



The implications of grassroots soccer development and management for socio-economic development within the eThekweni Municipal area: KwaZulu-Natal.

Submitted in fulfilment of the requirements of the degree of Doctor of Philosophy in Management Sciences at the Durban University of Technology.

TAURAYI SIHAMBA

OCTOBER 2021

SUPERVISOR: Dr K.M PARKER

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ABSTRACT

This study aimed to determine the implications of grassroots soccer development for socio-economic development within the eThekweni Municipal Area in the KwaZulu-Natal Province. The study employed a mixed research approach. Quantitative data was collected from 218 players at 11 grassroots soccer academies, using a survey questionnaire. While qualitative data was collected from four government officials and 11 representatives (management and coaches) from the grassroots soccer academies, using semi-structured interviews. The study found that grassroots soccer development influences youth developmental aspects of emotional development and social behaviour. The study further found that in line with both local and international studies, while the initial intent of grassroots soccer development programmes is to benefit the players involved, the benefits extend beyond individual development to benefit the society at large. For example, reduced crime as a result of sport contributes to safer communities. Study participants believed that policy implementation by the Department of Sport and Recreation is ineffective as far as grassroots soccer development is concerned. Lack of policy effectiveness is due to the absence of proper policy implementation caused by the confusion amongst key stakeholders in terms of their roles and functions as well as lack of budgetary support in line with the existing policies. Political influence was also highlighted as a serious problem from an administrative point of view. Pertaining to the extent to which grassroots soccer contribute towards the development of elite football, the study found that grassroots soccer development academies have the potential to play an important role in moulding young players to be successful professional soccer players. However, lack of funding poses a challenge that hampers policy implementation across all key stakeholders. The problem is more pronounced at the club level as they are the final implementers of such programmes. The study also found that sports participation was limited due to the lack of critical resources such as the soccer regalia and the finances required, especially when teams have to compete at tournaments

DECLARATION

I, Taurayi Sihamba, Student Number 21357017, hereby declare that this dissertation is my original work. All ideas and words that I have borrowed from other sources have been correctly and completely referenced. The responsibility to adhere to the ethics of originality and proper referencing, as advised by my supervisor, remains mine and mine alone.

Name : Taurayi Sihamba

Signature :

Date 08/10/2021.

DEDICATIONS

I dedicate this dissertation to my family and friends

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I wish to express my sincere appreciation to the following:

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TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION.....	iii
SUPERVISOR’S STATEMENT	Error! Bookmark not defined.
DEDICATIONS	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	xiii
LIST OF TABLES.....	xiv
LIST OF ACRONYMS	xv
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND.....	1
1.1. Introduction.....	1
1.2. Background to the study	3
1.3. Rationale for the study.....	5
1.4. Objectives of the study	6
1.5. Research questions	7
1.6. Contribution of the study	7
1.7. Significance of the study	9
1.8. Organisation of the chapters.....	10
1.9. Chapter summary	12
CHAPTER TWO	14
CONTEXTUAL ENVIRONMENT FOR SPORT AND RECREATION IN SOUTH AFRICA	14
2.1. Introduction.....	14
2.2. The sport system in South Africa	15
2.2.1. Sports Policy in South Africa	15

2.2.2.	South African Policy on Grassroots Sport	20
2.2.3.	Key Stakeholders in Sport in South Africa	21
2.2.4.	Funding Trends for Sport in South Africa	25
2.2.5.	Elite Sport System in South Africa	27
2.2.6.	Sport Academy system in South Africa	27
2.2.7.	Mass participation in South Africa	29
2.2.8.	Grassroots Sport in South Africa	31
2.2.9.	Challenges in implementing Sport policy in South Africa	32
2.3.	The sport system in KwaZulu-Natal	33
2.3.1.	Provincial policies for mass participation in KwaZulu-Natal	34
2.3.2.	Funding trends in KwaZulu-Natal	34
2.3.3.	Club development in KwaZulu-Natal	36
2.3.4.	Key challenges in Sport in KwaZulu-Natal	37
2.4.	Socio-economic issues in KwaZulu-Natal	38
2.5.	Potential benefits of sport and recreation	40
2.5.1.	Social benefits of sport and recreation	40
2.5.2.	Economic benefits of sport and recreation	40
2.5.3.	Physical and mental benefits of sport and recreation	41
2.6.	Soccer and grassroots soccer development	42
2.6.1.	Soccer Development	42
2.6.2.	Grassroots soccer in South Africa	44
2.6.3.	The Importance of Grassroots Soccer for Individual Development	46
2.6.3.1.	Life skills development	46
2.6.3.2.	HIV/AIDS Education	50
2.6.3.3.	Physiological health	52
2.6.3.4.	Psychological well-being	53
2.7.	Socio-economic impact of grassroots soccer	54

2.7.1.	Socio-economic impact in Southern African developing countries	55
2.7.1.1.	School Sport Mass Participation Programme	56
2.7.1.2.	Youth Development through Football (YDF).....	57
2.7.1.3.	Active Community Clubs' Initiative	57
2.7.2.	Socio-economic impact in developed countries	60
2.8.	Chapter summary	63
CHAPTER THREE		65
THEORETICAL FRAMEWORK FOR THE STUDY		65
3.1.	Introduction.....	65
3.2.	Alternative approaches to sport development	65
3.2.1.	Development of Sport Approach.....	66
3.2.1.1.	Pyramid model of sports development	66
3.2.2.	Development Through Sport Approach.....	71
3.2.2.1.	Sport+ Model and +Sport Model	72
3.2.2.2.	Sport and the Millennium Development Goals MDGs	73
3.2.2.3.	Social Cognitive Theory	77
3.2.2.4.	The Socio-Ecological Model.....	77
3.3.	Sport development process model.....	80
3.4.	Proposed conceptual framework for the study	81
3.5.	Chapter summary	83
CHAPTER FOUR		85
RESEARCH METHODOLOGY.....		85
4.1.	Introduction.....	85
4.2.	Epistemology	85
4.3.	Research paradigm	86
4.3.1.	Positivist paradigm	87
4.3.2.	Interpretivist paradigm	87

4.3.3.	Pragmatism	88
4.3.4.	Approach chosen in this study	89
4.4.	Research methodology	90
4.4.1.	Research design	91
4.4.2.	Research approach	92
4.5.	Research methods.....	94
4.5.1.	Population and sampling	94
4.5.2.	Data Collection	97
4.5.3.	Research instruments.....	97
4.5.4.	Data analysis and procedures	99
4.6.	Validity and reliability	102
4.7.	Trustworthiness	103
4.8.	Ethical Considerations	105
4.9.	Chapter summary	107
CHAPTER FIVE	108
PRESENTATION AND INTERPRETATION OF RESULTS FROM SURVEY DATA	108
5.1.	Introduction.....	108
5.2.	SAMPLING FRAMEWORK FOR THE PLAYER QUESTIONNAIRE	108
5.3.	DEMOGRAPHIC INFORMATION.....	109
5.3.1.	Age of soccer players	110
5.3.2.	Ethnic group	110
5.3.3.	Gender	111
5.3.4.	Area residing in Durban/ the eThekweni Municipality.....	112
5.3.5.	The home environment.....	113
5.3.6.	Affiliated academy	114
5.3.7.	Years in the academy.....	115

5.4.	Reliability and validity of the player questionnaire	116
5.5.	Item response analysis from the player questionnaire	118
5.5.1.	Responses on attributes related to home or school	119
5.5.2.	Responses on developmental attributes related to the academies	120
5.5.3.	Responses on resources provided by the academies	121
5.5.4.	Responses on attributes related to the academies	121
5.5.5.	Comparison between attributes related to home/school and the academy 122	
5.6.	Statistical analysis	124
5.6.1.	Normality tests.....	124
5.6.2.	Cross tabulations.....	125
5.6.3.	Factor analysis	126
5.6.4.	Correlation results	130
5.6.5.	Regression results.....	133
5.7.	Chapter summary	135
CHAPTER SIX.....		138
PRESENTATION AND INTERPRETATION OF RESULTS FROM INTERVIEWS		138
6.1.	Introduction.....	138
6.2.	Section A: Qualitative analysis of data from interviews	139
6.2.1.	Demographic information of the key informants.....	139
6.2.2.	Policy development and implementation of grassroots soccer	140
6.2.3.	Linkages with other stakeholders.....	141
6.2.4.	Strategies to promote the participation of the youth, rural communities and the women in grassroots soccer	143
6.2.5.	The impact of grassroots soccer on promoting life skills and addressing social challenges	143
6.2.6.	Challenges faced in the implementation and administration of sports development policy.....	145

6.2.7.	Ways to address the challenges faced by the grassroots soccer clubs	148
6.3.	Section B: Qualitative analysis of semi-structured interviews with club management and coaches.....	149
6.3.1.	Demographic information of the club management and coaches.....	150
6.3.2.	Programme activities for grassroots soccer development.....	151
6.3.3.	The importance of grassroots soccer for socio-economic development	152
6.3.4.	The role of government in providing resources	155
6.3.5.	Community support for grassroots soccer development	156
6.3.6.	The main challenges	157
6.4.	Chapter summary	158
CHAPTER SEVEN		159
DISCUSSION OF FINDINGS FROM THE STUDY, CONCLUSIONS AND RECOMMENDATIONS		159
7.1.	Introduction.....	159
7.2.	Overview of the study	159
7.2.1.	Purpose of the study.....	159
7.2.2.	Research objectives	160
7.2.3.	Research design and methodology	160
7.3.	Main findings from the empirical investigation.....	161
7.3.1.	The role of grassroots soccer development for individual human development.....	161
7.3.2.	The socio-economic impact of grassroots soccer development on the community.....	163
7.3.3.	The role played by different stakeholders towards soccer development and policy implementation	164
7.3.4.	The extent at which grassroots soccer contribute towards the development of elite football	166

7.3.5.	The challenges associated with grassroots soccer development in the eThekweni Municipal Area.....	166
7.4.	Conclusions	167
7.5.	Recommendations	168
7.5.1.	Recommendation for grassroots soccer academies	168
7.5.2.	Recommendation for the stakeholders in grassroots soccer development 169	
7.6.	Delimitations of the research	172
7.7.	Implications for future research.....	172
REFERENCES		174
APPENDIX A: STATISTICAL ANALYSIS TABLES.....		195
APPENDIX B: COVER LETTER		197
APPENDIX C: KEY INFORMANTS INTERVIEW SCHEDULE		198
APPENDIX D: ETHEKWINI MUNICIPALITY INTERVIEW SCHEDULE		200
APPENDIX E SOCCER PLAYERS QUESTIONNAIRE		202
APPENDIX F: COACH INTERVIEW GUIDE		204
APPENDIX G: ETHICAL CLEARANCE LETTER		209
APPENDIX H: SIMILARITY INDEX REPORT		210

LIST OF FIGURES

Figure 1: Evolution of the various legislative frameworks and interventions	16
Figure 2: Progression of athletes within the Academy system.....	29
Figure 3: A model of coaching life skills through sport.....	49
Figure 4: The Pyramid Model of Sports Development	67
Figure 5: The Sport Development Continuum	68
Figure 6: Health through Sport conceptual model	79
Figure 7: Proposed Conceptual Framework for the study	83
Figure 8: Age of soccer players.....	110
Figure 9: Ethnic group of soccer players	111
Figure 10: Gender of participants.....	112
Figure 11: Participants' guardianship	114
Figure 12: Club Affiliations of soccer players.....	115
Figure 13: Time spent at the club.....	116

LIST OF TABLES

Table 1: Significance of the study to the key stakeholders in the sport system	9
Table 2: Key stakeholders in the sport system in South Africa	22
Table 3: Summary of Key Programmes in Southern African Developing Countries.	58
Table 4: The role of sport in addressing MDGs	73
Table 5: Sampling framework for the study	96
Table 6: Sampling framework for the player questionnaire.....	109
Table 7: Residential location of participants	113
Table 8: Interpretation of Cronbach's alpha results	117
Table 9: Reliability Statistics	117
Table 10: Inter-Item Correlation Matrix.....	118
Table 11: Item-Total Statistics.....	118
Table 12: Attributes related to home or school	120
Table 13: Developmental attributes related to the academies	121
Table 14: Supportive measures by the academies.....	121
Table 15: Social attributes related to the academies	122
Table 16: Comparison between attributes related to home/school and the academy	123
Table 17: Tests of Normality	125
Table 18: KMO and Bartlett's Test	127
Table 19: Rotated Component Matrix	128
Table 20: Correlation results	132
Table 21: Regression results	133
Table 22: Description of the Key Informants	139
Table 23: Demographic information of the club management and coaches	150
Table 24: Chi-Square Tests	195
Table 25: Total Variance Explained	196

LIST OF ACRONYMS

Acronym	Abbreviation
ACC	Active Community Club
AUSAID	Australian Agency for International Development
CFH	Coaching for Hope
DAS	District Academies of Sport
EADP	Elite Athlete Development Programme
FFF	French Football Federation
FfL	Football for Lives
FPV	Futbol Para la Vida
GRS	Grassroots Soccer
GTZ	Gesellschaft für Technische Zusammenarbeit
HSRC	Human Sciences Research Council
MDGs	Millennium Development Goals
MEC	Member of the Executive Council
MOU	Memorandum of Understanding
MPP	Mass Participation Program
MTEF	Medium Term Expenditure Framework
NDP	National Development Plan
NF	National Federations
NGOs	Non-Governmental Organisations
PAS	Provincial Academies of Sport
PDSR	Provincial Departments on Sport and Recreation
PF	Provincial Sports Federations
PSC	Provincial Sport Confederations
PSL	Premier Soccer League
SAFA	South African Football Association

Acronym	Abbreviation
SASCOC	South Africa Sport Confederation and Olympic Committee
SDGs	Sustainable Development Goals
SDIAT	Sport Development Impact Assessment Tool
SES	Senior Education Speciality
SFD	Sport for Development
SRSA	Department of Sport and Recreation South Africa
Stats SA	Statistics South Africa
UEFA	Union of European Football Association
YDF	Youth Development through Football

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1. Introduction

South Africa adopted the Millennium Development Goals (MDGs) in 2000, which mainly focused on eradicating poverty. However, South Africa faced many challenges as it implemented the MDGs. As such, while the country managed to halve poverty levels, the level of inequality remains a concern (Statistics South Africa, 2015). The year 2015 was the last year of the implementation period of the MDGs and has marked the beginning of the new 15-years' global agenda through the Sustainable Development Goals (SDGs), which aims to improve the lives of the poor and the marginalised in society.

The 2030 Agenda for Sustainable Development places society as an important pillar in the reduction of poverty (Otunbayeva, Reddy, Bas, McCartney & Borrero, 2017). The plan recognises that poor social development is the root cause of other social challenges. Economic and social inequalities severely limit the ability of rural people to access options and opportunities. Within the South African context, poverty levels and high unemployment are extremely high amongst the youth. According to the Quarterly Labour Force Survey, the unemployment rate for the youth aged 15–24 years was reported at 55.2 per cent in the first quarter of 2019 (StatsSA, 2019a). This is an indication that the youth are the most vulnerable group in South African society.

In the face of extreme poverty levels amongst the youth, sport has been identified as an important tool for youth development. Indeed, sports for development is a mechanism that promotes socio-economic progress. In this regard, Nadaph (2015) highlights that sports development has a positive influence in terms of education, health promotion, gender equality, HIV prevention, violence reduction, conflict resolution, good governance, and inclusion, among others. Several empirical studies attest to the important role of sports for youth development (Cairney, Clark, Kwan, Bruner & Tamminen, 2018; Danish, Forneris, Hodge & Heke, 2004; Ewing, Gano-Overway, Branta & Seefeldt, 2002; Holt, Tink, Mandigo & Fox, 2008; Motlhaolwa, 2016; Poinsett, 1996; Santos, Camiré & Campos, 2018; Theokas, Danish, Hodge,

Heke & Forneris, 2007). This highlights the importance of sports as an alternative measure for poverty reduction, health promotion, individual development and social cohesion.

Within the sporting arena, soccer is the most popular sport in the world; a sport that has enjoyed great and growing popularity (Dvorak, Junge, Graf-Baumann & Peterson, 2004). In the existing literature, soccer has received more considerable attention because it is the most popular and has associated economic benefits (Kacirek, 2015; Swinnen & Vandemoortele, 2008). Furthermore, Skelton (2012) highlight that sport plays an important role in creating social relations and building social capital. In this regard, soccer can be used for social development as well as promoting nationalism and making money (Grassroot Soccer-GRS, 2007). Therefore, while soccer serves as entertainment, there are also individual benefits gained in participation for the players and the society at large.

In terms of youth development, grassroots soccer development has become a leader as a mechanism to reach many youth on issues related to HIV education, drug abuse, gender-based violence, social skills, gender equality and healthy behaviours (DeCelles & Clark, 2016). Apart from physical fitness, grassroots soccer development contributes to the development of elite football (Sotiriadou, 2005). Furthermore, grassroots soccer development has been regarded as an instrument to pursue development plans that aim at participation growth (Lacrosse Australia, 2001).

Therefore, the primary research question in this study is the extent to which grassroots soccer development in South Africa has contributed towards the realisation of socio-economic benefits. Five secondary research questions explored in this research are: (1) To what extent does grassroots soccer development contribute towards individual human development in South Africa? (2) What is the role played by different stakeholders in soccer development and policy implementation in South Africa? (3) To what extent does grassroots soccer contribute towards the development of elite football in South Africa? (4) What are the socio-economic effects of grassroots soccer development in the community? (5) What are the challenges experienced in implementing grassroots soccer development programmes in South Africa?

1.2. Background to the study

The term 'grassroots' refers to particular inter-related niches of soccer development that incorporate organised non-professional teams such as club academies (O'Gorman, 2010). The structure of grassroots soccer development differs across countries and the nature of the systems concerned. In some European countries, grassroots soccer development programmes are governed by National Football Associations through different phases and different age groups (Adonis, 2011). For instance, in England, the English Football Association (FA) is responsible for the management and development of all teams from the international level through the national level to the local level (Anon, 2008). This involves presenting international teams, organising competitions such as the FA Cup, coaching, youth and grassroots soccer development, medical follow-ups and other issues relating to football.

Most National Football Associations in the world are only responsible for monitoring football activities through devised frameworks rather than being directly responsible for player development (Anon, 2008). Wallace (2007) states that grassroots soccer development in Germany is regulated by the German Football Association, which in turn leaves the whole grassroots development process in the hands of the professional football clubs. Likewise, the Italian Football Federation delegates the role of grassroots soccer development to the clubs where it starts at the tender age of seven years. Similarly, Wallace (2007) adds that grassroots soccer development in Spain is done by the clubs and the players join through a recommendation by the regional authorities to play for juniors and national teams. In contrast, in France, the French Football Federation (FFF) governs and runs all the football academies (Wallace, 2007). The FFF recruits 24 thirteen-year-old boys each year and places them in a three-year soccer development process (Adonis, 2011). The FFF then monitors the professional clubs to ensure that the best interests of the participants are met.

Within the South African context, grassroots soccer development is on the agenda of the South African Football Authority (SAFA) whose primary duties revolve around football development (South African Football Authority, 2007). There are various modalities for grassroots soccer in South Africa which are administered by the government as well as the private sector. Grassroots soccer is seen as a natural and vital component of education and can function as a 'school for life' by instilling values

and life skills among the youth (United Nations, 2003a). Abawari (2013) asserts that the government, through its stakeholders and other supporting bodies such as SAFA, are expected to play essential roles in the development of grassroots soccer in South Africa. All the provinces of South Africa are making use of a specialised curriculum, Grassroots Soccer (GRS), to connect with an extensive network of schools, government, and NGOs to educate and train individuals about HIV/AIDS-related knowledge (Grassroot Soccer-GRS, 2007).

Municipalities and national soccer bodies such as SAFA significantly intervene in the development and management of grassroots soccer in South Africa. For example, in eThekweni's eight-point plan for 2014/2017 and beyond 2020, the goal is to promote sports development and recreation within the city (eThekweni Municipality, 2018). Through partnering with sports federations, clubs, Non-Governmental Organisations (NGOs), and government departments, the city aims to increase the level and number of sport and recreation activities within communities (eThekweni Municipality, 2015). Approximately R765.7m per year was allocated over the period 2015 - 2017 for sport and recreation in the city (eThekweni Municipality, 2016).

The socio-economic context of KwaZulu-Natal makes it a good case study for analysing the role of grassroots soccer as a medium for social interaction within the civic society to spread and share ideas about nutrition, teamwork, health, economic development, education, and engagement in the fight against drug abuse and HIV/AIDS. The eThekweni Municipal area comprises a diversified society on the east coast of South Africa in the province of KwaZulu-Natal. It has an estimated population of 3.7 million of which 60% are young people of less than 39 years old (eThekweni District AIDS Council, 2018). The area faces various social, economic, environmental and governance challenges (eThekweni Municipality, 2016).

Poverty is estimated at 20.5 per cent of the population for the KwaZulu-Natal province as a whole (World Bank, 2018). Thirty-three per cent of those described as living under poverty in KwaZulu-Natal are living in eThekweni (World Bank, 2018). The official unemployment rate in the eThekweni area in the third quarter of 2019 was recorded at 21.5%, while the expanded unemployment rate is 30.6% (StatsSA, 2019a). Youth unemployment rate in the eThekweni was reported to be 39%, with approximately 8% of the households led by youth (Department of Health KwaZulu-Natal, 2018). Other key

development challenges in the area are low economic growth, high levels of poverty, low levels of skills development and literacy, high crime rate, limited access to basic household and community services, alcohol abuse and increased incidents of HIV/AIDS (eThekweni Municipality, 2016).

With the current situation in the eThekweni of high youth unemployment, HIV/AIDS and escalating drug abuse (Department of Health KwaZulu-Natal, 2018; McIlroy, 2010), grassroots soccer can potentially play a significant role in fighting these challenges. This is in line with several studies in the literature. For example, a study by Bohlmann and van Heerden (2005) concluded that grassroots soccer could play an essential role in socio-economic development.

1.3. Rationale for the study

The continuing rise in poverty and social inequality in South Africa has had a ripple effect which has resulted in social issues such as high crime levels, drug abuse, HIV prevalence, mental problems and limited healthy behaviours. (Cairney *et al.*, 2018; Danish *et al.*, 2004; Ewing *et al.*, 2002; Holt *et al.*, 2008; Motlhaolwa, 2016; Poinsett, 1996; Santos *et al.*, 2018; SDP, 2007; Theokas *et al.*, 2007) suggest that there is evidence in the literature of the benefits that football programmes have for society. Santos further asserts that football programmes potentially lead to a reduction in crime rates in conflict areas as they provide a positive diversion from the societal issues the youth face.

Despite its important role in South African society, grassroots soccer has faced serious challenges pertaining to its implementation. Some of these challenges are predominantly emanate from a lack of cohesion amongst implementing bodies such as SAFA, Department of Sport and Recreation and the municipalities. In this regard, Chadwick argues that the governing body itself, SAFA, and the government have negated on their mandate to develop grassroots soccer in mainly historically disadvantaged communities. Thus, one will find that in most cases in South Africa, soccer training and development at the grassroots level is often mostly concentrated in specific localities of which the projects rarely last due a serious lack of funding (Ebrahim, 2006). Alegi (2007) also cites that SAFA is also to blame due to them not

adequately lobbying the national government to fund grassroots soccer in the mainly marginalised areas and public schools.

The abovementioned challenges indicate that in South Africa there is a clear lack of opportunities for those who are interested in participating in development of grassroots soccer. Perhaps this lack of attention to the grassroots soccer development initiatives is due to a lack of proper lobbying by policymakers and politicians about its socio-economic benefits. Furthermore, empirical evidence on the efficacy of grassroots soccer development in South Africa is generally lacking (Solomon, 2008).

In the face of the above challenges and gaps in the literature, this study used the Development of Sport Approach [Pyramid Model of Sports Development (Eady, 1993)], Development Through Sport Approach (Sport for Development Movement), the Sport+ Model and the +Sport Model (Burnnett and Hollander, 2006), and the Sport Development Process Model (Sotiriadou, 2005) as theoretical foundations, using the eThekweni Municipal area as a case of analysis. Social Cognitive Theory is also used to examine the role of sport in individual human development; pyramid theory provides a basis for understanding the significance of grassroots soccer in the development of elite football, while the sport development model explains the intervention and importance of different stakeholders in soccer development and policy implementation (Bandura, 1994, 2002; Ebrahim, 2006).

To achieve the objectives of the study, a mixed-methods research methodology was employed. The quantitative aspect involved a survey of the young players that are currently enrolled in various grassroots sports academies in the eThekweni Municipal area. Qualitative data was obtained through semi-structured interviews with officials in the Department of Sport and Recreation, SAFA, as well as the Management from the grassroots soccer academies, operating in the eThekweni Municipal area.

1.4. Objectives of the study

This study was carried out to fulfil the objectives listed below:

- To determine the role of grassroots soccer in the advancement of human development within the eThekweni Municipal Area;

- To ascertain the role of various stakeholders in soccer development and policy implementation within the eThekweni Municipal Area;
- To examine the extent to which grassroots soccer contributes towards the development of elite football within the eThekweni Municipal Area;
- To investigate the impact (socio-economic) of grassroots soccer development on the community within eThekweni Municipal Area; and
- To explore the challenges associated with grassroots soccer development in the eThekweni Municipal Area.

1.5. Research questions

The objectives listed above may be restated as the research questions outlined below:

- What is the role of grassroots soccer for individual human development within the eThekweni Municipal Area?
- What is the role played by different stakeholders in soccer development and policy implementation within the eThekweni Municipal Area?
- To what extent does grassroots soccer contribute towards the development of elite football within the eThekweni Municipal Area?
- What is the impact (socio-economic) of grassroots soccer development to the community within eThekweni Municipal Area?
- What are the challenges that are associated with grassroots soccer development in the eThekweni Municipal Area?

1.6. Contribution of the study

This study seeks to make unique contributions to the body of knowledge by emphasizing the importance of grassroots soccer development in the promotion of social development and cohesion. The benefits of grassroots soccer in the reduction of drug use and other social ills, has been described by Alegi (2007) as critical for societies in South Africa. Kwazulu-Natal is one of the most burdened provinces in terms of the prevalence of crime and HIV and Aids hence the need for the study to show how grassroots soccer can help society to reduce crime. Furthermore, this study highlights the contribution that grassroots soccer can have for children, especially at the cognitive stage. Parents must thus be encouraged to support the

young children to participate in sports such as soccer as this may in turn assist to keep the young children away from conflict and drugs.

Form an economic point of view, the study manages to show how development of grassroots soccer in the eThekweni Municipal area has the potential to create employment and other benefits for and other administrative staff. This is possible especially through growth of existing clubs and formation of new clubs. For the young player, grassroots soccer development enhances their life skills (through improved management and administrative, problem-solving, communication, and leadership skills, enhanced education and life-long learning). In this regard, expenditure on sport and recreation activities is justified due to the significant benefits realised in the economic sphere.

Form a sport administration point of view, the study contributes by identifying the challenges that are hindering grassroots soccer development at different levels. Some of the prominent challenges relate to financial constraints, lack of equitable distribution of resources across various codes, lack of administrative capacity and poor governance by sports federation bodies. In this regard, the study outlines the importance of reprioritising resources towards sport development at grassroots level, particularly in light of the individual, social and economic benefits identified above.

From a theoretical point of view, the study demonstrates that grassroots soccer development should be viewed through multiple theoretical lens including the Development of Sport Approach (Pyramid model of sports development), the Sport+ Model and +Sport Model, the Socio-Ecological Model, and Social Cognitive Theory. The current study highlights that the Development of Sport Approach, Development Through Sport Approach and the Pyramid Model of Sports Development are important tools to understand and evaluate the role of grassroots soccer development for individual human development. Furthermore, the study highlights that the Sport+ Model and the +Sport Model, the Socio-Ecological Model, and Social Cognitive Theory offer strong alternatives to the Development Through Sport Approach for understanding grassroots sports development.

1.7. Significance of the study

The main purpose of this study was to ascertain the implications of grassroots soccer management and development on socio-economic improvement within the eThekweni Municipal area in KZN Province. The study helped to determine how the institutional policies and management dynamics of grassroots soccer can impact individuals within the teams and the entire community measured through perceptions of the study participants. In particular, the interconnectedness of institutional stakeholders in grassroots soccer development such as municipalities, SAFA, government departments and management of the Grassroots Soccer Academies was examined. Through an unveiling of the interaction between these various stakeholders, the study also sought to make theoretical and policy contributions and develop a model that could be implemented for continuous socio-economic development through sport. In this regard the study is of importance to all stakeholders involved in the development of a player at the grassroots level as identified in Section 2.2.3. The importance of the study to each of these stakeholders is described in Table 1.

Table 1: Significance of the study to the key stakeholders in the sport system

Stakeholder	Implication
Department of Sport and Recreation South Africa (SRSA)	It ensures that the department directs the legislation, regulatory framework and policy formulation towards grassroots soccer development programmes and that there is enough and sustainable funding.
Provincial Departments on Sport and Recreation (PDSR)	It sensitises the department on the importance of ensuring adequate funding to provincial and regional soccer academies. This will also perhaps enhance their collaborative efforts to work hand in hand with municipalities in the provision facilities and other related infrastructure.
Municipalities	The study affirms the important role that municipalities should play by ensuring that there are adequate facilities (offices and training facilities) for the district and provincial academies and that there is adequate funding provided to District Academies for all identified athletes and coaches.
South Africa Sport Confederation and Olympic Committee (SASCOC)	The study provides the rationale for the need for continued support towards the Academy system in South Africa in the form of adequate supported through accreditation and development of supportive guidelines and technology for coaching systems and structures.
National Federations (NF) such as SAFA	The study encourages SAFA to recognise the importance supporting the development of grassroots soccer and the need to intensify their lobbying efforts so that the national government improve its funding for grassroots soccer in marginalised areas and public schools.
Provincial Sport Confederations (PSC)	Based on the outcome of this study, PSCs will be able to devised ways in which it can work closely with SASCOC to enhance the implementation and monitoring of the academy system as well as to

	develop policies and guidelines to enhance governance of Academies.
Provincial Sports Federations	The study provides the basis for sports federations to review their strategies for athlete identification and ensure that they enhance provision of adequate support to athletes from provincial structures.
Provincial Academies of Sport	Provincial Academies of Sport can use the results from this study to enhance the training of provincial and regional coaches, managers, and technical officials in line with the approved NF and SACOC plans, and the provision of career counselling and guidance, and life skills support in line with athletes and official need and required interventions.
District Academies of Sport (DAS)	The study results are expected to promote effective facilitation access to sport facilities and grounds for training and identify and develop life-skills interventions.
Sport Schools	The study results are expected to encourage schools to intensify their efforts in scouting and recruitment as well as ensuring the recruited athletes secure adequate funding and are accorded the opportunity to compete at District and Provincial levels.

1.8. Organisation of the chapters

Chapter One: Introduction

The chapter focuses on the introduction, providing background and context to the study, giving the rationale for the study and outlining the objectives of the study.

Chapter Two: Contextual Environment for Sport and Recreation in South Africa

This chapter provides a contextual environmental analysis for sport and recreation in South Africa, within the KwaZulu-Natal Province and the eThekweni Municipal area. This analysis is important as it gives an overview of the sport and recreation ecosystems from a national perspective and how these are linked to the provincial imperatives which primarily have a bearing on how sport and recreation are delivered at the municipal level. The chapter also deals with various aspects in the sport and recreation system which include policy formulation and implementation, and the roles and responsibilities of key stakeholders and the coordination of these stakeholders at various levels in the three-tier system. The chapter also provides a discussion on the role of grassroots soccer development for individual human development and ascertain the role played by different stakeholders in soccer development and policy implementation. The chapter further examines the extent to which grassroots soccer contribute towards the development of elite football and an investigation on the impact

(socio-economic) of grassroots soccer development on the community is made. Lastly, the chapter explores the challenges associated with grassroots soccer development.

Chapter Three: Theoretical Background of the Study

This chapter provides the theoretical foundations of the study. The study is multi-disciplinary research encompassing various fields, which include sport science, sport management, social development, economic development, and psychology. Therefore, the study draws on two main theoretical propositions, which are Development of Sport Approach as explained by the Pyramid Model of Sports Development (Eady, 1993) and Development Through Sport Approach, which is explained by theories such as the Sport+ Model and the +Sport Model (Burnnett and Hollander, 2006), Sport Development Process Model (Sotiriadou, 2005), the Social Cognitive Theory (Bandura, 1994) and Socio-Ecological Model (McLeroy, Bibeau, Steckler & Glanz, 1988). The chapter also discusses the sport development process model, which is considered essential for the study as it explains the development of the sport through the interaction of different stakeholders. The chapter closes by providing the conceptual model for the study that was developed based on the theories and models outlined above.

Chapter Four: Research Methodology

This chapter presents the research methodology adopted to address the research objectives. The research methodology is explained through the research approach, design and paradigm. This study adopted a mixed-methods research approach. The study followed a four-stage approach as suggested by Crotty (1998), and these are epistemology, theory, methodology and methods. Constructionism is adopted as the research epistemology, pragmatism as the theoretical perspective, and mixed methods research as the methodology underpinning this study. The chapter discusses methodological processes including sampling, data collection and analysis in greater detail and concludes by providing a discussion on validity and reliability, trustworthiness and ethical considerations.

Chapter Five: Presentation and Interpretation of Results from Survey Data

This chapter presents the results and discusses the findings obtained from the questionnaire completed by the players. The questionnaire was the primary tool that was used to collect data and was distributed to participants, which were the players recruited at the grassroots soccer academies in the eThekweni Municipal Area. The chapter also presents the results of the reliability and validity tests that were conducted to confirm the rigour in the research processes with regards to the data collection tool. This chapter presents descriptive statistics in the form of graphs and tables. Inferential techniques, which include the use of correlations and chi-square test values, and regression, are included to provide rigour to data analysis.

Chapter Six: Presentation and Interpretation of Results from Interviews

This chapter provides a presentation of the results from qualitative data obtained from the interviews conducted with public officials or their representatives. The chapter also presents the results from the interviews conducted with coaches from the respective grassroots soccer clubs. A detailed description of the demographic details of all the people who participated in interviews as part of data collection for this study is also provided in this chapter. Most importantly, the chapter provides a presentation and interpretation of the results from the interviews, and the chapter is organised in line with the emerging themes.

Chapter Seven: Discussion of Findings from the Study, Conclusions and Recommendations

This chapter consolidates and validates (through comparing the findings from the current study with the previous studies) the results from both the quantitative and the qualitative data as obtained from the research participants. In this regard, the findings and the discussion are presented in line with the objectives of the study. The chapter concludes with recommendations and limitations of the study.

1.9. Chapter summary

This chapter provides an introduction to the main research problem of this study by conceptualising the background and context of the study. The overall aim of the study was given, which is to ascertain the implication of grassroots soccer development on socio-economic development in the eThekweni Municipal area, KZN Province. This is

followed by an outline of the research objectives and research questions, as well as a discussion of the significance of this study. The chapter is concluded by an outline of the structure of the entire thesis. The next chapter reviews the literature for the study.

CHAPTER TWO

CONTEXTUAL ENVIRONMENT FOR SPORT AND RECREATION IN SOUTH AFRICA

2.1. Introduction

Sport and recreation can be defined as any form of competitive physical activity through casual or organised teams to maintain or improve human physical ability and skills while in the process entertaining the participant or spectators (Garcia-Falgueras, 2015). In some cases, participating in sport does not require one to be involved in the competition, but can also be done at an individual level. It is also essential to distinguish between sport and recreation to identify the critical elements of measurement (Humphreys & Ruseski, 2009). In this regard, defining sport is also important for assessing participation and benefits (Fort, 2010). For this study, sport is defined as any activity that requires a significant level of physical involvement in which the individual participates in either a structured or unstructured manner not only to be declared a winner but also for relaxation, personal satisfaction, physical health, personal development and emotional development (SRSA, 2009).

This chapter provides a contextual environmental analysis for sport and recreation in South Africa, the KwaZulu-Natal Province and eThekweni Municipality. This analysis is important as it provides an overview of the sport and recreation ecosystems from a national perspective and how they are linked to the provincial imperatives, which mostly have a bearing on how sport and recreation are delivered at a municipal level. Sport and recreation policy formulation and implementation, the roles and responsibilities of key stakeholders and the coordination of these stakeholders across the three-tier system are also examined. Emphasis is also given to describing mass participation in sport with an effort to draw a distinctive line between the former and grassroots sports development. Combining mass sport and grassroots soccer would obscure the real impact of the latter. Therefore, distinguishing between the two is important for analysing policy effectiveness as it enables a critical assessment of the impact of grassroots soccer development policies on vulnerable groups in society.

The chapter also provides a discussion of the role of grassroots soccer development for individual human development and the role played by different stakeholders in soccer development and policy implementation. The extent to which grassroots soccer contributes towards the development of elite football and the socio-economic impact of grassroots soccer development on the community is discussed. Lastly, the challenges associated with grassroots soccer development are also explored. To be discussed next is the sports system in South Africa.

2.2. The sport system in South Africa

This section focuses on the sport and recreation system from a national perspective. Existing policies which have influenced the strategic planning processes on the role of players within the sport and recreation fraternity are outlined. The section also demonstrates how policy has shaped the institutional arrangements that mainly influence how the policies are implemented. Also, highlighted in this section is a holistic structure of the sport and recreation platforms, which have a bearing on the effectiveness of policy implementation. Most importantly, the section demonstrates how policy has influenced national priorities in terms of providing a linkage between mass participation and elite sport in the country. First to be discussed is the sports policy in South Africa.

2.2.1. Sports Policy in South Africa

There has been a global trend in which national sports departments are focusing on developing policies aimed at elite sporting systems and mass participation programmes (Gulbin & Weissensteiner, 2013; Jacobs, De Bosscher, Venter & Scheerder, 2019). In South Africa, the White Paper on Sports and Recreation (1996) was the first official post-Apartheid legislation dealing with the sport (Department of Sport and Recreation South Africa (SRSA), 2012c). Since then, the policy was changed three times due to research findings on a sport such as the case for sport, and the Ministerial Task Team (MTT) findings, which were mainly aimed at enhancing high-performance sport in South Africa (SRSA, 2002, 2012a). Figure 1 traces the evolution of the various legislative frameworks and interventions that have been implemented post-Apartheid.



Figure 1: Evolution of the various legislative frameworks and interventions

Each of the above legislative frameworks is discussed below.

White Paper on Sports and Recreation (1996): The White Paper on Sports and Recreation identifies sport as a tool to achieve both national and global priorities (Jacobs *et al.*, 2019). In this regard, sports is recognised for encouraging tourism, peace and development, and the promotion of government priorities (SRSA, 2012a). The policy acknowledges that to achieve its mission and objectives, there are key enablers that should be in place. These enablers include but are not limited to the establishment of clubs, sports facilities, sports academies, school sport, Coaching and Athletes Associations, provision of financial resources, and sports broadcasting and sponsorship, among others.

Priority Two of the White Paper on Sports and Recreation places emphasis on the need to provide sports and recreation facilities. This priority stresses that the provision of sports facilities is not merely about addressing a shortage, but it is also about the location and effective management of these facilities. According to Sere (2014), at a community level, municipalities have the responsibility of providing an enabling environment through the provision of sports and recreation facilities. Therefore, in line with the policy, the provision of sports and recreation facilities should be community-centred (SRSA, 2012b).

National Sport and Recreation Act, 110 of 1998: The Department of Sports and Recreation South Africa (SRSA) was formed in line with the Public Service Act, 1994 but its mandate is derived from the National Sport and Recreation Act, 110 of 1998. The Act requires the Department of Sports and Recreation to oversee the development and management of sport and recreation activities in South Africa. Various organisations were formed in line with the Transformation Charter to advance a democratic sporting system for all. These organisations include the South Africa Council of Sport, the National Olympic Committee of South Africa. The South African Non-Racial Olympic Committee, and the National Sports Council (SRSA, 2012c). The National Sport and Recreation Act further provides a framework for partnerships between SRSA Africa and the stakeholders mentioned above.

National Sport and Recreation Act, 1998 (as amended by Act 18 of 2007): The National Sport and Recreation Act, 1998 (as amended by Act 18 of 2007) gives the Minister of Sport and Recreation powers to determine national policy in terms of what needs to be pursued pertaining sport and recreation. The policy also requires that the Department of Sport and Recreation provide National Federations with financial support and to set aside funding for the implementation of developmental programmes. The policy stipulates that the National Federations are supposed to be financially self-sustainable for them to be able to develop their respective codes.

