

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

# **ARE WE RETAINING OUR MAORI TALENT?**

## ***REPRESENTATIVE YOUTH NETBALLERS***

A thesis presented in partial fulfilment of the requirements for the degree of  
Master of Education

At Massey University, College of Education, Hokowhitu, Palmerston North,  
New Zealand

**Yvette McCausland-Durie**

2007

## ABSTRACT

A case study research method was employed to address the question of retention for Māori youth netballers. Despite the fact that young Māori are well populated in the junior age groups of representative netball, a decline at the senior representative levels is apparent. This decline was particularly evident during the period of adolescence contributing to the research focus. Exploring the retention factors relative to this group required consideration of these three interrelated domains: education, gifted and talented education, and sport.

Previous studies related to Māori Education, Māori in Sport, and Gifted Females led to this research. The findings highlighted three key themes: intrapersonal, interpersonal and structural factors. These factors are underpinned by cultural elements which when amalgamated become critical contributors to retention.

As such, this research revealed that there is no single factor that will predictably lead to the fulfillment of retention issues for Māori female youth however several conclusions have been drawn. Firstly that the challenge of balancing multiple, and often, conflicting roles as students, athletes, females and Māori is reflective of racial and gender stereotypes in society. Secondly, that our policies in education and sport need to reflect that 'being Maori' is understood in a broader context encompassing both Māori and non-Māori. In practice, operations which reflect Kaupapa Māori principles will further enhance the participants self efficacy which will lead to improved experiences.

Enhancing participants' quality of experiences in education and sport requires a recognition that access as a predecessor to retention greatly impacts on the institution or organizations ability to maintain Māori youth interest levels.

## ACKNOWLEDGEMENTS

*“If you continuously face challenges, one of two things can happen: you either collapse under the strain, lose confidence in your ability and walk away defeated – perhaps to fight again later or to just drift into a life of non-challenge. Or you win a few impossibles and then are encouraged to have a go at the next impossible. So that before long, you find the impossibles have become possible” – Sara Henderson*

I would like to take this opportunity to thank the supervisors of this research for their professionalism, encouragement, and commitment. With the unfailing support and professionalism of Hine Waitere-Ang and Dr Farah Palmer, accepting this challenge of seeming impossibility was made enjoyable. I have appreciated their ability to positively role model for all Māori a belief in self, the challenges of multi tasking, and a commitment to making a difference for others. This quote reflects my impressions of the research process as guided by these women who always believed in the possible which encouraged me to do the same.

To the research participants and the netball organization, thank you for your openness, honesty and ability to share for the betterment of improving our knowledge. Your reflections as participants give us direction and guidance in planning the future. I wish you well in your endeavors as Māori, female athletes and students. Continue to face and relish the challenges!

To ‘Mum’ for transcription and editing support my sincere thanks. To Massey University for research funding, the assistance was greatly appreciated.

To those scholars who have contributed through research to improving our understanding of Māori in a range of contexts, your wisdom and dedication is encouraging and inspiring. I have learnt a great deal about our history, our hopes, and our aspirations as a people.

Final thanks, you are always close at hand but often taken for granted: Nathan, Te Ahikaiata and Atareta who consistently support and allow me to accept the multitude of opportunities I embark on, I thank you sincerely for your patience, care and belief. These thanks are extended to wider whanau who have shared the caring of us all. You have all made the seemingly impossible, possible.

## LIST OF TABLES

<b>Table 1</b>	Number of Maori players in Centre Representative Teams	78
<b>Table 2a</b>	Māori Representative Player transitions (percentages)	79
<b>Table 2b</b>	Māori Representative Player transitions (actual numbers)	80
<b>Table 3</b>	Respondents to the Questionnaire	83
<b>Table 4</b>	Interview Respondents Data	84
<b>Table 5</b>	Maori Player Achievements	86

## LIST OF FIGURES

<b>Figure One</b>	Gagnes' Differentiated Talent & Giftedness Model (1985, 1992)	41
<b>Figure Two</b>	Renzulli & Reis (1991) Three ring/ cluster model	42
<b>Figure Three</b>	Ellis et al (2003) A conceptualisation of Athletic Talent Adapted from Renzulli's Three Ring Concept of Giftedness	44
<b>Figure Four</b>	Retention themes for Māori Girls in netball	89
<b>Figure Five</b>	The Cultural Field of play: realization of talent and retention for Maori girls' in representative netball	93
<b>Figure Six</b>	Intrapersonal Catalysts in Retention	97
<b>Figure Seven</b>	Interpersonal Catalysts in Retention	99
<b>Figure Eight</b>	Structural Catalysts in Retention	103

