are dissatisfied with the physical activity 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'), or boring. There is also a sense for some that physical activities are not frequent enough at school, supported by the fact 63% of rangatahi want to do more physical activity at school.

Boring

"It's embarrassing and boring."

"The school teams have a lot of problems which never gets resolved. Because of this people don't want to play, don't feel welcomed, feel unmotivated and not supported."

"The sport I was doing was not supported by the school, despite me competing in schools competitions."

"P.E is optional, you don't need to do it. Year 9s and 10s don't need to do it. It was such a boring class. Moving around is boring."

"The opportunities given for sports is too limiting. Not enough facilities and a very narrow range of sports."

Range of activities

Not supportive

"Not much funding is available, we need more support to do them."

"Because sometimes whenever I join a sport its mainly by myself, My friends also are too busy to join which would make me have to play with strangers, which makes me feel like i'm not fitting in because I'm too introverted."

"I'd like to do more but it's not offered here or the school teachers can't be bothered to help you do it."

Not enough/too much

"We don't really do much at school - we could definitely implement more programmes into school or make PE compulsory up to a higher level."

"There is just not enough people doing it."

"They do not provide a wide enough range of sports. PE is not done often enough. It feels uncomfortable to try out new sports."

Why rangatahi are dissatisfied with the PE they do at school?

Rangatahi who are dissatisfied with PE class have provided a number of comments mentioning the negative impact teachers have on their enjoyment. Other rangatahi mention the sports and activities in PE can be boring. Some female rangatahi mentioned not enjoying PE due to the boys in their class and others mentioning not wanting to be seen while being physically active.

"PE is very boring and is more suited to people who are very active than people who don't really like sport. It is also very centred on the main sports (Rugby, Football, Cricket Hockey) instead of other sports."

Boring

"Because our teachers make us do unnecessary things."

"Because the teacher speaks too much and also the games are not so interesting and the pairs in the p.e class seems to held time up so you don't really have enough to get fitness in."

Teacher

"The boys always insult the girls saying we can't catch, we can't throw, we can't do anything and that we are completely useless. They always outright complain when they have a mostly girl team in games. Also the games. They all are trash."

"PE is so competitive and boring. All we do is the same games and it's boring for those who aren't as enthusiastic about sports like netball."

"The teachers dont make it fun, dont join in, others dont help when i want to feel included, and everyone's very negative bringing the mood and motivation down."

"I dont like the boys in my class 'cause they dont pass to the girls they also get to competitive."

"PE at school is scary because I am bad at sports and everyone else is better than me, it feels embarrassing even trying."