National Sport and Recreation Plan (NSRP) (2012): In line with the National Sport and Recreation Act, the National Sport and Recreation Plan (NSRP) (2012) was developed to operationalise the legislation (SRSA, 2012d). The NSRP is an eight-year implementation plan for the sport and recreation framework that was developed in line with the White Paper. The Plan has three strategic objectives that are aimed at broadening the base for sport and recreation in South Africa. The first objective promotes the creation of opportunities for mass participation and recreation to improve the health and well-being of the nation. The second objective pertains to maximisation of access to sport, recreation and physical education in every school. The third objective focuses on the targeted campaigns to promote participation in sport and recreation. To be a winning nation, the Plan emphasises the need to improve international participation in sport and recreation at all levels. To achieve this, the Plan stipulates that focus will be given to identifying and developing talented athletes, providing support programmes, enhanced participation in domestic competitions,

creating opportunities to excel in international competitions, and establishment of a recognition system.

The Plan further identifies 14 strategic pillars that are enablers of a winning nation. These strategic pillars are outlined below:

- Provision of adequate and well-maintained facilities.
- Provision of formal opportunities for sports participation through an integrated and sustainable club structure.
- Promotion of the development of sports councils both at provincial and local levels.
- Providing a forum in which to address athletes' needs.
- Supporting and empowering South African Coaches.
- Supporting and empowering South African administrators and technical officials.
- The development of a coordinated academy system.
- Development of Sports Houses to enhance National Federations' administration and governance systems.
- Establishment of a Sports Information Centre to empower the sport and recreation sector.
- Provision of accredited education and training programmes to enhance human resources capacity.
- Empowering volunteers to adequately support the sport system in the country.
- Ensuring that the sport and recreation benefit from international relations.
- Ensuring optimal, secure and efficient management of financial resources to support sport and recreation.

The implementation of the Plan will be reviewed in 2020.

The Transformation Charter for South African Sport was developed to advance the transformation agenda through sport. According to the Charter, transformation entails the following (SRSA, 2012d:4):

- Increased access and opportunities for all South Africans, including women, persons with disabilities, youth, children and the elderly to sport and recreation;
- Ensuring that the socio-economic benefits of sport are harnessed; and

- Ensuring that the constitutional right to sport is recognised.

Concerning the above, transformation is advanced through the development of a sport system framed by the following principles, whose implementation is monitored through a Performance Management System:

- Human capital development;
- Equitable resource distribution;
- Elimination of all inequalities;
- Increased access to participation opportunities;
- Skill and capacity development at all levels and in all areas of activity;
- Greater community involvement through new sport infrastructure development;
- Empowerment of the individual;
- Respect for each other;
- Fair and just behaviour;
- Innovation to give South Africa a competitive edge in word sport; and
- Good governance.

The Charter emphasises several strategies that can be introduced to enhance transformation in South Africa. One of the strategy recognised is broadening of the base for sports development by focusing on rural and urban communities. In this regard, the Charter emphasises that:

“By broadening the base of its involvement in rural and urban communities, the sport will be in a position to influence the existing image and perception about sport on a wider basis within the broader South African society. In the process, it will widen its support base, shaping it in line with the demographic changes that will be taking place on the field of play. This will ensure a continuously enlarging and diversified support base and the continued interest of the corporate world as an important component of their integrated marketing strategies” (SRSA, 2012d:4).

In summary, based on the White Paper on Sports and Recreation, the National Sports and Recreation Plan was developed, which aimed to guide the implementation of elite and mass participation in the country (SRSA, 2012c). Underlying the National Sports

and Recreation Plan was the Transformation Charter (2014), which aimed at providing equal opportunities, promotion of fairness and just behaviour in sport, equitable distribution of resources, and promotion of empowerment and affirmation (SRSA, 2012c,a). The National Sports and Recreation Plan mainly promoted access to sports and recreation by South African citizens, access to international sporting by athletes and creating an enabling environment (SRSA, 2012c). With a general understanding of the role of sports policy in South Africa, it is also important to highlight how the sports policy influence the development grassroots sport in the country, and this is discussed in the next chapter.

2.2.2. South African Policy on Grassroots Sport

According to the White Paper, while grassroots sports is synonymous with mass participation, they differ in the sense that grassroots sport focuses on the “poorest of the poor”, mainly from the disadvantaged communities (SRSA, 2012b). The White Paper recognises that the provision of resources at the grassroots level will result in more robust and more competitive national teams. The policy further highlights that grassroots sport can be necessitated through programmes developed and implemented by both the National Federations and Provincial Federations. In this regard, the policy emphasises that the prerequisite to mass participation is a coordinated approach between provincial and local sports structures.

In terms of implementation, the SRSA 2018-19 Annual Performance Plan identifies grassroots sport as one of its strategic pillars towards the transformation of sport in a sustainable manner (SRSA, 2018). To support the development of sport in marginalised sections of the community, a National Sport and Recreation Financial and Non-Financial Support Policy was approved in 2017 (SRSA, 2017a). The specific aim of the policy was to ensure efficient allocation and utilisation of resources in line with national priorities. The policy also aimed at broadening sport participation in schools, clubs and communities through the provision of training support to coaches, administrators, officiating officials and athletes.

From an administrative perspective, the National Sport and Recreation Financial and Non-Financial Support Policy ensured that Sport and Recreation Bodies uphold the administrative and governance principles as outlined in the Transformation Charter for South African Sport. The Charter emphasises good governance within the sport

system as one of the principles towards transformation (SRSA, 2012e). According to the Charter, good governance will ensure accountability, responsiveness and openness. The Charter emphasises good governance in line with the principles outlined in the King III Report. The latter was released in 2009 in an endeavour to promote good corporate governance and provide guidelines for governance structures and operation of companies within South Africa. The effectiveness of policy is determined by its implementation, which largely depends on the stakeholders involved. The next section provides a discussion on the various roles played by key stakeholders in sport development in South Africa.

2.2.3. Key Stakeholders in Sport in South Africa

At a national level, seven key stakeholders play various roles and responsibilities in sport in South Africa. These stakeholders comprise the Department of Sport and Recreation South Africa (SRSA), the South Africa Sport Confederation and Olympic Committee (SASCOC), National Federations (NF), Provincial Departments on Sport and Recreation (PDSR), Provincial Sport Confederations (PSC), Provincial Sports Federations, Provincial Academies of Sport (Provincial Academies of Sport), District Academies of Sport (DAS), Sport Schools and Municipalities. According to SASCOC (2012), the roles and responsibilities of these stakeholders are outlined as follows:

Table 2: Key stakeholders in the sport system in South Africa

Stakeholder	Mandate	Roles and Responsibilities
Department of Sport and Recreation South Africa (SRSA)	Support to all sport structures through the provision of the legislative and regulatory framework	<ul style="list-style-type: none"> • Provide legislative and regulatory framework. • Policy formulation. • Provision of funding. • Work with SASCOC in the development and standardisation of Provincial and District Academies to ensure a sustainable feeder system and proper coordination between stakeholders. • Monitoring and evaluation
Provincial Departments on Sport and Recreation (PDSR)	To provide support to provincial federations through Provincial Academies of Sport	<ul style="list-style-type: none"> • Monitoring of progress and ensure that there is adequate support to talented athletes in conjunction with PSC, Manager Academy and Management Committee. • Provide funding to provincial and regional academies. • Ensure that there is a satellite academy system that works directly with schools and communities in conjunction with municipalities to ensure the provision of facilities and the required infrastructure. • Ensure system stability by working closely with the local governments and Provincial Federations.
Municipalities	Ensure the establishment and running of district academies	<ul style="list-style-type: none"> • Provision of facilities (offices and training facilities) for the district and provincial academies. • Provide funding to DAS for all identified athletes and coaches. • Facilitate mass screening programmes for the selection of talented athletes. • Monitor the running of Huns to ensure alignment with national and provincial programmes. • Provide feedback to District Academy Coordinators.
South Africa Sport Confederation and Olympic Committee (SASCOC)	To give strategic direction and guidelines	<ul style="list-style-type: none"> • Implementation of the Academy system in South Africa. • Establishment of National Training Centres to support national elite athletes and officials. • Accreditation and recognition guidelines for academies for the Academies. • Providing guidelines for coaching systems and structures. • Provision of sporting scientific and medical assessment and intervention systems. • Provision of sports technology interventions. • Provision of proper life skills and career opportunities that are required by athletes and officials. • Talent identification, selection and development. • Provision of funding to Provincial and District academies. • Oversee and monitor the implementation of programmes.
National Federations (NF)	To provide guidelines on sport-specific expertise	<ul style="list-style-type: none"> • Provide guidelines on sport-specific expertise such could be coaching or technical. • Provide guidelines on sport-specific protocols. • Provide guidelines on athlete selection in line with directives from SASCOC. • Work in conjunction with SASCOC in the monitoring and improvement of the Academy system.

Stakeholder	Mandate	Roles and Responsibilities
		<ul style="list-style-type: none"> • Work closely with Provincial Federations and Sports Confederations to ensure the implementation of sport-specific programmes.
Provincial Sport Confederations (PSC)	To serve the provincial academy commission	<ul style="list-style-type: none"> • Oversee the implementation of the Academy system in line with the provisions from SASCOC. • Monitor the activities of the provincial academy as guided by SASCOC. • Ensure proper governance of Academies in line with the SASCOC's policies and guidelines. • Consolidate all the sporting activities in the Provinces (District and schools sport) and provide feedback to SASCOC. • Monitoring of Regional programmes
Provincial Sports Federations	Talent scouts and coaches	<ul style="list-style-type: none"> • Talent scout and coaches. • Provide federation-specific technical expertise. • Channelling of talented athletes into provincial structures. • Making sure that the identifies athletes receives adequate support from provincial structures. • Ensure that there is coordination amongst the national federations and clubs on plans or goals related to identified athletes, coaching and support programmes.
Provincial Academies of Sport (Provincial Academies of Sport)		<ul style="list-style-type: none"> • Preparation of provincial athletes and officials who are eligible for selection to the national academy. • Liaise with the Provincial Federations, District Academies of Sport (DAS) and other key stakeholders. • Ensure proper functioning of DAS in their province through monitoring of programme implementation. • Coordinate and prepare provincial athletes and official, as part of the Academy programme, for national competitions and events. • Coordinate and facilitate the training of provincial and regional coaches, managers, and technical officials in line with the approved NF and SACOC plans. • Facilitate the provision of career counselling and guidance, and life skills support in line with athletes and official need and required interventions.
District Academies of Sport (DAS)		<ul style="list-style-type: none"> • Talent identification, selection and nurturing. • Specific scientific and medical support in line with those agreed with Provincial Academies of Sport and Provincial Sports Federations. • Facilitating access to sport facilities and grounds for training. • Ensure access for some of the provincial athletes as agreed upon with Provincial Academies of Sport and Provincial Sports Federations. • Identify life-skills interventions. • Monitor learning sport-specific skills development. • Link with the Hub's programmes to ensure talented athletes from mass participation programmes channelled through sports structures. • Coaching

Stakeholder	Mandate	Roles and Responsibilities
		<ul style="list-style-type: none"> • Ensure that there is alignment between athletes' programme and NF's Long-Term Participant Development Plan.
Sport Schools	Act as feeders to the mainstream club structures	<ul style="list-style-type: none"> • Scout and recruit talented athletes and ensure that they are registered in the District database. • Facilitate and ensure that talented athletes receive bursaries to study Sports Schools. • Ensure that talented athletes are afforded the opportunity to compete at District and Provincial levels. • Ensure that talented athletes have a development pathway in line with the NF's Long-Term Participant Development Plan.

Source: SASCOC (2012)

2.2.4. Funding Trends for Sport in South Africa

According to SASCOC (2012), funding is a critical factor in ensuring that the sport and recreation system is effective in identifying, developing, and nurturing talented athletes and coaches. In this regard, SASCOC (2012) identifies seven stakeholders that can be approached for funding. These stakeholders include SRSA; Provincial Departments of Sport, Recreation Arts and Culture; National Lotteries Distribution Trust Fund; Municipalities; the private sector and businesses; international donors; and exchange programmes. However, there is limited literature that tracks the funding trends and provides a critical evaluation of public expenditure on sport development in South Africa (Swart & Swanepoel, 2014; Wang & Wang, 2010). This section offers a non-conventional analysis of the funding trends for sport in South Africa in general and mass participation, particularly in school sport.

The SRSA is funded due to the socio-economic and health contributions of sport and recreational activities towards the national outcomes as outlined in the NDP. According to South African National Treasury (2017), the work of the Department of Sports and Recreation South Africa is viewed as contributing substantially to the NDP goals of nation-building, social cohesion, and a healthy national lifestyle. The Department's work is aligned with the national outcomes (Outcome 14) of a diverse, socially cohesive society with a common national identity as outlined in the Medium-Term Strategic Framework (MTSF) 2014-2019. However, despite the socio-economic significance attributed to the Department's work, the budget allocation to the Department is gradually declining.

In line with the Cabinet's decision to lower the national aggregate expenditure levels, the Department's budget is incrementally being reduced. For example, in the 2017/18 financial year, the budget was reduced by R7.2 million, in 2018/19, it was decreased by R7.6 million, while in 2019/20, it was reduced by R8.1 million (ibid.). These budget cuts are put in place in order for the Department to initiate cost-saving measures such as reduced spending on advertisements, computer services, travel and subsistence, contractors, and venues and facilities.

In the 2017/18 financial year, a large part of the Department's budget was allocated to activities aimed at encouraging participation in sport. In this regard, approximately 65% (R2.2 billion) of the Department's total budget for the period was allocated

towards Active Nation programme initiatives (South African National Treasury, 2017). The department also supports youth camps, which are delivered at a provincial level. To this end, the Department allocates R3 million annually to each province for camps (South African National Treasury, 2017). These camps are set-up to teach young people about leadership, life skills and national pride (SRSA, 2017b).

In conjunction with the Department of Education, the Department supports school leagues and 2 500 schools, hubs, and clubs have been earmarked to receive equipment and attire each year for the projected MTEF period (2017/18-2019/20). Over this period, the Department is committed to facilitating training of educators in code-specific coaching, team management, technical officiating and sports administration.

The Department also directs its resources towards facilitation of transformation in sport and recreation, with a budget of R310 million allocated towards sport support programmes (South African National Treasury, 2017). These programmes are aimed at providing resources to disadvantaged communities and targeted individuals to promote participation and increased access to sport and recreation facilities. These programmes aim to link the unstructured sporting and recreational activities that take place in rural areas to a more formalised and structured approach (SRSA, 2017b). Therefore, this programme ensures that talented athletes progress through a formalised sporting trajectory. The Department also supports talented athletes through a bursary scheme for learners in grades 8 to 12.

In 2015, the Department commenced a pilot project of mass participation and sport development through club development programme and the pilot is expected to end in 2020 (SRSA, 2017b). The Department views club development as an opportunity for national sports federations to take control of community clubs. To this end, the Department reported that six clubs that participated in the pilot programme got promoted to a higher league (ibid.). An analysis of strategic documents and plans for the SRSA reveals that grassroots sport development has not been given enough priority. This lack of priority at a strategic level is also reflected through the sport funding system with no budget line item. This suggests that the government assumes that by funding mass participation and school sport, it automatically translates to grassroots sport development. It can be argued in this study that without dedicated

funding at the national level that is directly allocated for grassroots sport development, poor communities will remain marginalised. Having analysed the funding trends, with the conclusion that mass participation has not been prioritised in the budgeting processes, the next section provides a brief highlight of the funding of an elite system in South Africa.

2.2.5. Elite Sport System in South Africa

The White Paper on sport and recreation for the Republic of South Africa defines elite (high-performance sport) sport as a highly organised and competitive sport, which represents the top level of the sport development continuum (SRSA, 2012c:4). The elite sport system in South Africa receives its funding from SASCOC (Adom-Aboagye, 2015). The development of elite sport was listed as number seven of the top 10 priorities as outlined in the SRSA Strategic Plan 2011-2015 (SRSA, 2010). The main focus of the current study is sports development at the grassroots level, however, in the South African context, sport academies play a significant role in this sphere. Therefore, the next section elaborates on the role of sport academies in South Africa.

2.2.6. Sport Academy system in South Africa

The NSRP states that it is important to have strategic enablers in place to achieve the intended goals and to be a winning nation in sport. In this regard, the Plan identifies the Academy system as one of the 14 strategic pillars that develop talent and performance at a higher level within the sporting fraternity (SRSA, 2012d). The objective of the Academy system, as outlined in the Plan is to support the development of sport in South Africa through a coordinated system. According to the Plan, the performance of the Academy system will be measured based on the number of accredited sports academies (national, provincial, sport-specific and private), the number athletes supported by the academies, and the number of national athletes supported by the Academy system.

Over and above the objectives outlined in the NSRP, the South African Sports Academies Strategic Framework and Policy Guidelines highlight additional main objectives of the Academy system (SASCOC, 2013). These main objectives are outlined as follows:

- Increase the rate of sports development to enhance the performance level of talented athletes and coaches.
- Create a structured performance pathway for talented athletes and coaches.
- Introduce accelerated development programmes for previously disadvantaged groups with the aim of changing the geographical composition of South Africa teams.
- Provide quality support services to talented athletes and coaches in the province.
- Adopt a holistic approach to the development of athletes, coaches, and administrators.
- Provide training opportunities for coaches, administrators, and technical officials to enhance education.
- Contribute towards the national database of elite athletes.
- Work in conjunction with the South African Institute for Drug-Free Sport to provide education on anti-doping.
- Employ international best practice for the benefit of athletes and coaches.
- Provide education on HIV and AIDS within the sporting fraternity.

The services rendered by the academies will be determined by the needs assessment conducted per individual athlete or coach and is based at the academy level, which could be national, provincial or district (ibid.). The codes supported are approved by SASCOC (performance codes) and SRSA (participation) (ibid.). However, upon approval, academies can also accommodate other codes that might be prevalent in their respective provinces.

At a district level, there are District Academies of Sport, for which the number to be established is determined by the SRSA in consultation with the Provincial Sports Federations, the Provincial Department of Sport and Recreation and Local Government representatives. While forty-five sports academies were the target to be developed by 2016 (SASCOC, 2013), thirty-eight were reported in 2016 (SRSA, 2017c). By 2019, the number of sports academies in South Africa had risen to fifty-five (SRSA, 2019).

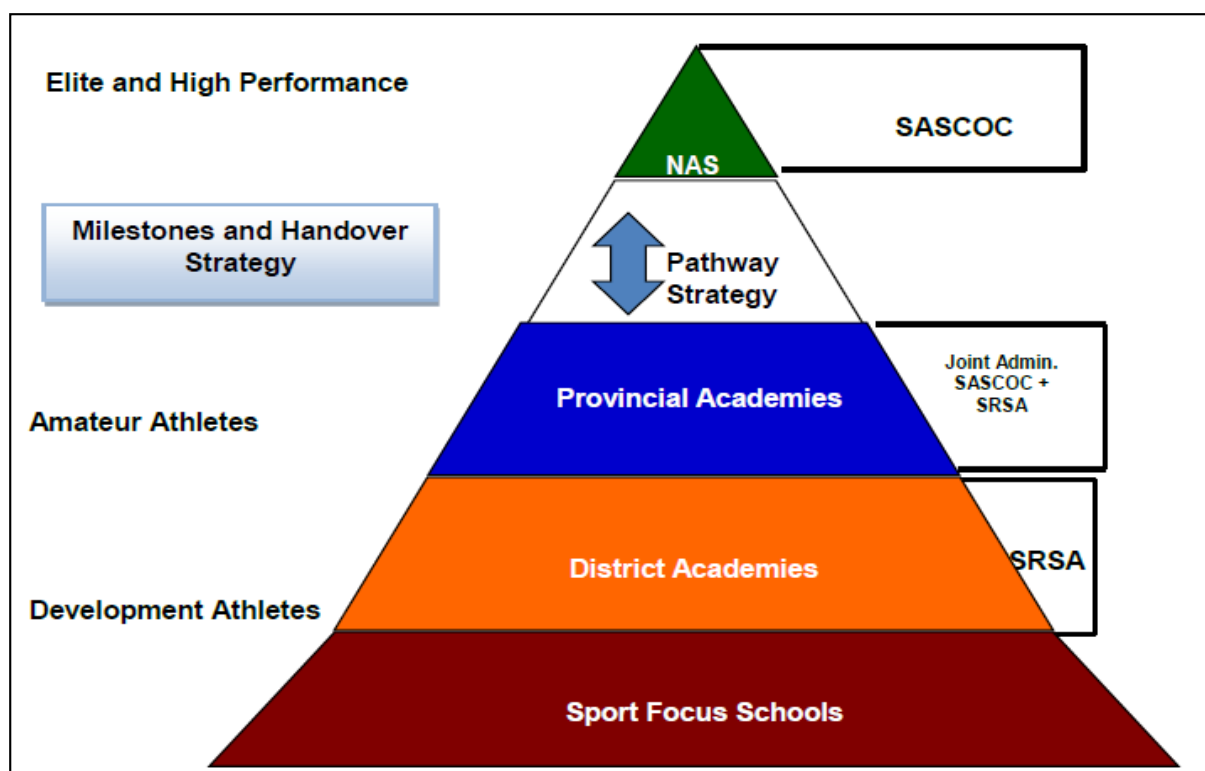


Figure 2: Progression of athletes within the Academy system

Source: SASCOC (2013:24)

Having provided an outline of the roles and responsibilities of the Academy System within the sport and recreation fraternity, it is essential at this stage to highlight the progression of athletes within the system. The progression pathway is shown in Figure 2. The bottom two tiers of the pyramid represent mass participation through Sport Focus Schools and District Academies, which are feeders into elite sport. In terms of mass participation, which is the focus of the current study, the SRSA provides support for sport development to district academies. Mass participation in South Africa as it relates to academies is discussed in detail in the next section.

2.2.7. Mass participation in South Africa

The White Paper on sport and recreation for the Republic of South Africa describes mass participation as the lower section of the sport development continuum in which efforts are made to promote participation opportunities in sport (SRSA, 2012c:5). The South Africa government introduced a mass participation and recreation programme, Siyadlala Mass Participation Programme (SMPP) in 2004 (Polity, 2004). The programme was launched with an initial budget of R20 million in 2004 and was later

increased to R194 million in 2007 due to the inclusion of school sport and club development (SRSA, 2007a). The hubs (activity centres) increased from 23 in the inception to 289 in 2007, with more than two million participants involved in various sporting activities such as rugby, soccer, netball, baseball, gymnastics, aerobics, hockey, boxing, handball, cricket, swimming, volleyball, and basketball (ibid.).

The programme aimed to address social challenges in the communities by encouraging a transformation towards a healthy lifestyle and promoting access to sport and recreation facilities and enhanced service delivery (North West Department of Culture Arts and Traditional Affairs, 2018). The multi-coded sport and recreation programme was introduced to target disadvantaged communities that are crime-prone (ibid.). The key focus areas of the SMPP are crime reduction, HIV and AIDS awareness, prevention of teenage pregnancies, reduced unemployment, improved equity and improved access to sport and recreation facilities. The idea behind the programme is to ensure that no child will have to walk more than five kilometres to access an activity hub (SRSA, 2007a). In this regard, the programme aims to establish a hub in every ward of every municipality. From a socio-economic perspective, the programme was expected to have employed 8 000 unemployed young people by mid-2007. Although the original target was not reached, by the middle of 2007, 5 900 individuals were employed through the SMPP. This comprised, 2 000 trainees in sports and recreation administration, 1 500 entry-level coaches, 1 200 referees and 1 200 trainees in event management and first aid (SRSA, 2007a). As of 2008, these sports assistants were paid an average stipend of R1 200 per month (Spaaij, 2011).

Mass participation has also been enhanced in line with the framework of 2005 collaboration between the Ministry of Sport, Recreation and Culture and Ministry of Education, entitled Co-ordination and Management of School Sport in Public Ordinary Schools (SRSA, 2007a). The Schools Sport Mass Participation programme focuses on capacity building, provision of sports equipment, assist in supporting local sports assistants, local leagues and logistics. To date, Mass Participation Programme (MPP) has been revisited and incorporates the participation of the communities in sporting activities at all levels of the society (Burnett & Hollander, 2008). This programme makes use of coaching, supporting events as well as regular participation to develop the communities and increase the number of talented athletes. Several programmes

are co-ordinated in schools and different levels of the community in all three spheres of the government of South Africa (Girginov, 2008).

In 2007, the programme received more than R110 million in funding from the National Treasury. In 2013, the National Treasury approved a budget of R554 million (Parliamentary Monitoring Group, 2013). Although South Africa invests heavily in mass participation, the literature review conducted could not establish a positive influence such policies may have on performance at international competitions (Strydom, 2015).

In the literature, mass participation is used interchangeably with grassroots sport development, which is an indication that they are considered to have the same meaning and interpretation. However, while the two concepts would perhaps refer to one thing, grassroots sport is more focused on the development of athletes from disadvantaged and rural backgrounds to afford them an opportunity to compete and progress from grassroots to international (Department of Sport and Recreation KwaZulu-Natal, 2018). Making a distinction is particularly important when analysing sport policy effectiveness as generalising the analysis to mass participation will potentially eliminate the poor for whom the policies are designed to benefit. Therefore, this study makes a distinction between mass participation and grassroots sport development. The latter is discussed in more detail in the next section.

2.2.8. Grassroots Sport in South Africa

It was indicated above that grassroots sport is similar to mass participation. However, the White Paper on Sport and Recreation for the Republic of South Africa highlights that grassroots sport is explicitly focused on the “poorest of the poor” mostly from disadvantaged backgrounds and rural areas (SRSA, 2012c:5). There has been much emphasis on the SRSA strategic documents on the importance of strengthening the structures and support from the grassroots level to succeed in sport as a country (SASCOC, 2012). For example, the SRSA Strategic Plan 2011-2015 recognises the importance of a structured pathway of sport and recreation from the grassroots level through a strong and coordinated local sports structures (SRSA, 2010).

The Transformation Charter for South African Sport also emphasises that investing more resources at grassroots will likely yield more robust competitive teams for South

Africa (SRSA, 2012e). This was built on the premise that talent identification at the grassroots level would be a pipeline to high performance and elite athlete development (Adom-Aboagye, 2015). Despite this emphasis on developing an effective grassroots sport system, a pilot study report on the status of transformation in sport in South Africa revealed that in 2015 there were no grassroots structures at school and club levels (Department of Sport and Recreation (SRSA), 2015). The report also highlighted that participation of Black people in general and Africans, in particular, was on the decline. Poor participation was attributed to the appalling state of sport and recreation facilities, lack of infrastructure, and unequal access. The Transformation Charter for South African Sport and the NSRP also alluded to this disjuncture in which the elite sport appears to be flourishing. Yet, the programmes at the grassroots level are suffering (SRSA, 2012e,d).

Elsewhere, a study by Jeroh (2012) found that poor administration and inadequate funding were the leading factors in the decline of grassroots sport development in Nigeria. To determine the benefits of grassroots sport, the following recommendations were made: sound sports development at primary and secondary schools nationwide; training of physical education teachers as coaches in their chosen sports; and establishment of sports academies. The next section provides a detailed discussion on the challenges faced in implementing sport policy in South Africa.

2.2.9. Challenges in implementing Sport policy in South Africa

A critical analysis of the SRSA 2013/14 Annual Report reveals several weaknesses that prevent the entity from achieving its strategic objectives (SRSA, 2014). These weaknesses are related to lack of infrastructure availability in poor communities, lack of sport equipment, lack of adequately trained coaches (Swart & Swanepoel, 2014). This suggests that any effort or programme designed to develop sport in rural and poor communities cannot be effectively delivered. Poor delivery of such programmes translates into lack of transformation and absence of the socio-economic benefits derived from sports participation in poor communities.

SRSA has also noted some challenges encountered as it delivers on its legislated mandate. According to the 2017/18 Annual Report, the Department faces financial constraints which results in some of the federations not having enough human and

infrastructural resources, which impedes effective governance (SRSA, 2017b). Furthermore, the budget cuts have also resulted in a reduction of organised sport and recreation events, which have seen a reduction in the number of people participating from 1 000 000 to 600 000 people.

According to Davids, Naidoo and Coopoo (2015), there is no specific framework in South Africa that provides a guideline towards youth development programmes. There is too much freedom by clubs to develop and implement programmes that suit their objectives. The fragmented approach to youth development programmes suggests that there is a lack of a unified approach to sport administration, management, coaching, and the production of competent athletes.

The Department of Basic Education (2011) highlights that the main challenges faced by schools in getting children to participate in school sports, include lack of sport infrastructure, lack of trained physical education teachers and coaches, lack of equipment in rural schools, and lack of funding to support school sport programmes. According to Darling and Linda (2005), there is a significant drop in children's sport participation in schools. The drop in sport participation worsens as the children progress towards adolescence (Lau, Fox & Cheung, 2006). The decline in sport participation could be attributed to limited access to sport facilities (Eime, Payne, Casey & Harvey, 2008), the lack of accessible transport after school for children to get home and lack of information about sporting activities (Pule, 2014). While this section was mainly about the sport system in South Africa, the next section deals with the sport system as it pertains to KwaZulu-Natal since the case study focuses on the eThekweni municipal area within this province.

2.3. The sport system in KwaZulu-Natal

Having discussed the policy imperatives at a national level, this section highlights how it has influenced regional focus and perspectives as far as policy implementation is concerned. It is important at this stage to assess how national policies are adopted and implemented at the provincial level. Poor policy interpretation or lack of policy coordination might have a negative impact on how policy is implemented. Budgetary trends as a mechanism for assessing whether budget priorities on sport and recreation at the provincial level mirror those at the national level, will also be examined.

2.3.1. Provincial policies for mass participation in KwaZulu-Natal

The Mass Participation Programme was first introduced in KwaZulu-Natal in 2004, with an initial budget allocation of R1 million, which was later increased to R10.7 million in 2006 (KZN Department of Sport and Recreation, 2007). The increase in the number of mass participation programmes was also reflected by the increase in hubs from 4 in 2004 to 40 in 2006 (ibid.). A hub can be a local community center or sports center where local people come together for sporting activities. The number of people who benefited from the programme increased to 200 000 in 2006.

Several benefits could be attributed to the Mass Participation Programme described above. These benefits are related to participants being selected to participate at the provincial level, and hub leaders and activity coordinators being fully employed at the Provincial Department of Sport and Recreation and other organisations (KZN Department of Sport and Recreation, 2007).

Furthermore, in its 2011/12 Annual Performance Plan, KwaZulu-Natal Department of Education reported that it was in the process of finalising a draft school policy to guide the implementation of the School Enrichment Programme (KwaZulu-Natal Department of Education, 2012). To promote healthy lifestyles, the Department of Education in KwaZulu-Natal re-introduced weekly two-hour physical education classes in 2012. The success of policy also lies with the availability of funding to support its implementation, and in this regard, the next section provides an analysis of the funding trends in KwaZulu-Natal.

2.3.2. Funding trends in KwaZulu-Natal

Within the eThekweni Municipality, more than R4 million has been budgeted annually towards various interventions and programmes such as sport licencing courses (SAFA D and C licences), IAAF Technical Officials courses, schools coordinators' courses, among others (Department of Sport and Recreation KwaZulu-Natal, 2018). Approximately, R41 million was spent towards building sporting infrastructure, which includes sports complexes and sports field (Department of Sport and Recreation KwaZulu-Natal, 2018).

Despite a commitment by the Provincial Treasury in 2015 to avail R30 million for three years towards the construction of Hoy Park Development Centre and R10 million being

transferred by the Department, to date construction has not commenced due to a legal battle with the tenants of the earmarked site (Department of Sport and Recreation KwaZulu-Natal, 2018). Hoy Park has been awarded the site together with SAFA to build a state-of-the-art soccer academy in KwaZulu-Natal. However, the project could not kick-off due to a dispute wrangle in which the stallholders and management of Newmarket Stable are refusing to vacate the property (Gopi, 2019).

Furthermore, the Municipal Infrastructure Grant has been made available to the Municipalities in the KZN province to address the infrastructure backlog (Department of Sport and Recreation KwaZulu-Natal, 2018). Despite, the availability of such a facility, Department of Sport and Recreation KwaZulu-Natal reported that its utilisation for the construction and maintenance of sport and recreation facilities has been limited. In most cases, the grant will be used for other service delivery needs and the surplus is returned unused to the National Treasury.

In 2019, the KZN Department of Sport and Recreation received R479 million (2019/20), R506.6 million (2020/21), R535.4 million (2021/22) over the Medium Term Expenditure Framework (MTEF) (KwaZulu-Natal Treasury, 2019). The money is earmarked for the delivery of various sport programmes, and construction of sport and recreation facilities for the benefit of communities. According to KwaZulu-Natal Treasury (2019), the allocated budget is meant to support the KZN Department of Sport and Recreation's plan to construct 94 sport and recreation facilities. These facilities include two basic sport and recreation facilities, 22 multi-purpose courts, 33 play gyms, 33 children kick-about sport facilities and four district fitness centres. Furthermore, part of the budget will be used to support school sport programmes, in which 400 schools are expected to benefit in the form of equipment and attire for inter-school activities.

In the 2018/19 financial year, the KZN Department of Sport and Recreation highlighted that it would transfer R24.8 million towards 20 sports federations (KZN Department of Sport and Recreation, 2019). The allocated money was to be used for the development of talented athletes, development of coaches and technical officials and increase access to opportunities for athletes from rural and disadvantaged backgrounds.

However, the budget for Mass Participation and Sport Development grant was reduced by R191 000 in 2019, and R413 000 in 2020 but will be increased by R6.7million in 2021 (KwaZulu-Natal Treasury, 2019). Therefore, over the MTEF, the actual budget allocation was reduced to R104.5 million, R111.2 million and R118.3 million. In 2018/19, the club development programmes were allocated a budget of R12 million by the Department of Sport and Recreation KwaZulu-Natal (KZN Department of Sport and Recreation, 2019). Furthermore, R9.9 million was made available for the implementation of an academy system in the province. The Elite Athlete Development Programme (EADP) received a budget allocation of R4.5 million. The next section discusses how this has translated into club development in the province.

2.3.3. Club development in KwaZulu-Natal

According to the 2006 Budget Speech by the MEC Mr Amichand Rajbansi, club development was identified as a new initiative in the KwaZulu-Natal province that is aimed at promoting participation in sport and recreation (Sport and Recreation KwaZulu-Natal, 2006). The MEC emphasised that new clubs will be formed in the communities to promote sport codes of football and netball. Over time, the club development priorities became more inclined towards football. In this regard, the 2018/19 Annual Report states that in 2018/19, the Club Development programme prioritised football in which have increased the number of established clubs to 1 286 (Department of Sport and Recreation KwaZulu-Natal, 2018). According to the Annual Report, these clubs were provided with equipment and technical support.

The Department of Sport and Recreation KwaZulu-Natal also reported that it had been intensively involved in the school sporting activities. Consequently, the Department implemented the Sport Sponsorship and the Elite Athlete Development Programme. Cluster coordinators were employed, with educators and volunteers being trained as part of the capacity building initiative to develop the sport at schools (ibid.).

In the 2019 Budget Speech by the MEC for Finance in KwaZulu-Natal, it was mentioned that club development would be used to organise sport to support and develop age group leagues (KwaZulu-Natal Treasury, 2019). According to the KwaZulu-Natal Treasury (2019), participation is expected for 135 age group leagues, mainly in football, volleyball and netball, involving 1 100 clubs. However, club

development is not without its challenges. These challenges are discussed in the next section.

2.3.4. Key challenges in Sport in KwaZulu-Natal

The Department of Sport and Recreation KwaZulu-Natal cites financial constraints as one of the impediments to its ability to implement its programmes (Department of Sport and Recreation KwaZulu-Natal, 2018). Due to the financial constraints, there has been a lack of equitable distribution of resources across various sport codes. The Department also identified a lack of administrative capacity at sport federations as a challenge. Due to lack of capacity and poor governance systems, there has not been proper administration of financial resources by the federations.

To promote access to sport and recreation, and cultural learning in KwaZulu-Natal, a Memorandum of Understanding (MOU) was entered into amongst the Department of Arts and Culture, KwaZulu-Natal Department of Education, and Department of Sports and Recreation (ibid.). However, this did not bear any positive results due to lack of funding. Indeed, the KwaZulu-Natal Department of Education failed to provide funding to implement the activities for which it was responsible as outlined in the MOU.

Furthermore, the KwaZulu-Natal Department of Education reported that the Province is facing capacity challenges, which prevents it from monitoring the Enrichment Programme at schools (KwaZulu-Natal Department of Education, 2012). The Department cites lack of human resources, for which in 2012, there was only one Senior Education specialist (SES) for Youth Development and Arts and Culture per district and two SESs for school sport. Another challenge reported was that the School Management Team does not give enough consideration for sport development as an additional mechanism that can reduce crime, drug abuse, and teenage pregnancy, among others (ibid.).

Similar to the Department of Sport and Recreation KwaZulu-Natal, the KwaZulu-Natal Department of Education is also facing financial constraints (ibid.). According to the Department, these financial constraints inhibit them from training teachers in coaching, technical officiating and administration, which are critical skills for learner support in sport. The Department also reports that the School Enrichment Programme is negatively affected due to lack of support from parents, which discourage learners

from participating. These challenges experienced in sport development in the Province derail the potential contribution of sport towards addressing some of the existing socio-economic challenges. After having discussed provincial developments and challenges to grassroots sport, the next section provides a discussion of some of the socio-economic issues experienced specifically in the eThekweni Municipality.

2.4. Socio-economic issues in KwaZulu-Natal

The preceding section provided a detailed discussion covering issues around policy on mass participation, funding trends, club development and the key challenges that frame the sport system in KwaZulu-Natal. In this section, the socio-economic issues as they relate to the KwaZulu-Natal province are discussed. According to StatsSA (2019a), KwaZulu-Natal is ranked second after Gauteng as the most populous province in South Africa, with a total population of 11.3 million of whom approximately 31% are children under the age of 15 years (ibid.). eThekweni Municipality has an estimated population of 3.7 million, of which 60% are younger than 39 years old (eThekweni District AIDS Council, 2018). While eThekweni is highly urbanised and densely populated, some areas are on the outskirts which are rural and these comprise the South, West and North of the Municipal area (Department of Health KwaZulu-Natal, 2018).

KwaZulu-Natal remains the highest in terms of HIV prevalence among adults, with the Human Sciences Research Council's (HSRC) South African National HIV Prevalence, Incidence and Behaviour for 2017 survey results revealing that the province stood at 27%, followed by Free State at 25.5% and Eastern Cape at 25.2%. The eThekweni District AIDS Council (2018) reports that 1.9 million people are living with HIV in KwaZulu-Natal. Out of this 650 000 (approximately 34% of the HIV infected population in KwaZulu-Natal) are from the eThekweni Municipal area. Therefore, eThekweni is reported to have the highest burden of HIV in the Province (Department of Health KwaZulu-Natal, 2018).

Within the KwaZulu-Natal district municipalities, in 2017, eThekweni had the highest percentage of labour force participation rate at 39.2% followed by iLembe and Amajuba at 30.4% and 28.2%, respectively (KwaZulu-Natal Provincial Government, 2019). The eThekweni Municipality also reported a higher rate of labour force absorption rate of 34.1% compared to uMgungundlovu with 28%. According to

Chipeya (2016), compared to other Municipalities, the bulk of the working-age group are either semi-skilled or low-skilled. This suggests that the general income levels within the Municipality are low hence their lower spending power. A combination of the high unemployment rate and low purchasing power means that there is lower disposable income to support growth within the area.

The comparatively high labour force absorption rate in eThekweni relative to other districts is attributed to a number of economic activities which comprises the harbour ports, tourism and manufacturing, among others (KwaZulu-Natal Provincial Government, 2019). Despite this, the youth unemployment rate in eThekweni was reported to be 39%, with approximately 8% of the households led by youth (Department of Health KwaZulu-Natal, 2018). This suggests a greater vulnerability amongst the youth, which could potentially drive them into illegal activities such as crime and risky behaviours such as transactional sex and drug abuse.

Compared to other areas in the province showing decreases in the crime of between 10% - 18%, criminal activities in eThekweni fell by only 1.6% between 2017 and 2018 (SAPS 2018). This suggests that there is little success in combating crime in the eThekweni Municipal area and is one of the motivations for the current study, in which participation in sport could be used as a mechanism to reduce crime in the area.

The life expectancy in eThekweni is reportedly low due to the prevalence of diseases such as HIV/AIDS, Tuberculosis, chronic diseases, and deaths due to crime (Department of Health KwaZulu-Natal, 2018). According to the District Barometer 2014/15, HIV is reported as one of the major causes of deaths amongst women and children in the eThekweni Municipal area (Health Systems Trust, 2015). The Health Systems Trust (2015) further reports that lower respiratory tract infections are a leading cause of death amongst the youth aged 5-14 years.

The eThekweni area is reported to have a higher proportion of low-income population compared to other municipalities, as explained by its substantial social security expenditure, which mainly targets the poor (Chipeya, 2016). The lower economic growth, high unemployment levels and a higher percentage of poor people in eThekweni Municipality suggest that there is a need for action by various stakeholders to address the situation. This study argues that while sport cannot wholly transform the socio-economic situation faced within the eThekweni region, it can make a

significant contribution towards addressing some of the socio-economic challenges. These potential benefits derived from participation in sports will be outlined next.