## GLOSSARY OF MĀORI TERMS

<b>Aotearoa</b>	the land of the long white cloud (New Zealand)
<b>Haka</b>	a traditional Māori dance
<b>Hapu</b>	sub tribe
<b>Hinengaro</b>	the seat of thoughts and emotions
<b>Iwi</b>	tribe
<b>Kai</b>	food
<b>Kaiako</b>	teacher
<b>Kanohi-ki-te-kanohi</b>	face to face, meeting someone in person
<b>Kaupapa Māori</b>	Māori purpose or agenda; Māori focused activities
<b>Kura</b>	school
<b>Kura Kaupapa</b>	schools where Māori language and values are practiced
<b>Māori</b>	indigenous people of Aotearoa New Zealand
<b>Mana</b>	influence, power, prestige, status, charisma
<b>Pākeha</b>	New Zealander of Caucasian descent/ Anglo-Saxon descent
<b>Powhiri</b>	a traditional Māori welcome
<b>Rangatiratanga</b>	authority
<b>Taha Māori</b>	a Māori component; Māori dimension
<b>Taha Wairua</b>	Spiritual dimension
<b>Taonga</b>	property, anything highly prized
<b>Taonga Tuku Iho</b>	cultural aspirations principle
<b>Te Ao Māori</b>	the Māori world
<b>Te Ao Pākcha</b>	the Pākeha world
<b>Te Ao Hurihuri</b>	a changing world
<b>Te Kohanga Reo</b>	Māori medium early childhood centre; Māori language nest
<b>Te Reo Māori</b>	the Māori language
<b>Tinana</b>	the body
<b>Tino Rangatiratanga</b>	the principle of relative authority
<b>Whakawhānaungatanga</b>	establishing relationships – kinship and spiritual ties
<b>Whānau</b>	family – immediate and/or extended
<b>Whānaungatanga</b>	relationships

## TABLE OF CONTENTS

	ABSTRACT	i
	ACKNOWLEDGMENTS	ii
	LIST OF TABLES	iii
	LIST OF FIGURES	iv
	GLOSSARY OF MĀORI TERMS	v
	TABLE OF CONTENTS	vi
Chapter One	INTRODUCTION	
	The Netball Court	1
	LITERATURE REVIEW	
Chapter Two	Retention: The Hoop	8
	2.1 Defining Retention	9
	2.2 Retention Issues in Māori Education	10
	2.3 Retention Formula	12
	2.4 Retention and the Gifted and Talented Female	17
	2.5 Retention, Sport and Māori	19
	Chapter Summary	20
Chapter Three	The Goal Post and Net	21
	Education: Strand One of the Net	24
	3.1 Retention through Educational Paradigms and Policies	24
	<i>Assimilation</i>	26
	<i>Integration, Deficit, and Cultural Deprivation</i>	29
	<i>Ethnic Additive and Cultural Difference</i>	31
	3.2 Physical Education and Sport	32
	Chapter Summary	34

	<b>Giftedness and Talent: Strand Two of the Net</b>	<b>36</b>
3.3	Defining Giftedness and Talent	37
3.4	Māori as Gifted and Talented	38
3.5	Athletes as Gifted and Talented	39
3.6	Gifted and Talented Models	40
3.7	Talent Identification	45
3.8	The Gifted Adolescent Female	46
3.9	Self Concept and Self Efficacy	48
	Chapter Summary	49
	<b>Sport: Strand Three of the Net</b>	<b>51</b>
3.10	Theoretical Sport Perspectives	52
3.11	Sport and Māori	54
	<i>Race Logic</i>	54
	<i>Racial Stacking</i>	56
	<i>Māori Women in Sport</i>	57
3.12	Māori Women's Netball	58
	Chapter Summary	60
<b>Chapter Four</b>	<b>METHODOLOGY</b>	
	<b>Rules of the Game</b>	<b>62</b>
4.1	Research Objectives	62
4.2	Philosophical Approach	63
4.3	Case Study	65
4.4	Document Analysis	67
4.5	Participants	67
4.6	Ethical Considerations	68
4.7	Questionnaires	69

	4.8	Semi structured Interviews	70
	4.9	Reliability and Validity	73
	4.10	Data Analysis	73
		Chapter Summary	74
<b>Chapter Five</b>		<b>RESULTS AND DISCUSSIONS</b>	
		<b>The Netball</b>	75
	5.1	Part A: Document Analysis	76
	5.2	Part B: Overview, Quantitative Analysis	82
		<i>Retention Themes</i>	87
		<i>Culture: Maori Girls' identities</i>	88
		<i>The Maori Girls/Young women</i>	89
		<i>Connecting the Models</i>	89
		<i>Unpacking the Themes</i>	91
	5.3	Intrapersonal Issues in Retention	96
	5.4	Interpersonal Issues in Retention	99
	5.5	Structural Issues in Retention	103
<b>Chapter Six</b>		<b>CONCLUSIONS</b>	
		<b>The Goal</b>	105
		<b>BIBLIOGRAPHY</b>	112
		<b>APPENDICES</b>	
<b>Appendix One</b>		Research Information sheet and Consent	128
<b>Appendix Two</b>		Netball Organisation Overview	135
<b>Appendix Three</b>		High Performance Sport in Aotearoa New Zealand	138