Self-conscious

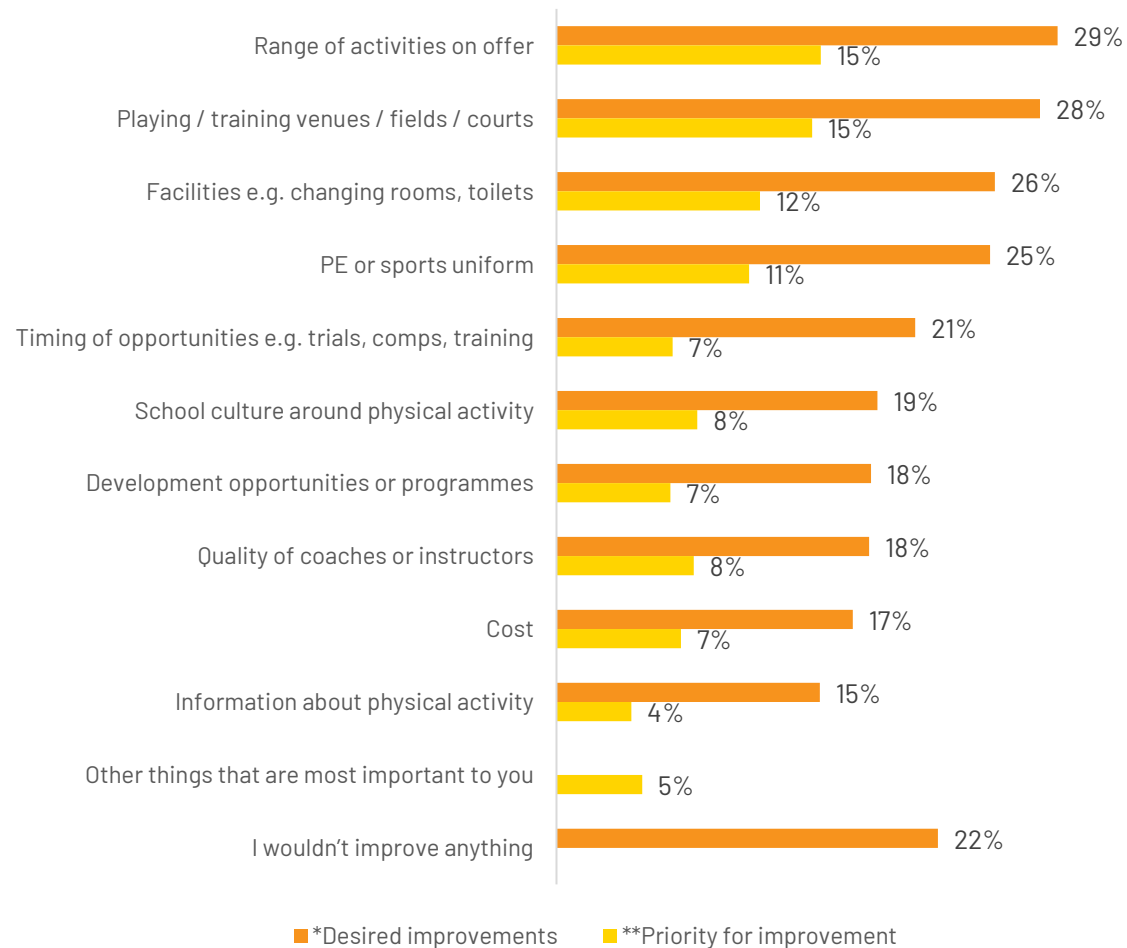
Equality

"I do not enjoy P.E and I am not an active person. I feel that it is embarrassing for me to be seen trying to be active."

"It's boring and I would rather do pe like running instead of one-sided games of football which are always the boys vs the girls."

"I don't feel that confident because if I make the slightest mistake the boys would get angry at me and they've also said nasty stuff to me before."

Range of activities on offer, playing/training venues, facilities and uniforms are the top four things rangatahi would like to see improved at school



Three in ten rangatahi (29%) would like to see improvement in the range of activities on offer; this is also the most common priority for improvement (at 15%). Female students are more likely than males to have selected this as an area they would like to see improved (33% females vs 26% males).

Playing/training venues is the second most common area rangatahi would like to improve (28% for desired improvements and 15% for priority for improvement). Male rangatahi are more likely to want to see improvements in this area than females (32% males vs 26% females).

In previous years, facilities was the clear number one priority for improvement, whereas this year sees it the third most common priority for improvement. In 2023, the way this question was asked changed, as well as two new options being added, which may have influenced the change.

A quarter of rangatahi would like to see improvements in uniforms (25%), while one in ten see it as the priority for improvement (11%). Female rangatahi are more likely to want to see improvements in this area than males (29% vs 23%).

Example comments for the top 3 priorities for improvement

The number one priority for improvement is the range of activities on offer. Rangatahi are looking to be able to try different sports outside the 'traditional' sports, active recreation options, and more options that are suitable for those not as confident or 'sporty'.



*Results exclude those who would not improve anything

Participation activities

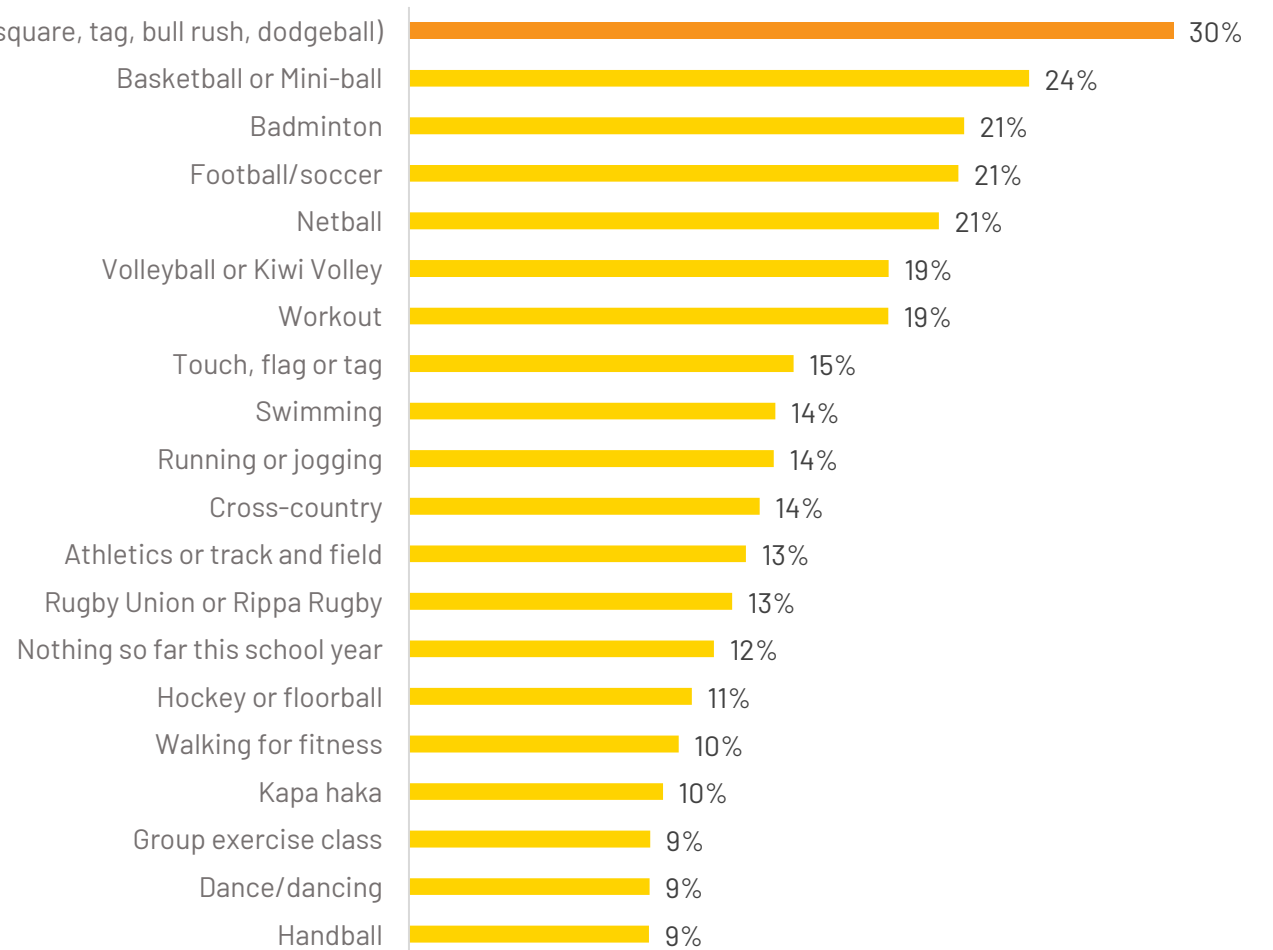
- 'Informal games' is the most popular physical activity in school, while workouts is the most common physical activity outside of school