2.5. Potential benefits of sport and recreation

Having discussed the socio-economic issues in eThekweni in the previous section, this section dwells on the potential benefits of sport and recreation from a social, economic and physical health perspective. It is important at this stage to highlight that while sport and recreation contribute towards improvement in various aspects related to socio-economic and physical wellbeing, it will not do it alone. Therefore, this section highlights that in conjunction with other factors, sport and recreation has the potential to contribute to society in general.

2.5.1. Social benefits of sport and recreation

The White Paper on Sports and Recreation identified a wide range of social benefits, which include improved security in the community as a result of reduced crime, greater social cohesion, strengthening of relationships in the community, empowerment, and community participation, among others (SRSA, 2012b). According to the KwaZulu-Natal Department of Education (2012), sport development interventions at schools such as the School Enrichment Programme provide social benefits to the communities. In this regard, the Department highlights that such programmes offer the skills that help in dealing with the problem of poverty and diseases such as HIV and AIDS. Literature also suggests that sport programmes help in combating crime and other anti-social behaviours (Coalter, 2007).

2.5.2. Economic benefits of sport and recreation

The White Paper on Sports and Recreation identified several economic benefits of sport and recreation, and these include a contribution to the national economy, creation of employment opportunities, development of life skills (through improved management and administrative, problem-solving, communication, and leadership skills (SRSA, 2012b). For example, the hosting of the 2010 World Cup by South Africa is reported to have produced 83 500 jobs plus an additional 150 000 people that were employed during the construction of stadiums (PMG, 2012). Sport also has the potential to contribute to economic development through enhanced education and life-long learning (Coalter, 2007). Adcroft and Teckman (2009) are of the view that

expenditure on sport and recreation activities is justified due to the significant benefits realised in the economic sphere.

2.5.3. Physical and mental benefits of sport and recreation

The White Paper on Sports and Recreation identified a range of physical and mental benefits of sport and recreation, and these comprise a healthy lifestyle and psychological well-being (SRSA, 2012b). Coalter (2007) highlights that sport has the potential to contribute towards the physical and mental wellbeing of individuals.

There has been an emphasis in the literature that the benefits of participating in sport, especially for young children, are also realised through improved psychological and social health outcomes (Eime, Young, Harvey, Charity & Payne, 2013). In this regard, the benefits of participation in physical activities are not only limited to physical health but also extend to mental health (Janssen, 2007). Much of the research has been focused on the physical health benefits to the exclusion of social and psychological health benefits (ibid.).

Research, however, suggests that there are certain activities for children and adolescents that are recommended to achieve specific health-related benefits. Scientific studies indicate that exercises have to be of a specified duration and intensity to have any positive effect on the psychological wellbeing of an individual (Cooney, Dwan, Greig, *et al.*, 2013; Garcia-Falgueras, 2015). For example, it is recommended that for young children aged 4-17 years, moderate or vigorous activity for 60 minutes a day will result in reduced symptoms of depression and anxiety (US Department of Health and Human Services, 2008a,b).

It is also demonstrated in the literature that metabolic and cognitive functions improve after sport (Garcia-Falgueras, 2015). According to Garcia-Falgueras (2015), sports reduces depression, enhances the immune system to cope with specific diseases and reduce stress. Other scholars argue that sport results in less alcohol consumption and personal development (Lopez Villalba, Rodriguez Garcia, Garcia Canto & Perez Soto, 2016; Malm, Jakobsson & Isaksson, 2019).

Sport has also been reported to have psychological benefits related to improved self-esteem, improved mood, and improved confidence in one's physical abilities, among others (Association for Applied Sport Psychology, 2019; Wankel & Berger, 1990).

Therefore, in addition to the physical and mental benefits of participating in sports, other benefits are realised, such as social and psychological health benefits. These benefits are accrued when participation in sport is done under specific conditions and in a particular manner.

Most importantly, this section demonstrated the potential benefits that can be derived from participating in sports, which can be categorised into social, economic, and physical and mental benefits. With this in mind, the next section provides a discussion on soccer and grassroots soccer development and demonstrate how sport participation at this level translates into individual development.

2.6. Soccer and grassroots soccer development

Noting that sport and recreation have potential benefits as discussed in the preceding section, this section discusses soccer development as a sport in general and in particular grassroots soccer in South Africa.

2.6.1. Soccer Development

Sport development has gained considerable interest from researchers in the past few years. Sport management is defined by Pitts and Stotlar, (2002:3) as “the study and practice involved in relation to all people, activities, organisations and businesses in producing or organising any product that is sport, fitness and recreation-related”. This definition implies that sport management incorporates management practices into sport activities.

Nonetheless, due to its social, educational and cultural nature, sport distinguishes itself from any other forms of business activities (Adonis, 2011). Scholars such as Hoye *et al.* (2005) opine that sport grew from non-professional amateur phase through part-time activities to the present day sophisticated and complex multi-billion dollar industry with different stakeholders. Such change is brought about by dynamics in the sporting industry in terms of its management and how sport disciplines are produced and consumed at different levels over time (Adonis, 2011).

Consequently, the development of the sport industry is credited for its role in the establishment and improvement of communities (Bergin, 2002; Pelak, 2005). Before the 20th century, sport management led to the establishment of sub-communities in

America where individuals from different population groups with different social and cultural values participated in similar sport under same organisations (Rader, 1977). This development, coupled with sponsorship that was made available, paved the way for immigrant groups to integrate with people from other social classes in the Americas then. This development was also observed in Australia (Bergin, 2002), in South Africa during the apartheid era (Pelak, 2005) and in Thailand (Jonsson, 2001). Therefore, sport development and management can act as a vehicle for community development since it can put different people with similar interests together (Adonis, 2011). This “participation for development” idea can be linked to the Sport Development Continuum model, which will be discussed in more detail in Section 2.6.3.1 (Figure 3).

The growth of international sports during the end of the 19th century continuously led to the development of sports (Girginov, 2008). International bodies for soccer, such as FIFA have a specific power over the development and management of soccer internationally (Adonis, 2011). FIFA plays an essential role in the relationship between sports and politics. Through its subordinates such as SAFA, it is responsible for the governing of soccer both in professional and amateur clubs throughout the country. SAFA, in conjunction with FIFA, plays a significant role in soccer development in South Africa. In South Africa alone, soccer is developed through the Premier Soccer League (PSL) which administers professional football in clubs.

SAFA is also responsible for the development of community soccer clubs, which are mostly non-professional and amateur, and it plays an essential role in the development of footballers at a local level. The clubs recruit football players and coach them through holistic development programmes which include and integrate the participants’ social, physical and emotional health (SRSA, 2007b).

Therefore, soccer development in South Africa is essential in soccer clubs and is creating sustainability through developing players from grassroots (mostly youth development) to senior professional players (McIlroy, 2010). Once the players are developed, the soccer clubs can trade players on the open market (SRSA, 2007b). Prior to this trading, soccer clubs provide players with training for future jobs as a complement to soccer development. This is important since it prepares them for their future jobs as footballers or after their football careers (Monk & Ollson, 2006). Adonis (2011) argues that soccer clubs in South Africa are at an advanced stage and provide

professional footballers to the extent that the supply of footballers exceeds the demand. Consequently, most of the players do not “make the grade” which makes the after football career programmes a necessity for soccer clubs.

2.6.2. Grassroots soccer in South Africa

This study considers grassroots soccer as comprising professional and non-professional teams, for example, teams within youth academies. These academies include marginalised corporate-sponsored academies as well as marginalised non-affiliated academies as they are both believed to be important in developing skilled sportsmen for future generations and developing other social and life skills (McIlroy, 2010).

Grassroots soccer has changed the lives of various footballers. According to Bohlmann and van Heerden (2005), grassroots soccer can play an essential role in socio-economic development. The former President of the Union of European Football Association (UEFA) Lennart Johansson also mentioned that “grassroots football is the foundation of the sports, and if the grassroots are not cultivated, football at all levels will suffer” (Adonis, 2011:7). UEFA (2005) also states that the National Football Associations are best suited to manage their own grassroots strategies.

The South African Football Authority (2007) states that one of its essential roles is to develop and promote grassroots soccer through a sustainable and integrated approach to all aspects of this sport. However, Dumitru and Charnas (2007) dismissed this claim because South Africa did not have any form of grassroots soccer development framework and that the development programmes were not standardised in any way. Schloss (2008) argues that soccer clubs in South Africa have developed their programmes that suit themselves and their individual needs and importantly, not all the clubs had frameworks or programmes for grassroots soccer development.

Youth academies refer to the sports institutions that recruit young players with potential talent and develop them for the future (Bohlke & Robinson, 2009). Youth academies for soccer recruit young people from a tender age of eight years and develop them through coaching and competitive games. As mentioned in the preceding discussions, soccer, particularly grassroots soccer, plays an essential role

in the community and its success depends on the ability of the local clubs to identify and nurture talent from an amateur stage until they become elite athletes (McIlroy, 2010).

Grassroots soccer can also be developed through the football academies, which are defined by Kuijer (2007) as facilities or coaching programmes designed to produce talent. The football academies are structures that are formed within a particular soccer club or football league to nurture talent and to develop football players to play in the first team (Kuijer, 2007). Multiple players from different age groups are signed and groomed for the professional teams through creation of opportunities for development, talent management and professional coaching within the football academies (Darby, Akindes & Kirwin, 2007).

Soccer clubs such as Ajax Cape Town and Maritzburg United have their unique structures and frameworks they follow in terms of grassroots soccer development. Their soccer development programmes consist of qualified coaches for development activities for players in the age groups under-10, under-15, under-17 and under-19, who all serve as the reserve team for the senior professional team (Schloss, 2008).

Sasol developed the Wonke Wonke programme in 2005, which has resulted in forging of agreements between the municipalities throughout South Africa (and for this study, eThekweni Municipality) and professional and non-professional football clubs in the region. Through the Wonke Wonke programme, grassroots soccer players were selected to play in planned friendly matches for South Africa's under-23 team with other countries. The programme existed under different code names in the 2nd division of the soccer league in South Africa, and it enabled the players to have an opportunity to improve their skills (both tactical and life skills) and become professionally employable (South African Football Authority, 2007). Since then, Sasol has continued to support the development of football at various levels in South Africa. For example, the company sponsored SAFA with an amount of R3 million for three years between 2014 and 2016 (Brand South Africa, 2013).

This section demonstrated that the development of sport plays an essential role in community development. Due to its importance, SAFA has assumed the responsibility of developing community soccer clubs. These clubs support the development of

players at both local and grassroots levels. After having outlined the positive impact of grassroots soccer development from a community perspective, the following section provides a detailed discussion on the importance of grassroots soccer for individual development.

2.6.3. The Importance of Grassroots Soccer for Individual Development

This section examines the role of grassroots soccer in individual development. Individual aspects to be discussed that have been reported to be influenced through participation in grassroots soccer include life skills development, improved access to HIV and AIDS education, physiological health and psychological well-being.

2.6.3.1. Life skills development

The Earlier discussion suggests there is great emphasis on the role of sport for life skills development in South Africa, especially in children and youth. In line with global trends, South Africa also focus on sports development as a mechanism to develop life skills in young people. Despite efforts by governments across the world to provide large scale interventions to use sport for fostering positive development in youth, there is limited empirical research to support the linkage between sport development and life skills development (Gould & Carson, 2008).

Danish *et al.*, (2004) defines life skills as those skills that will enable an individual to succeed in different contexts or environment such as home, school, and the community, among others. Life skills can be behavioural (effective communication), cognitive (effective decision making), interpersonal (being assertive) and intrapersonal (setting personal goals) (*ibid.*). This definition demonstrates that life skills are not only confined to success in sport, but it is transferable to other life settings outside sport. In this regard, Gould and Carson (2008) explain that for something to qualify as a life skill, efforts to should be made to ensure the competency to transfer the skill to other life situations. Literature also suggests that life skills are not gained by merely participating in sport but are intentionally taught and fostered through sport experience.

Consequently, Gould and Carson (2008) define life skills as “those internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem,

and hard work ethic that can be facilitated or developed in sport and are transferred for use in non-sport settings”. In line with this definition, the current study views life skills as personal attributes related to effective communication, decision making, emotional control, self-esteem, and goal setting that is developed through sport but can be transferred easily to other life settings.

While a decade ago, research conducted in this area had been particularly sporadic, inconclusive and lacking strong theoretical foundations (ibid.), recent trends exhibit burgeoning studies in this area. Several studies have been conducted, including Clark *et al.* (2015), Holt *et al.* (2017), McCardle, Young and Baker (2019), Pierce, Gould and Camiré, (2017), among others. While these studies focused on life skill development through sport, they focused on different aspects.

Pierce, Gould and Camiré (2017) for example, focused on modelling the transfer of skills. In comparison, Holt *et al.* (2017) focused on the development of a model of positive youth development (PYD). Whereas Clark *et al.*, (2015) focused on psychological and social outcomes in respect to youth alcohol and illicit drug use and McCardle, Young and Baker (2019) focused on self-regulated learning from a social-cognitive perspective. However, a review of the past studies shows that research on sport for life skills development remains diversified, fragmented and lacks a common empirical understanding of the role of sport in life skills development. While there has been increasing research interest on the role of sport in developing life skills, the existing studies failed to show a clear tie between the two sufficiently.

Gould and Carson (2008) developed a model to explain how life skills are coached through sport. Their model, which is referred to as the Heuristic Model in the literature, was developed as a framework to guide the implementation of sport programmes that have life skills development as a central outcome. The model is made up of five components, as depicted in the figure below.

Components A: This component consists of the soccer participants’ pre-existing make-up and is divided into internal assets and external assets. The internal assets include the participants’ existing life skills while the external assets consist of surrounding factors which include social ties, parents, peers and other people close to the participant. The athletes’ internal and external assets have to be understood to

easily coach life skills using grassroots soccer because the participants are not devoid of skills and resources when they enter the realm of sport and their pre-existing makeup can significantly influence a coach's ability to coach life skills (Camiré, Trudel & Forneris, 2012).

Component B: This component focuses on the critical aspects of teaching and coaching of life skills through sport. It consists of the philosophy of teaching life skills, relationship skills, competence and accessibility. These are the personal attributes that are supposed to be possessed by a coach. The lower part of this component guides how a coach can teach life skills. A sound philosophical background regarding life skills and sports is a good starting point in coaching life skills through grassroots soccer. Furthermore, coaches who are strong positive role models and who can influence their players are more successful in fostering life skills in their players. Direct strategies to promote life skills in players includes the implementation of activities to intentionally coach life skills such as providing opportunities for players to display leadership and demonstrate how life skills learnt transfer beyond the sport context. Indirect strategies relate to those aspects the coach has less control over, and their role is to focus on the demands of sport. Therefore, a coach can focus on motivating players to train and encouraging teamwork, programme success, social reinforcement from peers and positive social norms (e.g. respect).

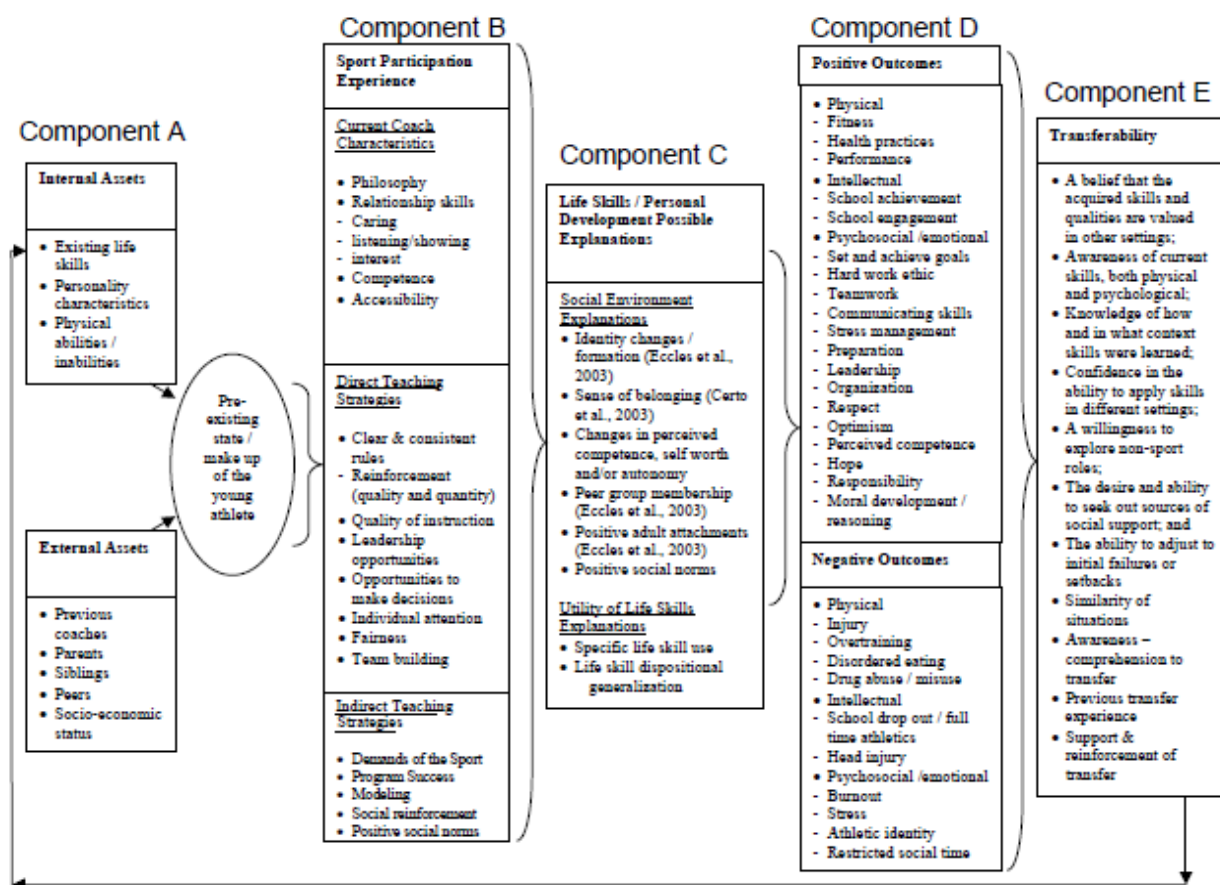


Figure 3: A model of coaching life skills through sport

Source: Gould and Carson (2008)

Component C: This component takes into consideration the way life skills are developed and how the acquired attributes may influence behaviour. Life skills development occurs throughout the process undertaken by the athletes in the course of their sport development (Jones, Lavalley & Tod, 2011). According to Bowley (2015), there are two explanations of a young athlete's life skills development process and how the acquired competencies and attributes may influence behaviour. Firstly, the social environment of sport influences the development of life skills in athletes. This leads to the development of positive outcomes such as identity formation, perceived competence, and locus of control, self-worth, and autonomy. Secondly, the life skills of athletes are developed based on their usefulness in a variety of environments. For example, learning stress management through sport can be easily transferred to other settings such as stress management before an examination.

Component D: This component of the model specifies the actual positive and negative outcomes obtained through participation in sports, such as grassroots soccer. According to Jones, Lavallee and Tod (2011), positive outcomes achieved through grassroots soccer development include enhanced health and fitness habits, achievements in school, sustainable leadership and/or optimism. Whereas, negative outcomes include injuries sustained during the process, lower levels of moral functioning (due to ego-centric approach of wanting to outdo others through breaking the rules to become the best), stress, exhaustion and social challenges (Jones et al., 2011).

Component E: This final component of the model puts more emphasis on the transferability of skills learned through sports (grassroots soccer in this study) to other non-sport disciplines. This is an important component in Gould and Carson (2008) model because the life skills and competencies learned through sports may not automatically transfer to non-sporting settings (Camiré, Forneris, Trudel & Bernard, 2011). There are many determinants of whether skills can be transferred or not which include the similarity of the environments for transferability, the participants' belief that their life skills learned can be applied in other non-sport disciplines and the athletes' experience (ibid.).

2.6.3.2. HIV/AIDS Education

Grassroots soccer development can act as a tool to educate people on issues regarding HIV/AIDS (Colucci, 2010). Grassroots Soccer (GRS), a United States-based non-profit organization has been instrumental in implementing grassroots sports programmes that are HIV/AIDS focused in several countries (ibid.). In South Africa, GRS grassroots programmes focus on educating the youth in the communities using school-based curriculum and make use of interactive soccer activities as a vehicle to discuss and advise on the issues relating to HIV/AIDS, causes, effects, prevention and how to live positively. These programmes are attended by communities who are invited and encouraged to participate as a means of empowering them with knowledge on HIV/AIDS, its management and prevention (ibid.).

According to Peacock-Villada (2006), there is continuous research on the ways that grassroots soccer can be used to communicate with stakeholders on the issues

affecting communities effectively. One of the ways suggested is making use of coaching expertise, and through that, soccer influences the participation of people because of its potential in garnering attention. Grassroot Soccer (2007) mentions that every town in the African setting has a team and soccer players or coaches are often regarded as heroes and role models in these communities' despite their professional level. This, therefore, allows the issue of HIV and AIDS education to be approached in a manner that can be supported from a cultural perspective (Colucci, 2010), since GRS makes use of these local heroes and role models as the coaches of different curricula. The coaches are encouraged to openly share how HIV/AIDS has affected communities and facilitate discussions to share the socio-economic impacts of this pandemic (Grassroot Soccer-GRS, 2007).

The approaches also differ with the country in which grassroots soccer is implemented but, overall, the approach safeguards that the nature of the sport is not altered to ensure consistency (Colucci, 2010). As stated above, it is important to make use of proper communication and choose the right media to communicate issues regarding HIV/AIDS using grassroots soccer. Freire (2007) states that GRS makes use of media such as magazines, fun games and interactive homework which all relate to HIV/AIDS. In doing so, the youth are also empowered with tools to diffuse the information they learn to their families, social ties and communities. Colucci (2010:34) mentions that part of the youth homework is to share the information that they learn in every session.

Empirical evidence shows that grassroots soccer has been successful in most of the sub-Saharan countries including South Africa, Zimbabwe, Zambia and Botswana through expansion, networking with other private organisations and building knowledge within the societies (Peacock-Villada, 2006). One of the most successful clubs that make use of grassroots soccer to fight HIV/AIDS is Coaching for Hope (CFH) which is based in Cape Town. This organisation uses football as a vehicle to address issues, such as HIV/AIDS, drug and substance abuse, gender equity and other problems facing the youth. Since its formation, there has been a significant improvement in the involvement of the youth in substance abuse in various municipalities of the Western Cape (Darby *et al.*, 2007).

A study was carried out by the Children's Health Council to evaluate the effectiveness of grassroots soccer and its education programme in Bulawayo, Zimbabwe (Botcheva

& Huffman, 2004). Data was collected from 314 grade seven pupils from nine schools who were at the risk of HIV/AIDS in their communities. The primary objective of this study was to examine the impact of the GRS programme on participants' knowledge of HIV/AIDS and to examine if any changes that do take place in HIV/AIDS-related knowledge were sustained. The study by the Children's Health Council was also carried out to determine the teacher and student's opinions on grassroots soccer in general and ways of improving it. This study concluded that students were satisfied with the entire programme and that it improved students' knowledge of HIV/AIDS and other related issues. The study also found that the students had the intention to share the knowledge they learnt through the GRS programme. Teachers who participated in the study were satisfied with the programme but indicated that the GRS programme should be incorporated into the education curriculum of Zimbabwe (Botcheva & Huffman, 2004).

Griffith (2005) conducted a multiple case study entitled "HIV/AIDS Intervention Programmes for Youth in Africa: The Role of Grassroots Soccer" to establish the impact of implementing school-based HIV/AIDS programmes and the role of NGOs in fighting against HIV/AIDS in Africa. The qualitative research methodology was adopted in this study, and interview data were collected from members of the GRS organisation located in Zimbabwe, Botswana, Ethiopia, and Zambia. It was concluded that although grassroots soccer impacted positively on HIV AIDS knowledge and prevention, the programmes would be more successful with government intervention and increased youth participation in these programmes (ibid.). It was recommended that governments should intervene through the provision of teacher training in grassroots sports development and motivating the youth to apply the newly acquired skills and knowledge. Furthermore, it was suggested that governments should ensure that discussion on HIV/AIDS is incorporated into the national school curricula.

2.6.3.3. Physiological health

The participation of individuals in grassroots soccer can have either positive or negative impacts on their physical, social as well as psychological health (Houlihan & Green, 2011). In terms of negative impacts, due to the physical nature of grassroots soccer, some participants are vulnerable to injuries or musculoskeletal disorders or

even significant eating disorders (Hylton, 2013a). However, the benefits of participating in grassroots soccer outweigh the risks involved.

In light of these findings, Warburton (2006) found out that there is a positive relationship between physical activities, sport and health status of individuals where an increase in physical and sport activities leads to improvement in the individuals' health. Grassroots soccer has an impact on improving the elements of fitness, such as cardiovascular fitness and endurance (Hylton, 2013a). In addition, Warburton (2006) also found out that regular participation in sport such as grassroots soccer helps in reducing chronic illnesses such as heart diseases, obesity, diabetes and osteoporosis, among others.

On this note, people tend to participate in sport due to its impact on weight control and weight management (Hylton, 2013a). This concurs with a study by Keathley, Himelein and Srigley (2013) which reported that participating in soccer at the grassroots level enables the participants to attain or maintain ideal body weight. In addition, the existence of grassroots soccer provides the participants with the platform to exercise regularly and also embark on healthier diets which continuously motivate people to participate in grassroots soccer.

2.6.3.4. Psychological well-being

Grassroots soccer is said to have a significant impact on the participants' well-being (Warburton, Nicol & Bredin, 2006). Scholars such as Eime *et al.*, (2013) point out that there are various benefits of participating in grassroots soccer and these include its impact in attaining a sense of achievement, increased confidence and more exceptional educational attainment. Warburton, Nicol & Bredin (2006) also maintain that participating in grassroots soccer improves participants' self-esteem, increases their social interaction and reduces any depressive symptoms as a result of its ability to facilitate interaction between individuals. Sport also leads to improvement in psychological well-being through the reduction of stress, anxiety and depression (Eime *et al.*, 2013). Nonetheless, empirical literature reveals that in some cases grassroots soccer negatively impacts individuals' lives, for example, some female footballers believe that sport can increase stress levels from pressure imposed by teammates, coaches or even themselves (Keathley *et al.*, 2013).

In 2006, a study was carried out in Zambia and South Africa to educate the youth on how to face challenges relating to crises or trauma using grassroots soccer (Kaufman, 2008; Peacock-Villada, 2006). The study assessed the use of the sport-based model to educate the youth about resiliency which refers to one's ability to bounce back from crises, sickness and other drawbacks in one's own life (Kaufman, 2008). In Zambia, data was collected using pre and post-surveys while in South Africa, data was obtained through discussion groups with trainers and feedback forms provided. This study concluded that grassroots soccer was effective since it improved participants' resiliency related knowledge to avoid crises. The five week programme improved the way people handled peer pressure, decision making and even willingness to seek help from relevant people (Kaufman, 2008; Peacock-Villada, 2006). The study also found out that the participants enjoyed the resiliency component of the GRS programme because it was relevant in their lives.

On the whole, *Section 2.6.3* provided a discussion on the importance of grassroots soccer development for individual development, which is mainly explained through life skills development, HIV/AIDS education, physiological health and psychological well-being. These benefits extend beyond an individual to also benefit society and the economy. These benefits are discussed in the next section.

2.7. Socio-economic impact of grassroots soccer

This section reflects on the socio-economic impact of grassroots soccer on youth development in Southern African developing countries and developed countries respectively. Various socio-economic benefits are related to grassroots soccer in many nations. Soccer is, without doubt, the most popular sport in the world and is continuously growing due to the general love of people and the international supporting bodies such as FIFA and the national associations such as SAFA and other supporting structures (Naidoo, 2012). It is by no coincidence that soccer has great influence in terms of solving social problems within an area as well as acting as a vehicle for making money for the participants and the community. As a result, soccer is commonly used by various parties for social development, promoting nationalism and profit-making (Grassroot Soccer-GRS, 2007).

On this note, the international stakeholders such as the United Nations (2003b) advocated for the use of sport as a medium for social interaction within civic society to spread and share ideas about nutrition, teamwork, health, economic development, education, and engagement in the fight against drug abuse and/or HIV/AIDS. Due to its popularity and its ability to bring people and communities together, a soccer match can act as a vehicle to communicate socio-economic problems facing a nation and also brings communities to work together to fight societal problems they face (Wardell, 2009). In the same vein, the United Nations (2003b) also propounds that soccer development and a soccer match can provide an excellent event for public information campaigns and general mobilisation to diverse people regarding societal challenges, causes, prevention, protection and treatment.

The benefits of grassroots soccer in solving social problems in any society cannot be underestimated. According to Hartmann and Kwauk (2011), both the United Nations and the International Labour Organisation have noted the contribution of sport in fostering social inclusion, solving social ills and promoting peace. The UN believes sport can be an auxiliary towards achieving some of the Millennium Development Goals and Sustainable Development Goals (SDGs) which include; the eradication of extreme poverty and hunger by creating work opportunities, and promotion of gender equality and the empowerment of women and the youth; reducing maternal mortality and achieving universal access to reproductive health (United Nations, 2005).

2.7.1. Socio-economic impact in Southern African developing countries

African societies face several challenges such as high population growth, prostitution, crime and substance abuse and other social ills (Van der Westhuizen & Swart, 2016). In this environment, grassroots soccer has the potential to impact positively in various ways. Grassroots Soccer, a US-based organisation, has focused on using grassroots soccer to address HIV and AIDS in communities across the world and its various programmes were discussed extensively in Section 2.6.3.2. In addition, other programmes and initiatives have been implemented over the years to address socio-economic problems in low-income communities, particularly. These are summarised in Table 2 and discussed in greater detail below.

2.7.1.1. School Sport Mass Participation Programme

The School Sport Mass Participation Programme was initially implemented in nine provinces across South Africa in 2006. The programme was administered through SRSA and the Department of Education at schools within a cluster context in mostly impoverished areas of the country. The programme aimed to address a host of socio-economic challenges, namely, high teenage pregnancy rate, poor health conditions, high rate of criminal activities, low literacy level amongst the youth, deviant behaviour by the youth and high economic dependency. As such, local stakeholders and participants in soccer were given priority to choose needy areas or any social aspects that grassroots soccer could solve.

In 2006, Burnett and Hollander (2006) evaluated the effectiveness of School Sport Mass Participation Programme in South Africa. Data was collected from 161 schools in 18 clusters, where a large percentage of the participants were breadwinners (*ibid.*). The authors found that the local stakeholders perceived the grassroots soccer to have addressed challenges such as teenage pregnancies, poor health, crimes, deviant behaviour, low literacy levels and dependency syndrome.

The evaluation to determine the impact of the School Sport Mass Participation Programme was carried out using Participatory Action Research based on the Sport Development Impact Assessment Tool (SDIAT). The SDIAT is used to measure the social impact of sporting activities and is also essential in ensuring that there is a synthesis of all the programme. In terms of the social impacts, the SDIAT evaluates the impact of sports on the macro, meso, and micro-levels. Burnett and Hollander (2003) also point out that this tool enables the researcher to triangulate quantitative and qualitative findings of two aspects, namely Programme Management and Delivery as well as Human and Social Development.

The overall conclusion derived was that grassroots soccer programme was effective in addressing the challenges listed above. In this regard, it was highlighted that the establishment of grassroots soccer led to some multiplier benefits in the form of development of new sports such as rugby, cricket and volleyball; intending to address socio-economic challenges faced by the communities (Burnett & Hollander, 2006). The spill over effects included increased community participation in social events such

as festivals, inter-school competitions, inter-class competitions, as well as the development of a sporting culture within the beneficiary communities. The authors posit that this led to the diversion of the local stakeholders from societal decay to sports activities for their benefits.

2.7.1.2. Youth Development through Football (YDF)

The Youth Development through Football (YDF) programme was implemented in several African countries, including South Africa, to make use of grassroots football as a vehicle for youth development (Burnett, 2008). This programme was introduced in 2007 by the Gesellschaft für Technische Zusammenarbeit (GTZ) and the European Union, and in 2009, Volkswagen South Africa became involved. These institutional stakeholders aimed to harness the popularity of football to promote youth participation in economically disadvantaged areas in Africa. In South Africa, the programme was introduced to address socio-economic challenges in different parts of the country. These challenges pertain to high rates of HIV infections, poor health lifestyles, and limited life skills.

In South Africa, YDF is administered in association with SRSA with a representative to drive a “Legacy Programme” in commemoration of the 2010 FIFA World Cup. The SDIAT tool was implemented to evaluate the effectiveness of this programme, where it was found that this initiative was effective in the sense that it enrolled different youths in several developmental initiatives (Burnett, 2008). Some of the youths were also recruited into voluntary activities that led to self-employment, skill acquisition and improvement in their socio-economic lives (ibid.).

2.7.1.3. Active Community Clubs’ Initiative

The Active Community Clubs’ Initiative is another grassroots programme that was implemented in South Africa with assistance from the Australian Agency for International Development (AusAID) (Burnett, 2006). The primary purpose of this programme was to recruit, train and seek partnerships with local stakeholders through inclusive community consultation and the needs-based, community-driven structuring of a club. The SDIAT tool was employed in 2003 to evaluate the impact of this programme on two clubs in two provinces, namely; the Eastern Cape and KZN.

Another impact assessment was conducted in 2006 to establish the effectiveness of grassroots soccer on Keiskammahoek, Eastern Cape Province.

The 2003 impact assessment of the Active Community Club initiative revealed that the programme's approach was more related to the delivery of a sport programme (rugby, netball and cricket) to local schools (Burnett & Hollander, 2003). In 2006, another assessment study was conducted, and it was found that the initiative impacted on the communities in the form of employment creation through gardening projects in Tsabo village as well as the establishment of a programme specialising in HIV/AIDS education and training (Burnett, 2006). Furthermore, the initiative promoted the establishment of a more institutionalised sports programme where the volunteers help in the administration of grassroots sports activities (Burnett, 2008). This led to the development of employment opportunities among the youth and enabled them to gain relevant experience in the grassroots soccer playing, management and administration.

Although the Active Community Clubs' Initiative was reported as effective, it experienced a decline in participation as community leadership changed and new priorities emerged. For example, by 2006, the gardening project, which was started by 12 individuals, was only run by one family of two individuals (Burnett, 2006). Nonetheless, it increased its capacity because it was producing enough to feed the pre-school in the local area.

Table 2 presents a summary of the key programmes that have been implemented in Southern African Developing countries in terms of the main objectives and outcomes.

Table 3: Summary of Key Programmes in Southern African Developing Countries

Name of Programme/ Initiative	Main objectives	Main outcomes
School Sport Mass Participation Programme in 2006	<p>The programme aimed to address the following socio-economic challenges:</p> <ul style="list-style-type: none"> • High teenage pregnancy rate. • Poor health conditions. • High rate of criminal activities. 	<ul style="list-style-type: none"> • Development of new sports such as rugby, cricket and volleyball to attract youth into sport rather than deviant activities. • Increased community participation in social events.

Name of Programme/ Initiative	Main objectives	Main outcomes
	<ul style="list-style-type: none"> • Low literacy level amongst the youth. • Deviant behaviour by the youth. • High economic dependency 	<ul style="list-style-type: none"> • Improved physical health. • Reduced teenage pregnancy. • Reduced criminal activities. • Improved economic dependency by the youths. • Economic empowerment.
Youth Development through Football (YDF) in 2007	<p>The programme combines football education and training with youth development measures in economically disadvantaged areas in Africa with the aim of achieving the following:</p> <ul style="list-style-type: none"> • Reducing the spread of HIV infections. • Improving healthy life styles. • Enhancing life skills. • Fighting crime. 	<p>Improvement in youths' socio-economic lives through the following.</p> <ul style="list-style-type: none"> • Self-employment • Skills acquisition • Improved healthy life-styles
Active Community Clubs' Initiative	<p>To recruit and train the youth as well as to seek partnerships with local stakeholders through inclusive community consultation and the needs-based, community-driven structuring of a club.</p>	<ul style="list-style-type: none"> • Institutionalisation of sport programmes. • It provided the youths with relevant experience in the grassroots soccer playing, management and administration • Improved sport programme (rugby, netball and cricket) at local schools. • Creation of employment opportunities through the creation of gardening projects. • Establishment of a programme specialising in HIV/AIDS education and training.
GRS grassroots programmes	<p>GRS grassroots programmes focus on educating the youth in the communities using school-based curriculum and make use of interactive</p>	<ul style="list-style-type: none"> • Improved HIV/AIDS education. • Reduced drug and substance abuse. • Improved gender equity.

Name of Programme/ Initiative	Main objectives	Main outcomes
	soccer activities as a vehicle to discuss and advise on the issues relating to HIV/AIDS, causes, effects, prevention and how to live positively.	

2.7.2. Socio-economic impact in developed countries

The literature on grassroots sports development tends to focus on its impact in developing countries rather than in more developed regions. This section explores the socio-economic impact of grassroots soccer development from a developed country perspective.

In a study carried out in an international setting O’Gorman (2010) explored the sport development policy implementation of the English Football Association (FA)’s Charter Standard Scheme in North-West England. The study focused on the structures and dynamics of relationships between county FA personnel, grassroots level players, football volunteers, teachers and sport development professionals. One finding of concern was the existence of conflicts and ambiguity between individual ethos, and the requirements as stipulated FA charter. However, on the positive side, the study found that FA policy changed grassroots football clubs from traditional to modern management structures to conform to professional practices.

Sotiriadou (2005) conducted a study to identify sport development processes in Australia and the factors impacting their success. The research concluded that for sport development processes to be successful, there are three major requirements: stakeholders, practices and pathways. Sport development stakeholders, including government, communities, clubs, and sporting organisations, must work together for the sport development process to be effective. Sotiriadou (2005) highlighted that sports development practices reflect the coordination of stakeholders towards the achievement of a common goal. Furthermore, practices provide the pathways to determine sport development direction. Pathways facilitate the linkage between process towards the talented, the elite and foundation. Indeed, the study made a significant contribution by proposing a theoretical framework for sport development processes.

Araújo, Miller and Manner (2014) examined the effect of club infrastructure and player experience on success among Brazilian soccer players. Using a sample of 225 soccer players from the 15 top Brazilian soccer clubs, the research found that better club infrastructure and better coaching or training staff had a positive impact on the individual player's professional success. Their study, although centred on professional soccer players, can also be applied to grassroots soccer players.

Vansteenkiste, Mouratidis and Lens (2010) undertook two cross-sectional studies on the well-being (study 1) and moral functioning (studies 1 & 2) of Belgium soccer players. Both studies were related to performance approach goals and the autonomous (internal motivations) and controlling (external motivations) reasons underlying their pursuit. The first study found that sportsmanship and fair play was associated with autonomous factors such as a sense of vitality and personal performance. Controlling reasons were found to cause negative effects and, the authors claim, were unrelated to indicators of morality. The authors argued that objectifying and a tendency to depersonalize the opponent are the key factors in the breakdown of moral functioning within the player.

In Australia, a study was carried out by Duff and Munro (2007) to evaluate the effectiveness of Good Sports, which is a grassroots soccer programme that operates in conjunction with the Australian Drug Foundation. The main aim of this study was to determine the extent to which grassroots soccer has an impact on controlling recreational alcohol abuse in community clubs. The sample used in this study was 882 individuals from 47 clubs throughout Australia. The study found out that Good Sports had some impact on reducing the amount of alcohol consumption within the communities in which these grassroots soccer teams were operating. However, the study found out that there was no evidence of a downward trend in alcohol-related violence amongst Good Sports clubs', though there may be one (Rowland, 2006).

Another Australian study investigated the influence of grassroots soccer coaches on the development of the youths (Vella, Oades & Crowe, 2011). Semi-structured interviews of 22 coaches revealed that the coaches had a significant influence on youth development. Specifically, the study found out that their responsibility was effective in eight areas namely, competence, confidence, connection, character, life skills, climate, positive affect and positive psychological capacities (Vella *et al.*, 2011).

However, there was a need for more exacting data on coaches' behaviour and attitudinal responses in differing situations, and the study also concluded that the content of relevant coaching accreditation courses lacked in substance.

In a North American longitudinal study investigating relationships between high school sporting activities (including grassroots soccer) and criminal deviance in early adulthood, sport participation was associated with an increase in some types of anti-social behaviour (speeding, driving drunk, and angry or violent behaviour at work), but was also associated with a decrease in other criminal activities (shoplifting, work fraud, and minor citations such as parking fines) (Hartmann & Massoglia, 2007). Research utilising data from the 1994-2001 US National Longitudinal Study of Adolescent Health from 8 271 respondents revealed a positive correlation between sport participation in adolescence and problem alcohol use in later life (Mays, DePadilla, Thompson, Kushner & Windle, 2010).

However, an Australian qualitative study conducted with adolescent male high school students from Sydney revealed that although participants identified a link between sports and drinking culture, being involved in sport was seen as a healthier and more civically committed alternative to anti-social risk behaviours (Hall, 2011). Instead of drug-induced adrenaline, participants highlighted that sport gives them “a natural high” and expressed a preference for sport as compared to other risk-taking behaviours (e.g. binge drinking or recreational drug use) (Hall, 2011).

In the UK, Fraser-Thomas, Côté and Deakin (2005) carried out a study to establish the role of grassroots after school sports programmes in combating obesity, substance abuse and anti-social behaviours. The study was done to evaluate the 5 Cs that were implemented by the British schools, namely, competence, confidence, character, connections and compassion/caring. The study found out that although grassroots soccer has a significant impact in combating these challenges, it is very expensive to implement the necessary initiatives (Fraser-Thomas *et al.*, 2005).

Fraser-Thomas, Côté and Deakin (2005) note that sports participants (7-19 years of age) who specialise in sports at an early age (before 16 years) experience certain physiological, psychological, and social disadvantages which outweighed the benefits: over-training; depression; injury; failure to develop transferable skills; decreased self-

esteem, [and] increased sensitivity to stress. To promote the positive outcomes from the sport development, the authors recommended that appropriate sport designs be developed that promote child-adult relationships. For instance, sport programmes that focus on positive developmental aspects of competence, character, confidence, compassion and connections.

Kokko (2010) studied the effects of grassroots sport development in Finland on the social lives of teenagers and young adults, and in particular on participants' health and sporting skills, and on the development of coaching practices. The study found that the local communities benefit through coaching voluntarism since Finland prioritises children's sport club activities (*ibid.*). Through sports activities, both the facilitators and the participants benefit in the form of good health as well as the employment of facilitators. In Finland, sports clubs are the focal point of public health, and as such, they have assumed civil roles due to high expectations of parents. Consequently, this study concluded that grassroots soccer and other sporting activities in Finland are essential in that they develop decent citizens with healthy self-esteem, proper social skills, and a sporty lifestyle (*ibid.*).

Contrary to the case studies discussed above, some studies in the developed nations suggest that grassroots soccer is not always beneficial to the communities in which it is operating. Studies carried out by Weber (2009) in London concluded that grassroots soccer, or any other sporting activity done at a grassroots level, can lead to early developmental damage. This affects children who are in their early sport specialities as these kids, at times, cannot withstand the pressure of over-training as well as parental and coaching demands (*ibid.*).

2.8. Chapter summary

This chapter presented the literature that has been reviewed in the context of the current study. The chapter provided an overview of the sport system in South Africa, ranging from the policy environment, roles and responsibilities of various stakeholders, funding trends, the different stages of sport development and the challenges experienced in implementing sport policy in the country. The White Paper primarily frames sport development in South Africa on Sports and Recreation. This policy is operationalised through the National Sports and Recreation Plan, which aimed to

guide the implementation of elite and mass participation in the country. The policy is supported by the National Sport and Recreation Act, 1998 (as amended by Act 18 of 2007) and the Transformation Charter.

The role players in implementing these policies were identified as the SRSA, South Africa Council of Sport, the National Olympic Committee of South Africa, the South African Non-Racial Olympic Committee, and the National Sports Council. Furthermore, it was noted that both the national and provincial budget allocations for sport development are incrementally being reduced despite its socio-economic significance in the country. Within the KwaZulu-Natal province, club development has been prioritised, and support for mass sport participation in the province is also directed towards schools. Several challenges related to the development and support mass sport participation were discussed in this chapter.

The chapter also discussed the sport system in KwaZulu-Natal in light of the sport policy implementation. Mass Participation Programme was introduced in the KwaZulu-Natal province explicitly focusing on enhancing the socio-economic situation in the province. While the province has shown some commitment towards sport development in general, the budget for mass sport participation has been cut every year. Some projects that have been earmarked for sport development have failed, and some are taking longer to complete. The province also supports the Club Development programme, which supports several sports code including football. This shows the province's commitment towards mass sport participation. However, the chapter demonstrated that several challenges had inhibited this commitment.

The potential benefits of sport and recreation were also reviewed in this chapter, including its role in addressing some of the socio-economic problems being experienced in KwaZulu-Natal. These benefits are categorised as social, economic, and physical benefits. The importance and potential benefits of grassroots soccer for individual development were outlined. These benefits were identified as life skills development, HIV/AIDS education, physiological health and psychological wellbeing. The chapter concluded by discussing the socio-economic impact of grassroots soccer both from a developing and developed country perspective. In both instances, the key argument was that grassroots soccer development has meaningful socio-economic benefits.

CHAPTER THREE

THEORETICAL FRAMEWORK FOR THE STUDY

3.1. Introduction

This chapter presents the theoretical foundation of the study. The study is a multi-disciplinary research encompassing various fields, which include sport science, sport management, social development, economic development, and psychology, to name a few. It draws on a plethora of theoretical ideas and frameworks. The chapter begins with a discussion of the alternative approaches to sport development with a focus on the Development of Sport Approach and the Development Through Sport Approach. In this regard, the Pyramid Model of Sports Development by Eady (1993) is used to explain the Development of Sport Approach. In relation to the current study, this model outlines the critical phases that should be followed when evaluating the role of grassroots soccer development for both individual human development and the development of elite football. Three frameworks, viz. the Sport+ Model and the +Sport Model by Burnnett and Hollander (2006), the Sport and the Millennium Development Goals MDGs and the Socio-Ecological Model are used to explain the Development Through Sport Approach. In the current study, these help in providing critical elements of sport development required for investigating the socio-economic impact of grassroots soccer on the community. To achieve the same objective, Social Cognitive Theory was used to explain an athlete's development stages in relation to the contextual environmental factors such as peer and family support. Finally, the Sport Development Process Model by Sotiriadou (2005) provided a framework for ascertaining the role of different stakeholders in soccer development and policy implementation within the eThekweni Municipal Area.

3.2. Alternative approaches to sport development

The main objective of this study is to empirically determine the implications of grassroots soccer development for socio-economic development within the eThekweni Municipal Area. To achieve this, it is important to have a background understanding of the theoretical underpinnings that frame sports development. While the concept of sport development has been covered in sport sociology and sports management, literature has confirmed that sports development has been studied across two main

approaches: development of sport and the development through sport (Ha, Lee & Ok, 2015). According to Ha, Lee and Ok (2015), although these two approaches focus on facilitating sports participation, they differ in terms of purpose and the desired outcomes. Amongst these two approaches, Development of Sport has been considered a traditional approach and Development through Sport is regarded as a modern approach. The current study draws on both theoretical approaches to identify relevant key aspects. This is based on the understanding that these two approaches may either have a point of convergence or they complement each other.

3.2.1. Development of Sport Approach

The development of the sport is concerned with the creation and enhancement of sport through the provision of coaching and sports facilities to build sports capacity. This approach is mostly centred on the establishment of organisations to ensure sustainability and progression of participants through the system up to an athlete level (Ha *et al.*, 2015). Therefore, the development of sport approach in this study provides a deeper understanding of the institutional environment that should support grassroots soccer development. The traditional approach to the development of sport has been dominated by the Pyramid Model (Shilbury, Sotiriadou & Green, 2008). This model is discussed in detail below.

3.2.1.1. Pyramid model of sports development

This study draws on Eady (1993)'s Pyramid model of sports development and has been considered because it demonstrates the different phases that an athlete undergoes as part of his/her sports development. Figure 4 illustrates the progression from the wide base of sport participation at the bottom through to the elite participation at the top. According to the model, the aim at the bottom level is to recruit as many youths as possible into sports and then develop those with talent into high performers (Bailey, Collins, Ford, *et al.*, 2010). The model follows two perspectives, which are bottom-up or trickle-down effect and top-down or trickle-up effect (*ibid.*). The bottom-up or trickle-down effect is concerned about injecting more resources at the bottom to promote mass participation, with the expectation that a vast pool will produce excellent elite performers.

On the other hand, the top-down or trickle-up effect is concerned with the allocation of more resources at the top, which seeks to promote elite sports. The trickle-up effect (elite participation) and trickle-down effect (mass participation) are interrelated and mutually dependent (Bosscher, 2015). While a broad base of mass participation is considered to be a pool for elite sport development, elite sport is viewed as a source of inspiration and attraction for young children (ibid.). The fact that young people have an option of choosing either to develop through mass participation or an elite participation approach have strained the relationship between the two (ibid.).

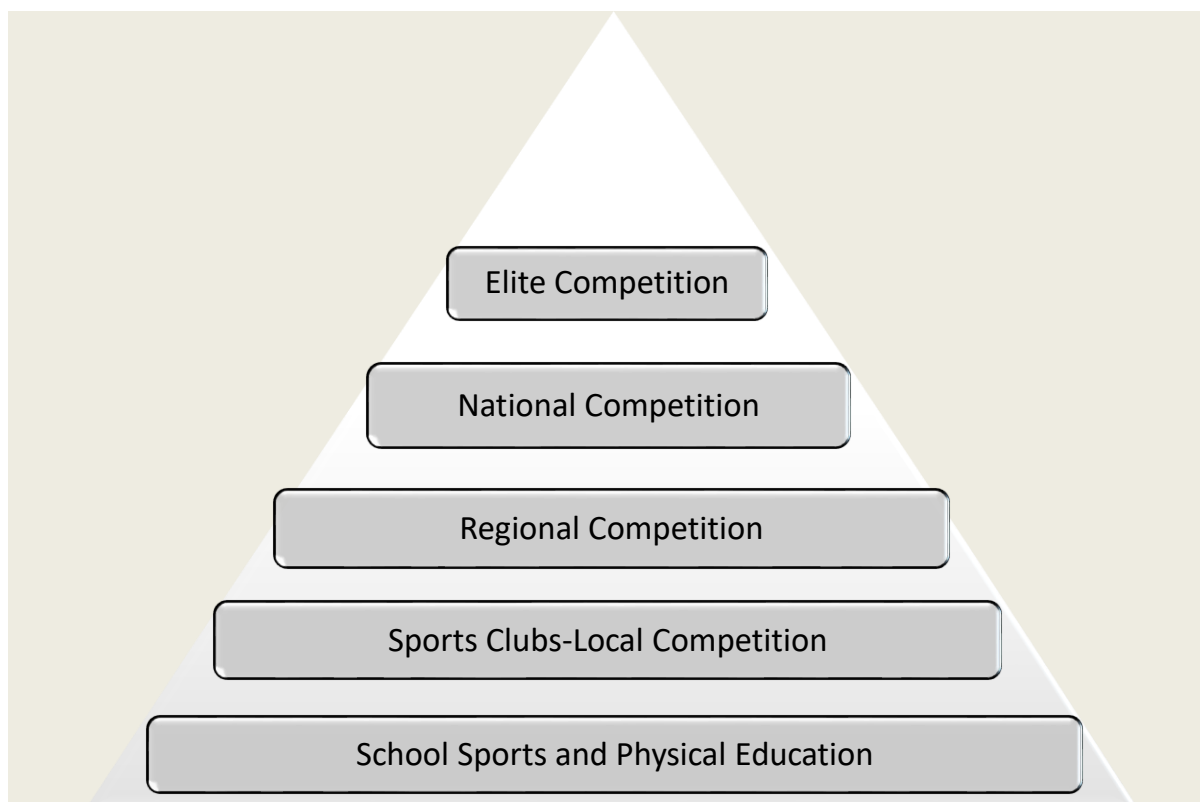


Figure 4: The Pyramid Model of Sports Development

Source: Tinning, Kirk and Evans (1993) Cited in Bailey *et al.* (2010: 14)

The Pyramid model of sports development shows different phases that participants undergo from the introductory stage to the time when they become elite athletes (Eady, 1993). Eady (1993) then explained the term “continuum” in a diagrammatic form in an attempt to explain how the sport development pyramid provides pathways in which an individual progresses to the level that is appropriate to them. In other words, the sport development continuum classifies participants in terms of their level

of achievement in sport (Houlihan & White, 2002). The sport development continuum depicts vertically upward arrows which show the progression of sports participants from the foundation phase through other middle phases, namely; the participation and performance levels to the excellence phase. These are successive phases from the point the participant enters the developmental system and are shown in Figure 5.



Figure 5: The Sport Development Continuum

Source: Hylton et al. (2001:5)

Each of these levels is described below:

Foundation: Is the early development of competency and physical skills which forms the basis of all later levels of sports development. These foundational skills are seen as underpinning most sporting activities and are related to throwing, catching, and hand-eye coordination (Hammond, 2013). It is argued that without these basic skills, it is unlikely that young players can become long-term sport participants. People participate in sports just to socialise and interact with others in their social circles who share the same interests (Adonis, 2011; Perkins & Noam, 2007). At this level, people

do sport for fun, and they are motivated to try new experiences hence, they move up to more formalised phase which is the competition phase (Perkins & Noam, 2007).

Participation: This is the basic level of competence in which sport is taken primarily for fun and enjoyment. Those that are more competent take part in sports mainly for fun, health and fitness. This level is seen to be more focused on the opportunities to participate in sport (Hammond, 2013; Houlihan & White, 2002). In the participation level, the participants compete for enjoyment and perceived physical, social and other benefits associated with this stage (Adonis, 2011).

Performance: This is a more structured form of competitive sport that is usually performed at a club or country level (Houlihan & White, 2002). At the performance phase, the emphasis is placed on high performance. Those athletes who frequently practice/train and regularly compete are found on this level (Hill, 2007). Participation is made mandatory at this level due to the existence of different formal structures such as coaches and managers who all demand discipline in the sporting activities and outside (Perkins & Noam, 2007).

Excellence: This is the top-level in which excellent performers participate at the highest national and international levels. This level is characterised by those athletes who have managed to do their own best possible performance at any of the previous levels (Hill, 2007). The excellence phase is more formalised and more developed (Adonis, 2011).

In other cases, participants may not move to higher levels due to negative experiences and other external forces or can even move down from certain levels, suggesting that participation in sport at high levels cannot be maintained indefinitely and at times it eventually ends prematurely (Adonis, 2011; Perkins & Noam, 2007).

Over the past years, the sports development continuum has been used as a guide towards the sport development process and helps to direct government policies towards sport development (Hylton, 2013b). The rationale for governments to invest in elite football remains unknown (Coalter, 2007). However, many governments have used the trickle-down to just justify their high investments in elite sport on the belief that the positive outcomes will be generated through the hosting of international events (Bosscher, 2015). Furthermore, it is alleged that massive investment in elite sport is a

way of promoting mass participation, still no evidence has been found on the linkage between elite sport development and mass participation (Houlihan & Green, 2008).

The Sport Development Continuum model is not without its limitations. Scholars such as Abbott *et al.* (2002) are of the view that the model presumes a successful progression from the foundation stages up until the participant becomes an elite athlete. However, this is not always the case since some participants do not even proceed to the next successive level, let alone start at the bottom. In addition to that, Bailey *et al.* (2010: 25) mention that “....pyramid models presume that selection for progressively higher levels within the system is based on merit, while in practice; participation is mediated by a host of psychosocial and environmental factors, such as the ability to take part in the first place”. This view is shared by Sullivan and Kent (2003) and Bandura (1999), who maintained that the progress of a sports participant depends on the intervention of stakeholders and the conduciveness of the area involved.

Furthermore, the sport development continuum has been criticised on the basis that it is too restrictive in its assumption of sequential progression between levels (Cook, 2010). According to Cook (2010), the model does not provide for direct progress from foundation continuum to the performance continuum for exceptionally talented individuals. Many scholars argue that the developmental stages are non-linear in the sense that players pass through discrete but idiosyncratic phases as they develop from beginners to experts (Abbott & Collins, 2004; Vaeyens, Lenoir, Williams & Philippaerts, 2008). Shilbury, Deane and Kellett (2006) also argue that this logical progression assumption suggests that participants simply progress to the next level without any movement between recreational competition and semi-elite or elite competitions.

Further criticism of the Pyramid model lies on the basis that not everyone that practise a sport has the desire to ascend to higher-level sport (Eichberg, Bale & Philo, 1998). Moreover, elite sport can still be developed without any reliance on the broad mass participation base (van Bottenburg, 2011).

According to Green (2005), the sequential movement between levels does not proffer an understanding about sport development that is sufficient enough for programme

planning, implementation and evaluation. Green (2005) further discovered that pyramid-sport development systems are often weak when there is a lack of linkages between organisations. Sotiriadou, Shilbury and Quick (2008) highlight that while the pyramid-sport systems provide a simple approach to sport development through participation, it does not explain the pathways and who is involved and in what ways to facilitate sport development opportunities.

The current study is more concerned with the foundation and participation phases of the pyramid with particular emphasis on grassroots sport development. The study argues that this is the stage where the low-income segments of the communities should be allowed to access sport to be able to partake in the socio-economic benefits of sport. It is further argued that while the youth from poor backgrounds and rural areas access sport, there should be effective systems that will allow talented youths to progress up to the elite sport. Despite the development pathways that an athlete has to undergo, reaching the “excellence” level is not the ultimate goal for every participant, as demonstrated above. This suggests that other benefits can still be realised irrespective of the level one is participating in. In this regard, the Development Through Sport Approach discussed below, demonstrate the diverse developmental aspects achieved through sport.

3.2.2. Development Through Sport Approach

Development through sport, also referred to as Sport for Development (SFD), is the second approach, which is regarded as a modern approach (Ha *et al.*, 2015). The SFD movement is a well-known tradition that initially used sport to support athlete development but has evolved in using sport for diverse development purposes (Darnell & Hayhurst, 2011). This movement has its support primarily from the UN and other global players. For instance, the 2003 Magglingen Declaration recognised sport as a contributor to the MDGs (Lindsey, Kay, Jeanes, *et al.*, 2018). The development through sport approach can be explained by a number of models, which includes Sport+ and +Sport models, Sport and the Millennium Development Goals (MDGs), the Social Cognitive Theory, and the Socio-Ecological Model. Each of these models is discussed in detail below.

3.2.2.1. Sport+ Model and +Sport Model

The Sport+ and +Sport models are an important consideration for the current study since they highlight the importance of sport development from both an individual and community perspective within the parameters of mass sport participation. These models were developed by Burnett and Hollander (2006) following their evaluation of a community-based sport mass participation initiative (*Siyadlala*) that was introduced nationally in South Africa in 2004. Using the Sport in Development Impact Assessment Tool (SDIAT), Burnett and Hollander (2006) traced the impact of the programme on two bands, namely; programme management and development; and individual and community development (i.e. social development). The results from the study suggested that there were two main models of implementation which are sport for development (+Sport) and sport for performance (Sport+).

While the models are interrelated, Nicholson, Hoyer and Houlihan (2011) argue that they differ in the sense that the Sport+ Model is more focused on sport development in the community at a club level. The Sport+ Model places sport development and excellence at the focal point of the participant's progress which implies that its primary aim is to develop talent that already exists (Burnett, 2008; Adonis, 2012). According to Burnett (2008), the Sport+ Model involves the promotion of sport and positive experiences of sport participation, plus additional developmental, personal and societal benefits.

On the other hand, the +Sport Model is more concerned with the development of sport at schools, which forms part of the school curriculum (Nicholson *et al.*, 2011). The +Sport Model takes into account human and community development, where the main emphasis is placed on recreation and mass participation (Burnett, 2008). The developmental outcomes are related to issues around HIV/AIDS awareness and active citizenship participation (Adonis, 2012). This view also conforms to the studies by Coakley, (2007a), who mentions that the participation of communities, particularly the youth, in organised sports brings them together and provides them with opportunities to learn specific skills in and outside sport.

These models suggest that sport development and management increases the propensity of individuals and their societies to become newly trained and skilled

individuals (Girginov, 2008). Therefore, the essence of these models is their explanation of the connection between individual development and the environment. This speaks to the socio-economic benefits an individual derives directly from participating in sport and those benefits accrued in other contexts, which in some cases can benefit either the individual directly or the society. The socio-economic benefits of sport have also been recognised for the development agenda. Hence, sport is an area that has been identified by the United Nations for contributing towards the achievement of its MDGs and is discussed further in the next section.

3.2.2.2. Sport and the Millennium Development Goals MDGs

The MDGs were arguably the first universally adopted global framework for development. Sport has been recognised as a tool to assist the achievement of the MDGs. According to Lindsey *et al.* (2018), the role of sport in terms of addressing MDGs are outlined as follows :

Table 4: The role of sport in addressing MDGs

MDG	The role of sport
MDG1:Addressing extreme poverty and hunger	<ul style="list-style-type: none"> • Acquisition of life skills by participants and coaches, which enhances their employability. • Connection of vulnerable groups to community services and support through sport-outreach based activities/programmes. • Jobs and skills development through the production of sports programmes and equipment. • Prevention of diseases, which reduces the burden of health costs on individuals and communities. • Increased employability through reduced stigma, increased self-esteem, self-confidence, and social skills.
MDG2: Achieving universal primary education	<ul style="list-style-type: none"> • Motivating children to enrol, attend school and improve academic achievement.

MDG	The role of sport
	<ul style="list-style-type: none"> • Sport provide alternative education for children who cannot attend school. • Sports helps in reducing the stigma that prevents children with disabilities from attending school.
MDG3: Promote gender equality and empower women	<ul style="list-style-type: none"> • Improvement of female physical and mental health and provision of opportunities for interaction and friendship. • Increased self-esteem, self-confidence, and improved self-control of one's body. • Improved access to leadership opportunities and experiences for girls and women. • A positive shift towards gender norms which enhances the safety of girls and women, with an enhanced control over their lives. • Empowerment of girls and women with disabilities through acquisition of health information, skills, improved social networks and leadership experience.
MDG4: Reduce child mortality	<ul style="list-style-type: none"> • Sport helps to education young women and helps to deliver health information resulting in healthy children. • Improved fitness helps in enhancing resistance to diseases. • Sport helps in reducing the incident of risky adolescence pregnancies. • Improves acceptance of children with disabilities
MDG5: Improve maternal health	<ul style="list-style-type: none"> • Improved access to reproductive health information by girls and women. • Enhanced fitness helps with the speed of post-natal recovery.

MDG	The role of sport
MDG6: Combat HIV and AIDS, malaria, and other diseases	<ul style="list-style-type: none"> • Sport reduces the stigma associated with people living with HIV/AIDS, increasing their social and economic integration. • Sport reduces the rate of health risk behaviour that contributes to HIV infections. • Sport reduces HIV infection rate through education and empowerment.

Source: Lindsey et al. (2018)

In light of the above, sport has been identified to take prominence in various UN-sponsored SFD publications and policy documents. According to Hayhurst (2009), sport facilitates healthy human development, assists in building social capital, and helps in driving economic and community development, promoting gender equality, improving the quality of life, and reducing conflict internally and between nations. According to Lindsey *et al.* (2018), in reality, sport has been generally associated with individual and social change by improving elements related to HIV/AIDS reduction, provision of primary health education, empowerment of girls and women, and promoting education and youth development at large.

Levermore (2008) regards the SFD approach as a powerful driver of various developmental schemes, some of which are outlined as follows:

- Conflict resolution and facilitation of international relations.
- The development of physical and psychological aspects of human development.
- Creation of cultural awareness and understanding.
- Physical, social and community infrastructural development.
- Health promotion and disease prevention.
- Empowerment of vulnerable groups such as girls and women.
- Social integration and the development of social capital.
- Promotion of economic development through the staging of sporting events.

Indeed, development through sport is more concerned about enhancing the role of sport in improving the wellbeing of individuals, communities and societies through participation in sport (Ha *et al.*, 2015). According to Ha, Lee and Ok (2015), the expected outcome of this approach is improved community health both physically and socially. Therefore, sport promotes inclusion, regulate undesirable behaviour, and contribute towards public health (Lindsey *et al.*, 2018).

From a practical point of view, several programmes and initiatives that have been implemented across the world have been based on the development through sport approach (Ha *et al.*, 2015). The UN has played a central role in promoting the global recognition of SFD within the wider development system (Lindsey *et al.*, 2018). This elevated role placed on sport as a vehicle for social change. In 2013, the 6th International Day of Sport for Development and Peace was hosted, and there was a recognition that sport has a transformative power and holds more significant potential in advancing social change. Recently, sport was mentioned as one of the main contributors towards the “2030 Agenda for Sustainable Development” (UN General Assembly, 2015). Sport was officially recognised as a tool to address 10 out of the 17 SDGs during the UNESCO Sixth International Conference, and these are outlined as follows:

- SDG 3: Good Health and Well Being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduce inequality
- SDG 11: Sustainable Cities and Communities
- SDG 16: Peace, Justice, and Strong Institutions

Indeed, this section demonstrated the role of sport in general towards the achievement of a number of development outcomes within the society, including the attainment of good health and wellbeing (SDG3), as outlined above. The environmental and development processes, which are explained through the Social Cognitive Theory, are discussed next.

3.2.2.3. Social Cognitive Theory

In addition to the models discussed above, the study makes use of Social Cognitive Theory to explain how people develop through sport. Bandura (1994)'s Social Cognitive Theory provides a discussion of various developmental changes that people undergo throughout their lives. The theory states that the development of knowledge is directly related to the observation of one's surroundings or other people with whom one interacts (Bandura, 1994). Observing what other people do have a substantial impact that prompts the audience to engage in behaviour similar to that observed. Grassroots soccer can be used as a vehicle to address problems facing the youth in the eThekweni Municipal Area by using soccer academies as sites for identifying role models for the community. The current study argues that while sport can be used to develop an athlete, the social environment has a bearing on the success or failure of the concerned athlete. The process of achieving this goal is explained by the Socio-Ecological model, as proposed by Eime *et al.* (2013), and it is described in more detail in the following section.

3.2.2.4. The Socio-Ecological Model

The Ecological Systems Theory has its roots in the work of Bronfenbrenner (1979), who emphasises that human development is influenced by the type of environmental system the individual inhabits. This early work emphasised that human development is realised over time within the complex systems of individual interactions and between an individual and the environment. Based on this model, McLeroy *et al.* (1988) later developed a Socio-Ecological Model for health promotion based on the work of Belsky (1980) and Steuart, (1965). The current study draws on the Socio-Ecological Model in addition to the theories proposed by Eime *et al.* (2013), which focused on the development of health through sport.

The Socio-Ecological Model focuses on the individual and society as targets for health promotion interventions. According to the model, changes in society are likely to influence changes in individuals. Therefore, health promotion interventions should identify unhealthy behaviours and provide interventions that are aimed at changing interpersonal, organisational and community factors. Consequently, health promotion interventions may be ineffective if they only focus on an individual without considering the social contextual behaviours. The Socio-Ecological Model, therefore, provides a

theory-based explanation of the interactive characteristics between an individual and the environment that influence health behaviour (Golden & Earp, 2012). To explain this theoretical relationship, the model identifies five factors that are specific to health behaviour. These are: 1) interpersonal factors, 2) interpersonal processes factors, 3) primary groups factors, 4) organisational/institutional factors, 5) community/environmental factors and 6) public policy factors (McLeroy *et al.*, 1988). The model highlights that these are the key determinants of patterned behaviour. Therefore, these form the levels of analysis needed to understand the causes and outcomes of interventions aimed at influencing health behaviour.

Within the sport development context, Eime *et al.* (2013) proposed a conceptual model for health through sport, which drew on the work of McLeroy *et al.* (1988) and others including Brettschneider (2001), Howie *et al.* (2010), and Sallis and Owen (2002). The conceptual model is depicted in Figure 5, and it shows the linkage between the determinants of participating in sport and the psychological and social benefits of participation.

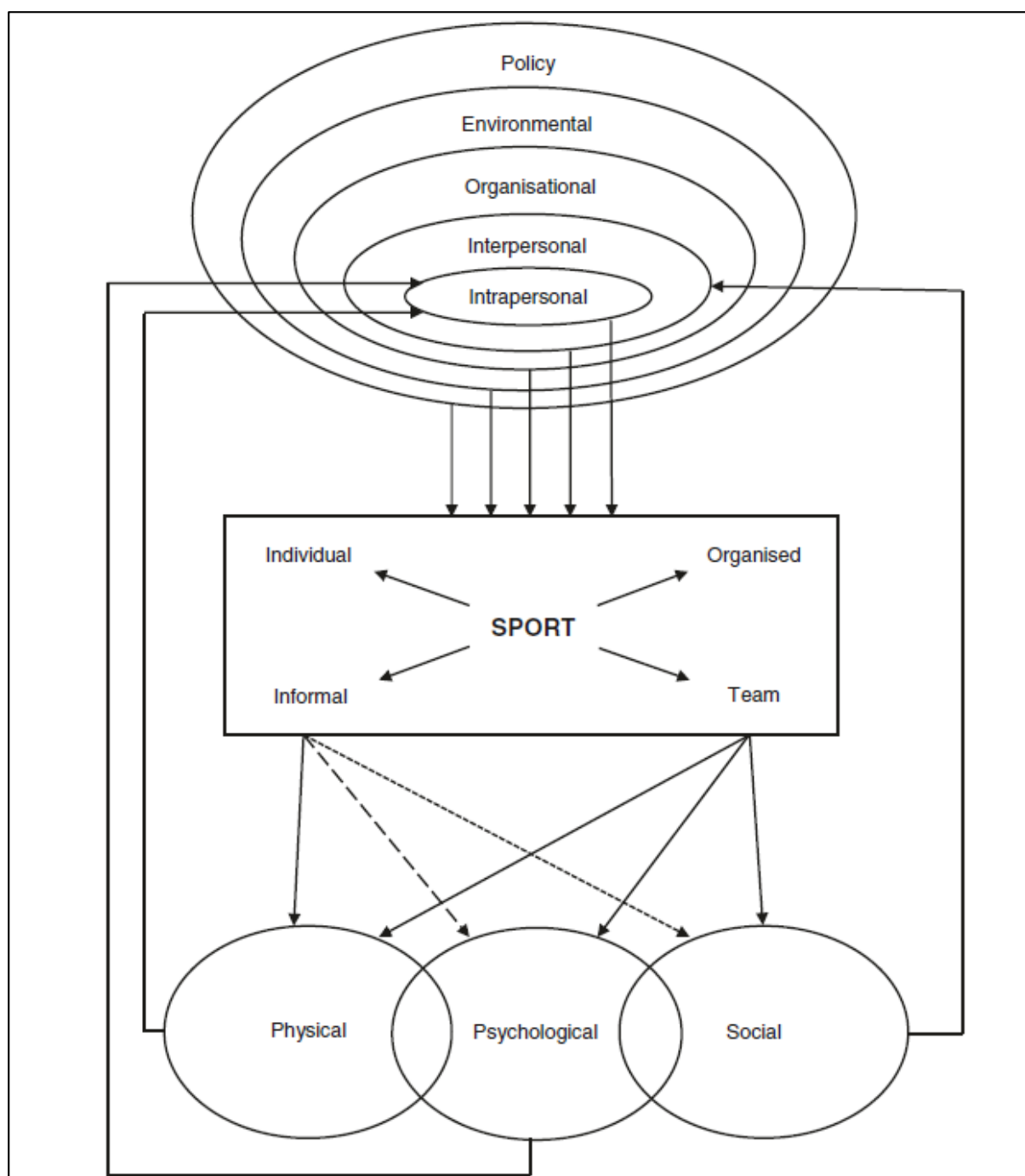


Figure 6: Health through Sport conceptual model

Source: Eime et al. (2013:12)

In Figure 6, the five determinants of participating in sport derived from the Socio-Ecological Model impact on sport through two dimensions, namely informal-organised and individual-team and in turn influence three spheres of health, i.e. physical, psychological and social (McLeroy *et al.*, 1988).

While the model managed to demonstrate the important linkages between the two dimensions (informal-organised and individual-team) of sport participation with the associated health benefits, the level causality has not been established in the literature (Eime *et al.*, 2013). Despite the importance of the two dimensions of sports participation, there is no clear explanation of how the environmental factors and processes can promote participation and enhance the benefits. In the context of the current study, the Health through Sport conceptual model guides the study since it elucidates on the linkage amongst the contextual factors of sport participation, two dimensions of sport participation and the health aspects (physical, psychological and social) as highlighted above. A deeper understanding of these crucial linkages provides the basis of analysing the effect of sport development programmes both from an individual and community perspective. What is also of essence is the sport development process that should be in place to promote participation in sport. This aspect is discussed in the next section.

3.3. Sport development process model

The sport development process model regards sport development stakeholders, practices and pathways as integral components for any sport to grow. According to Sotiriadou (2005), sport development stakeholders include all parties who contribute to the sport development process. The relationship between these stakeholders (i.e. the government, corporate companies, communities and individuals) play an important role in sport development. Sport development practices are the strategies, means and courses of action taken by the stakeholders for successful sport development. (Patterson & Rowland, 1990) These five sport development practices, according to Sotiriadou (2005) are facilities, coach/umpire and administration/management, player development, promotion, and competitions/events. The sport development pathways aim to explain the linkages from the foundation, to talent and elite athletes, rooted within the sport development processes.

In terms of grassroots soccer, this model is essential because it explains the development of the sport through the interaction of different stakeholders. In South Africa, some various policies and frameworks are in place to support the development of grassroots soccer for socio-economic development. For example, SRSA aims to develop sports (and grassroots soccer in this study) through five strategic goals

namely; improving citizens' access to sports and recreation, winning nation through international sports, support mechanisms for sports, the transformation of sporting activities and making sports a vehicle to drive national and global priorities (White Paper on Sports and Recreation South Africa, 2012). The private sector, to a certain extent, also assists in the promotion of grassroots soccer to help in preventing social and economic challenges (Colucci, 2010).

3.4. Proposed conceptual framework for the study

Based on the reviewed literature, this study draws on various existing models on sport development for its conceptual framework. These models include the Development of Sport Approach (Pyramid model of sports development), the Sport+ Model and +Sport Model, the Socio-Ecological Model, and Social Cognitive Theory.

The Development of Sport Approach used a pyramid figure to explain the pathways that athletes undergo from the introductory stage to the time when they become eligible to participate at the elite level. The model explains two continua of development, namely, the trickle-up effect (elite participation) and the trickle-down effect (mass participation) which are regarded as interrelated and mutually dependent. In this study, the focus is on mass participation, and it is argued that while resources should be prioritized for this phase, the focus should be on how participants from poor backgrounds can access sport facilities and opportunities for growth.

From development through sport perspective, the Sport+ Model and +Sport Model highlight two approaches to mass participation, which are sport development in the community at a club level (Sport+ Model) and sport development and excellence (+ Sport Model). Building from this model, the current study is more concerned about the Sport+ Model because of its emphasis on promoting sport and positive experiences of sport participation and additional developmental, personal and societal benefits. This approach is supported by the views of the UN on the role that sport can play in achieving the MDGs. In other words, participation in sport at the community level is beneficial to both the participant and the community. This notion is also supported by the Socio-Ecological Model and Social Cognitive Theory, which highlight the interactive characteristics between an individual and the environment that influence health behaviour and ultimately, athletic development. The sport development process

model regards sport development stakeholders, practices and pathways as integral components for any growth in sport.

Therefore, building from the cross-disciplinary theoretical models reviewed in this chapter, the conceptual framework proposed for the study is depicted in Figure 7. This conceptual framework emphasizes that the pathways of sport policy development through to policy implementation are heavily dependent on the linkages that exist amongst the key stakeholders within the sporting space. Effective policy implementation will result in sound grassroots soccer development, and the positive outcomes are seen through the improved socio-economic status of the participants and the society at large. This includes reduced drug abuse, reduced criminal activities, increased HIV/AIDS awareness, reduced child abuse, improved leadership skills, improved economic status, women participation and inclusion, reduced teenage pregnancies, and enhanced physical well-being. The analytical framework proposed and developed for this study is outlined in the discussion of the findings in Chapter 6.

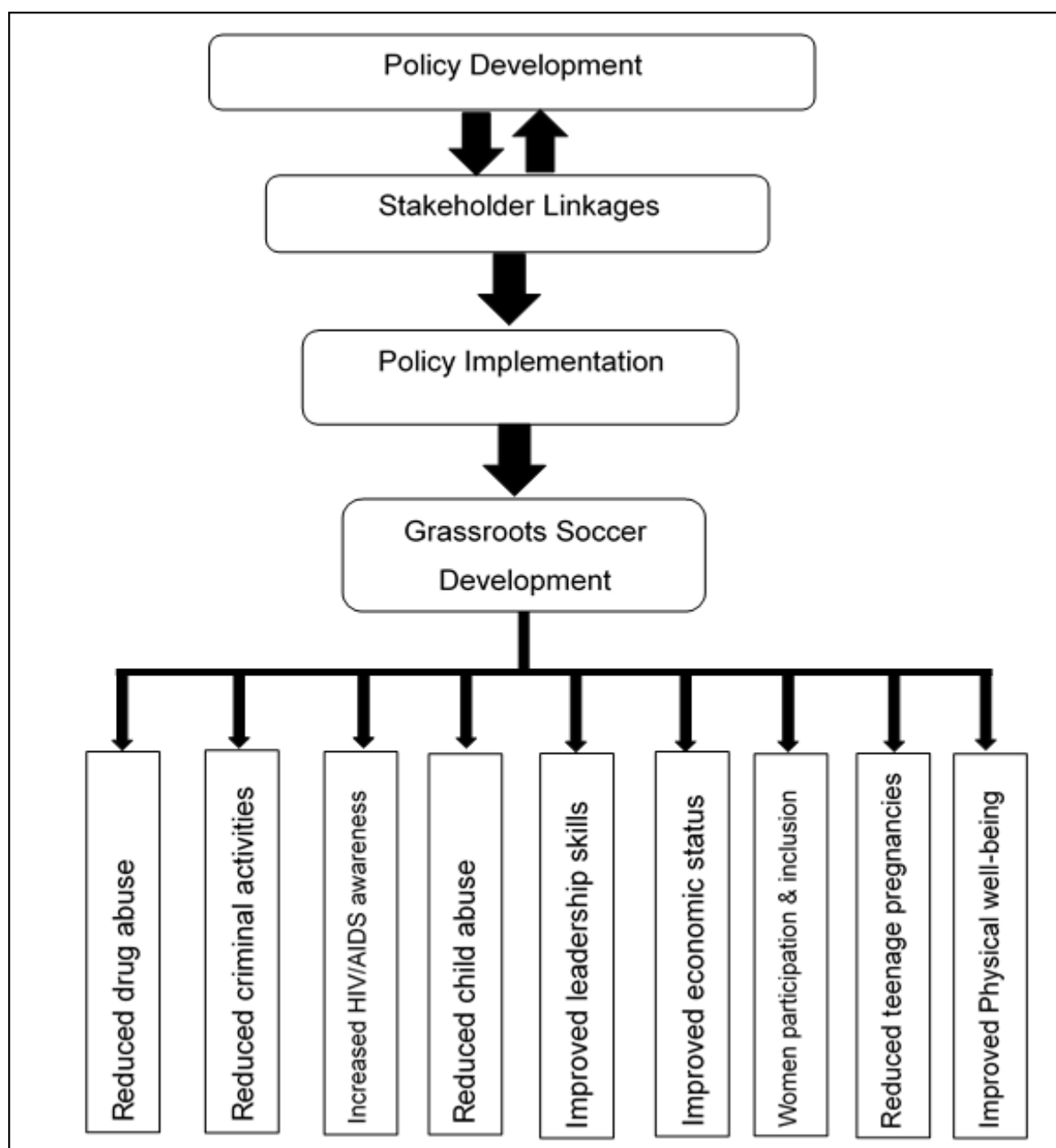


Figure 7: Proposed Conceptual Framework for the study

3.5. Chapter summary

This chapter provided the theoretical foundations for the study and drew evidence from various disciplines. The chapter began with a discussion of the alternative approaches to sport development focusing on the Development of Sport Approach and the Development Through Sport Approach with, the Pyramid Model of Sports Development used to explain the former. Concerning the current study, an

understanding of this model provided the tools to evaluate the role of grassroots soccer development for individual human development. Three models (the Sport+ Model and the +Sport Model, the Socio-Ecological Model, and Social Cognitive Theory and) were used to explain the Development Through Sport Approach. Furthermore, the chapter discussed the role of sport as a tool to assist the achievement of MDGs due to its recognised contribution towards healthy human, social and economic development. The analysis of the sport development models in the current study helped in outlining the critical elements of sport development that should be focused on when investigating the socio-economic impact of grassroots soccer development. Finally, the chapter concluded with a presentation of the proposed conceptual model for the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1. Introduction

In the introductory chapter, it was mentioned that this study was conducted to ascertain the impact of grassroots soccer development on socio-economic development in the eThekweni Municipal area, KZN Province. This chapter presents the research methodology adopted to fulfil the research objectives. The research methodological approach is explained through the epistemology, paradigm, research methodology and research methods (Crotty, 1998). In this study, constructionism is adopted as the research epistemology, pragmatism as the theoretical perspective, mixed methods research as the methodology and research methods which comprises sampling, data collection and analysis. With reference to the research methodology, Creswell (2007) highlights that it is important to illustrate a research approach as it provides an effective way of increasing the validity of the study. This study adopted a mixed-methods research approach. The research design employed was primarily influenced by the research approach. A discussion of these stages is followed by a clarification on how the study addressed issues of validity and reliability, trustworthiness and ethical considerations.