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

At school, male students are more likely than females to take part in basketball (32% vs. 17%), football/soccer (28% vs. 15%) or rugby (18% vs. 7%). Female rangatahi are more likely to play netball (35% vs. 7%) or dance (17% vs. 3%).

Participation in many activities declines as rangatahi progress through school. The largest decline is for informal games (43% in year 7, 34% in year 9, and 22% in year 13). Conversely, there is an increase in those doing no physical activity at school as rangatahi get older (4% in year 7 to 20% in year 13).

Top 20 ways rangatahi were active at school in 2023



Workout is the top activity outside of school

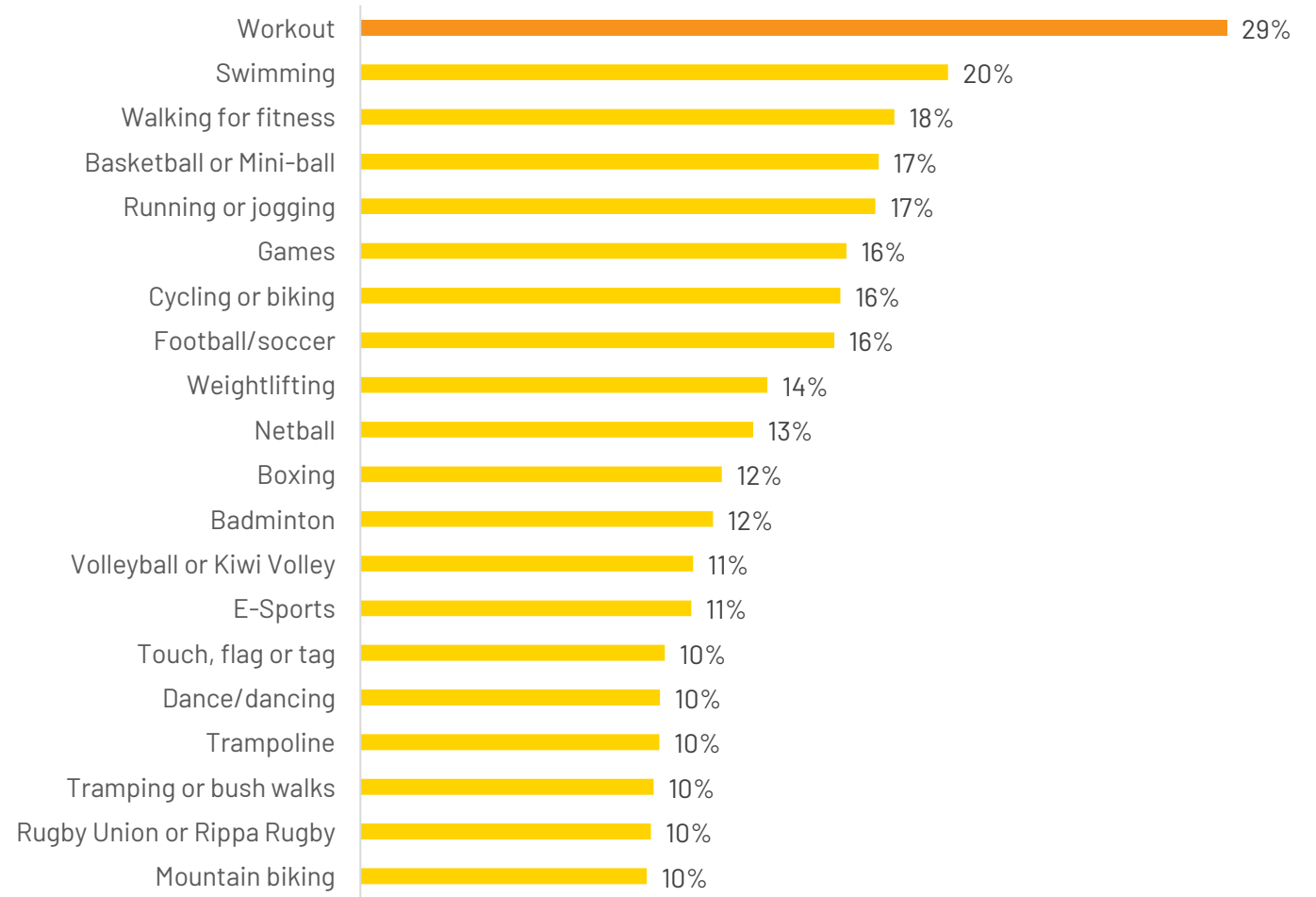
The proportion of rangatahi doing 'workouts' outside of school increases significantly as they progress through school (from 14% in year 7 to 41% in year 13).