4.2. Epistemology

Epistemology is concerned with the connection the researchers have to reality and the procedures they take in search of the truth (De Vos, 2002). It is the science of knowing and is about how true knowledge is generated (Vosloo, 2014). Maynard (1994:10) highlights that epistemology is concerned with providing the philosophical grounding that is used for deciding the nature of knowledge that is possible and the mechanism for ensuring that the philosophical stance is adequate and legitimate. In this study, constructionism as an epistemological approach was adopted. Constructionism is concerned with the construction of knowledge on reality (Shadish, 1995) and argues that both the object and the subject are actively involved in the creation of meaning. Crotty (1998) emphasises that people may construct different meanings of the same phenomenon. In this study, the aim was to obtain the perspectives of various stakeholders regarding their understanding of the implications of grassroots soccer

development and management for socio-economic development within the eThekwin Municipality Area in KZN Province.

4.3. Research paradigm

The previous section elaborated on the epistemological stance adopted by the study. In the face of the epistemological choice, which is the constructionism, this section discusses the research paradigms and the one chosen for the study. Scholars in research state that it is essential to select an appropriate research paradigm in a research study. Kuhn (1962) defines a research paradigm as a set of common beliefs and agreements shared between scientists about how problems should be understood and addressed. Oates (2006) states that the research paradigm refers to a framework consisting of a set of shared theories, assumptions and philosophies about how we look at some aspects of the world, the nature of knowledge (ontology), the value it holds (axiology), how we know it (epistemology) and the processes for studying it (methodology). Other writers such as Oates (2006) are of the view that a paradigm is generally a whole system of viewing the nature of the world and how unique understanding about it can be learned.

Due to the existence of a variety of philosophical paradigms, researchers have to interrogate each of them based on the research in question and then choose the most appropriate one as it has a significant influence on how the study should be carried out as well as the comprehension of the phenomena. Cryer (2006) mentions that research paradigms depend on the discipline in which the research study falls. While there are diverse ways in which the researchers can gain knowledge and find answers to the research questions, the success of a research study depends on the paradigm chosen. This entails selecting the most appropriate research paradigm, and in doing so, some steps have to be followed. According to Cohen, Manion and Morrison (2013), researchers should check the nature of the phenomena being observed, the objectivity or subjectivity of the reality, the basis of knowledge, its nature and how it can be obtained and shared with people as well as the link between individuals and their surroundings. In this regard, Oates (2006) and Myers (2009), highlighted that there are two main research paradigms, namely, positivism and interpretivism. The following sections compare these paradigms and outline the reasons for the adoption of a particular paradigm in this research.

4.3.1. Positivist paradigm

According to Guthrie (2010), the positivist paradigm, which is rooted in the natural as well as physical sciences, is one of the oldest types of research paradigms. The positivist paradigm holds the belief that the world is not random but instead viewed in a systematic order. Scholars such as Oates (2006) and Saunders, Lewis and Thornhill (2012) maintain that the positivism paradigm has three basic techniques, namely; reductionism, repeatability and refutation. These scholars assert that reductionism involves splitting a complex phenomenon into smaller fundamental components that can easily be studied to provide a sufficient explanation of the particular complex phenomenon. Repeatability deals with the validity of the research findings to ensure that similar results are obtained if an experiment is repeated and that the research findings are independent of the researcher's or the research instrument's influence. Lastly, Saunders, Lewis and Thornhill (2012) state that refutation seeks to refute the researcher's original results should other researchers who have repeated the investigation find contradicting results. To summarise, Oates (2006) propounds that positivist research places more emphasis on theory testing, which is contrary to the interpretivist paradigm, which is more concerned with theory generation.

4.3.2. Interpretivist paradigm

While the positivist paradigm holds particular beliefs about the physical world, the interpretivist paradigm views reality as an aspect that is socially constructed (Collis & Hussey, 2009). Since this approach focuses on theory generation rather than theory development, Creswell (2014) maintains that the interpretivist paradigm is rooted in the continuous processes of analysing different activities such as daily historical and cultural activities, people's experiences, values and beliefs as well as several research findings, among other aspects. Neuman (2011) states that rather than making generalisations as the positivist paradigm believes, it is essential to note that the social world is very much subjective and the observer influences or turns out to be part of the phenomenon being investigated. Unlike positivist research that is concerned with proving or disproving a theory. In interpretivist research, the researcher seeks to interpret a phenomenon in a given real world environment, understand how meaning is constructed, uncover what meanings people's actions embodied as well as how all the factors in that environment are inter-related. While interpretivists attempt to

generate a theory, critical researchers go a step further by evaluating a theory (Oates, 2006).

4.3.3. Pragmatism

Vosloo (2014:301) defines a research paradigm as a basic set of beliefs that guides action. According to Saunders, Lewis and Thornhill (2009), the pragmatic approach entails that the research outlines the practical consequences and values as standards to determine the validity of the concepts under investigation. Pragmatism has its roots in the work of American philosophers which include Charles Pierce (from 1839 to 1914), William James (from 1842 to 1910), and John Dewey (from 1859 to 1952) (Grey, 2014). Pragmatism has recently regained popularity in research because it justifies using mixed methods research methodologies (Brierley, 2017; Johnson & Onwuegbuzie, 2004; Leech & Onwuegbuzie, 2009; Mark, Caputi Peter, Sukamolson, *et al.*, 2007). The mixed methods research methodology comprises the use of both qualitative and quantitative methodologies in a single study (Brierley, 2017). According to Grey (2014), the use of pragmatism is not only legitimate but in some instances, it is necessary. Therefore, the adoption of a pragmatic approach is determined by the research questions to be answered (Mark *et al.*, 2007).

According to Morgan (2007), a pragmatic approach uses ‘*abductive*’ reasoning, which alternates between inductive and deductive reasoning in connecting data to theory. In research, abductive reasoning is not associated with any particular methodology (Lipscomb, 2012). However, Edmund (2009) argues that abductive reasoning stems from a pragmatic approach. Pragmatic researchers view the work from more than one perspective and apply an action-oriented and adaptive approach to resolving a research phenomenon. Pragmatic researchers are more inclined towards the use of the most effective and efficient means to conduct a research study. It is for this reason that pragmatic and abductive are associated with mixed methods research (Myers & Powers, 2017). In this study, an induction approach is used first to examine the data and then make reference to the theory to understand the data.

Furthermore, a pragmatic approach encompasses the use of ‘*intersubjectivity*’ in explaining the relationship of the researcher to the research processes (Morgan, 2007). Anderson (2012) refers to intersubjectivity as a shared understanding within a

social context. It is about bringing the subjective experience to the objects under investigation in the production of knowledge (Furlin, 2015).

Transferability takes prominence within the pragmatic paradigm when it comes to drawing inferences from the data (Morgan, 2007). Transferability is the applicability of study findings in other contexts (Khramova, 2014). It is concerned about the degree to which the study findings have meaning to external people in similar situations (Mamabolo, 2009). In this regard, the researcher must provide a detailed explanation of the study context so that others can be able to determine if the research can fit into their contexts easily. It also entails that the researcher provides a detailed description of the data (Mamabolo, 2009). In the current study, a detailed description of the participants is provided as well as the thick description context of the study. This was to ensure that the reader can decide on whether the results can suit their own situations.

4.3.4. Approach chosen in this study

As mentioned in the preceding discussions, the researcher has to choose the research paradigm that is appropriate for a particular study, and this is determined by the research aims and objectives or the hypothesised variables. In this study, the pragmatic approach was chosen because it provides the researcher with the flexibility to draw conclusions from both quantitative (numerically coded) and qualitative (narrative) data. In this regard, a pragmatic approach has been identified as a philosophical paradigm for conducting a mixed research approach (Brierley, 2014, 2017; Grafton, Lillis & Mahama, 2011). Other than focusing on the choice between positivist and interpretivist approach, the pragmatic approach is more concerned about what works to answer the research question (Johnson & Onwuegbuzie, 2004).

The research questions determined how positivist and interpretivist approach was used in the study. For example, the positivist approach was used to answer questions related to the role of grassroots soccer development for individual human development and the impact (socio-economic) on grassroots soccer development to the community. Whereas, the interpretivist approach was used answer research questions related to the role played by different stakeholders in soccer development and policy implementation, the extent at which grassroots soccer contribute towards the

development of elite football and the challenges that are associated with grassroots soccer development in the eThekweni Municipal Area. Some research questions such as the one related to the extent to which grassroots soccer contribute towards the development of elite football was answered by integrating the results from both quantitative and qualitative data. Therefore, the use of a pragmatic approach in the current study was mainly influenced by the need to enhance knowledge through meeting research goals, as postulated by Morgan (2007).

The pragmatic approach also offers flexibility to alternate between deductive and inductive reasoning (Morgan, 2007). For example, in the current study, deductive reasoning was used by developing hypotheses to rigorously test the theoretical relationships between variables in the study based on the evidence from the collected empirical data. Furthermore, inductive reasoning was used in which the evidence based on the interviews with key informants and semi-structured interviews with management and coaches from sports academies, was used to generate knowledge. Having discussed the approach chosen for the study, the next section discusses the research methodology for the study.

4.4. Research methodology

Based on the previous two sections, it was explained that the study adopts the constructionism as its epistemological stance and pragmatism as the research paradigm. This section demonstrates the methodological approach for the study. According to McGregor and Murnane (2010), research methodology constitutes the rationale and the philosophical assumptions that underpin a research study. Igwenagu (2016) describes a research methodology as a systematic technique employed to answer the research question. The choice of research methodology is influenced by the researcher objective, which is based on whether there is some kind of truth that is worth discovering or to gain people's perspectives in a natural setting (Grey, 2014).

According to Igwenagu (2016), a research methodology is a general strategy that is employed to outline how the study was conducted. Methodological decisions are informed by the research questions the study seeks to answer (Mamabolo, 2009). The main focus of this study was to determine the implications of grassroots soccer

development for socio-economic development within the eThekweni Municipal Area in KZN Province.

Burns and Grove (2003) describe the research methodology to include the design, the study setting, the sample, methodological limitations, data collection techniques, data analysis techniques employed by the study. Research methodology provides the mechanisms to organise, plan, design, and conduct the research (Mohajan, 2017). According to Kothari (2004), research methodology provides a systematic way to solve a research problem. Given the above definitions of a research methodology, the following subsections provide a detailed description of the steps that were taken to answer the research questions at hand.

4.4.1. Research design

According to Fetters, Curry and Creswell (2013), the term research design refers to the plan taken or the blueprint used by the researcher to fulfil the research objectives or provide answers to the hypothesised variables. Creswell (1994:354) maintains that there are various research designs which include descriptive, exploratory and explanatory research designs. Descriptive research design involves studying a specific situation to ascertain if there is a general theory that can be derived from a specific theory based on a particular situation (Igwenagu, 2016; Walliman, 2011). Saunders, Lewis and Thornhill (2009) explain that a descriptive study can be conducted to provide a detailed profile of the study population before data collection. An exploratory research design is employed if the objective of the enquiry is to gain new insights or to assess a research phenomenon from a different perspective (Miminoshvili, 2016). According to Saunders, Lewis and Thornhill (2009), an explanatory research design is employed if the objective of the researcher is to establish causal relationships between variables. The current study was both descriptive and exploratory, where quantitative data was collected through surveys, and qualitative data was collected using in-depth interviews.

The exploratory path was taken for this study because the researcher wanted to explore specific trends among the roles of stakeholders in grassroots soccer such as the management of soccer academies, SAFA, the representatives of DSRSA as well as representatives of eThekweni Municipality. As a result, in-depth interviews were

conducted with the key informants from these institutions to explore the socio-economic implications of their involvement in grassroots soccer development and management in eThekweni Municipality.

A survey is defined by Creswell (1994:354) as “procedures in quantitative research in which investigators administer a survey to a sample or an entire population to describe the attitudes, opinions, behaviours, or characteristics of the population.” The application of surveys in data collection enables the researcher to collect quantitative data using self-administered questionnaires and analyse data using different statistical tools to describe the trends that exist in the collected data. Creswell (1994:354) advises that surveys can be used successfully to describe trends, to determine individual opinions, to identify important beliefs and attitudes of individuals, and to provide useful information to evaluate necessary programs. In addition, scholars such as McMillan and Schumacher (2001:33) maintain that the use of surveys enables the researchers to measure the respondents’ attitudes and orientation of a sample and generalize it to a large population.

The need to conceptualise this research design to the study at hand, a baseline survey was used to gauge general trends in soccer development and management in eThekweni Municipality. The survey information was useful as a data condenser and enhanced with data from a sub-sample of participants selected for in-depth fieldwork for validation and interpretation. A survey was conducted through the issuing of questionnaires to 275 soccer players from 11 academies in eThekweni Municipality over a period of six weeks (from the time which the questionnaires were distributed to the respondents until the time they were returned for analysis). The survey was specifically chosen in this study to collect quantitative data because it is primarily used in studies that have individual people as the units of analysis (Babbie and Mouton, 2001:231).

4.4.2. Research approach

In conducting a research study, there are various research approaches at the researcher’s disposal, namely; quantitative research method, qualitative research method, as well as mixed- methods. These methodological approaches are discussed below.

Quantitative research: Quantitative research is one of the research techniques employed in a study to collect numerical data and present it using numbers and less of text. Quantitative research is a deductive type of research which makes use of statistical techniques and other quantitative methods to prove the results of the study (Babbie, 2007a). Iacobucci and Churchill (2010) postulate that quantitative research techniques allow one to collect data using several methods, such as survey questionnaires or experiments. The quantitative data is then interpreted through numerical data such as correlations, relative frequencies or mean on a sample population and the results will be backed by theoretical findings and then generalised to bigger populations (Iacobucci & Churchill, 2010).

Qualitative research: Qualitative research is another technique that is used for data collection, analysis and interpretation of research findings. The use of qualitative research techniques allows the researcher to describe the values, feelings, perceptions and motives of the respondents under study (Cant, Gerber-Nel, Nel & Kotze, 2011). This in-depth information is gathered through the use of well-structured methods and specialized skills to be able to deduce answers, particularly in complex situations (Bradley, 2010). Qualitative research techniques allow the researcher to interact with the respondents throughout the process of data collection, hence; one of the weaknesses of this method is that it has some biases especially if the researcher can influence the participants to respond in a certain way. Although Kumar, Aaker and Day (2011) argue that this research approach is most appropriate when the researcher wants to become more familiar with the phenomenon of interest to achieve a deep understanding of how people think about a topic and to describe in great detail the perspectives of the research participants. In contrast, scholars such as Cant *et al.* (2011) and Thomas (2010) maintain that this method is usually associated with low levels of reliability and validity of results.

Mixed methods research: In this study, the convergent mixed-methods research approach, also known as triangulation method, was adopted. Fetters, Curry and Creswell (2013) are of the view that the convergent research approach concurrently uses quantitative and qualitative research techniques in the collection and analysis of data. In light of this choice, the existing theoretical literature such as Creswell (2009) and Johnson and Onwuegbuzie (2004) indicate that proponents of triangulation

typically adhere to the compatibility thesis as well as to the pragmatist philosophy. The compatibility thesis holds that there are situations where qualitative and quantitative research methods are inseparable (Howe, 1988; Yanchar & Williams, 2006). The convergent mixed-methods research approach was chosen in this study based on the arguments of Sayer (1992) who postulates that the complex nature of social reality would not restrict social science to a narrow path that is only appropriate to a minority of studies. As a result, the use of both quantitative and qualitative research techniques allows the researcher to extensively and intensively approach interviews and collect data in iterative ways. Iteration is a systematic and repetitive process of analysing qualitative data in order to gain insight and develop meaning from the data (Srivastava & Hopwood, 2009).

Qualitative data collection in this study assisted in understanding the perceptions of selected stakeholders on the effectiveness of interventions of grassroots soccer development and management in socio-economic development and how this can be leveraged to take the youth from the streets to leading a productive life. The qualitative in-depth interviews allowed the use of one-on-one interaction to understand the essential resources available for use by policymakers or planners. On the other hand, the use of surveys, i.e. self-administered questionnaires, completed by the soccer players, separated the researcher from influencing the respondents in the course of data collection. Hence, more formal procedures were followed throughout the process of administering and collecting questionnaires. Consequently, the combination of these two methods enabled the researcher to maximise the strengths of both methodologies, triangulate the research findings and deepen and broaden the understanding of the phenomena under study.

4.5. Research methods

In light of the previous discussions on the epistemological, research paradigm and the research methodology, this section describes the research methods adopted by the current study.

4.5.1. Population and sampling

To collect primary data, an appropriate sample has to be selected to provide valid findings. A target population is defined as the total number of units that have the

desired characteristics and are eligible to participate in the study at hand (Kumar *et al.*, 2011; De Vos, Strydom, Fouché & Delpont, 2005). In other words, a target population possess all the characteristics that meet the desired selection criteria for the research phenomenon. The target population in this study consists of officials from eThekweni Municipality, representatives from DSRSA, the management of grassroots soccer academies, SAFA officials as well as grassroots soccer players. While there are no officially published statistics on the number of marginalised soccer academies in the eThekweni Municipal area, in an interview on 5 August 2016, the coaching director and founder of Ekhaya soccer academy, Lewis Donnelly indicated that there are 11 such soccer academies in eThekweni. Soccer players from the age of 16 to 20 years formed part of the population in this study. The study also sought the perceptions of eThekweni Municipal Managers, Officials from the Provincial Department of Sport and Recreation in KwaZulu-Natal, and the SAFA provincial department. All these stakeholders formed part of the population as they are instrumental in the development of policy and plans on sport in the Province.

Given that the research focused on how the development of grassroots soccer can be used as a springboard for socio-economic development, it was prudent to include soccer academies since they deal directly with soccer development at the grassroots level. Coaches and officials that are in management positions in these academies also formed part of the population. The youth who mainly constitute a large number of soccer players in these academies were included. They were required to provide views on how their involvement in the soccer academies has helped them. Since all these stakeholders make up a large population, there was a need to select different samples from each group.

In selecting these samples, two sampling strategies were used, namely; probability and non-probability sampling strategies (Bowling, 2002). Probability sampling entails that there is the use of probability or a chance that elements in a sample frame can be equally selected to participate in a study without bias (Creswell, 2009). Using this sampling method guarantees that there is control of the process to ensure that all the elements in the target population are given relatively equal chance to be selected for the study (Sekaran, 2011). On the other hand, the non-probability sampling method does not provide elements equal opportunities to be chosen since the principle of this

method is human judgment (Hair, Black, Babin & Anderson, 2010). The sample is selected based on the researchers' desired characteristics. Techniques that can be used under non-probability sampling include convenience sampling which involves the researcher selecting the participants conveniently available; and snowball sampling whereby one participant refers the researcher to another participant with similar characteristics (Hair *et al.*, 2010; Sekaran, 2011).

In this study, both probability and non-probability methods were used to collect primary data from the respondents. Convenience sampling was used to select samples from soccer players. In contrast, purposive sampling was employed to select key informants from SAFA, DSRSA, eThekweni Municipality and management of the soccer academies. This study included all eleven (11) grassroots soccer academies in eThekweni Municipality. However, it was difficult to determine the sample size for the management of the academies since most of the top officials in these academies fulfil more than one position. As a result, on average, the coach and two senior officials directly responsible for players in each academy were included in the sample. In terms of soccer players, an average of twenty-five (25) players per academy were randomly selected, making a sample size of 275 soccer players, six key informants and 12 coaches were selected for in-depth interviews, as shown in Table 5.

Table 5: Sampling framework for the study

Participant	Sample size	Data collection instrument
Soccer players	275	Survey questionnaire
Key informants	6	Interview guide
Coaches	12	Interview guide

4.5.2. Data Collection

Primary data refers to raw data that is collected solely for the study at hand. The questionnaires and in-depth interviews were used as research instruments to collect primary data.

4.5.3. Research instruments

Collecting data requires the selection of an appropriate instrument depending on the nature of the study and the methodology implemented. By definition, a research instrument refers to the tools that can be used for data collection (Cant *et al.*, 2011). As mentioned earlier, the use of a particular instrument is determined by the research methodology used in the study. Due to the mixed-methods nature of this study, a survey questionnaire and an in-depth interview guide were used as research instruments.

Survey questionnaire: A questionnaire is a set of questions to which the participants record their answers, usually within closely defined alternatives (Shammout, 2007). A questionnaire is also described by Churchill, Suter and Brown (2010) as a booklet of the structured, standardised procedure, pre-coded and containing open-ended questions at times that are used to collect information from the respondents who record their answers. Thus questionnaires may comprise both closed-ended and open-ended question to describe attitudes, beliefs, opinions and other types of information. In this study, closed-ended and open-ended questions were used to collect data from the soccer players in the grassroots soccer academies in eThekweni Municipality. The questionnaire for this study was constructed in such a way that it examines the implications of grassroots soccer development for socio-economic development.

The questions that formed part of the questionnaire were constructed from existing literature (*Appendix E*). For example, player social attributes related to the academies were identified in the previous studies such as Eime *et al.* (2013), Abbott *et al.* (2005), and Bailey *et al.* (2010), among others. The questionnaire captured the demographic details of the soccer players, including their gender, age group, the number of years they have been in the academy as well as their race. In addition to that, the questionnaires also included information such as the extent to which their soccer

academy provides supporting infrastructure for soccer development such as skills training, accommodation and nutrition, soccer kits, coaching and mentoring services. Furthermore, the questionnaire contains information relating to the extent to which the soccer academies provide supporting services to soccer players. All the rating questions were constructed in the form of a five-point Likert scale, which gives the respondents an option to choose options that are more applicable to them.

The selection of a questionnaire as an instrument for primary data collection in this study was especially useful as it allowed respondents to remain anonymous. In addition, the use of questionnaires led to a reduction in the costs involved in the collection of data, for example, there was no need for additional administrative costs in terms of hiring interviewers to interview the 275 participants (Walonick, 2004). In addition, the use of questionnaires made it easy to prepare data for analysis because all the responses were captured in one MS Excel Spreadsheet and analysed at once, unlike interviews which were individually analysed. The questionnaire was also easy to complete and eliminated all the forms of bias that could influence the researcher's own opinion in any manner, i.e. there were no verbal or visual clues to influence the respondent as mentioned by (Walonick, 2004).

In terms of the administration, the questionnaires were hand-delivered to the participants. This enabled the researcher to explain any questions that were not clear to the respondents. This method also allowed the researcher to explain the research objectives and its potential contribution to policy on grassroots soccer development and management. The respondents were given six (6) weeks to complete the questionnaires, and the long duration for completion was essential as it led to a 79 per cent response rate (see *Section 5.2*). The completed questionnaires were returned to the researcher anonymously through a sealed drop box that was made available in the offices of the grassroots soccer academies. All the questionnaires were scanned and converted to PDF format to ensure that they are not subject to manipulation.

Interview guides: Yin (2009) states that an interview is a form of direct communication whereby a researcher asks his or her participants questions and keeps a record of the answers. Saunders, Lewis and Thornhill (2012) differentiate between the three types of interviews, namely, structured, semi-structured and unstructured. Structured interviews are based on a list of pre-set questions asked in the order in

which they appear. Semi-structured interviews are grouped into themes and asked in no particular order pending the flow of the interview whereas in unstructured interviews there are no pre-set questions and the respondent exchanges information about the problem domain freely.

Semi-structured interviews were utilised in this study to acquire in-depth, information relevant to the objectives of this study. This provided an opportunity for the investigator to probe further by asking follow-up questions. Interviews were conducted with four distinct groups of participants, which comprised managers and coaches from 11 soccer academies, and officials from the Provincial Department of Sports and Recreation, Provincial SAFA and eThekweni Municipality, respectively.

4.5.4. Data analysis and procedures

Data analysis refers to the practice in which raw data is regimented and organised so that useful information can be extracted from it (Cant *et al.*, 2011:58). Several steps were taken to analyse data for this research, which included data cleaning, data editing and data coding. Data cleaning involved the removal of all incomplete and spoiled questionnaires. At the same time, data editing required a thorough examination of the completed questionnaires in terms of compliance with the criteria for collecting meaningful data, and data coding involved the assigning of numbers and/or symbols to answers to group responses into a limited number of categories (Cant *et al.*, 2011; Churchill *et al.*, 2010).

Quantitative data analysis: The data were analysed with the assistance of a statistician. Data gathered by the questionnaire was organised, summarised and grouped by making use of descriptive statistics (Lues, 2011). Cant *et al.* (2011) state that descriptive statistics describes data by investigating the distribution scores for each variable and determines whether the scores on different variables are related to each other. In this study, weighted mean scores were calculated to determine the overall rating of a particular phenomenon. For example, on attributes related to home or school, all the participant's responses related to "Respect of adults" were weighted and a mean score of the weights was calculated, resulting in a weighted score of 0.812810. Inferential statistics were also performed using SPSS 25.0 to determine

attribution. These inferential statistics comprised of Chi-squared test statistics for cross-tabulations, factor analysis, correlation and regression analysis.

Qualitative data analysis procedures: Fossey *et al.* (2002:730) state that, when interpreting qualitative data, it is important to provide a coherent account, which should include a description of interaction among the data and a discussion on the meaning and importance of the data. Similarly, Taylor-Powell and Renner (2003) advise the use of quotations or the direct words of respondents to illustrate meaning, specifically when interpreting and reporting on the comments to open-ended questions. Data interpretation, according to Taylor-Powell and Renner (2003), is “the process undertaken to attach meaning and significance to the analysed data”. In this study, the data interpretation was based on the information gained from the review of the literature together with the quantitative data collected from the questionnaire survey. A detailed account of this data analysis process is outlined below.

Generating codes: Coding is regarded as one of the fundamental aspects of qualitative data analysis. Coding involves the summation, synthesis and sorting of observations made of the collected data, which contribute significantly to the improvement of qualitative data analysis (Charmaz, 1983). In this particular study, this process involved looking into the perceptions of key informants on several aspects around policy development and implementation, linkages with other stakeholders, participation strategies, the impact of grassroots soccer, challenges faced in the implementation and administration of sports development policy and ways to address these challenges. The perceptions of grassroots club management and coaches were also explored on issues around programme activities, the importance of grassroots soccer development, and the role played by government in providing resources, community support, sources of funding, some notable successes and the impact on the community, among others.

While the two commonly used approaches are open coding and closed coding, this study adopted a closed coding approach. The closed coding approach involved predetermined themes based on the predetermined coding scheme. According to Bradley, Curry and Devers (2007), predefined codes help with the integration of concepts that are already well known in the existing literature. Andersen (1995) highlight that this coding technique is usually related to a deductive approach.

However, Miles and Huberman (1994) stressed that this technique might result in a researcher potentially forcing codes to fit into the predefined list of codes. Despite this shortfall, Bradley, Curry and Devers (2007) opine that the use of predefined codes allows previous insights to trigger a researcher to identify new dimensions into the research area. For example, initial codes identified from the semi-structured interviews were concerning the role of sports academies in reducing social ills in the society like usage of drugs, alcohol, teenage pregnancy, and crime, among others, which were then grouped into a single pre-code “psycho-social development”. Furthermore, other coded were identified related exam techniques, interviews skills, punctuality, presentation skills, respect, and discipline and these were also grouped into a pre-code “economic development”.

Identifying themes: Following the initial coding and the grouping into pre-codes, the second stage was concerned with sorting different codes into potential themes. This entailed sorting of different codes and collating them under the same thematic umbrella. For instance, the pre-codes of “psycho-social development” and “economic development” were then grouped into one theme “the importance of grassroots soccer development for Socio-economic development”.

Reviewing themes: The last stage of coding entailed the reviewing of themes and thus involved checking each theme to ensure that there is enough data to support it. In some instances, it was discovered that some of the data that seemed to support certain themes were too diverse and efforts were made to ensure that the data under each theme is correctly aligned with the meaning of that theme. The extracts under the coded theme were also reviewed to ensure that there was a coherent pattern. Where a coherent pattern could not be established, a new theme was formed to accommodate those extracts. The final exercise of reviewing themes was to align the themes with the research objective and related existing literature. For example, themes related to the objective of ascertaining the role played by different stakeholders in soccer development and policy implementation within the eThekweni Municipal Area were grouped into related themes such as “linkages with other stakeholders”, “the role of government in providing resources” and “community support for grassroots soccer development”. The coding, identifying themes and reviewing was an ongoing process.

4.6. Validity and reliability

While a discussion of the research instruments used for data collection was provided in the previous section, this section explains the steps that were taken by the researcher to test for validity and reliability.

Validity: According to Babbie (2004), validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure. In addition, as stated by Rybarova (2006), validity is the extent to which the measurement process measures the variable it is supposed to measure. Therefore, validity should measure the concept in question, and the concept should be measured accurately. The measure lacks validity if an observer or instrument measures the characteristic in the same individual or group repeatedly higher or lower than the real value. According to Connell *et al.* (2018), there are two types of validity, namely; face validity and content validity. Face validity refers to the extent to which the stated questions make sense, whereas content validity refers to the inclusion of all the elements of variables when measurement takes place.

Reliability: Reliability refers to “the degree of similarity of information obtained when the measurement is repeated on the same subject or the same group of people” (Paul, Hangiani & Chiang, 2019). Differently stated, the same value should be arrived at every time the measurement is taken. This means that the values should not vary a great deal on repeated administration. The reliability of a measurement procedure is the stability or consistency of the measurement. This means that if the same variable is measured under the same conditions, a reliable measurement will produce identical (or nearly identical) measurements.

In other words, reliability refers to a measuring instrument’s ability to yield consistent numerical results each time it is applied (De Vos *et al.*, 2005). More importantly, reliability is concerned not with what is being measured, but with how well it is being measured. In this research, reliability was ensured by enquiring about the same aspects related to grassroots soccer development across the included groups of participants. The reliability of the player questionnaire was tested using Cronbach reliability statistic, encompassing all four constructs using SPSS 25.0.

Moreover, comparisons were made between the responses with the same aspects among the different participants from the respective academies. To further improve the reliability of the results, the researcher endeavoured to improve the response rate for the questionnaires by sending numerous reminders for completion and return of the questionnaires. This was done because a low survey participation rate could have a definite impact on the value of the information obtained and its perceived usefulness for this investigation. Finally, a researcher's critical self-reflection regarding the processes of data analysis and interpretation, coupled with adequate engagement in data collection, also contributed toward ensuring validity and reliability in this study (Merriam, 2019).

Furthermore, the researcher followed proper procedures from the commencement of data collection until the end. A pilot study was conducted in which the player questionnaire and interview guides were tested. Ten player questionnaires were tested with the players in which they gave feedback in terms of the questions that seemed not clear to them. One interview guide was tested with an official that is knowledgeable on the soccer development environment. Following the feedback from the pilot study, both the player questionnaire and the interview guide were restructured to revise parts of the questions that were not clear and could potentially lead to any form of harm or embarrassment.

4.7. Trustworthiness

Validity and reliability tests described in the previous section pertains to the player survey questionnaire as it relates to quantitative data. With regard, the interview guides that were developed for qualitative data, the main concern was to ensure trustworthiness. Therefore, this section explains how the study ensured that there is trustworthiness in the data collected. According to Riege (2003), it is critical in qualitative research to ensure that the research results produced are trustworthy. To achieve trustworthiness, there is a well-defined criteria that should be met, and this consist of credibility, transferability, dependability, and confirmability (Korstjens & Moser, 2018; Riege, 2003). A detailed description of how each of these was maintained in the study is provided below.

Credibility: Credibility is when there is an approval of the research findings by either the research participants or peers. According to Riege (2003), credibility is concerned with accuracy and lack of bias in the interpretation of research data. It is the confidence that is placed on the truthfulness of the research results (Korstjens & Moser, 2018). In other words, credibility is the extent to which research represents the views, opinions and narrations of accounts of events by the participants. To meet the credibility requirements of the study, holistic documentation of data sources used for the study was maintained.

There was also a prolonged engagement with the participants to gain their trust and get a deeper understanding of the data to generate rich data (Korstjens & Moser, 2018). The researcher also persistently re-examined the data through the development of codes and concepts to better understand the characteristics of the data. Member check also formed part of the data analysis, and this is where the researcher sent interview transcriptions to the participants for confirmation before proceeding to analyse the data.

Transferability: Transferability is the extent to which the research findings can be applied to other different contexts. It is concerned about how similar, or different findings of a research phenomenon can be observed in a similar context (Korstjens & Moser, 2018; Riege, 2003). According to Mitchell (2011), valid inferences depend on the lucidity of theoretical reasoning as opposed to the representativeness of the case. The findings from the current study are to be generalised to the applied theoretical framework, which is referred to by Yin (2003) as “analytic generalisation”. To achieve this, the conclusions derived from the study were aligned with the theoretical framework adopted for the study. For example, the Development of Sport Approach explains the two continua of development of sport approach, the trickle-up effect (elite participation) and trickle-down effect (mass participation) which are regarded as interrelated and mutually dependent. Based on this model, the current study focused on mass participation where the results confirmed that grassroots soccer development provides an opportunity for the young players’ personal, physical, social and economic development, which are essential for a player to progress successfully to be a professional footballer.

Dependability: Dependability is concerned about the consistency of the findings and if a similar study is repeated using the same techniques and conditions, the results will be similar (Korstjens & Moser, 2018). To maintain dependability, only published and verifiable sources, material or expert opinion, when the former was not possible, were used to obtain data for the study. For example, in the literature review, peer-reviewed journals were prioritised.

Conformability: Conformability entails the degree to which the findings of a study are an actual product of the enquiry and free of the researcher's bias or prejudice (Riege, 2003). Conformability requires that the researcher adopt a neutral stance when analysing and interpreting the results (Korstjens & Moser, 2018). In this regard, efforts were made to ensure an impartial interpretation of the data that is not subjected to own preferences and viewpoints but grounded in the data. There was also a carefully identification and conceptualisation of the constructs to ensure that they were relevant to the study. Multiple sources of secondary data were consulted to ensure that the issue of conformability was addressed. The next section deals with the ethical issues that were taken into consideration for the study.

4.8. Ethical Considerations

Ethical issues were taken into account in undertaking this research. Ethics are defined by Cooper and Schindler (2013) as norms or standards of behaviour that guide choices about behaviour and relationships with others. Similarly, Strydom (2002) defines ethical considerations as steps undertaken by an individual to respect the specific ethical values governing a particular profession, trade or industry. The following ethical considerations were adopted in this study. The researcher applied for an ethical clearance certificate through the Faculty Research Ethics Committee of the Faculty of Management Sciences at DUT and after receiving the certificate (*Appendix F*) the study was conducted, and the following ethical considerations were observed.

Voluntary Participation: The researcher observed the principle of voluntary participation, which entails that no participant under whatever circumstance was forced to participate in the research. The Australian Law Reform Commission (ALRC) refers to voluntary participation as the conscious wellness to participate of respondents at every stage of the research process. Emphasis is put on the aspect of

voluntary participation at every stage of the process since participants need not only agree to enter the study but also to stay in the study. This information was also contained in the Cover letter for the participants (*Appendix B*). For example, participants are advised that should they feel that they want to withdraw from the study, they were completely free to do so, and it is their own choice.

Informed Consent: The researcher obtained consent to participate from all participants before asking them to complete questionnaires and answer interview questions, respectively. According to Babbie (2007), the respondents in a survey have to be intellectually and psychologically capable of participating in a study. In this study, it was mentioned in the introduction of the questionnaire that respondents can complete the questionnaire and participate in the interviews willingly and without being forced and they would withdraw from the study any time they feel uncomfortable or whenever they wished to do so. This information was contained in the Cover letter for the participants (*Appendix B*).

No Harm to the Participants: Another important ethical consideration in this study was ensuring that the participants were not harmed in any way either emotionally or physically.

Freedom from Coercion and Deception: Strydom, (2002) emphasises that researchers need to be open to respondents concerning the intentions of a study. This entails that the respondents are free from coercion and deception. Thus, in this study, a verbal contract was entered into by the researcher and the participants indicating the intentions of the researcher and that the participants will not be coerced and deceived at any point during their participation in the study. This information was contained in the Cover letter for the participants (*Appendix B*). For example, the participants were informed that participation in this study is entirely voluntary, and they will not be forced by any means to participate when they are not willing.

Confidentiality: Schi and Tao (2008) discussed in depth the principle of confidentiality. This refers to the fact that while respondents' names may not be published, their collective contributions to the study form the more significant part of the findings without implicating them in any way. The researcher explained to the participants how confidentiality would be handled in the study including that they could either opt-out of the study or seek clarity where they felt the confidentiality of their

responses and identity would be compromised. This information was contained in the cover letter for the participants (*Appendix B*). For example, participants were informed that should they choose to participate, they will remain anonymous, and their completed questionnaires will be kept in a safe place to maintain high levels of confidentiality.

Responsibility for own work: Strydom (2002) explains that the researcher should remain responsible for his/her own work and actions and should further respect the promises and commitments stated in the contracts entered into with the research participants including the promise to avail the findings of the study to the general community in the study area. The researcher undertakes full responsibility for the study, including any commitments made to the respondents.

4.9. Chapter summary

This chapter presented the research methodology adopted by the study to fulfil the research objectives. The chapter began by demonstrating the epistemological approach to be adopted for the study. In this regard, this study adopted constructionism as an epistemological approach, which assisted in obtaining the perspectives of different stakeholders regarding their understanding of the implications of grassroots soccer development and management for socio-economic development within the eThekweni Municipal Area in KZN Province. The chapter also presented the research paradigm for the study. A pragmatic approach was chosen because it provided the researcher with the flexibility to draw conclusions from both numerically coded and narrative data. In respect to the research method, the chapter demonstrated that both descriptive and exploratory research designs were employed because they permitted the collection of quantitative data through surveys and qualitative data collected through in-depth interviews. Based on this, the convergent mixed-methods research approach was adopted for the study to maximise the strengths of both quantitative and qualitative methodologies by triangulating the research findings to deepen and broaden the understanding of the phenomena under study. The main research methods which comprise sampling, data collection and analysis were described in detail. The chapter also provided the steps that were employed by the study to ensure that the results produced are valid and reliable. Finally, critical elements around trustworthiness, as well as ethical considerations, were described.

CHAPTER FIVE

PRESENTATION AND INTERPRETATION OF RESULTS FROM SURVEY DATA

5.1. Introduction

This chapter presents the results and discusses the findings obtained from the questionnaire completed by the grassroots soccer players who participated in the study. The questionnaire was the primary tool that was used to collect data and was distributed to 275 players recruited at the grassroots soccer academies in the eThekweni Municipal Area. The data collected from the participants was analysed with SPSS version 25.0. To aid the analysis, this chapter presents the descriptive statistics in the form of graphs and tables. Inferential techniques, which include the use of correlations and chi-square test values, and regression, are included to provide rigour to data analysis.

5.2. SAMPLING FRAMEWORK FOR THE PLAYER QUESTIONNAIRE

This section provides the sampling framework applied to collect quantitative data from players enrolled at the grassroots academies in the eThekweni Municipal area. A total of 275 questionnaires were distributed based in line with the targeted sample, and 218 questionnaires were returned. The number of questionnaires distributed was based on the estimated number of players enrolled per academy. Table 6 shows the number of questionnaires distributed and the response rate thereof.

While the response rate varied from academy to academy across the sample, an overall response rate of 79% was achieved for the study. Low response rates may be attributed to questionnaires not having been returned by the players due to their absence from the academies on the dates the questionnaires were collected. This was despite several follow-ups by the researcher to collect as many responses as possible. Another contributing factor was a reluctance by the players to participate in the survey supposedly due to privacy concerns and fear of victimisation. This was despite the researcher having explained that their privacy was guaranteed, their responses were confidential, and there were no negative consequences or harm as a result of participating in the study. However, this reluctance and fear are understandable, given

the relatively young participants involved. There was also unexplained reluctance to participate in the study by some of the players.

Table 6: Sampling framework for the player questionnaire

Name of the Academy	No. of questionnaires distributed	No. of questionnaires returned	Response rate
1. 11 Men FC	25	22	88%
2. All Academy	33	28	85%
3. All Stars	20	15	75%
4. Chelsea	38	33	87%
5. Destroyers FC	23	18	78%
6. Durban FC	25	20	80%
7. Isicelo Sport Skills	17	13	76%
8. Jila FC	17	10	59%
9. KwaMashu Brothers	25	19	76%
10. KZN Academy	27	21	78%
11. Tottenham Ladies	25	19	76%
Total	275	218	79%

The next section provides an outline of the demographic characteristics of the players that opted to respond to the questionnaire.

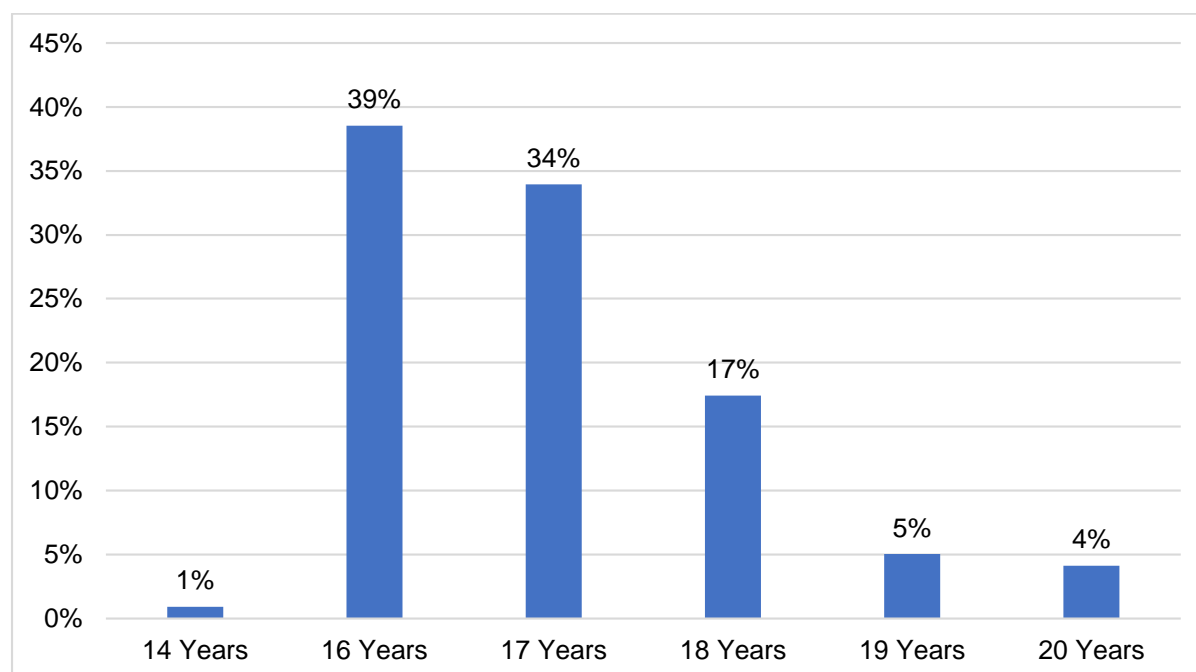
5.3. DEMOGRAPHIC INFORMATION

The demographic profiles of the respondents are presented in this section in terms of age, ethnic group, gender, area lived, guardianship, and the number of years in the grassroots academy. This information is provided to help the reader understand the context of the participants and possibly the results emanating from this study. A discussion of these demographic characteristics is needed to guide the development of a new model/framework for grassroots soccer development in South Africa.

5.3.1. Age of soccer players

Figure 8 shows that the majority of the soccer players were 16 years old, constituting 39% of the total participants, followed by those aged 17 years (34% of the soccer players), and 18 years (17% of the soccer players), respectively. There was a small representation for the ages of 14 years, 19 years and 20 years, each representing 1%, 5% and 4% respectively. Thus, a large proportion (73%) of the players who participated in the survey were in the 16-17-year age group. Age is an important variable for this study. According to Bailey *et al.* (2010), the benefits of grassroots soccer development are mostly enjoyed at a younger age. Côté *et al.* (2006) note that one's relative age within a peer group influences their sporting success. However, apart from sporting success, it is also essential that players get exposed to life skills lessons at a young age that will result in some economic benefits in future. This also explains why the majority sample for the current empirical investigation is between the ages of 15 and 18 years.

Figure 8: Age of soccer players

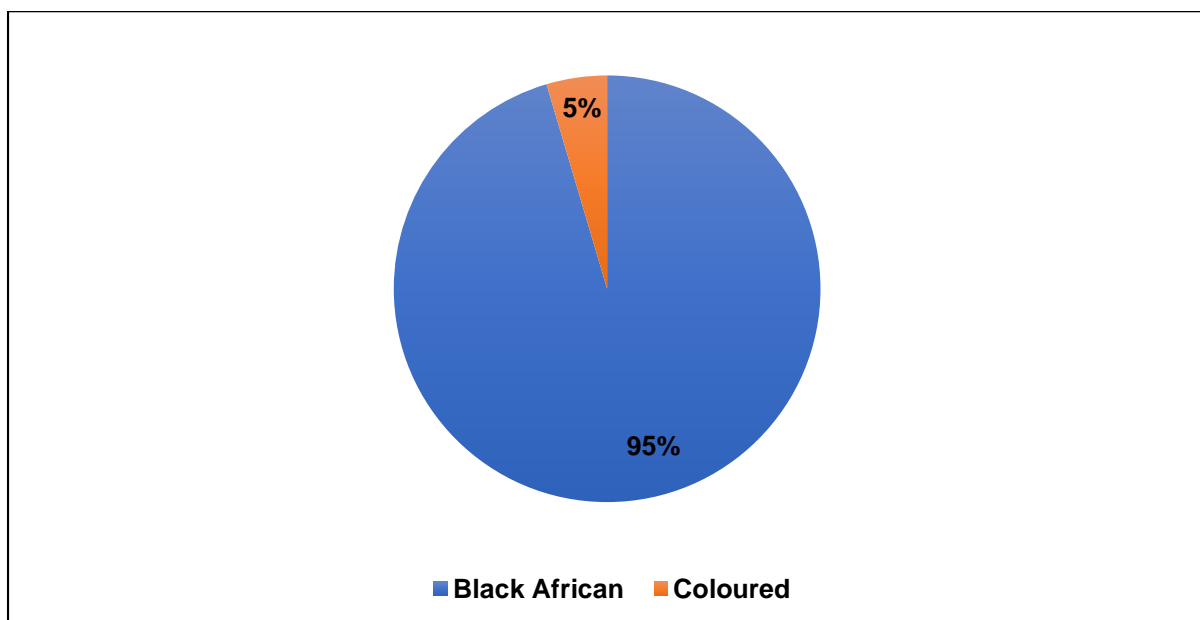


5.3.2. Ethnic group

Figure 9 shows that there were only two ethnicities represented in the sample, namely Black African, constituting 95% of the sample, and Coloured constituting only 5% of

the sample. Ethnicity was also an important variable for the study, in line with Bailey *et al.* (2010), who emphasises that identity needs largely determine participation in grassroots soccer development programmes. Young players are encouraged to participate in sporting activities if they have a sense of belonging with other members of the team. This sense of belonging is enhanced by the interaction of key biographical variables including gender, family, schooling and peers (Bailey *et al.*, 2010). Thus, the more the player has similar characteristics to other members of the group in terms of upbringing and social status, the more they are encouraged to participate. Furthermore, Strachan, Côté and Deakin (2009) state that youth enjoyment derived from sporting activities is enhanced through focusing on positive identity, empowerment and support. In this regard, Strachan, Côté and Deakin (2009) emphasised that positive team interactions and support from peers and coaches have a significant bearing on player enjoyment.

Figure 9: Ethnic group of soccer players

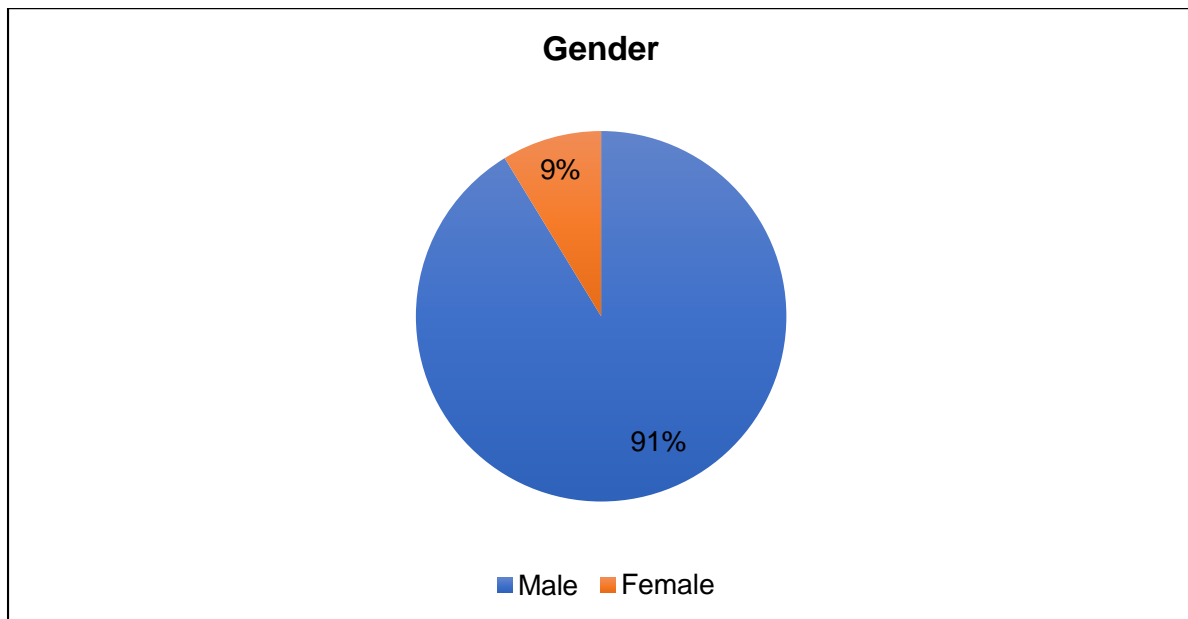


5.3.3. Gender

Figure 10 shows that the majority of soccer players (91%) were male, while the remaining (9%) were female. In terms of gender representation, the data for this study shows that, on average, there was one female player across the 11 academies, which is an indication that these grassroots academies are more popular among males than

females. This suggests that perhaps the benefits from participating in the sport for individual human development within the eThekweni Municipal area are more pronounced for male players as compared to their female counterparts.

Figure 10: Gender of participants



5.3.4. Area residing in Durban/ the eThekweni Municipality

Table 7 shows that the majority of the participants were from KwaMashu and Inanda, each contributing 22% and 18%, respectively. This is a contextual factor external to the players but has a huge bearing in terms of their participation in sports. Longer distances travelled to the sports facilities could be an inhibiting factor to youth participation in sports. Accessibility and participation are, therefore, important prerequisites towards the attainment of positive outcomes (Le Menestrel & Perkins, 2007; Schaufeli & Salanova, 2007). While the majority of the players are concentrated in two locations, the rest are geographically dispersed, which could suggest that equal participation for all might be problematic in the current study setting. Despite participation in sports being determined by socio-economic factors (Collins & Buller, 2003), it is also dependent on geographical or location factors.

Table 7: Residential location of participants

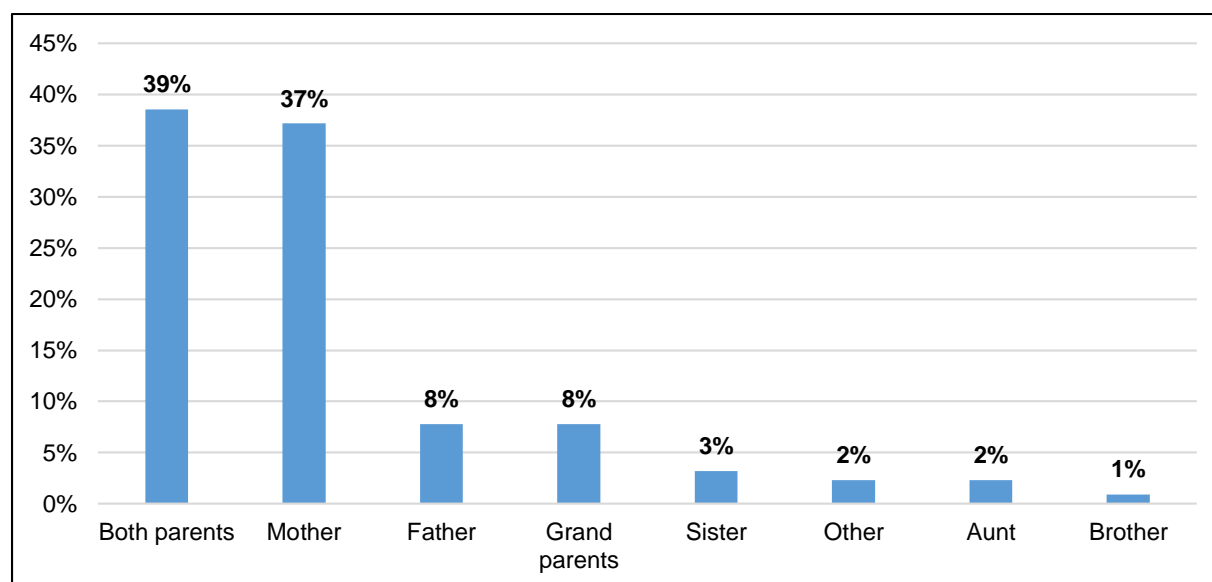
Area lived	Frequency	Percentage
KwaMashu	49	22%
Inanda	40	18%
Hammarsdale	18	8%
Pinetown	16	7%
PMB	16	7%
Sydenham	16	7%
Amaoti	7	3%
Berea	4	2%
Clermont	4	2%
North Beach	5	2%
Nqabakazulu	4	2%
Ntuzuma	4	2%
Phoenix	4	2%
Avoca	2	1%
Cato Manor	2	1%
Clare Hills	3	1%
Durban Central	2	1%
Glenwood	2	1%
Imbali unit 1	3	1%
Kloof	2	1%
Morningside	2	1%
Mshayazafe Inanda	3	1%
Musgrave	2	1%
Newland East	2	1%
Umbilo	2	1%
Umlazi	2	1%
Woodlands	2	1%
Total	218	100%

5.3.5. The home environment

Figure 11 shows that the majority of the soccer players (39%) lived with both parents, closely followed by those that stay with the mother only (37%). Players staying with their fathers only or grandparents constituted 8% of the sample, respectively. The environment in which participation in grassroots soccer is unfolding has been identified as a key element in the process-person-context-time (PPCT) model by Bronfenbrenner (1999) and the developmental assets framework by Benson (1997). Although these models are not included in the literature review, they are noted here for their emphasis on the player's contextual environment for maximising the utility derived from participating in sports. Those players hailing from families with both

parents will probably get more support in terms of finances, encouragement and their presence during competitions. Thus, this is a critical element that will encourage players to stay committed in the programme. Contribution of significant others, such as the family has considerable bearing on how sport is experienced.

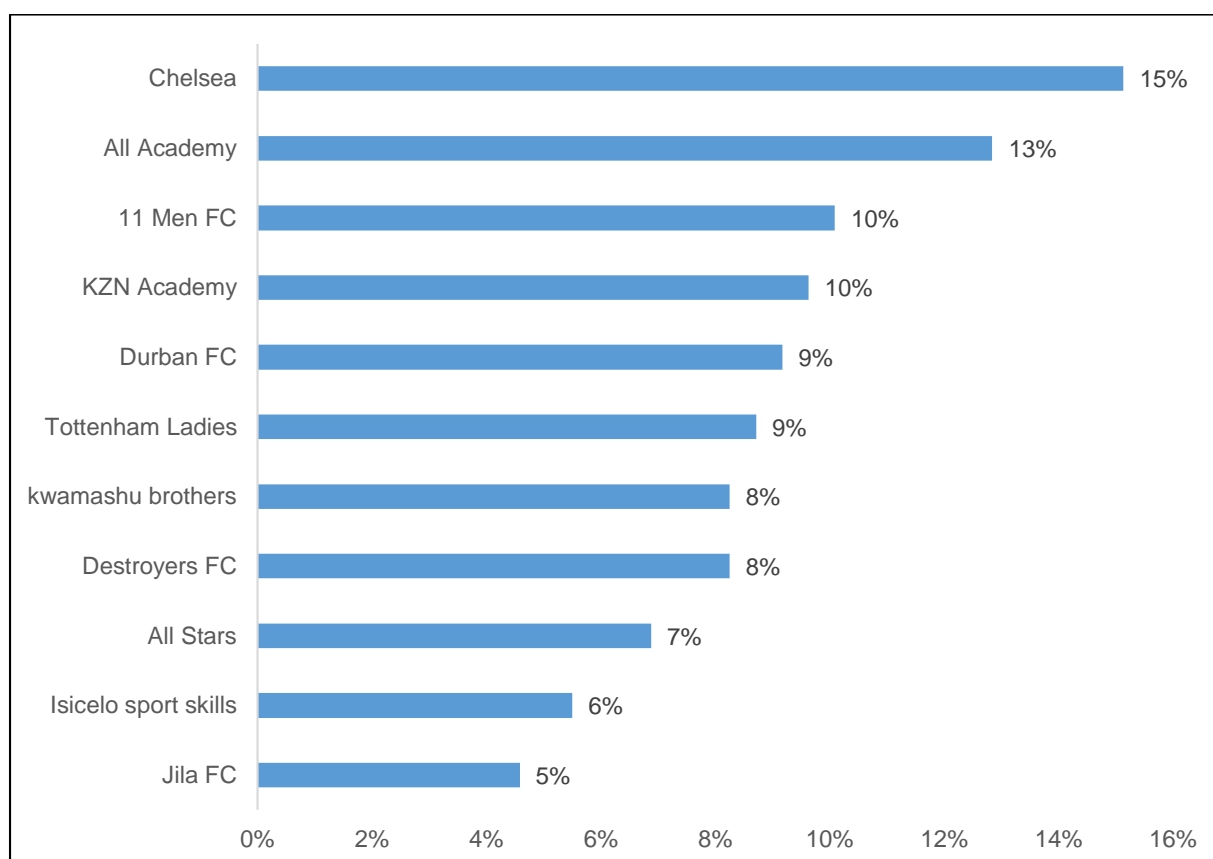
Figure 11: Participants' guardianship



5.3.6. Affiliated academy

Figure 12 below shows that the majority of the participants were from Chelsea (15%), followed by All Academy (13%), KZN Academy (10%), and 11 Men FC (10%). These academies tended to be better managed, more resourced, and some have international affiliations (Chelsea Academy). Therefore, it was relatively easier to secure the participation of managers, coaches and players in these academies. The other half of the sample was distributed across the remaining academies. These are Tottenham Ladies (9%), KwaMashu Brothers (9%), Durban FC (9%), Destroyers FC (8%), All-Stars (7%), Isicelo Sport Skills (6%) and Jila FC (5%). These clubs have some signs of poor management and lack some basic infrastructure.

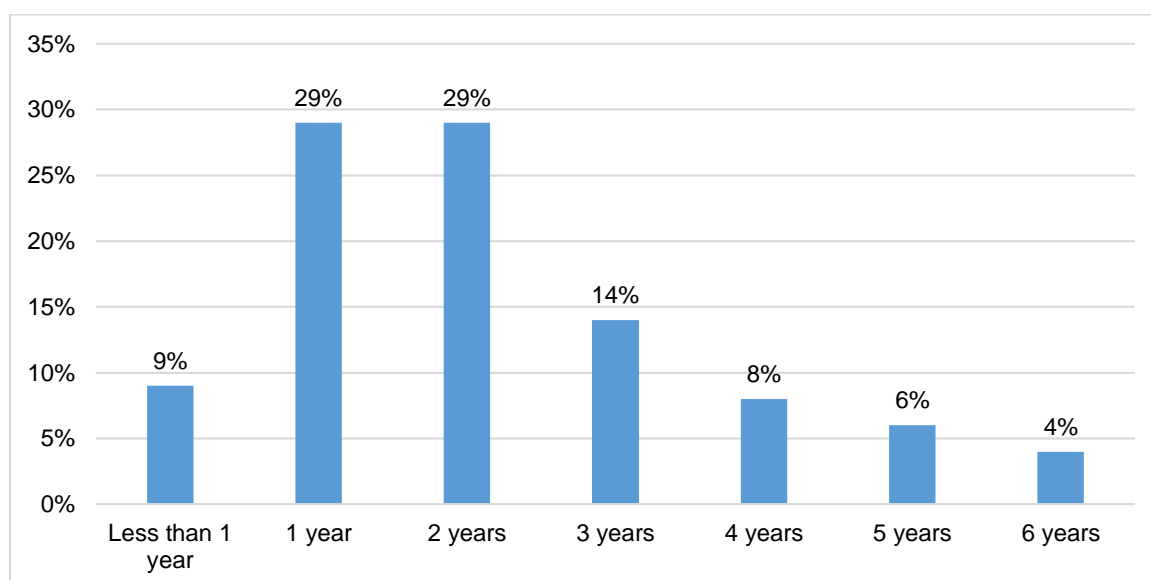
Figure 12: Club Affiliations of soccer players



5.3.7. Years in the academy

Figure 13 shows that the majority of the participants (58%) had spent 1-2 years at the club, followed by those that had spent 3 years, constituting 14% of the sample. A reasonably small distribution of the time spent at the academies can be observed as less than one year (9%), four years (8%), and five years (4%). Past research highlights that continuity and intensity (the time spent on training) is a major factor towards the positive outcomes from grassroots soccer participation. For example, Zarrett *et al.* (2008) found that the youth who spends more time (two or more years) participating in sport had higher positive youth development scores. Therefore, with 70% of the players having been with grassroots soccer academies for two or more years, the expectation is that there have been positive outcomes derived from participating in sports.

Figure 13: Time spent at the club



5.4. Reliability and validity of the player questionnaire

In Chapter 4 (*Section 4.4*), it was discussed that the researcher endeavours to produce results that are a true reflection of the situation at hand. This is achieved by ensuring that the research questionnaire accurately reflects the concepts it intends to measure. This suggests that the researcher needs to utilise an instrument that is consistent and reliable. To demonstrate how this undertaking was met in the current study, this section reports the validity and reliability test results of the survey instrument used to collect quantitative data from the players. As explained in Chapter 4, reliability refers to a measuring instrument's ability to yield consistent numerical results each time it is applied. At the same time, validity is the extent to which an empirical measure accurately reflects the concept it is intended to measure. Reliability is computed by taking several measurements on the same subjects and was obtained in this study using SPSS version 25.0. A reliability coefficient of 0.70 or higher is considered as "acceptable", as highlighted in the table below.

Table 8: Interpretation of Cronbach's alpha results

Value of alpha	Interpretation
> 0.9	Excellent
> 0.8	Good
> 0.7	Acceptable
> 0.6	Questionable
> 0.5	Poor
< 0.5	Unacceptable

Source: George and Mallery (2003:231)

Table 9 shows that the Cronbach reliability statistic for the player questionnaire encompassing all four constructs was 0.74, which is considered acceptable. These constructs were “attributes related to home or school” (AHS), “developmental attributes” (DA), “resources provision” (RP) and “attributes related to the sports academies” (ASA). This confirms that the survey questionnaire had acceptable reliability, suggesting that the results produced should be trusted.

Table 9: Reliability Statistics

Cronbach's Alpha	N of Items
0.740	4

Another important consideration is the validity of the questionnaire used. Table 10 shows the correlation between the constructs: AHS, DA, RP and ASA. A fairly higher correlation between these constructs suggests that they actually measure the same thing. This indicates that if the survey questionnaire is to be used again, it highly probable that similar conclusions can be drawn. In this regard, the table below shows that apart from RP and DA contracts, the rest of the constructs are highly correlated, which confirms that they measure the same thing.

Table 10: Inter-Item Correlation Matrix

	AHS	DA	RP	ASA
AHS	1.000	0.565	0.437	0.681
DA	0.565	1.000	0.399	0.513
RP	0.437	0.399	1.000	0.457
ASA	0.681	0.513	0.457	1.000

The above results can also be complemented by running further tests, which assess the importance of a construct in the questionnaire. Noting that a reliability coefficient of 0.74 was obtained based on all four constructs contained in Table 9 above, Table 11 below shows the value of the Cronbach's alpha after that particular construct is deleted. This is to check if the deleted item is genuine or not. In the event that the Cronbach's alpha for a particular construct increases when an item is deleted, it then indicates that the item is not genuine in that construct. Therefore, according to Table 10, one could see that the removal of three constructs (AHS, RP and ASA) would result in a lower Cronbach's alpha, suggesting that these constructs are best suitable for the study. Although the removal of DA (Developmental Attributes) results in a small increase in the value of Cronbach's alpha, it was retained for the study given that the impact of grassroots soccer participation on players' development is considered an important aspect of the study.

Table 11: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AHS	70.9633	228.865	0.718	0.570
DA	98.2890	492.953	0.602	0.740
RP	102.0872	456.541	0.500	0.726
ASA	72.2844	235.108	0.713	0.571

5.5. Item response analysis from the player questionnaire

Having demonstrated that the survey questionnaire used to collect quantitative data from the players indeed is reliable and valid, this section provides an analysis of each response item in the player survey questionnaire. To achieve this, weighted average

scores were used to ensure that more accurate results are obtained. It also helped the researcher to evaluate the priority levels by the players based on the number of response items posed to them. These weighted average scores were calculated manually by assigning weights to the response choices (e.g. Not at all =1; To some extent=2; To a large extent=3; and Always =4). For example, players were expected to rate various aspects related to home or school, for example, “HIV/AIDS prevention” (*Appendix F*). If the players select “Always”, a score of 4 is allocated. In this case, the respondent’s preferred choice has the highest weight. Collectively, the sum of response count (X) is multiplied by the weight (W) and then divided by the total response count ($\frac{X_1W_1+\dots+X_4W_4}{\text{Total response count}}$). Thus, the average of the weighted scores for all the responses in each construct in the player questionnaire was used to determine the preferred choices.

5.5.1. Responses on attributes related to home or school

Table 12 shows the social attributes that have been suggested by the participants to have emanated from education and teaching at home and school. The average of the weighted score under this construct is 0.3813, which suggested that any question that ranked above this average represents items that scored higher amongst the players. In this regard, the survey results show that the most significant improvements amongst the players related explicitly to home or school were the respect of adults (0.8128), religion/prayer (0.6125), self-discipline (0.5095), time management (0.4825), and communication skills (0.3973).

Table 12: Attributes related to home or school

Question number	Attribute	Weighted Score
A8.6	Respect of adults	0.812810
A8.7	Religion/prayer	0.612533
A8.9	Self-discipline	0.509511
A8.8	Time management	0.482535
A8.13	Communication skills	0.397315
A8.15	Nutritional education	0.337804
A8.2	Alcohol and drug abstinence	0.327371
A8.10	Job application skills (e.g. Writing a CV)	0.295135
A8.3	Safe sex/ abstinence	0.292989
A8.11	Interview skills	0.281921
A8.5	How to deal with Sexual Harassment	0.280606
A8.12	Financial skills, e.g. budgeting	0.280069
A8.1	HIV/AIDS prevention	0.277793
A8.4	Sexually transmitted diseases awareness	0.267907
A8.14	Crime prevention	0.263656

5.5.2. Responses on developmental attributes related to the academies

Pertaining to the developmental attributes, Table 13 shows that the average of the weighted score under this construct equals to 0.3555, which suggested that any item that ranged above this average represents the most preferred choices by the players. Therefore, the results show that the players benefited more from the grassroots academies in terms of technical development, e.g. soccer abilities and physical development (soccer-specific fitness), each with a weighted score of 0.4064 and 0.4040, respectively.

Table 13: Developmental attributes related to the academies

Identifier	Attribute	Weighted Score
B11.1	Technical development e.g. soccer abilities	0.406405
B11.4	Physical development e.g. Strength (soccer-specific fitness)	0.404006
B11.2	Social development e.g. Communication, teamwork, social interaction,	0.333011
B11.3	Emotional/ psychological development e.g. confidence, focused, courage, enjoyment	0.278554

5.5.3. Responses on resources provided by the academies

In terms of resource provision, Table 14 shows that the average of the weighted score under this construct is 0.4678. Thus, the results show that the academies mostly supply the players with backpack/bags, shin pads, soccer jerseys, and soccer boots when training or competing.

Table 14: Supportive measures by the academies

Identifier	Attribute	Weighted Score
B13.4	Backpack/bags	0.651208
B13.3	Shin pads	0.520453
B13.2	Soccer jerseys	0.497222
B13.1	Soccer boots	0.490447
B13.5	Nutritional food	0.374614
B13.6	Transport/transport money	0.272662

5.5.4. Responses on attributes related to the academies

Table 15 shows the social attributes that have been highlighted by the participants to have emanated from the education and teaching from the academies. Given that the average of the weighted score under this construct is 0.4093, the table shows that the

most improvements amongst the participants emanating from teaching at academies were related to respect of adults (0.7062), self-discipline (0.6758), religion/prayer (0.6263), time management (0.6197) and communication skills (0.4765). The table further shows that the least gained attributes amongst the respondents from the academies were related to job application skills (e.g. writing a CV) (0.2633), safe sex/abstinence (0.2666), interview skills (0.2704), HIV/AIDS prevention (0.2817), and alcohol and drug abstinence (0.2940).

Table 15: Social attributes related to the academies

Identifier	Attribute	Weighted Score
B14.6	Respect of adults	0.706212
B14.9	Self-discipline	0.675827
B14.7	Religion/prayer	0.626294
B14.8	Time management	0.619687
B14.13	Communication skills	0.476517
B14.5	How to deal with Sexual Harassment	0.370802
B14.15	Nutritional education	0.361207
B14.4	Sexually transmitted diseases awareness	0.328213
B14.14	Crime prevention	0.305151
B14.12	Financial skills e.g. budgeting	0.294041
B14.2	Alcohol and drug abstinence	0.293999
B14.1	HIV/AIDS prevention	0.281668
B14.11	Interview skills	0.270390
B14.3	Safe sex/ abstinence	0.266602
B14.10	Job application skills (e.g. Writing a CV)	0.263320

5.5.5. Comparison between attributes related to home/school and the academy

The section provides a descriptive analysis of the attributes gained from home or school in comparison to those obtained from the grassroots soccer academies. This is to determine the players' main attributor of their behaviour and attributes between home/school and the grassroots soccer academies. Table 16 shows that the

participants gained respect for adults more from home or school than at the soccer academies. The table also reveals that grassroots soccer academies have been more successful in instilling behaviours associated with religion/prayer, self-discipline, time management, communication skills, and nutritional education. Furthermore, it can be seen in the table that the academies were also more successful in improving players' behaviour related to dealing with sexual harassment, financial skills, e.g. budgeting, HIV/AIDS prevention, sexually transmitted diseases awareness and crime prevention. On the other hand, homes and schools were more effective in promoting respect for adults, alcohol and drug abstinence, job application skills (e.g. writing a CV), safe sex/ abstinence and Interview skills.

Table 16: Comparison between attributes related to home/school and the academy

Identifier	Attribute	Home/School	Academy
A8.6	Respect of adults	0.812810	0.706212
A8.7	Religion/prayer	0.612533	0.626294
A8.9	Self-discipline	0.509511	0.675827
A8.8	Time management	0.482535	0.619687
A8.13	Communication skills	0.397315	0.476517
A8.15	Nutritional education	0.337804	0.361207
A8.2	Alcohol and drug abstinence	0.327371	0.293999
A8.10	Job application skills (e.g. Writing a CV)	0.295135	0.263320
A8.3	Safe sex/ abstinence	0.292989	0.266602
A8.11	Interview skills/	0.281921	0.270390
A8.5	How to deal with Sexual Harassment	0.280606	0.370802
A8.12	Financial skills e.g. budgeting	0.280069	0.294041
A8.1	HIV/AIDS prevention	0.277793	0.281668
A8.4	Sexually transmitted diseases awareness	0.267907	0.328213
A8.14	Crime prevention	0.263656	0.305151

5.6. Statistical analysis

Three inferential statistical analyses are utilised in this section to examine the validity of the theoretical relationships between the main constructs, as discussed above. These include factor analysis, correlation and regression. However, normality tests are performed to determine the extent at which the data meet the general assumptions of normality.

5.6.1. Normality tests

Before subjecting data to statistical analysis, it is important to test the extent to which it meets the general assumptions of normality. This assumption is critical for the research since the data was collected from a sample instead of the entire target population. When data is collected from a sample, it should depict a bell-shaped curve (normal distribution) as a sign that the sample was large enough from which to draw inferences. According to Ghasemi and Zahediasl (2012:489) and Hein (2010:4), a number of the statistical procedures, including correlation and regression, are based on the assumption that the data follows a normal distribution. Regarding the normality test, the Shapiro–Wilk’s W -test, was conducted to determine the best technique between Spearman rank correlation and Pearson correlation.

Therefore, normality tests were conducted using the Shapiro–Wilk test. According to the Shapiro–Wilk test, the results are significant when W is small enough given sample size p . Therefore, if p is low, there is a low probability of Type I error, i.e. rejecting the H_0 when it is true.

- i. If p is high, we do not want to reject H_0
- ii. If p is low, there is a low probability of Type I error

Normality test hypotheses:

- iii. H_0 : the observed distribution fits the normal distribution
- iv. H_1 : the observed distribution does not fit the normal distribution

If H_0 is accepted, an assumption made is that normality is accepted and granted. Therefore, in case H_0 is rejected, then normality is not considered as maintained by Ghasemi and Zahediasl (2012:489), hence, normality is not in any case assumed for analysis. Regarding Table 19 below, “Statistic” is the test statistic W for S- W , and “Sig” is the significance of the test (p -value). If $p < 0.05$, we reject the H_0 because the test is significant (Ghasemi & Zahediasl, 2012:489).

Table 17 presents the results of normality based on the Shapiro–Wilk test. As highlighted above, if the p -value of the Shapiro–Wilk test is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution. The table also shows that all the variables had a p -value of less than 0.05, for which the null hypothesis is rejected. Therefore, the normality tests confirmed that all the variables are not normally distributed, and the Spearman rank correlation was chosen.

Table 17: Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
SAHS	.957	218	.000
DA	.936	218	.000
RP	.892	218	.000
SASA	.958	218	.000

5.6.2. Cross tabulations

Cross-tabulation analysis, also known as contingency table analysis, is a technique that is typically used to analyse categorical data (nominal data) (White, 2003; Yankees, 2011). Cross tabulation provides a detailed analysis of the relationship between variables. In this regard, the Chi-square statistic is used to test the statistical significance of the cross-tabulation table. The Chi-square statistic tests whether two or more variables are independent or not (Yankees, 2011). The null hypothesis represents that there is no relationship (i.e. independence), and in this case, the chi-square test statistic results will be non-significant, and the null hypothesis will not be rejected. The alternate hypothesis indicates that there is an association.

In this particular study, Chi-square tests were performed to determine whether there was a statistically significant relationship between the variables (rows vs columns). Table 24 (*Appendix A*) shows a meaningful relationship between age and the participants' HIV/AIDS prevention, as $p < 0.001$. A large proportion of players aged 14, 16, 19 and 20 years indicated high HIV/AIDS prevention behaviour as compared to those aged 17 years and 18 years who were rated low on HIV/AIDS prevention behaviour. Furthermore, the results show that there is a significant relationship

between HIV/AIDS prevention and ethnicity, with just over half of Black African participants rating positively compared to their Coloured counterparts who rated low on HIV/AIDS prevention behaviour. Gender was also found to have a significant influence on HIV/AIDS prevention behaviour, with males rating low compared to females.

In terms of sexually transmitted diseases awareness, the results in Table 24 shows that there is a significant ($P < 0.001$) relationship with age. Thus, those players with ages 14, 16, 17 and 19 years indicated a high sexually transmitted diseases awareness compared to those between ages 18 and 20 years. Also, the results show a significant ($P < 0.001$) relationship between sexually transmitted diseases awareness and guardianship. Thus, those players staying with parents, a father, grandparents, and other, showed a low level of awareness compared to those players staying with a mother and an aunt who indicated a high level of sexually transmitted diseases awareness. Forty-three per cent of the participants were from female-headed householders

Furthermore, age was found to have a significant influence on the number of hours per week players train at the club. A large proportion of players aged between 16 and 18 years were found to spend an average of four hours at the clubs while an ample percentage of players at the age of 19 years spent only two hours training at the clubs. However, those players aged 20 years old were found to spend more than five hours of training.

5.6.3. Factor analysis

In this section, factor analysis is performed to identify those constructs that conceptually measure the same thing (Torres-reyna, 2012:2). This analysis helped to refine the constructs related to the effect of grassroots soccer development on the players (Ha *et al.*, 2014:200). In this regard, principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization (see Table 18). This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor, and it simplifies the interpretation of the factors.

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test. The requirement is that the Kaiser-Meyer-Olkin Measure of

Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. The table below shows that the KMO value is 0.802, which is statistically significant. This is an indication that factor analysis is relevant for the study. In all instances, the conditions are satisfied, which allows for the factor analysis procedure.

Table 18: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.802
Bartlett's Test of Sphericity	Approx. Chi-Square	2178.382
	Df	105
	Sig.	.000

Table 19 below shows the factor loadings for each item in relation to the various factors. These values indicate the weight and correlation of each item to a factor or component. As suggested by Daniel and Berinyuy (2010), all values that were below 0.45 were taken off from this table as they were not significant for analysis. According to the table, items from different constructs are regrouped under the same factor. With reference to the table above, the following were taken into account:

- Factor analysis/loading show inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along with a similar factor.

Table 19: Rotated Component Matrix

Rotated Component Matrix ^a	Component		
	1	2	3
B14.7 Religion/prayer	0.870		
B14.8 Time management	0.851		
B14.6 Respect of adults	0.843		
B14.9 Self-discipline	0.777		
B14.13 Communication skills	0.729		
B14.11 Interview skills		0.911	
B14.10 Job application skills (e.g. Writing a CV)		0.855	
B14.12 Financial skills e.g. budgeting		0.782	
B14.1 HIV/AIDS prevention		0.550	
B14.15 Nutritional education		0.527	
B14.4 Sexually transmitted diseases awareness			0.859
B14.3 Safe sex/abstinence			0.758
B14.2 Alcohol and drug abstinence			0.738
B14.5 How to deal with Sexual Harassment			0.735
B14.14 Crime prevention			0.605
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

The analysis has grouped these constructs into three factors, as follows:

Factor 1: Social behaviour (religion/prayer, time management, respect of adults, self-discipline, communication skills). Communication skills are mainly about the ability of the youth to open up and share with peers and parents about their experiences and challenges. All the elements categorised into this construct are believed to contribute towards the social behavioural change of the players. Previous studies have also found players to have reported that they have attained these benefits through participation in youth development sports programmes. For example, Holt *et al.* (2008) found that young Canadian players have benefited through improved time management, respect and self-discipline. Similar to the findings from the current study, other studies (e.g. Dworkin, Larson and Hansen, 2003; Gould *et al.*, 2007; Fraser-Thomas and Côté, 2009) have also confirmed the importance of these attributes in youth social development. This proves that these attributes were correctly identified

and classified as a social development construct within grassroots soccer development programmes.

Factor 2: Empowerment consists of interview skills, job application skills (e.g. writing a CV), financial expertise, e.g. budgeting, HIV/AIDS prevention, and nutritional education). Empowerment in this study is viewed as a situation when one has control over issues that concerns them (Rappaport, 1987). According to Zimmerman (1995), empowerment is a concept that involves an individual's perception and beliefs, awareness of the environment and behavioural options and actions taken to influence outcomes. To this end, this study found that players' interaction with the grassroots soccer development programmes enhance their job-hunting skills, improve their financial acumen, and enhance their perceptions and behaviour towards HIV/AIDS prevention and their awareness of nutrition. These are the cognitive and behavioural skills that are necessary for one to understand the environment and make informed decisions thereof, as postulated by Zimmerman (1995).

Factor 3: Health promotion consists of sexually transmitted diseases awareness, safe sex/ abstinence, alcohol and drug abstinence, how to deal with sexual harassment, crime prevention. Apart from crime prevention, all the attributes in this construct seem to be contributing to the health and wellbeing of players. This finding is in line with the existing literature on health-promoting settings aiming to change youth's health behaviours through sports (Geidne, Quennerstedt & Eriksson, 2013; De Knop & De Martelaer, 2001; Kokko, Kannas & Villberg, 2006). Interestingly, physical health has not been identified as an important element in health promotion. However, the identified components are more to do with behavioural and attitude change as opposed to the physical wellbeing of the players.

Table 24 (*Appendix A*) shows that a significant amount of data fit into the three factors identified above, and this is performed using a variance. The total variance percentage accumulated in the three factors was 69.18%. In this regard, factor 1 carries 40.72% of data, indicating that most of the data fit into that factor. This was followed by factor 2 with 17.37% and factor 3 with 11.10%. The other 15 factors carry below 10% each and show the relatively low fit of data in the factors. Therefore, the statements that constituted question 14 of the player survey questionnaire loaded perfectly along with

the three components identified above. This implies that the statements that represented this section correctly measured what they were set out to measure.

5.6.4. Correlation results

The ultimate objective of the study was to propose a grassroots soccer development model for South Africa. This would suggest that certain theoretical relationships need to be confirmed empirically. To test these theoretical relationships, a correlation analysis was used to assess possible linear relationships between variables of interest. Wright (1922) defined correlation as a direct method of assessing a general association between two variables. The correlation coefficient (r) is the statistic used to measure the relationship between variables. It represents the strength of the assumed linear association between the variables in question, and it takes any dimensionless value between -1 and +1.