For female rangatahi, most of the top activities outside of school are active recreation activities. For example, workout, walking for fitness, running/jogging, dance, games all feature in the top 10).

Female students are more likely than males to take part in netball (24% vs. 3%), dance (18% vs. 2%) or walking for fitness (24% vs. 12%).

Male rangatahi are more likely than females to participate in basketball (24% vs. 11%), football (22% vs. 11%), E-Sports (18% vs 4%) or weightlifting (19% vs. 8%).

Top 20 ways rangatahi were active outside of school in 2023



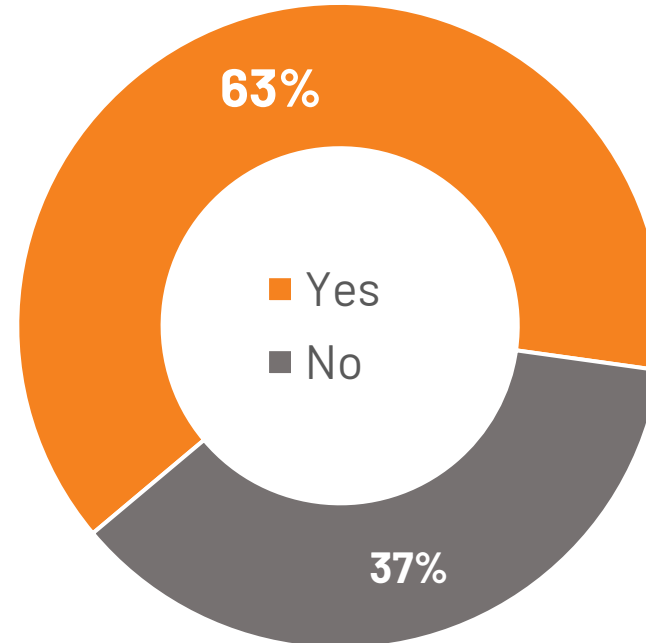
Barriers

- Most rangatahi want to be more physically active
- Male students are more likely to want to do more in school than females
- There are a number of perceived barriers to activity, especially feeling too busy
- Feeling too busy increases as rangatahi progress through school
- Females face more barriers than males

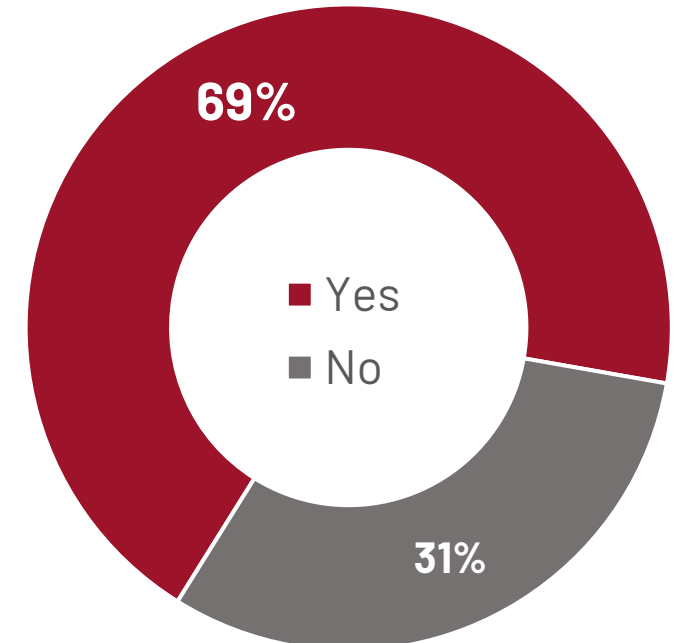
Just under two-thirds of rangatahi want to do more physical activity in school, while just over two-thirds want to do more outside of school

- Male students are more likely to want to do more in school than females (68% males vs. 60% females), although there is no difference between males and females for wanting to be more active outside of school
- Younger students are notably more likely to want to be more active in school than older students (71% of year 7 students want to be more active in school; this drops to 55% for rangatahi in year 13). 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

% who want to be more active in school



% who want to be more active outside of school

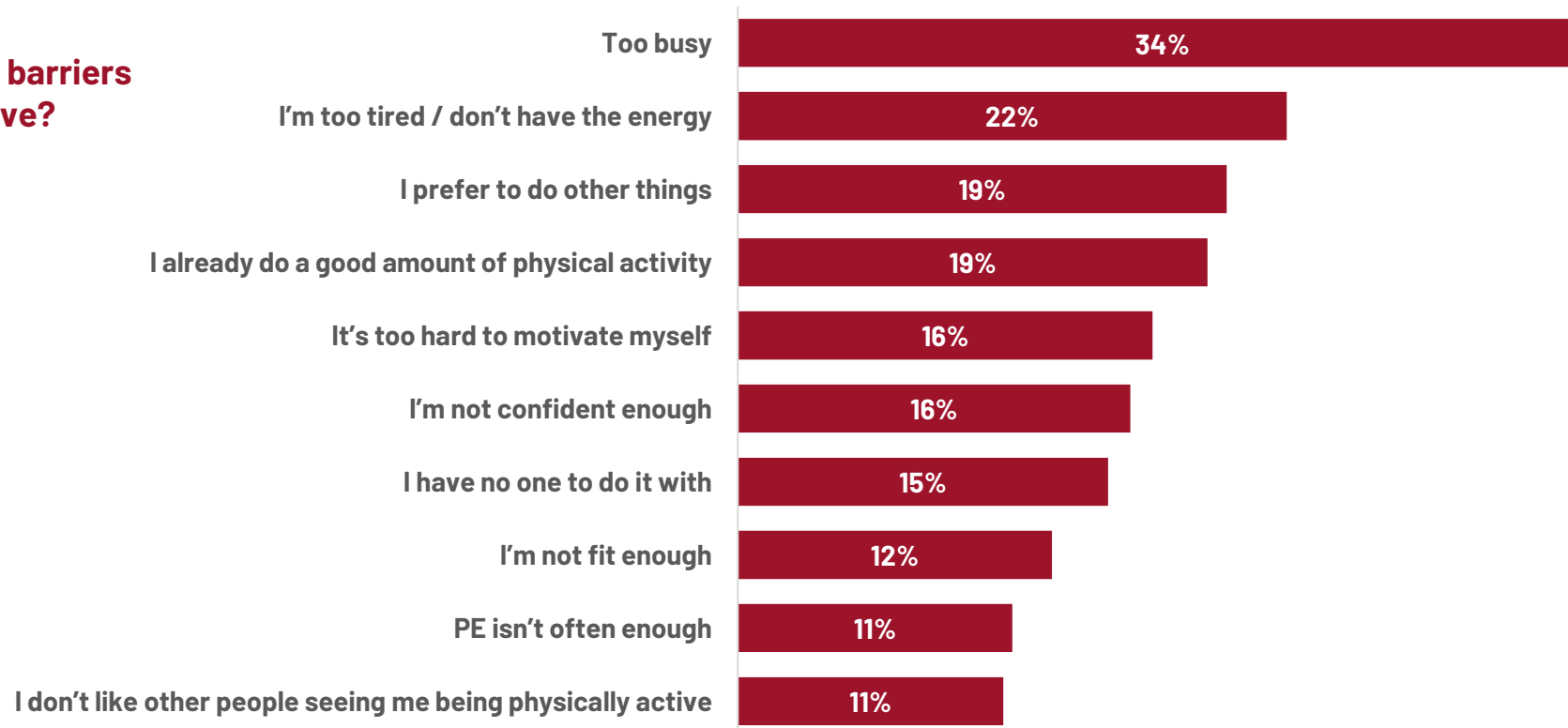


Being too busy remains the number one perceived barrier to physical activity

Being 'too tired', preferring to 'do other things', and a perception they 'already do enough physical activity' are other common barriers.

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 rangatahi progress.

What are the main barriers to being more active?