Therefore, a correlation coefficient of zero indicates that there is no linear relationship existing between the two variables. A correlation coefficient of -1 or +1 indicates a perfect linear relationship. A positive coefficient represents that the variables are positively related. This suggests that as one variable increases, the other variable also increases. On the other hand, a negative coefficient represents that the variables are inversely related. This suggests that as one variable increases, the other variable decreases. The strength of the relationship between variables is measured between -1 or +1. The closer the value is to -1 or +1, the stronger the association is between the variables.

A precondition for the use of Pearson's product-moment coefficient is that both variables being studied are normally distributed. However, since the majority of the variables are not normally distributed, a Spearman rank correlation is used for the study.

Therefore, to empirically test the theoretical relationships between variables on interest in the study, five hypotheses were developed as follows:

- H_{a1} : Physical development is associated with improvement in the individuals' health promotion.
- H_{a2} : Social development has a positive relationship with an individual's empowerment

- H_{a3}: Social development has an impact on improving an individual's social behaviour
- H_{a4}: Emotional development makes participants improve their social behaviour
- H_{a5}: The provision of adequate resources has a positive impact on physical development.

The results from the correlation tests are presented in Table 20 below. Table 19 shows the physical development and health promotion are positively correlated, $r(218) = 0.15$, $p < 0.01$. This confirms the hypothesis that physical development has a positive and significant relationship with health promotion. This finding is in line with the existing literature. The Institute of Medicine (2013) found that physical activities by the youth have a notable impact on self-efficacy, which ultimately have positive implications on their social behaviours and goal setting. Matthews and Foster (2012) acknowledged the importance of physical development in youth in influencing their social behaviours and risks. Thus, the current study confirms through physical development, that young people are likely going to adopt less risky social behaviours that will enhance a healthy lifestyle.

Furthermore, the results shows that social development and individual's empowerment are positively correlated, $r(218) = 0.46$, $p < 0.01$. This confirms the hypothesis that social development has a positive and significant relationship with the individual's empowerment. The younger people develop socially, the more they get empowered.

Table 20: Correlation results

Hypotheses	Correlations		
	Correlation coefficient (Spearman's rho)	Sig. (2-tailed)	Positive & significant relationship
There is a positive relationship between physical development and health promotion	0.152*	0.025	Yes
There is a positive relationship between social development on individual's empowerment	0.457**	0.000	Yes
There is a positive relationship between social development and social behaviour	0.493**	0.000	Yes
There is a positive relationship between emotional development and social behaviour	0.434**	0.000	Yes
There is a positive relationship between resource provision and physical development	0.122	0.073	No
** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).			

On the correlation between social development and social behaviour, results show that the two constructs are positively correlated, $r(218) = 0.49$, $p < 0.01$. This confirms the hypothesis that social development has a positive and significant relationship with social behaviour. This finding contradicts that of Eime *et al.* (2013) who reported that the outcomes associated with participation in sporting activities as part of social development had been mainly higher self-esteem, better social skills, higher confidence, and higher competence, among others. However, the finding supports the Social Learning Theory, which supports the notion that organised sporting is an important factor in a child's social development (Dimech & Seiler, 2011). Therefore, the current study found support for the fact that grassroots soccer development

programmes that focus on social development for the players indeed have a positive bearing on social, behavioural change.

The results also show that the correlation between emotional development and social behaviour is positive, $r(218) = 0.43$, $p < 0.01$. This confirms the hypothesis that emotional development has a positive and significant relationship with social behaviour. Similar findings were also reported in the literature. For example, while Fraser-Thomas and Côté (2009) confirmed the linkage between the two, the authors were of the view that emotional development plays a facilitative role in the achievement of social behaviour outcomes. In the same vein, Gano-Overway *et al.* (2009) found that an environment that supports players emotionally has a positive influence on the ability of players in attaining positive behaviours.

Finally, Table 20 shows that while resource provision and physical development are positively correlated, the relationship is not statistically significant, $r(218) = 0.12$, $p > 0.01$. Thus, the hypothesis that emotional development has a positive and meaningful relationship with social behaviour was rejected.

5.6.5. Regression results

While correlation analysis aimed to gain insight into the strength of the relationships, regression analyses focused on the form of the relationships between variables. Therefore, regression analysis was adopted because it is regarded as a more useful statistical technique that allows the researcher to assess the strength of the relationships in the data (Zou *et al.*, 2003:617). The regression results are depicted in Table 21 below.

Table 21: Regression results

Hypotheses	Regressions	
	Regression coefficient	Sig.
There is a positive and significant relationship between physical development and health promotion	0.030	0.000
There is a positive and significant relationship between social development on individual's empowerment	0.086	0.000

Hypotheses	Regressions	
	Regression coefficient	Sig.
There is a positive and significant relationship between social development and social behaviour	0.085	0.000
There is a positive and significant relationship between emotional development and social behaviour	0.147	0.001
There is a positive and significant relationship between resource provision and physical development	0.023	0.000

According to Table 21, the results show that emotional development has a statistically positive and significant relationship with social behaviour ($p < 0.05$). Emotional development has the highest impact, contributing 14.7% towards the variation in social behaviour, with other factors held constant. In this regard, emotional development ensures that the youth can recognise their own feelings and actions, and those of others and understand how their own feelings affect others. This positively influences their ability to interact with others in society. These results are in line with a large body of literature that has shown that strong emotional development helps young people to forge relationships and enhance their social skills (Cooper, Masi & Vick, 2009; Department of Health and Human Services, 2016; Fox & Smith, 2007; Hagan, Sánchez, Cascarino & White, 2019).

The results also show that social development has a statistically positive and significant relationship with an individual's empowerment ($p < 0.05$). Social development is the second highest in terms of impact, contributing 8.6% towards the variation in an individual's empowerment, holding the effect of other factors constant. In this regard, Jennings *et al.* (2006) highlighted that youth participation in social action processes enable them to change as individuals in ways that allows them to adopt a proactive approach to life. Similarly, the National Research Council (1996) emphasised that social settings play an important role in youth empowerment. Therefore, the social environment in which the youth are exposed has a notable effect on their individual empowerment.

Social development was also found to have a statistically positive and significant relationship with social behaviour. Holding the effect of other factors constant, social development contributes 8.5% to the variation in social behaviour. Several studies have confirmed that social development is a predictor of the ability of a child to get along well with others (Akelaitis & Lisinskiene, 2018; Herbert-Myers, Guttentag, Swank, Smith & Landry, 2006; Huitt & Dawson, 2011; Vahedi, Farrokhi & Farajian, 2012). In line with results from the current study, Brink, Lane and Wellman (2015) also found that social cognitive development has a direct linkage with interactive social behaviours. The present study supports the notion that sport participation influences the player's social skills.

Furthermore, physical development showed a statistically significant positive and relationship with health promotion ($p < 0.05$). However, physical development only contributes 3% to the variation in health promotion, holding other factors constant. The positive link between physical development and health promotion has also been confirmed in some studies including Theriault and Edwards (2013), Warburton, Nicol and Bredin (2006), and Matthews and Foster (2012), among others. Despite this emphasis in the literature, the current study revealed that the impact of youth physical development on health proportion is minimal. Previous studies have attributed the health benefits of participating in sports to a reduced risk of heart diseases, diabetes, high blood pressure, and obesity. It can be argued that many of these diseases are more prevalent for older people as opposed to the youth. Therefore, the observed minimal effect of physical development on health promotion could be linked to the fact that the expected health benefits are not that prevalent for young people.

Finally, the results show that the effect of resource provision on physical development is positive and statistically significant. Therefore, holding other factors constant, resource provision contributes only 2.3% towards the variation in physical development. The observed little impact could be attributed to the fact that instead of resource provision having a direct impact on physical development, the variable should be treated as a moderating factor as opposed to an outcome predictor.

5.7. Chapter summary

This chapter reported on the results from quantitative data from the survey conducted across 11 grassroots soccer academies within the eThekweni Municipal Area. The

sampling framework and the demographic information of the participants were discussed in greater detail. As part of confirming rigour in the research processes, especially with regards to the data collection tool, both reliability and validity tests were conducted. These tests confirmed that the data collection tool utilised was reliable and valid.

Descriptive analysis was conducted mainly based on the weighted score of each attribute. The most considerable improvements amongst the participants emanating from home or school were attributes related to the *respect of adults, religion/prayer, self-discipline, time management and communication skills*. In respect to the developmental attributes, the results show that the main benefits derived from the grassroots academies were *technical development and physical development*. In terms of resource provision, the results show that the academies mostly supply the participants with *backpack/bags, shin pads, soccer jerseys, and soccer boots*. The results further revealed that most improvements amongst the participants emanating from teaching at academies were attributes related to the *respect of adults, self-discipline, religion/prayer, time management, and communication skills*.

The results from a comparison between those attributes that are gained at home or school and those obtained at academies suggest that the grassroots sports academies have been more successful in instilling qualities related to religion/prayer, self-discipline, time management, communication skills, and nutritional education. Furthermore, the academies were also more successful in teaching children about issues related to dealing with Sexual Harassment, financial skills, for example, budgeting, HIV/AIDS prevention, sexually transmitted diseases awareness and crime prevention. On the other hand, homes and schools were more effective in promoting respect of adults, alcohol and drug abstinence, job application skills (e.g. writing a CV), safe sex/ abstinence and Interview skills.

While correlation analysis tested the relationship between variables of interest in the study, regression analysis confirms the effect of these variables on each other. From these analyses, the results show that while there is a positive association between physical development and health promotion, social development and individual's empowerment, and social development and social behaviour, these relationships are relatively weak ranging from 3% to about 9%. However, the results showed a

reasonably strong association between emotional development and social behaviour, with emotional development contributing 14.7% towards social behaviour.

Therefore, these results confirmed that focusing more on the activities surrounding social development has a double impact on both learners' individual's empowerment and social behaviour. However, emphasis on emotional development has more noticeable positive results for individuals' social behaviour. The results also confirmed that there are no significant results that can be yielded by focusing on physical development and the provision of resources such as backpack/bags, shin pads, soccer jerseys, and soccer boots.

CHAPTER SIX

PRESENTATION AND INTERPRETATION OF RESULTS FROM INTERVIEWS

6.1. Introduction

In the previous chapter, the quantitative component of the research, using the data collected through a survey of the soccer players from grassroots sports academies was presented. In this chapter, a presentation of the qualitative data obtained from the interviews is provided. The interviews were conducted with public officials or their representatives (described as “key informants”), and coaches from the respective academies.

The first part of the chapter deals with the results from the interviews conducted with key informants. Besides the demographic profile of the participants, the interview questions were related to the role of SAFA in soccer development, policy development and implementation of grassroots soccer. Furthermore the role of SAFA in linkages with other stakeholders, strategies to promote participation in grassroots soccer development, the impact of grassroots soccer development, implementation challenges and measures that have been put in place to address them. The second part presents the results from the interviews conducted with coaches from the respective grassroots clubs. Framing the interviews were questions related to programme activities for grassroots soccer development, the importance of grassroots soccer for socio-economic development, the role of government in providing resources, community support for grassroots soccer development, efforts so source funding, some notable successes, impact on the community and the main challenges experienced.

Each section begins by providing the demographic details of all the people who participated in the interviews as part of data collection for this study. Thereafter, a presentation and interpretation of the results is provided according to themes as outlined above.

6.2. Section A: Qualitative analysis of data from interviews

6.2.1. Demographic information of the key informants

The key informants of this study comprised 4 members from 3 different organisations, namely SAFA eThekweni, KZN Department of Sport and Recreation Official and the eThekweni Municipality Sports Department. The demographic details of these key informants in terms of their positions and tenure in their respective organisations are presented in Table 22.

Table 22: Description of the Key Informants

Key Informant	Position	Years of experience
Participant A	SAFA eThekweni Official	7
Participant B	SAFA eThekweni Official	10
Participant C	KZN Department of Sport and Recreation Official	8
Participant D	A representative from eThekweni Municipality Sports Department	10
Total = 4		Average = 8.75 years

This study included four key informants who provided institutional information about the management and administration of Grassroots Soccer Academies. These were (1) Participant A - KZN SAFA Official; (2) Participant B - KZN SAFA Official (3) Participant C - Department of Sport and Recreation Official; (4) Participant D – the eThekweni Municipality Sports Department Official. The participants were asked to indicate their level of experience (in years) in their particular organisation. The data shows vast experience among the key informants as indicated by a minimum of 7 years of experience and a maximum of 10 years and an average experience of 8.75 years. The key informants are highly experienced senior staff who are knowledgeable regarding the management of grassroots soccer in the eThekweni Municipality. This is important because it increases the validity and reliability of the research findings obtained.

This section presents the results emanating from the interviews conducted with key informants as outlined above. For ease reading and following by the reader, the results are presented in line with the identified themes as outlined in the interview guide. In

this regard, six themes were identified, and the following sub-section provides the results that relate to policy development and implementation of grassroots soccer.

6.2.2. Policy development and implementation of grassroots soccer

This section details the results emanating from the key informants' interviews on the questions related to policy development and implementation of grassroots soccer. There were indications from the key informants that the SAFA eThekweni is not mandated towards policy development and is not well versed in that space. In response to a question about what policies have been put in place to support and promote sport development in general and grassroots soccer in the eThekweni Municipality, one SAFA official stated the following: *"we do not have any policy in place... it is a given practice that we do without really a proper formulated policy or formulated strategy in that sense. So, we have a challenge which I think need to be rectified."* **(Participant A)**.

Another SAFA Official added that while there is no policy in place, the SAFA has developed what they call a "competition uniform rule" to promote uniformity within grassroots soccer development. In terms of how the rule is applied, the Official highlights that: *"we have got divisions like under 7, under 11, under 13, under 15 and under 17. We divide them by age to make sure that you play where you can fit so that we do not play with under-aged or over-aged people. ... We call it a cut-off age"*. **(Participant B)**.

When **Participant C** from the Department of Sport and Recreation was asked if the department has been involved in the implementation of sports and development policies particularly those of Grassroots soccer, the participant indicated that policy supports the transition of soccer development from the grassroots level to high-performance soccer. In this regard, the participant highlighted that: *"We worry more about the grassroots level of high performance of which it makes sense."* Furthermore, the official stated that they: *"are now focusing on implementing the legislative prescriptive and policies that govern sports and recreation"*. When it comes to implementation, the participant noted that: *"we use entities like federations and associations of sports federations"*. Furthermore, as part of policy implementation, the respondent stressed that the Department provide monetary support and equipment to ensure the hosting of leagues and tournaments by the grassroots soccer clubs. The

assessment of the policy environment entails that there are a number of stakeholders that are involved. The effective development and implementation of such policy suggested that there is a need for strong coordination and linkages between stakeholders. Therefore, the next sub-section provides a detailed account of the linkages of SAFA with other relevant stakeholders.

6.2.3. Linkages with other stakeholders

The effective development and implementation is primarily determined by strong coordination and linkages amongst the stakeholders involved. This sub-section presents the results emanating from the key informants on how Association (i.e. SAFA) collaborate with other relevant stakeholders in promoting grassroots soccer development in the eThekwin. The results indicate that SAFA is affiliated with many stakeholders, which include the government, the eThekwin Municipality, KZN Department of Sports and Recreation, and the private sector. These stakeholders mainly provide SAFA with funding and sponsorships. For instance, **Participant A** from SAFA pointed out that *“SAFA does not own grounds...all the grounds are owned by the municipalities, [which makes it] a critical stakeholder”*. The Official further stated that while the private sector is a key stakeholder from a sponsorship point of view, there has not been notable support from that sector. The Official further indicated that *“SAFA has a lot of responsibilities but it is not for profit and it ends with the lower level development”*, and with this, it is critical to have stronger linkages with other stakeholders.

In this regard, **Participant A** from SAFA highlighted that they *“have partnered with British Council as a region and we are running what we call life skills so that we know exactly what the impact of soccer is felt in the communities and what they do”*. The aim of this partnership is to enhance life skills for grassroots soccer players. The programme also deals with issues such as HIV/AIDS, child abuse, leadership issues and economic issues, among others. Consequently, the participant described the impact of this partnership to *“have helped [to] take the boys off the streets”* (**Participant A**).

However, there have been challenges in terms of the Department of Sport and recreation working with other stakeholders, especially from the private sector. The stakeholders from the private sector have not been fully participating in grassroots

soccer development initiatives. In this regard, the **Participant C** from the Department of Sport and recreation stated that “...when you engaged with them, they incline to the idea, but if you keep quiet, they will also keep quiet...” According to **Participant C**, contributing to this non-involvement could be attributed to poor stakeholder management by the department and the participant stated that: “I think maybe it will depend with us if we have stakeholder management and we make sure we contact every person involved and has the best interest with the sport.” However, **Participant C** highlighted that the department “has a harmonious relationship with the Parks Recreation that deals with sports and recreations in the eThekweni Municipality.” This relationship makes it easier for the department to organise and facilitate tournaments and other sporting activities.

An official from the eThekweni Municipality Sports Department indicated that the Municipality had established relationships with “...stakeholders that [they] call sister departments [with whom they] work hand in hand” (**Participant D**). These organisations comprise SAFA, several organisations and the community at large. The official further highlighted that their Supply Chain Management (SCM) department “is responsible for the procurement of soccer balls, soccer jerseys”. In terms of other requirements, the official stated that the Municipality would have to “...engage with [the] Parks in terms of the grounds to ensure that the grounds are being cut, marked properly and they have soccer poles”. On the role of SAFA, the official stated that “they have to provide with the technical management and Referees and other soccer officials.” According to the official, there are also medical and security companies as well as security services that are engaged to provide emergency services and the comfort to parents that their children are safe.

In addition, the Official from the eThekweni Municipality commented on the role played by the community. However, it has been observed that most of the parents are not able to do so due to busy schedules, with some even having two jobs to sustain their families.

The analysis on the linkages amongst the stakeholders has provided the nature of the interrelationships that exist amongst the stakeholders towards the development of grassroots soccer in the eThekweni Municipality. Part of working together would suggest that there should be strategies formulated that give guidance on each

stakeholder's roles and responsibilities in a coordinated manner. Therefore, the following sub-section details the results in respect to the strategies that have been adapted to promote the participation of the youth, rural communities and women in grassroots soccer within the eThekweni Municipality.

6.2.4. Strategies to promote the participation of the youth, rural communities and the women in grassroots soccer

The results from the interviews indicate that progress towards the promotion of the participation by the youth, rural communities and women in grassroots soccer has been minimal. The only strategy identified by one of the SAFA Officials was the “*event which is called Grassroots event where everyone brings their own under 10s so that we can show them how to do this and that...*” (**Participant B**). The Association also help with the endorsements of fund applications to the KZN Department of Sport and recreation. The impact of grassroots soccer development on promoting life skills and addressing social challenges is detailed in the next sub-section.

6.2.5. The impact of grassroots soccer on promoting life skills and addressing social challenges

The previous three sub-sections detailed the policy environment, linkages amongst stakeholders and the strategies have been put in place to promote participation in grassroots soccer development in the eThekweni Municipality. This section presents the impact of grassroots soccer on promoting life skills and preventing social ills as perceived by the key informants. In this regard, SAFA attributes the impact of its regulatory function to the role it plays in society. It is of the view that its support for grassroots soccer development has contributed towards reduced drug abuse, reduced criminal activities, increased HIV/AIDS awareness, reduced child abuse, improved leadership skills and improved economic status. **Participant B** has the following to say in this regard: “*so now we are taking kids who could have ended up doing criminals activities and taking them into football and get them busy...So you cannot be involved in drugs because what makes people get involved in drugs is that they are sitting in the streets talking and there is nothing to do.*”

The Department of Sport and Recreation is of the view that support for grassroots soccer development has a notable impact on the recipients. According to the

Department, the main impact is the discipline on the participant's part gained through the participation in such programmes. **Participant C** stated that as a result: *"Definitely, that is the thing about sport... [soccer] gives discipline to a player ... So, you will be more disciplined and more cautious in things that you do..."* On the social aspect, the programme helps to reduce the usage of drugs, teenage pregnancies as they spend more time dedicated to the training and tournaments. In this regard, **Participant C** indicated that *"sport does not promote any usage of drugs or any illegal substances, teenage pregnancies are not much because they spend more time dedicated on the training, tournaments and so forth so [players] do not have all that luxury time to engage in all those things"*

The recipients also benefit in terms of their physical well-being and stamina, which reduces their expenditure on medication. To this end, **Participant C** pointed out that *"physical activities are also therapeutic measures as medication so it means we are going to put less money on investing or purchasing in medication then put more money in sport and also try to build resources that will actually enable the sport practices in the country."*

The eThekweni Municipality Sports Department regards football as its major code among other sporting activities in line with national and international trends. The Department considers its involvement in grassroots soccer development as an important factor in addressing social challenges in the respective communities. In this regard, **Participant D** from eThekweni Municipality Sports Department stated that: *"Because we cannot run away that we actually need this in our community, we keep hearing of drug abuse, alcohol, teenage pregnancies. ...through sports we are trying to create more events for those young ones to be exposed to and engage themselves in sport activities rather than sitting in their corners there having all the unwanted time to think of all silly things"*

Furthermore, the Municipality is of the view that their involvement in grassroots soccer development provides a ray of hope to those youths that have failed academically but have talent that they cannot pursue due to limited access and lack of resources. In essence, they contribute towards economic development to the youth by allowing them to develop professionally. Thus, **Participant D** had the following to say: *"most of the challenges young people are facing is that after Matric they might not do well in*

school but only to find that they have talent in sports due to lack of resources and lack of equipment they will end up doing wrong things out there”.

SAFA also perceives its involvement in grassroots soccer development programmes to have contributed towards women participation and inclusion. Thus, through a programme known as BYSAFA, the number of women participants in soccer sports had increased significantly, around KZN as noted by **Participant B**: “...there is a new system now which they are using which they call BYSAFA, so they are even checking, let me just talk about football for ladies, they are saying before we used to have only 50 and now they talk about thousands in terms of the numbers improving, because even now in the SAFA eThekwini itself, we did not have women football effectively and now we have got a structure. We have got a league at the regional level which has got 16 clubs of women.”

This sub-section demonstrated that indeed there are positive benefits of grassroots soccer development towards the promotion of life skills and addressing some of the social challenges. The participants perceive grassroots soccer development to have contributed towards reduced drug abuse, reduced criminal activities, increased HIV/AIDS awareness, reduced child abuse, improved leadership skills and improved economic status. However, some challenges are encountered that prevent a full realisation of these benefits. The results from the key informants’ interviews on these challenges are discussed in the following sub-section.

6.2.6. Challenges faced in the implementation and administration of sports development policy

Despite the positive benefits emanating from grassroots soccer development in the eThekwini Municipality as discussed in the previous section, several challenges were highlighted by the participants that are impeding the implementation and administering sports development policy in the eThekwini Municipal area. **Participant A** from SAFA states that: “the main obstacle in soccer development is lack of resources”. These resources include both financial and non-financial resources such as training facilities. In terms of financial resources, **Participant B** from SAFA stated that: “...we do have obstacles because we need funding, but we do not have enough sponsorship apart from Billet, Department of Sports and Recreation and Engen”.

In terms of non-financial resources, **Participant A** elaborated on this by stating that *“most of the amenities are concentrated around the suburbs and urban [areas] and the townships where [the] majority of footballers are located, the amenities are not as great as they are supposed to be, so that is a hindrance”*. Therefore, while these facilities could be available in the upmarket areas, they are not readily available in marginalised communities, where the need for grassroots sport development is critical and where most players reside.

Another challenge is the distance the young players have to travel to access the training facilities. Thus, often the majority of these youths are excluded from the programme due to financial constraints, as they cannot afford transport costs. To this end, **Participant A** stated that: *“footballers from townships cannot travel because of financial constraints. So, the financial and amenities are interlinked as a challenge”*.

Another challenge that is experienced by the Association is the absence of meaningful strategic partnerships, especially with the eThekweni Municipality. Lack of a meaningful strategic alliance with the Municipality is attributed to poor administration and political interferences. **Participant B**, who is a SAFA Official, noted that these political squabbles are also experienced between the provincial SAFA and the National SAFA, which adversely affects its operations. **Participant A**, also from SAFA, highlighted the private sector has been backtracking and the Association has been forced to create linkages with organisations that are not well versed with football matters. In this regard, **Participant A** reported that: *“Private sector is critical because for any programme, we need funding and sponsorship, unfortunately, there have been no tangible private sector participation [in support of grassroots soccer development]”*.

Some of the challenges are experienced at a club level in terms of poor administration and lack of financial resources, mainly to transport players to play at fixtures elsewhere. In another instance, **Participant A** indicated that some of the responsible clubs do not maintain football pitches in preparation for tournaments.

The Department of Sport and Recreation has cited lack of financial resources as a major impediment towards implementing and administering sports development policy. There is also a challenge emanating from the fact that there are two SAFAs, which is confusing as to their jurisdictions and mandates.

The main challenge faced by the eThekweni Municipality Sports Department is the unreliability of service providers, especially when it comes to international events. According to **Participant D**, there have been situations where the provision of the services is interrupted due to the withdrawal of one service provider.

Political interferences were also identified as a significant impediment towards soccer development in the Municipality. As a result, in implementing grassroots soccer development, there is confusion over respective roles and responsibilities at a Ward level. In this regard **Participant D** stated that: *“it becomes a huge challenge for us to coordinate and implement football in all Wards because for now we are being told that we are working with SAFA A and not SAFA B, so the question that I always ask my managers is that let us say I go to Hillcrest and there is no existing structure of SAFA A but there is an existing structure of SAFA B”*. However, **Participant C** indicated that *“it makes it a bit easier for us to work with them both because at the end of the day we don’t want to pick sides and to choose sides, we will just wait from the verdict from the court and then we take it from there”*. Therefore, due to this confusion, participation in grassroots soccer development programmes has dropped drastically in the context of two SAFAs.

On the main, the challenges faced in the implementation and administration of sports development policy in the eThekweni Municipality. Apart from the lack of finance that is experienced by the majority of stakeholders, most of the challenges are unique to particular stakeholders. For instance, SAFA KZN is marred with political interference that has led to serious division within the Association. The Association also experiences a lack of meaningful strategic partnerships and alliances for which it can leverage its resources. Officials from the eThekweni Municipality Sports Department cited unreliability of service providers, political interferences, lack of clearly defined roles and responsibilities as its major impediments to grassroots soccer development. At a club level, poor administration was reported as a major drawback to grassroots soccer development. For players, the main challenge cited relates to limited accessibility to training facilities. The following sub-section discusses the measures that have been implemented to address some of these challenges, as reported by the key informants.

6.2.7. Ways to address the challenges faced by the grassroots soccer clubs

In the face of the challenges faced by the eThekweni Municipality, the eThekweni Municipality Sports Department must relook at the administrative side when managing the grassroots soccer programmes. There was also an emphasis on the need to source more funds to acquire the required resources to fully support soccer development. These resources may not necessarily be financial but can also be non-financial such as soccer kits. Other forms of support from stakeholders was also mentioned as a solution to address shortages associated with the delivery of the programme. To this end, **Participant A** stated that: *“Like for instance, we can find that municipalities for a certain tournament can provide transport, we do not need money. You can find that there is a kit to be provided...So sometimes when you say resources people think that they want money, but not necessarily.”*

Furthermore, **Participant B**, also from SAFA, highlighted that there is still more that can be done in terms of forging partnerships with other entities: *“We still need to create more relationships with the companies... we have got the eThekweni Chamber of Business but we have never presented ourselves to them. We need to present ourselves to them because they have a CSI programme that they are doing for community development”*.

On the other hand, **Participant D** from the eThekweni Municipality Sports Department is of the view that the existence of political harmony will help it secure more funding to support grassroots soccer development programmes. To address the structural challenges within the SAFA, international benchmarking was suggested so as to learn how similar organisations are structured. In this regard, Participant D reported the following: *“...benchmark and visit other countries and see how the sports recreation department is structured in other countries”*.

To deal with the observed challenges, the eThekweni Municipality Sports Department is of the view that the responsible officials are encouraged to put aside their political and personal differences and work towards the same goal of providing opportunities to the youth to showcase their football talent. Thus, all stakeholders involved in the implementation of the programme should put the needs of the youth first. Consequently, **Participant D** stated the that: *“I think we need to set aside our pride and differences and then think about those young people that we saying we are*

fighting for and to showcase their talent. So, I really think and hope we could set aside our differences and only co-operate and think about those kids”.

This sub-section presented the views and perceptions of the public officials or their representatives and coaches from the respective academies. There were mixed views towards the existing policy to support soccer development in the eThekweni, with some officials citing that there is no policy in place. In contrast, others insisted that the policy exist. This confusion could be an indication that there is a lack of coordination amongst the responsible stakeholders, which could potentially hamper its implementation. These sentiments were also confirmed by the key informants when they hinted that there are no meaningful linkages and coordination amongst stakeholders. What is worrying is the fact that all the key informants, serve one, were not able to outline the strategies that have been put in place to promote youth participation in grassroots soccer development. This could also be attributed to a lack of coordination amongst the key stakeholders.

Despite the above heightened weaknesses, the key informants' highlight that there are indeed benefits that are realised by the youth from participating in grassroots soccer development programmes. Lack of finance was indicated as the main challenge faced by all stakeholders, although some are specifically experienced by each of them. Although the key informants indicated some of the measures they have put in place to address the existing challenges, they appear to be implemented in a fragmented fashion. With this approach, it is highly likely that such measures may not address the current challenges. The next section presents the results emanating from the interviews conducted with club management and coaches.

6.3. Section B: Qualitative analysis of semi-structured interviews with club management and coaches

This section presents the results emanating from the semi-structured interviews with selected coaches and/or management from the grassroots soccer clubs that participated in the soccer player survey. First, an overview of the demographic information for participants (club management and coaches). Thereafter, a report on the interviews' perceptions relating to the programme activities for grassroots soccer development, the role of government in providing resources, community support for

grassroots soccer development, efforts to source funding, notable successes and challenges faced in developing grassroots soccer and recommendations.

6.3.1. Demographic information of the club management and coaches

Similar to the preceding presentation on the demographics of the key informants, this section presents the demographic details of the club management and coaches. There were 11 interviewees who participated in this study who were purposively selected from different grassroots soccer academies that participated in this study (Table 23). The interviews were selected based on the time they had. Those selected were selected based on the fact that they have been in their position within the respective entity or club for more than two years, a period considered enough for them to have a full grasp of the contextual environment. Out of the 11 participants, one (1) of them was a Director of Coaching, one (1) was a Managing Member of one of the clubs, one (1) was a Chairman of a particular academy while the remaining eight (8) were soccer coaches.

Table 23: Demographic information of the club management and coaches

Participant	Position	Coaching Experience
1	Director of Coaching	>10 years
2	Coach	3 years
3	Chairman	10 years
4	Coach	3years
5	Coach	6 years
6	Coach	3 years
7	Coach	2 years
8	Coach	10 years
9	Coach	3 years

Participant	Position	Coaching Experience
10	Coach	5 years
11	Coach	6 years

6.3.2. Programme activities for grassroots soccer development

Having presented the demographic information on the participants in the preceding section, this section reports on the programme activities that are done as part of grassroots soccer development. In this regard, participants were asked to provide in detail the programmes that they implement as part of grassroots soccer development. In this regard, the participants highlighted that there were no specific programmes that are run by the clubs. Instead, the participants described the activities they do to encourage the youth to participate in grassroots soccer development. One of the participants highlighted that it all starts with the passion for soccer on the part of the youth. The club will then facilitate the development and realisation of such dreams through the provision of financial assistance towards transport costs, for example.

Participant 2 stated the following in this regard: *“Yes, currently we have management who helps kids with bus fare because we get boys from KwaMashu and Umlazi where we try to help in making them better people in the future and they have a love for football and they might have a financial crisis with transportation and then we help them with transport at times.”*

In addition, **Participant 4** highlighted that they provide training during those days when the youth are usually free, for example, during weekends. Therefore, the club’s recruitment strategies focus mainly on those within the 6 years to 8 years’ age group, those between 10 years and 12 years, and those that are above 13 years.

The conclusion that can be deduced is that the provision of grassroots soccer development programmes in the eThekweni Municipality is done in an unstructured manner. The effect of this is that the impact of such an intervention is not uniform across different clubs. The next sub-section presents the results based on the participants’ views on the importance of grassroots soccer for socio-economic development.

6.3.3. The importance of grassroots soccer for socio-economic development

This sub-section is more concerned with the results pertaining to the participants' views on the importance of grassroots soccer for socio-economic development. In this regard, participants indicated that grassroots soccer development is important in the sense that it provides an opportunity for the learners' psycho-social development, physical development, and economic development. Thus, **Participant 3** stated that: *"Soccer development is very crucial you look from social you go to the economical. For social we are looking at things like trying to reduce social ills in the society like usage of drugs, alcohol, teenage pregnancy, crime so you are taking the kids out of the streets and they spend more time on soccer. On the economic side if they do excel, then they can move to the professional side where they can even get involved with the other soccer clubs being locally or internationally."*

Participants reported that the activities extend beyond just training for soccer development to teaching them life skills. These activities aim to mould the youth so that they have a better life in future. In this regard, **Participant 1** noted that: *"Yes, we teach them a lot because maybe after games we usually have team talks where do not talk about life, how they must handle themselves, how they must behave."* **Participant 2** added the following *"... sometimes it is not about winning but it's about encouraging the kids and telling them how to live in life, how to be disciplined, how to respect elders, how to be punctual to training because punctuality is key in everything you do and respect is very important as well."*

One academy highlighted that they are planning to provide youth programmes that include exam techniques, interviews skills, punctuality, presentation skills, respect, and discipline. In this regard, **Participant 3** reported that: *"So far, we do not have any other programmes besides just teaching them soccer and just general life skill things but we wish in the future, for example, to make the club become more like an academy where they can actually be offered classes like exam techniques, and interview skills."*

Furthermore, the youth are also engaged in terms of spirituality and how to live as God-fearing children. From a social point of view, the youth are likely to resort to drugs and alcohol as a solution to their social problems. Based on this, participants indicated that participation of the youth in grassroots soccer contributes towards a reduction in crime mainly due to the time they spent at the clubs and the teaching they receive.

To this end, the **Participant 3** had the following to say: *“We do have life skills programmes like spiritual, we pray, and we teach them discipline including communication, punctuality for training, and respect of adults [and] also not to be involved with things like alcohol or drugs so we do quite well to teach them good skills.”*

Participant 4 added that *“Yes, we believe in the life skills and one of them mainly is Godly values, that we teach and that’s the ultimate [goal] and if we teach them properly those skills that are linked to our coaching syllabus we will have these youngsters not go back to commit crimes because they understand the values that are taught...”*

Participants were also given the opportunity to shed more light on the impact that the grassroots soccer development initiatives have on the community. Thus, one of the participants highlighted that soccer is used as a platform to address social challenges.

For example, a tournament could be held to raise cancer and HIV/AIDS awareness.

Participant 11 reported that: *“our club has a tournament that we have every September about cancer, it is a cancer tournament, yes it is almost an awareness about cancer...it has a big impact because most of the boys around this area come here to train that means we are taking them away from the streets.”* **Participant 4** added: *“...also the awareness of certainties like HIV and AIDS which is a common factor in our country”.*

Participant 3 also perceive the initiatives that take place at the clubs to have a positive contribution in the community because it takes the children off the street and as a result prevent them from engaging illicit activities. The participant specified: *“We encourage them to stay away from drugs, abstaining from sex, unprotected sex will surely damage your future. Be disciplined and respect your dignity because it will take you far.”*

There is also spiritual upliftment to the children. In this regard, **Participant 4** stated: *“...before we start training, the first thing we do is pray to God.”* The participant added that they equip the children with life skills and because learners meet from different ethnic groups meet, this provides them with social and communication skills. Thus, the participants reported this as follows: *“I think more effectively we are on social studies at our club base because we developed a bit ... and also they are meeting different ethnic groups because our academy has a variety of the ethnic groups so it does*

change the mind-set of socialism and also help players adjust their lifestyle.”
(Participant 4)

While the grassroots soccer academies encourage abstinence amongst the youths, one of the participants believed that it was not enough as the coaches are not professionals who can deal with such kind of issues adequately. Participant 3 had the following to say in this regard: *“We do talk with them in general that they need to be fit and in order to do that they need to stay away from things like drugs and alcohol and we also mention although it is in passing that they should not engage in sexual activities but more can be done maybe to try and bring in more people who are counsellors or professionals in these areas to teach them more concerning such topics”.*

Another participant was of the sentiment that the actual impact of what they do is somehow difficult to measure. According to **Participant 10**, the only time they see the results is when one of their players has become a professional. To this end, **Participant 10** stated that: *“On the social side though we cannot measure we know that the more time they spend training, the less time they spend on the streets doing drugs and alcohol. Economically we can only maybe see that later on the stage they have matured and have turned to professionals we will then know that we had an impact economically.”*

Participants were also asked to demonstrate the notable successes that have been achieved by the grassroots soccer academies. The participants reported that the success of these academies is demonstrated by the opportunities afforded the youth to be scouted by the major clubs, and the fact that they have been winning against other teams. **Participant 2** reported that *“Bradley is now playing for Bournemouth in England, and everybody knows that he is coming from Shooting Stars Soccer Academy.”*

The other successes were attributed to the fact that grassroots soccer clubs contribute towards crime reduction, provision of life skills, improved health, and improved confidence. **Participant 3** stated the following as a result: *“it may be that taking the kids out of the streets helping them practice good health, being fit, I think those are the few successes we have achieved.”*

Participant 11 added that one of their responsibilities is to nurture the soccer players by providing them with basic life principles which include their discipline, leadership in the society and responsibility. The participant made the following sentiment in support: *“As a coach, I strongly believe grassroots soccer is very important for the children’s personal development. I think the main goal about the grassroots football is making sure that the boys are getting developed in the proper way, learning the basics well and discipline, because it is very important that the boys are taught while they are still young.”*

The participants attributed the observed successes to the efforts of the coaches, proper management at the clubs and the enthusiasm exhibited by the players. The participants highlighted the following in this regard: *“...it is just the work that the coaches are putting in* **(Participant 1)**. **Participant 2** added: *“Actually, let us say managerial because it is not that we get support from outside, from the people.”* **Participant 3** also shared the same sentiments and stated that: *“It has just been managerial and being enthusiastic about soccer.”*

This sub-section demonstrated that young players derive many socio-economic benefits from their involvement in grassroots soccer development programmes. To this end, the main benefits accrued are related to reduced exposure to illicit drugs, reduced alcohol abuse, reduced teenage pregnancy and reduced crime. Another social benefit identified by the participants is improved social behaviour, life skills and discipline. It was further highlighted that participation in grassroots soccer development brightens young players’ future through improved chances of professional development and enhanced exposure. The existence of these benefits would suggest that the government should play an active role in promoting such programmes. A discussion around the role the government plays in supporting grassroots soccer development is provided in the following sub-section.

6.3.4. The role of government in providing resources

Given the socio-economic benefits derived by the young players from participating in grassroots soccer development programmes, it is envisaged that the government should provide meaningful support. Consequently, participants were also quizzed to elaborate on the role played by the government to support the grassroots soccer academies. Most participants were of the perception that the government does not

support these programmes. **Participant 1** stated that although the government acknowledges the existence of grassroots soccer academies, it should assume a more significant role to support grassroots soccer development. According to **Participant 3**, these roles include the deployment of coaches in schools and ensuring that there is a provision in the school programmes for them to perform their duties. Furthermore, **Participant 4** stressed that the government should ensure that there are proper training facilities.

Compared to the other participants, **Participant 5** believed that *“...the government through its policies has been focussing on grassroots football. The government’s initiatives have helped South Africa in enabling a lot of children to participate. The participant further stated that “the government can further improve on its initiatives by making it easy for the youth in the country in terms of providing a lot of facilities, encouraging kids to be serious with their careers especially those who have got the love for football”.*

The majority of the participants were of the sentiment that the government is not providing enough support for the development of grassroots soccer academies in the eThekweni Municipality. Besides government support, of interest is also to understand the role of the community at large in supporting grassroots soccer academies. A discussion of the results in this area is provided in the next sub-section.

6.3.5. Community support for grassroots soccer development

On community support for grassroots soccer development, the participants highlighted that there has been minimal support apart from allowing their children to participate. Thus, **Participant 2** stated that: *“...the community has not done much because the only thing that the community does is to bring their children here to play because we call them not that they are putting something within the club.”* **Participant 6** added that *“It is a little but we need more of it and we need more of them to come and be involved especially in the eThekweni ...there are few parents who support their kids because their kids have got a passion for soccer.”*

However, there were sentiments from some of the participants that as much as they would expect support from the community in terms of resources, the majority of the community members are poor, and some youths are from child-headed families. Thus, another participant added that in most cases, they would have to assist with transport

costs to ensure that the youth can go for training and attend matches. To this end, **Participant 7** stated that: *“It’s very difficult because [grassroots soccer] is community-based, it is the parents we are working with and mostly we work with the poorest group. So those youngsters do not have any parent support so it is the hardest challenge for them to be on that soccer field because of the [lack of] support base.* **Participant 8** also added that: *“sometimes we have to provide funds for the kids to come for training and to matches which means we are not getting really much support from the parents or their guardians.*

Similar to limited government support towards the development of grassroots soccer academies in the eThekweni Municipality, this sub-section revealed that the community is also not providing support as one would expect. However, poverty was cited as one of the reasons the community is failing to provide support for grassroots soccer development in the Municipality. With this limited support, it would be interesting to know if there are other measures the soccer academies are taking to supplement their limited resources. The next sub-section deals with results on efforts by the clubs to source funding.