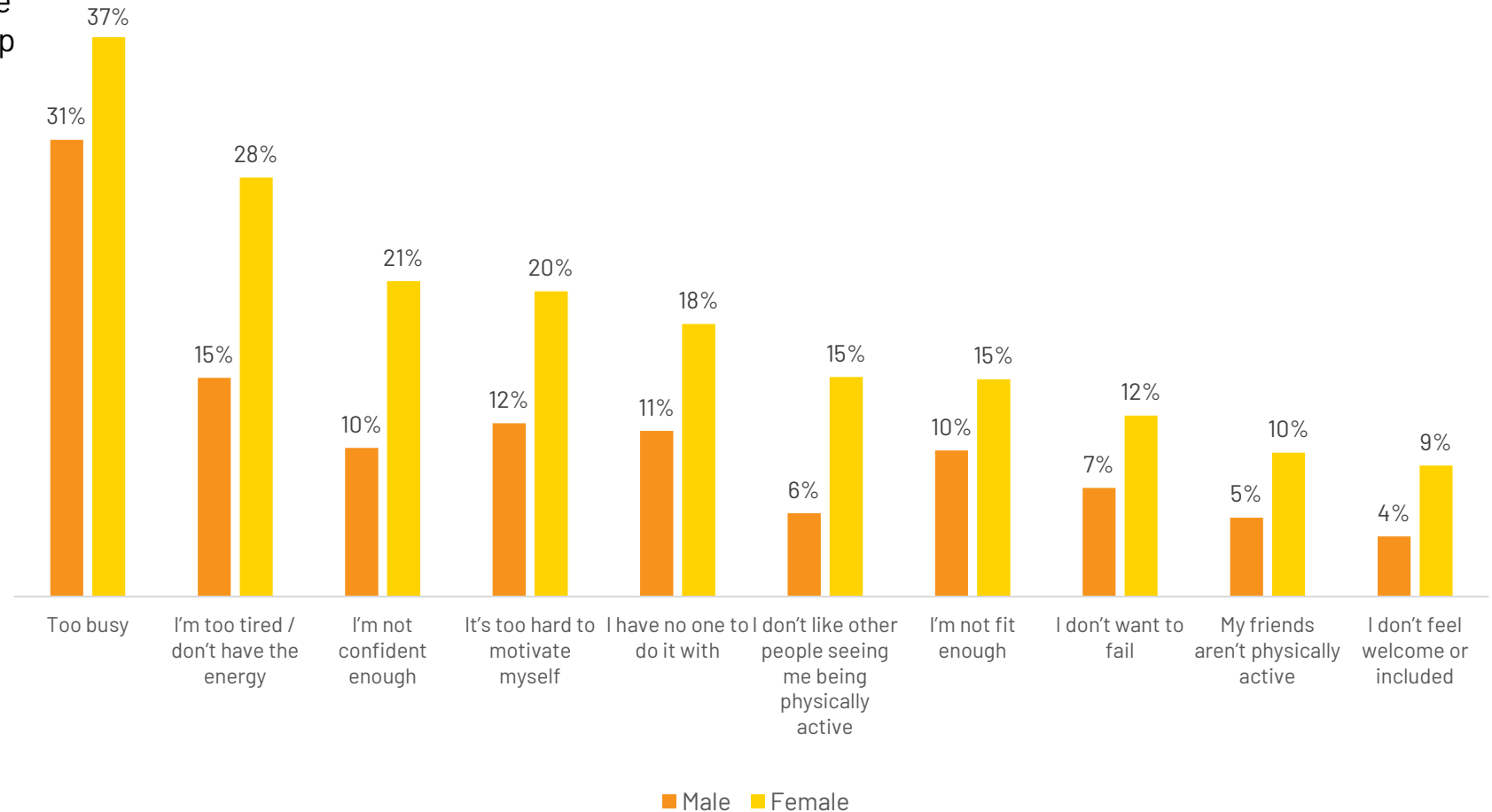


Female students face much greater perceived barriers

Female rangatahi select a larger number of barriers than males. Over one third of female rangatahi indicated they are too busy (the top ranked barrier for this group). They are also significantly more likely to identify other barriers, compared to both male rangatahi, including:

- Too tired, don't have the energy
- Not confident enough
- Not fit enough
- Too hard to motivate
- No one to do it with / my friends aren't physically active
- Don't like people seeing me being active
- Not fit enough
- Don't want to fail
- Don't feel welcome or included

Differences by gender (selected barriers)



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 an online 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 InMoment. Surveys are jointly branded Sport NZ and the RST or RSD.

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.

Responses have some demographic skews:

- Responses are slightly skewed towards some regions, particularly Auckland (23%), Waikato (18%), and Canterbury (16%).
- There is also a skew towards younger rangatahi, with 50% in years 9-10 (ages 13-15).