6.3.6. The main challenges

The narratives from the participants revealed that the main challenge faced by the grassroots soccer academies was finance. The lack of finance limits club activities and restrict their participation in tournaments and sending their coaches for training to obtain the relevant licences. In addition to lack of finance, there are political and administrative challenges within the custodial entities such as the eThekweni Municipality and SAFA.

“Our main challenge has been funding, we do not have much funding from the eThekweni Municipality, Sports and Recreation or SAFA. There has been not much support from parents. There has been infighting within the eThekweni when there were two SAFA factions, which they are all saying they are SAFA so it becomes difficult to know which office to go to, so that has also been a challenge in terms of us sending our coaches to get either their C or D licence.” **Participant 3.**

Limited financial resources remain one of the major challenge faced by the grassroots soccer clubs in eThekweni Municipality. Financial support from the government and private has not been forthcoming. This is despite the previewed benefits of such

programmes to the community. Other challenges identified were political and administrative challenges experienced by the eThekweni Municipality and SAFA.

6.4. Chapter summary

This chapter provided an analysis, presentation and interpretation of the results from the data obtained from the in-depth interviews conducted with officials from three key entities responsible for sports development in KwaZulu-Natal and semi-structured interviews with coaches from various grassroots soccer academies. It emerged during interviews that SAFA is not directly involved in policy development as its mandate is more inclined towards the regulatory function. Thus, the development and implementation of policy on grassroots soccer development solely lie with the Department of Sport and Recreation. Despite the municipality claiming that it works closely with SAFA, results from the current study indicate that there were strong links only between the Department of Sport and Recreation and SAFA. There is a general agreement that grassroots soccer development provides an opportunity for the young players' personal, physical, social and economic development. In this regard, the study found these to include reduced drug abuse, reduced criminal activities, increased HIV/AIDS awareness and reduced child abuse, among others. Lack of funding and political in-fighting within SAFA was identified as a major impediment towards grassroots soccer development.

CHAPTER SEVEN

DISCUSSION OF FINDINGS FROM THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

7.1. Introduction

In the previous two chapters, both the quantitative and qualitative components of the current research were presented. While the quantitative aspect presented the findings on the role of soccer in player development within the eThekweni Municipal Area. In contrast, the qualitative component presented the views of representatives from the key stakeholder entities including KZN SAFA, Department of Sport and Recreation Official and the eThekweni Municipality Sports Department, and management and coaches from various grassroots soccer academies. This chapter consolidates and validates (through comparing the findings from the current study with the previous studies) the results from both the quantitative and the qualitative information as obtained from the research subjects. In this regard, the findings and the discussion are presented in line with the objectives of the study, which are outlined in *Section 7.2.2* below.

7.2. Overview of the study

This section provides an overview of the study, focusing specifically on the purpose of the research, the objectives and the methodology that was used in the current study. First to be discussed is the purpose of the study.

7.2.1. Purpose of the study

The purpose of the study was to determine the implications of grassroots soccer development and management for socio-economic development within the eThekweni Municipal Area in KZN Province. This is on the backdrop of the various socio-economic benefits that are related to grassroots soccer. In this regard, grassroots soccer acts as a medium for social interaction within the civic society to spread and share ideas about nutrition, teamwork, health, economic development, education, and engagement in the fight against drug abuse and/or HIV/AIDS (United Nations, 2003). Despite the socio-economic importance of grassroots soccer development, research

(Alegi, 2007; Ebrahim, 2006) shows that this area has not been supported adequately in South Africa, and in particular, within the eThekweni Municipal Area according to the findings in this study. In this respect, grassroots soccer development has not been funded and supported adequately. Therefore, to stimulate discussions around grassroots soccer development, especially around policy development, this study focused on the importance of grassroots soccer in socio-economic development and providing an alternative outlet for unemployed youth.

7.2.2. Research objectives

In line with the rationale for the study stated above, the primary research objective of the study was to determine the implications of grassroots soccer development and management for socio-economic development within the eThekweni Municipal Area in KZN Province. Thus, to give effect to this primary objective, the following secondary objectives were addressed by the study:

- To determine the role of grassroots soccer development for individual human development within the eThekweni Municipal Area;
- To ascertain the role played by different stakeholders in soccer development and policy implementation within the eThekweni Municipal Area;
- To examine the extent to which grassroots soccer contributes towards the development of elite football within the eThekweni Municipal Area;
- To investigate the impact (socio-economic) of grassroots soccer development to the community within the eThekweni Municipal Area; and
- To explore the challenges associated with grassroots soccer development in the eThekweni Municipal Area.

7.2.3. Research design and methodology

The study employed a mixed-methods research methodology within the framework of a single case study determined by geographic location, namely the eThekweni Municipal Area. Data collection was through a survey and in-depth interviews. Quantitative data was collected using a questionnaire, responded to by 218 players at 11 grassroots soccer academies. The purpose of the questionnaire was mainly to determine the role of grassroots soccer development for individual human development within the eThekweni Municipal Area. Furthermore, representatives from three key stakeholder entities were interviewed. These entities comprised SAFA

eThekwini, the Department of Sport and Recreation Province of KwaZulu-Natal and the eThekwini Municipality Sports Department. This was done to gain their perceptions on the role played by different stakeholders in soccer development and policy implementation as well as the extent to which grassroots soccer contribute towards the development of elite football within the eThekwini Municipal Area.

Furthermore, 11 participants from different Grassroots Soccer Academies were interviewed, mainly to solicit their perceptions on the programme activities for grassroots soccer development, the role of government in providing resources, community support for grassroots soccer development, efforts to source funding, the importance of grassroots soccer development. Additionally, the participants reported on the main notable successes and factors that have contributed towards that success, impact on the community, as well as the main challenges and the associated recommendations.

Quantitative data was analysed through both descriptive and inferential statistics using SPSS version 25.0. The descriptive statistics in the form of frequencies, graphs, cross-tabulations and tables were generated for more precise analysis. Inferential techniques, which included factor analysis, correlation analysis and regression, were also employed. Finally, qualitative data derived from in-depth and semi-structured interviews were analysed using deductive content analysis.

7.3. Main findings from the empirical investigation

This section, as stated above, summarise and discuss the main empirical findings of the study within the framework of the research objectives identified.

7.3.1. The role of grassroots soccer development for individual human development

Quantitative data analysis explained the role of sport in individual human development within the eThekwini Municipal area. The findings indicate that sports development influences the players' social behaviour, with emotional development as a moderating factor. These results mirror findings from previous research that sport and physical education play an important role in individual development (Adonis, 2012; Coakley, 2007b; Solomon, 2008). According to Adonis (2012), similar findings to the current study have been reported in other countries such as Senegal, Côte d'Ivoire and

Holland where grassroots soccer development programmes have been reported to improve the wellbeing of the players from a psycho-social perspective.

In the current study, social behavioural characteristics that were found to have the most significant influence included religion, time management, respect of adults, self-discipline, and communication skills. In line with this empirical finding, (Bailey *et al.*, 2010), after conducting an extensive literature review on participant development in sports, notes that social factors are a key element in the pathways of player development.

However, these findings contradict those of Adonis (2012) who found that grassroots soccer development programmes within the Gauteng Province have not been giving social development of players a priority. The current study further found that aspects like communication skills were not included in the programme as they did not consider them as part of players' needs. This was based on the view that such aspects were given attention by other partner institutions such as schools. This disjuncture could be viewed as an indication of lack of an overall strategy of grassroots soccer development at a national level or as different focus by the clubs depending on whether it's a standalone youth club or it's a youth club affiliated to an elite club.

Despite the above, the current study found that emotional development contributes to social development. In this regard, emotional development is viewed within the domain of psychological development. Existing literature supports these sentiments and argues that grassroots soccer development programmes and policies that ignore the emotional development of players are likely to fail because they will be missing an important element (Abbott *et al.*, 2005). In line with this proposition, the current study found that emotional development contributes about 14% towards social development in young players. Therefore, to succeed in grassroots soccer, young players are supposed to derive happiness and enjoyment from participating in sport.

These findings also mirror those of Colucci (2007) who investigated the effect of soccer development programmes on HIV/AIDS education. However, this study differed in that the conclusions were mainly drawn from the perceptions of a few players (33 players) that were interviewed. The study was not conducted in a broader spectrum, as the perceptions of other key stakeholders were not considered.

The effect of grassroots soccer on social behaviour was also observed in a study conducted by the United Nations (2005). The study mainly concentrated on the role played by sports towards the achievement of Millennium Development Goals (MDGs). The study found that, indeed, sports contributes towards the achievement of health outcomes such as HIV/AIDS reduction. However, compared to the current study, the United Nations (2005) analysed the role of sports in a broader sense, which included all physical activities that contribute to physical fitness. The current study had a targeted focus, with a particular emphasis on the role of soccer at the grassroots level.

Soccer was chosen because it is arguably the most popular and one of the fastest-growing sports in the world, and grassroots soccer development is becoming a vital instrument for socio-economic development in South Africa (FIFA, 2015). Various socio-economic benefits are related to grassroots soccer. For example, it acts as a medium for social interaction within the civic society to spread and share ideas about nutrition, teamwork, health, economic development, education, and engagement in the fight against drug abuse and HIV/AIDS (United Nations, 2003b).

Indeed, grassroots soccer development academies were found to improve the youth's social development compared to what they gain from homes or schools. This aspect also came out clearly from the interviews with officials from the three key entities within the sports arena in the eThekweni Municipal area. They emphasised that grassroots soccer development has contributed towards addressing many of the social challenges faced by the Municipality. These social challenges include drug abuse, crime, HIV/AIDS, child abuse, and teenage pregnancies, among others.

7.3.2. The socio-economic impact of grassroots soccer development on the community

In respect to the impact on the community, the perceptions of the participants were that grassroots soccer development has contributed towards reduced drug abuse, reduced criminal activities, increased HIV/AIDS awareness, improved leadership skills and improved economic status of the players. This finding corroborates with the sentiment that soccer at a young age is intended as an educational curriculum, with more emphasis on the social aspect of their lives. Similar findings were also reported by Adonis (2012) and Solomon (2008), among others. The present study highlights the fact that grassroots soccer development is not only about the player but involve

other individuals such as coaches, administrators and technical officials. To this end, models for grassroots soccer development should have an element which also focuses on developing the officials and facilitators as part of the broader spectrum of the community.

7.3.3. The role played by different stakeholders towards soccer development and policy implementation

On the role played by different stakeholders towards soccer development and policy implementation within the eThekweni Municipal area, three representatives from key entities were interviewed. These entities comprised of KZN SAFA provincial, the Department of Sport and Recreation and the eThekweni Municipality. The study found that SAFA is not directly involved in policy development as their mandate is more inclined towards the regulatory function.

Based on the above, the development and implementation of the policy were found to be the sole responsibility of the Department of Sport and Recreation. The Department has been mandated to drive this aspect from a legislative point of view. It is responsible for the implementation of recreation policy through the creation of Provincial Recreation Councils. However, to date, no Council has been formed in the eThekweni Municipal Area. This is an indication that while the policy towards grassroots soccer development is in existence, its implementation in the eThekweni Municipal Area has not been effective.

Similar results were also reported in a study by Solomon (2008) who analysed the management of football development programmes in Gauteng with special emphasis on the implementation of existing policies and frameworks. A survey of 30 development structures comprising heads of football development, junior league head coaches, club owner and administrators found that there was a general lack of knowledge about the tools that are provided to them by the South African Department for Sport and Recreation and its partners.

The current study also found that SAFA devote little effort towards football development programmes and its impact on the community has been minimum. However, Adonis (2012) reasoned that SAFA regulates football development within South Africa. Despite this, the KZN SAFA Provincial official could not adequately elaborate on their involvement in regulating the development of soccer at the

grassroots level. In this regard, Adonis (2012) explained that there is still a need for SAFA to provide guidelines, which should be developed within the overall strategy of grassroots soccer club establishment.

Despite existing evidence in the literature about the poor implementation of the policy by Department of Sport and Recreation, it emerged in the current empirical study that the Department has devised various strategies, which include working closely with sports federations and association to implement the policy effectively. In this regard, the Department reports that it has been effective in promoting the participation of women in football. Therefore, strides have been made to put measures aimed at correcting imbalances and thus promoting equity and democracy in place. In this respect, the department is of the view that it is fully implementing its policies.

Furthermore, from a resource perspective, the study found that the Department of Sport and Recreation claims that SAFA and the eThekweni Municipality are adequately funded to fulfil their obligations, a claim the two departments refuted. Therefore, as much as the Department is of the perception that policies are fully implemented, the situation on the ground demonstrate that there are some challenges at hand. This is also a clear indication of the disjuncture amongst these stakeholders in terms of policy development and implementation. In this line of argument, the literature suggests that sound policies are in place as far as grassroots soccer development is concerned (Solomon, 2008), in contrast, the current study found that policy implementation within the eThekweni Municipality is not effective.

Based on the above discussion, the findings from the current study indicates that strong links exist only between the Department of Sport and Recreation and SAFA as opposed to all the three stakeholders. This finding is contrary to the Municipality claim that it is working closely with SAFA. Furthermore, on analysis of these entities' functions does not show how they can supplement each other. While the eThekweni Municipality appears to provide funding to SAFA, it is not clear whether it should be doing so as a mandatory or discretionary function. There may be confusion in terms of where the funds for SAFA should come from between the Department of Sport and Recreation and the eThekweni Municipality, which might have a negative bearing on its budgetary process and hence service delivery. This is worrying given that the United Nations considers the sport a priority for human development, with much

emphasis placed on ensuring the availability of financial resources (United Nations, 2003b). Despite this emphasis, the current study found that funding for grassroots soccer development within the eThekweni Municipal Area remains a challenge.

7.3.4. The extent at which grassroots soccer contribute towards the development of elite football

Semi-structured interviews were conducted with coaches from various grassroots soccer development academies. This was mainly to determine the extent at which grassroots soccer contribute towards the development of elite football within the eThekweni Municipal area. Participants agreed that grassroots soccer development provides an opportunity for the young players' personal, physical, social and economic development. These are the characteristics they described as essential for a player to successfully progress to become a professional footballer.

This finding supports the assertion of Solomon (2008) that the Professional Soccer League (PSL) sought players that are emotionally mature as it has a huge impact on their performance. Therefore, the role of grassroots soccer academies is enhanced if progression is properly embedded within the overall soccer development strategy (Atkinson, 2001). To this end, the findings of the current study provide that grassroots soccer development programmes are at the bottom of the pyramid, in which elite footballers emerge. These sentiments were also echoed in an Australian study by Sotiriadou (2005), which emphasised that elite sport development should be part of the policy recognising grassroots development as a foundational phase.

While the current study found that grassroots soccer development contributes towards elite development, the literature suggests that in the face of financial constraints, there is a need for a clear distinction between the main focus of these clubs. The grassroots soccer development clubs have to strike a balance between sport participation for the delivery of socio-economic benefits and to produce elite footballers. This distinction is crucial from both a funding and policy perspective.

7.3.5. The challenges associated with grassroots soccer development in the eThekweni Municipal Area

Building from the above discussion, lack of funding featured prominently from all the interviews conducted. This lack of funding poses a challenge in terms of policy implementation as the implementing entities are not able to effectively and efficiently

execute their duties. It was found from the study that these financial challenges are attributed to maladministration and political interferences, which cascades from the Department of Sport and Recreation down to both SAFA and the eThekweni Municipality.

The participants cite that there is a disconnection between KZN SAFA and the National SAFA, which adversely affects its operations. Also, the participants highlighted that there are two KZN SAFAs, SAFA A and SAFA B whose functions are not clearly defined. It was also found that there are some conflicting roles between these two SAFAs, which negatively affect their ability to effectively deal with issues related to sports development, especially support to grassroots soccer academies.

Participants were of the perception that there is lack of an overall strategy for grassroots soccer development at a national level or as different focus by the clubs depending on whether it's a standalone youth club or it's a youth club affiliated to an elite club. Associated with this problem is the absence of meaningful strategic partnerships and coordination amongst the key stakeholders due to poor administration and political interferences.

7.4. Conclusions

This empirical investigation found that that grassroots soccer development has a greater influence on two youth developmental aspects, which are emotional development and social behaviour. In line with the existing literature, the developmental aspects that are positively influenced by such programmes were religion, time management, respect of adults, self-discipline, and communication skills. While some scholars are of the view that this role should be left for schools, in contrast, the current study found that social development for the youth is more pronounced when gained at grassroots soccer academies compared to schools.

The current study further found that in line with both local and international studies, while the initial intent of grassroots soccer development programmes is to benefit the players involved, the extent of the benefits goes beyond just individual development to benefit the society at large. Furthermore, on policy implementation, the current study found that the Department of Sport and Recreation is responsible for policy implementation within the eThekweni Municipal Area. The study found that policy implementation is ineffective as far as grassroots soccer development is concerned.

Attributing to this lack of proper policy implementation is the confusion amongst stakeholders about their roles as well as the lack of budget to support the existing policy. Political influence was also cited as a major problem from an administrative point of view.

In respect to the extent at which grassroots soccer contribute towards the development of elite football, the study found that grassroots soccer development academies have the potential to play an important role in moulding young players to be successful professional soccer players. Thus, these academies mould the young players into responsible and respectable future players by teaching them life skills and providing mentorship to equip them with the necessary attributes required for a disciplined player.

Finally, the lack of funding poses a challenge that hampers policy implementation across all key stakeholders. However, the effect is more pronounced at the club level as they are the final implementers of such programmes. The study found that oftentimes sports participation has been limited due to lack of key resources such as soccer regalia and the finances required, especially when teams have to compete with other teams at tournaments.

7.5. Recommendations

Based on the findings in the current study, this section provides recommendations to enhance grassroots soccer development and management as it pertains to the eThekweni Municipal Area. Recommendations are focusing on grassroots soccer academies and stakeholders in grassroots soccer development, which include the Department of Sport and Recreation, KZN SAFA, the eThekweni Municipality, Civic Society, private companies and the community.

7.5.1. Recommendation for grassroots soccer academies

The following recommendations are specific to the grassroots soccer academies.

a) Put much emphasis on social development as part of soccer development programmes

The current study found that grassroots soccer development programmes in the eThekweni Municipal Area influence the social development of young players. As such, it is recommended that the sport curriculum is developed with more emphasis on this

aspect. Furthermore, to ensure that the players benefit the most from such programmes, the clubs should make sure that they provide activities that enhance their emotional wellbeing. In other words, the clubs should ensure that players derive enjoyment and happiness while they are participating in sporting activities.

b) Increase emphasis on the development of soft skills

Soft skills score lower for the players, and it is worrying given that employers are increasingly pointing towards communication, teamwork, ability to work under pressure, emotional IQ (EQ), among others. Less emphasis on these soft skills suggests that participation in the grassroots soccer academies does not necessarily equip the players to make a living outside soccer. It is recommended that grassroots soccer academies put greater emphasis on the development of soft skills for players, which will equip them to deal with life challenges.

c) Introduce targeted interventions

The results from the current study show that there is a significant relationship between HIV/AIDS prevention and ethnicity. This was demonstrated with just over half of the Black African participants rating positively higher compared to their Coloured counterparts who rated lower on HIV/AIDS prevention behaviour. Gender was also found to have a significant influence on HIV/AIDS prevention behaviour, with males rating lower compared to females. Therefore, it is recommended that a targeted approach is considered as part of the curriculum delivery. This entails that components that relate specifically to HIV/AIDS are packaged in such a way that they are aligned with the specific ethnic social context and at the same time addressing gender-specific issues that leads to HIV/AIDS incidents.

7.5.2. Recommendation for the stakeholders in grassroots soccer development

The following are the recommendations that are directed to the stakeholders responsible for the development and delivery of grassroots soccer initiatives.

a) Adopt a holistic approach to policy formulation and implementation

The study recommends that the Department of Sport and Recreation conduct an extensive consultation with all key stakeholders (KZN SAFA, the eThekweni Municipality, Civic Society, private companies, and the community) during policy formulation wherein roles and responsibilities are clarified. Furthermore, it is also recommended that the Department also provide grassroots clubs with enough financial resources to support the implementation of its policies. The provision by the Department should be accompanied by a monitoring and evaluation framework to enhance accountability and transparency in terms of financial management by all implementing parties, that is, KZN SAFA and the clubs.

b) KZN SAFA to provide guidelines as part of an overall strategy

KZN SAFA should provide guidelines, which should be developed within the overall strategy of grassroots soccer club establishment. These guidelines should be developed within the realm of existing policies in the area of regulation. This is mainly to ensure that there are proper alignment and coordination amongst the key stakeholders in supporting grassroots soccer development in the eThekweni Municipal Area. These guidelines pertain to how the grassroots soccer programme should be rolled out and managed. The guidelines should also outline the recommended management structures and the appropriate financial management strategies. Furthermore, the overall strategy, should provide a clearly defined player recruitment and retaining strategy should be developed, accompanied by a list of soccer development activities with specific implementation instructions. The current study found inconsistencies in terms of the activities and focus areas across the soccer academies that participated.

c) Introduce policy to detect the main focus for the clubs

The study found that the grassroots soccer clubs attribute marginal success to their contribution towards elite football through moulding of players' personal, physical, social and economic development. However, it also emerged from the current study that these clubs are faced with financial constraints, mainly due to limited budget allocations. Consequently, it is recommended that the Department of Sport and Recreation provide policy clarity. The department should direct the clubs to specific

areas of development that have a higher socio-economic impact. These will be the areas where the clubs will need to direct their resources towards. The policy should aim to strike a balance between socio-economic development and the progression of younger players towards elite football in the face of financial constraints.

d) Increase financial support of grassroots soccer development

The study found that there are issues on financial instability, which has negative implications on the development of grassroots soccer. As a solution, there is a strong need to create initiatives that lead to the availability of the required funds for the management and administration of grassroots soccer within the eThekweni Municipal area. Private companies, the eThekweni municipality, NGOs, and individuals all need to come on board and inject resources in the academies. One way of doing this is to do fundraising by appealing to social partners to donate money. Another way of raising funds is through the crowdfunding platforms. Crowdfunding refers to efforts by entrepreneurs to source funding for their businesses by drawing from various individuals using the internet (Cho, Park and Sung, 2019; Schwienbacher and Larralde, 2010). Raising funding through crowdfunding also has the potential to attract donors from various parts of the world.

The study found that there is a need for continuous cash injection into the grassroots soccer development system for the daily running of events such as administering tournaments, buying soccer kits, maintenance of soccer facilities, among others. On the other hand, donations in kind were also cited to be lacking in grassroots soccer development. Thus, there is a need to provide initiatives that lead to an increase in donations which include soccer balls, jerseys, and soccer boots. The eThekweni municipality should encourage private corporations and NGOs to partner with the eThekweni as well as the soccer academies for sport development. Public-private partnerships which are beneficial to all parties involved can be considered as a strategic move by eThekweni Municipality. The point of departure in this regard is to ensure that care and diligence is being exercised when selecting private partners to guarantee that those that share a common goal are chosen. This can be done through a competitive bid process. There is also a need to have a well-defined governance model that will frame the public-private partnership required for building communities using sport as a medium. Furthermore, such partnerships can be encouraged by

building a collaborative relationship, which is underpinned on the principle of “give and take” for all involved to ensure that the projects are successful.

7.6. Delimitations of the research

This study was delimited in a number of ways. Firstly, the study was conducted within the province of KwaZulu-Natal and generalisation and transfer of both the methodology and the results to other settings should be treated with caution because of the differences in regional political and socio-economic contexts. For example, the political set up in KwaZulu-Natal may have an influence on public management, which influences other social aspects differently compared to other provinces. In this regard, the application of the study results is possible only if the contextual environmental characteristics are matching. For example, culture may also influence the society's commitment and support towards grassroots soccer development initiatives. Therefore, all these contextual factors need to be carefully assessed before the findings from this study can be generalised.

Secondly, the study only sampled players who are still within the grassroots soccer development programmes because the focus of the study was on the socio-economic benefits of participating in grassroots soccer development programmes. Therefore, it is possible that certain positive outcomes of these programmes can be realised post-graduation. In this respect, the post-graduation impact of grassroots soccer programmes was not adequately captured in the current empirical investigation. The study however contains questions on how the grassroots soccer development programmes benefits players beyond grassroots soccer development stage, which were answered from a coaches' perspective.

Thirdly, the parents/guardians were excluded from the study, and their inclusion could have served to provide more insight on how the participants have transformed due to their participation in grassroots soccer development initiatives. However, the inclusion of coaches, who are mostly drawn from the local communities allowed the researcher to gain to some extent insight from a parental or guardian perspective.

7.7. Implications for future research

Based on the limitations highlighted above, future studies should focus more on the viability of the management and corporate governance of the soccer academies as lack of empirical evidence in this regard will result in the development of inadequate

models and theoretical propositions that have no empirical basis. Furthermore, future research should focus on the inclusion of elite soccer players as they are positioned to provide evidence of their experiences of participating in the grassroots soccer development academies. Lastly, in addition to focusing on the policy implementation of grassroots soccer development programmes, future studies should also focus on the regulatory issues surrounding such programmes.

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APPENDIX A: STATISTICAL ANALYSIS TABLES

Table 24:Chi-Square Tests

Attributes	What is your age?	What is your ethnic group?	What is your gender?	Who do you live with?
HIV/AIDS prevention	0.000*	0.001*	0.003*	0.000*
Alcohol and drug abstinence	0.000*	0.001*	0.746	0.000*
Safe sex/ abstinence	0.000*	0.003*	0.004*	0.045*
Sexually transmitted diseases awareness	0.000*	0.038	0.236	0.002*
How to deal with Sexual Harassment	0.000*	0.002*	0.815	0.043*
Respect of adults	0.000*	0.759	0.000*	0.000*
Religion/prayer	0.001*	0.088	0.336	0.000*
Time management	0.000*	0.103	0.020*	0.000*
Self-discipline	0.000*	0.191	0.010*	0.003*
Job application skills (e.g. Writing a CV)	0.000*	0.009*	0.000*	0.000*
Interview skills	0.001*	0.277	0.066	0.000*
Financial skills e.g. budgeting	0.000*	0.003*	0.000*	0.035*
Communication skills	0.000*	0.453	0.213	0.094
Crime prevention	0.000*	0.057	0.348	0.002*
Nutritional education	0.000*	0.235	0.001*	0.001*
For how long have you been at this club?	0.000*	0.007*	0.000*	0.000*
On average how many hours per week do you train at the club?	0.000*	0.015*	0.006*	0.000*
Technical development e.g. soccer abilities	0.000*	0.047*	0.265	0.000*
Social development e.g. Communication, teamwork, Social interaction,	0.36	0.044*	0.194	0.000*
Emotional/ psychological development e.g. confidence, focused, courage, enjoyment	0.000*	0.021*	0.061	0.000*
Physical development e.g. Strength (soccer specific fitness)	0.000*	0.001*	0.45	0.434
Soccer boots	0.000*	0.002*	0.000*	0.425
Soccer jerseys	0.000*	0.175	0.077	0.000*
Shin pads	0.000*	0.157	0.000*	0.003*
Back pack/bags	0.000*	0.423	0.000*	0.000*
Nutritional food	0.000*	0.000*	0.000*	0.022*
Transport/transport money	0.007*	0.079	0.000*	0.000*
HIV/AIDS prevention	0.000*	0.177	0.001*	0.000*
Alcohol and drug abstinence	0.000*	0.005*	0.111	0.007*
Safe sex/ abstinence	0.000*	0.967	0.001*	0.000*
Sexually transmitted diseases awareness	0.000*	0.018*	0.002*	0.000*
How to deal with Sexual Harassment	0.000*	0.153	0.000*	0.000*

Attributes	What is your age?	What is your ethnic group?	What is your gender?	Who do you live with?
Respect of adults	0.000*	0.557	0.042*	0.000*
Religion/prayer	0.000*	0.005*	0.381	0.092
Time management	0.000*	0.008*	0.074	0.000*
Self-discipline	0.000*	0.488	0.004*	0.000*
job application skills (e.g. Writing a CV)	0.000*	0.116	0.005*	0.000*
Interview skills/	0.000*	0.000*	0.000*	0.000*
Financial skills e.g. budgeting	0.000*	0.004*	0.002*	0.000*
Communication skills	0.000*	0.14	0.112	0.002*
Crime prevention	0.000*	0.374	0.175	0.000*
Nutritional education	0.091	0.010*	0.073	0.001*

Table 25: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.108	40.720	40.720	6.108	40.720	40.720
2	2.605	17.367	58.087	2.605	17.367	58.087
3	1.665	11.097	69.184	1.665	11.097	69.184
4	0.858	5.721	74.905			
5	0.686	4.570	79.476			
6	0.628	4.187	83.662			
7	0.462	3.081	86.743			
8	0.402	2.681	89.424			
9	0.330	2.201	91.625			
10	0.311	2.071	93.695			
11	0.288	1.918	95.613			
12	0.228	1.522	97.135			
13	0.183	1.223	98.358			
14	0.144	0.960	99.317			
15	0.102	0.683	100.000			
Extraction Method: Principal Component Analysis.						

APPENDIX B: COVER LETTER

Dear Respondent

RE: INFORMED CONSENT ON THE STUDY TITLED: THE IMPLICATIONS OF GRASSROOTS SOCCER DEVELOPMENT AND MANAGEMENT FOR SOCIO-ECONOMIC DEVELOPMENT WITHIN THE ETHEKWENI MUNICIPAL AREA: KWAZULU-NATAL

I am a student at the Durban University of Technology studying towards a Doctor of Technology in Public Management. I am conducting a study titled above as part of the requirements for me to complete my degree. I kindly ask you to participate in this study for me to complete my studies. While there are no direct benefits that can be obtained from this study, the results will be used to provide recommendation for the organisations in question for the benefit of all stakeholders. Please note the following:

- Participation in this study is completely voluntary and you will not be forced in any ways to participate when you are not willing;
- Should you feel that you want to withdraw from the study, you are completely free to do so and it is your own choice;
- Please note that if you decide to participate in this study, you will remain anonymous and your completed questionnaire will be kept in a safe place to maintain high levels of confidentiality.
- You are not allowed in any way to provide your personal details in the questionnaire, for example, your name, address and contact details.

If you have any further information pertaining to the study, do not hesitate to contact me on: cell: +27 78 253 9442 or yaumarch@gmail.com

Yours Faithfully

Taurayi Sihamba

.....

Researcher: Durban University of Technology

APPENDIX C: KEY INFORMANTS INTERVIEW SCHEDULE

SECTION A: DEMOGRAPHIC INFORMATION

Interviewer: Taurayi Sihamba

Interviewee: Position _____ Department _____

Years of Experience _____

Date of the Interview _____

SECTION B: GRASSROOTS SOCCER

The role of SAFA in soccer development

- Firstly, could you please briefly explain the functions and role of SAFA in soccer development?
- We understand that SAFA is a parastatal and there is mixed ownership. What are your opinions on and the impact of public-private partnership ownership in the development and implementation of soccer policies?
- What is the total number of grassroots soccer clubs that are under your regulation within eThekweni Municipality?

Existence of policies to support and promote sport development in eThekweni

- What policies do you have in place to support and promote sports development in general and grassroots soccer in eThekweni Municipality in particular?
- What strategies have been used by your organisation to promote the participation of the youth, rural communities and the women in Grassroots soccer within eThekweni Municipality?

The role and linkage with other stakeholders

- As the watchdog of soccer development in South Africa, can you please explain to us the relationship between SAFA and grassroots soccer academies in eThekweni Municipality?

- Besides your organisation's relationship with the government to promote socio-economic development through soccer, what additional assistance to grassroots soccer academies in eThekweni Municipality have you provided?

Strategies to promote participation in grassroots soccer development

- As an international football federation subsidiary and an agent of the government of South Africa, one of your roles is to promote socio-economic development through football. Can you share with us how you have been involved in this regard?
- Please provide evidence relating to the major developmental aspects fulfilled this far within these priority areas [the youth, women and rural communities].
- To what extent does the additional assistance provided by your organisation helped in the development of grassroots soccer and socio-economic development in eThekweni Municipality?
- How has your assistance been of use in socio-economic development through grassroots soccer in eThekweni Municipality?

Implementation challenges

- What challenges have you faced in the implementation and administering sports development policy in eThekweni Municipality?

Ways the existing challenges have been addressed

- In your opinion, what do you think can be done to deal with the challenges you faced?
- Are there any other comments which you wish to make?

APPENDIX D: ETHEKWINI MUNICIPALITY INTERVIEW SCHEDULE

SECTION A: DEMOGRAPHIC INFORMATION

Interviewer: Taurayi Sihamba

Interviewee: Position_____Department_____

Years of Experience_____

Date of the Interview_____

SECTION B: GRASSROOTS SOCCER

- Could you please briefly explain the functions and your roles in grassroots soccer development and management?
- We understand that the municipality, through its sports development function, is responsible for the supporting of soccer development in South Africa. What are your opinions on the impact of your municipality in grassroots soccer development?
- What is the total number of grassroots soccer clubs that are under your regulation within eThekweni Municipality?
- What policies do you have in place to support and promote grassroots soccer development in the municipality? Please explain them.
- What strategies have been used by you're the municipality to promote the participation of the youth, rural communities and the women in grassroots soccer?
- To what extent do you think that your strategies to promote the participation of women, the youth as well as other parties in rural communities in grassroots soccer were successful?
- Based on your answer, please provide more evidence (including figures and statistics). For example; changes in player participation, increase in the number of participants, number of referrals, etcetera.
- As one of the stakeholders in grassroots soccer development, can you please explain to us the relationship between your municipality and (1) SAFA and (2) Private organisations with regard to grassroots soccer development?
- Can you please explain how the municipality impacts (social, economic, political, etc.) the community through grassroots soccer?

- To what extent do you think that you were successful in this agenda [socio-economic development] considering your short and long term municipal objectives?
- Please provide evidence relating to the major developmental aspects fulfilled this far within these priority areas [the youth, women and rural communities].
- What challenges have you faced in the implementation and administration of grassroots soccer development in the municipality?
- In your opinion, what do you think can be done to deal with the challenges you faced?
- Are there any other comments which you wish to make?

APPENDIX E SOCCER PLAYERS QUESTIONNAIRE

1. What is your Gender.....
2. What is your ethnic group.....
3. What is your age.....
4. Date of Interview.....
5. Name of the academy that you are at.....
6. How many years have you been in the academy?

Number of years	Please tick
1 Year	
2 Years	
3 Years	
More than 3 Years	

7. To what extent does your academy meet your needs (*Please tick the appropriate answer in the block provided*)

	Totally	To a large extent	To some extent	Not at all	Not Applicable
Soccer skills training					
Accommodation					
Nutrition					
Soccer kit					
Coaching					
Medical support					
Academic Support/Development					
Sport facilities					
Equipment					
Mentorship					
Annual assessments					
Crime prevention					
Financial planning					
Interview skills					

Communication skills					
HIV/AIDS counselling					
Employment					
Substance abuse prevention					
Safe sex/ sexual counselling					
Other (Specify):					

8. Which of the following programmes have you attended in your academy?

Programme	Yes	No	Not applicable
Health and fitness			
Social interaction			
Education – study skills			
Discipline			
Time Management			
Financial Management			
Other (Specify):			

9. In your view, what are the good practices of your Academy?

.....
.....
.....

10. In your view, what are the challenges of the Academy? (How would you change the programme to make it better?)

.....
.....
.....

APPENDIX F: COACH INTERVIEW GUIDE

Dear participant

My name is Taurayi Sihamba and I am currently a postgraduate student, studying towards a Ph.D. Management Sciences at the Durban University of Technology (student number **21357017**). My research topic is: Implications of grassroots soccer development and management for socio-economic development within the eThekweni Municipal area: KwaZulu-Natal. My supervisor is Dr K Parker. This study is centered on the importance of grassroots soccer in eThekweni and its potential role in contributing to youth and community socio-economic development. The objectives of the study are to help understand the role of the public sector in grassroots soccer development; examine the role and relevance of current sports development policy in relation to grassroots soccer; determine the impact of grassroots soccer on socio-economic development and recommend a grassroots soccer development and management structure that can be implemented in South Africa.

This questionnaire is prepared only for the purpose of gathering information to ascertain importance of grassroots soccer in eThekweni and its potential role in contributing to youth and community socio-economic development. If you volunteer to participate in this study, the interview is approximately 10-15 minutes long. There are no “right” or “wrong” answers and the researcher is interested in your own thoughts and feelings. You are free to withdraw from this interview at any time during the interview session. It is assured that the data furnished and the identity of the respondents will be kept strictly confidential.

Participant consent..... Date.....

Club name:	
Position of person interviewed:	
Ethnic group:	
Gender:	
Age:	
Date of interview:	

11. For how long has this Grassroots Soccer club been in operation?

Less than one year	1-3 years	3-5 years	6-9 years	10 years or more
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2. For how long have you been involved in Grassroots Soccer at this club?

(b) Could you please tell us about your role in this Soccer club?

3. In general, what is the importance of grassroots soccer development and management in soccer development of soccer in the country?

4. How many days do you practise per week?

Once	Twice	3 times	4 times	5 times	6 times	7 times
------	-------	---------	---------	---------	---------	---------

5. Which programs do you have in place for grassroots soccer development?

6. Please indicate how many coaches in your club has the following SAFA licence

SAFA D	SAFA C	SAFA D	SAFA A	Other
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7. Please tick or account to the facilities and equipment offered at you club. Facilities at the club

Facility	No	Yes
Training pitches		
Playing grounds		
Changing rooms		

Residence for players		
Residence for coaches or staff		
Facilities related to training such as balls, fields, cones, vests		
Training manuals, videos		

8. Is your Grassroots Soccer club linked to any of the following? (**You may tick more than once**)

Type of Organisation	Yes	No
Primary or secondary institution		
Tertiary institution		
International football federation		
South African Football Federation (SAFA)		
Premier Soccer league club		
International football club		
Other soccer club		
Business Organisations		
NPOI's or charities		

9. Does your club receive any funding from any of the following? (You may tick more than once)

Institution	Tick
Department of sports and Recreation	
EThekweni Municipality	
NGOS	
Private firms	
SAFA	
HIV/AIDS advocacy groups	
Other	

10. In your opinion, which of the above groups had a major influence on your Grassroots Soccer club in terms of funding, support.

11. Has your club ever applied for funds from any of the above institutions to use in the development and day to day running of your soccer club?

No		Yes	
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12.If your answer is yes, what were the funds used for?

If your answer is no, please provide reasons why you did not apply or get access to funds?

13. To what extend do you agree that the government should designate more resources to the grassroots soccer level with the expectation that broad base will produce many champions at elite level?

14. Does your club teach young soccer players on life skills? If yes, could you please tell us more about the life skills transferred through your programs? If no, please tell us why?

15. Soccer plays an important role in solving social issues in the community or society. Could you share with us programs in place at your academy to educate players about H.I.V/AIDS, drug abuse, teenager pregnancy, crime etc?

16. Could you share with us how the community in eThekweni Municipality was involved in developing, supporting and/ or implementing this Grassroots Soccer club in any way?

17. What impact do you think this Soccer club had had on the community of eThekweni Municipality? (e.g social, economical, etc)

18(a) what do you think have been the main successes of this Grassroots Soccer club?

(b) In your opinion, what were the reasons for these successes (probe: political, technical, managerial, funding, public support)

19(a) In your view, what have been the main constraints/ obstacles and/ or challenges to this Grassroots Soccer Aclub (probe political, technical, managerial, funding, public opinion /support)

(b) What reasons could have lead to these challenges or obstacles if any?

20. What recommendations do you have for strengthening or the future development of Grassroots Soccer in Ethekewnini?

21. Are there any other comments which you wish to make?

Thank you for your cooperation

APPENDIX G: ETHICAL CLEARANCE LETTER



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

8 March 2018

Student No: 21357017

FREC No: 241/16FREC

Dear Mr T Sihamba

DOCTOR OF PHILOSOPHY: MANAGEMENT SCIENCES (PUBLIC MANAGEMENT)

TITLE: GRASSROOTS SOCCER DEVELOPMENT AND MANAGEMENT IN ETHEKWINI MUNICIPALITY, SOUTH AFRICA: IMPLICATIONS FOR SOCIO-ECONOMIC DEVELOPMENT, AND THE ROLE OF THE PUBLIC SECTOR

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: **Ethical Level 2**

Date of FRC Approval: 30-Nov-16

Approval has been granted for a period of two years from the above FRC date, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's. Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

Prof JP Govender
Deputy Chairperson: FREC

APPENDIX H: SIMILARITY INDEX REPORT

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