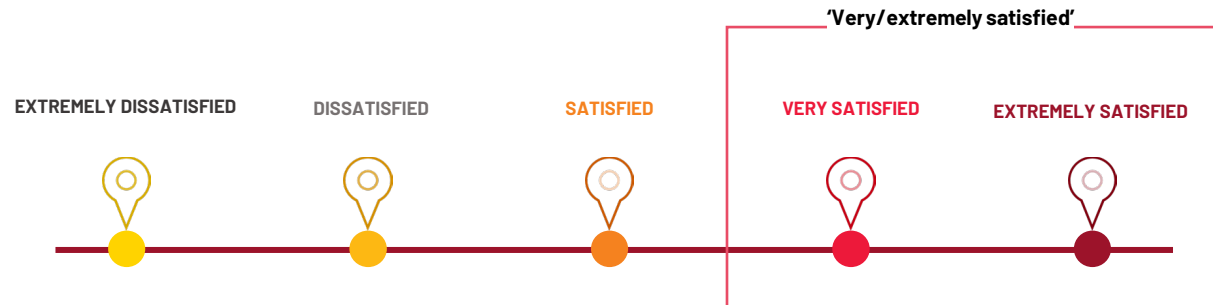
Notes to this report

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 'compared to'. In this report we compare different demographics (i.e. males vs. females) or to the overall average.

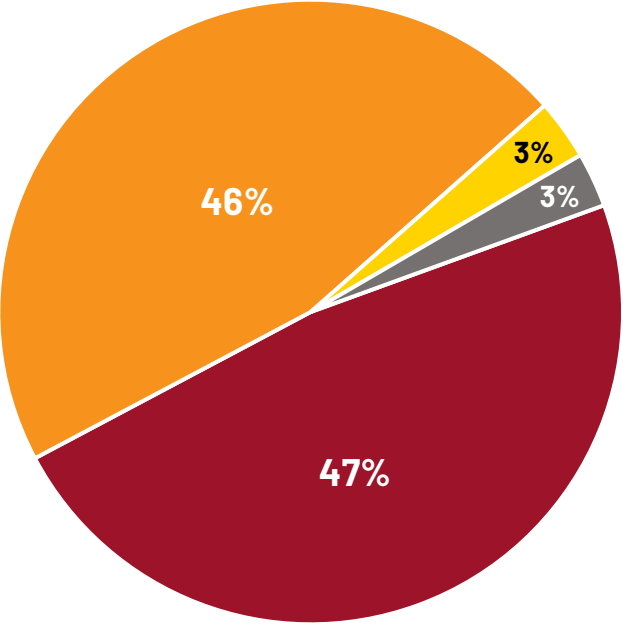
Weighting

No weighting was applied to these results. Please refer to the next pages in this section to understand who responded.

20,429 rangatahi, from 105 schools/kura responded to this survey

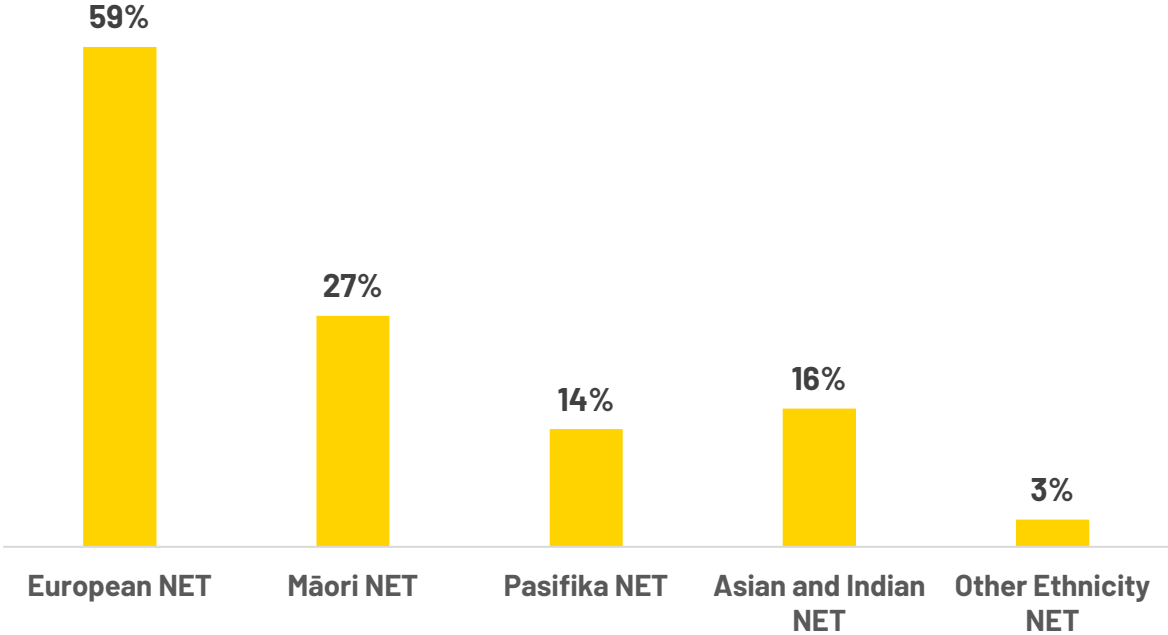
A similar proportion of females and males responded to the survey (46% female vs. 48% male). Roughly 6* in 10 identified as NZ European, 3 in 10 as Māori, 1 in 10 as Pasifika, and 1 in 10 as Asian. The profile of respondents is similar to previous years.

Gender



■ Male ■ Female ■ Another gender ■ Prefer not to say

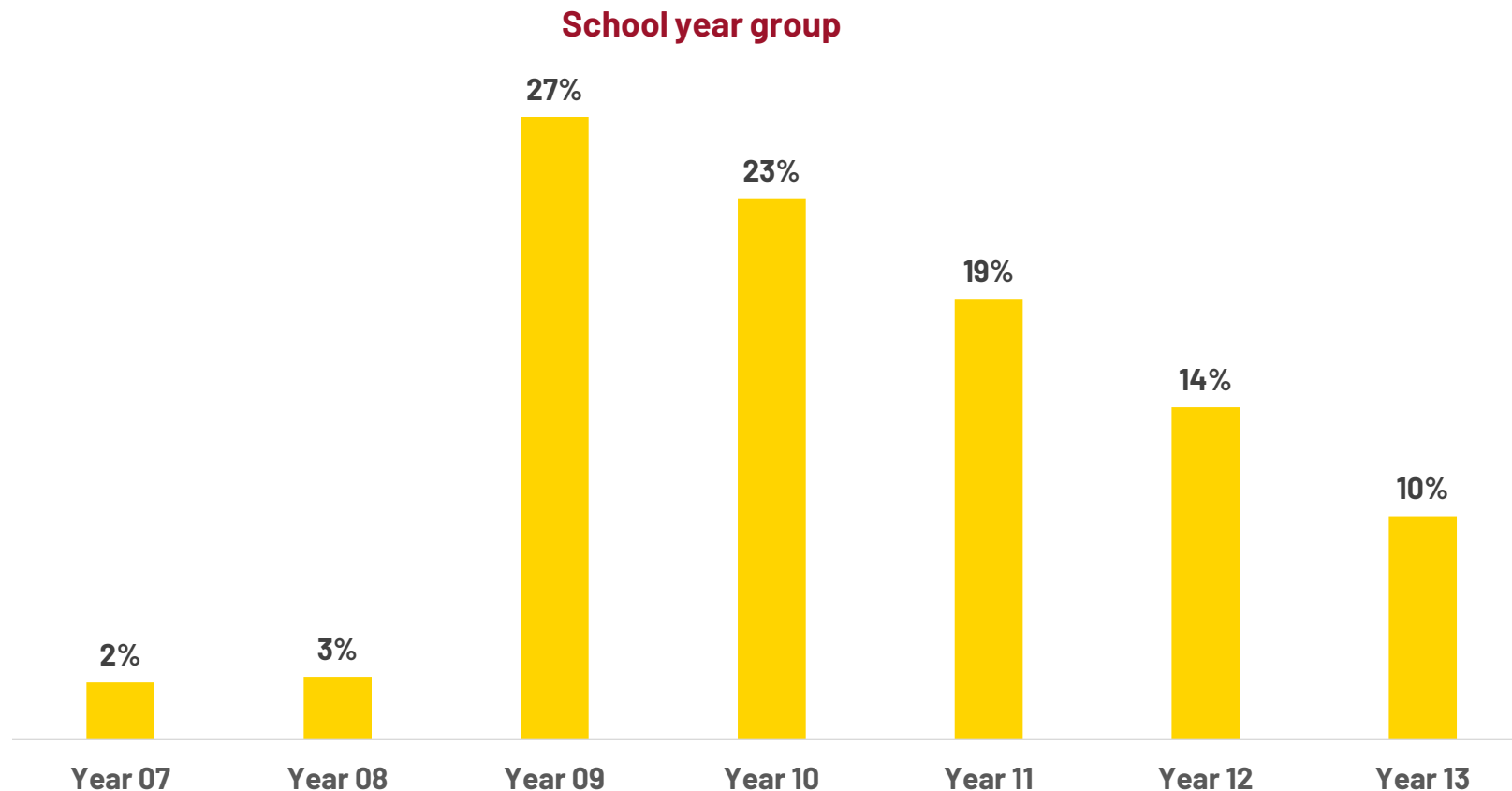
Ethnicity



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

There is 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.



Nearly six in ten responses (57%) come from schools in Auckland, Waikato and Canterbury

Region	Number of responses	% of total responses
Central/East/South East Auckland	4032	20%
Waikato	3699	18%
Canterbury	3257	16%
Taranaki	2971	15%
Wellington	2126	10%
Bay of Plenty	1158	6%
Hawkes Bay	755	4%
Northland	650	3%
Wairarapa	613	3%
Waitakere	304	1%
North Harbour	263	1%
Tasman	249	1%
Whanganui	159	1%
Counties Manukau	141	1%
Gisborne Tairāwhiti	59	0%



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