The development of a co-ordinated communication campaign to enhance participation in netball:
Applicable to schools in Port Elizabeth

Ansu Opperman

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The development of a co-ordinated communication campaign to enhance participation in netball: Applicable to schools in Port Elizabeth.

BY: Ansu Opperman

Submitted in partial fulfilment of the requirements for the Degree of Magister Technologiae in Public Relations Management in the Faculty of Arts at the Nelson Mandela Metropolitan University

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Supervisor: Dr Hercules Fourie, Nelson Mandela Metropolitan University
DECLARATION

I, Ansu Opperman 209066988, hereby declare that the dissertation for Magister Technologiae in Public Relations Management is my own work and that it has not previously been submitted for assessment or completion of any post graduate qualification to another University or another qualification.

Ansu Opperman
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ABSTRACT

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Ansu Opperman
Faculty of Arts
Nelson Mandela Metropolitian University
PO BOX 77000, Port Elizabeth, South Africa
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Public relations play an intricate role in communication development strategies within sport, especially netball. The objective of the research is to create a communication campaign incorporated in a public relations programme in aid of the development of netball in Port Elizabeth schools. The significance of the research is to create an understanding of the challenges faced by the learners to participate in netball and to develop the sport. The development of players at a young age is not up to standard when compared to countries where netball is already a professional sport.

There is a lack of communication between the different stakeholders, namely the players, coaches and external publics. Qualitative research methods were implemented where primary and secondary data was used to conduct the research. Focus groups were utilised to gather primary data from netball players and coaches. These interviews proved that communication gaps do exist between the different stakeholders of school and netball. An introduction about netball will be discussed. Literature about public relations and communication will be presented. The research methodology will be presenting the research design and research methods used to conduct the research. Characteristics of the schools used in the interviews will be discussed. The research analysis, findings and discussions will present a guideline to be implemented by schools to enhance communication and therefore help develop netball. The research will then be concluded and summarised. Limitations
to the study will be discussed as well as recommendations for further study on the topic.

Communication plays an important role when trying to build mutual beneficial relationships between the various stakeholders. The results in this research bring to the conclusion that effective communication is needed to enhance and develop netball to ultimately become a professional sport.
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Chapter 1: Introduction to research

1.1 Background and Rationale

Public relations have always been associated with the business world. It is a multifaceted discipline, able to help forge effective two-way communication between an organization and its various publics (Skinner, Von Essen, Mersham & Motau, 2007:3). In this instance the focus will be on netball and the relationship and communication between all the stakeholders involved in the sport.

There is a fine line between business orientated public relations and sport public relations. In sport management, public relations were only seen as a marketing tool. Sport public relations can be defined as a managerial communication based function designed to identify sport organisation’s key publics, evaluate its relationship with those publics and foster desirable relationships between the sport organisation and those publics (Stoldt, Dittmore & Branvold, 2006:3).

In the netball community it is very important to have a solid relationship between the stakeholders, players and managerial staff. The relationship between the coach and the players is one of high importance as a mutual understanding of the game and effective communication is required.

According to Boutilier and SanGiovanni, “a humanist approach to sport contains the following principles: There is no intrinsic benefit to the present values, beliefs and ideas that comprise the dominant themes of sport and shape this powerful institution.” For example, they believe that the emphasis on competition, material success, bureaucracy, hierarchy, professionalism and conformity are but a few sporting attributes that serve those in power and prevent sport from enhancing the quality of our lives as individuals (Boutilier, 1983:10).

That being said focus should be placed on the athletes. They build new relationships with fellow athletes and they learn how to deal with both disappointment and with success. “Sport and play are essential, universal and
enduring aspects of being human, whatever form they may take in particular societies and historical eras, they should always be a source of joy, self-discovery and freedom” (Boutilier, 1983:10).

Therefore, participation in sport is very important, irrespective if you are young or old. Athletes develop interpersonal skills especially in team sports such as netball. The skills taught through team sport is not just applicable to sport but to life in general as well.

Sport is not just about performance but there is also a social side to it. Boutilier states that: “The social problems being uncovered in sport (moral and legal corruption, violence, racism, commercialism, elitism) are minor failures in the working of the sport institution that can be easily repaired with good data and good will; rather they see these other problems as intentional, expected outgrowths of the very structure of the sport as presently constituted. Radical change – that is, one that “goes to the root” and not the reform, is required to eliminate or at least alleviate these problems” (Boutilier, 1983:11).

Although a radical change may be good for the structure of sport, it could also mean that people with experience might be considered obsolete. This should be avoided as these people with experience have already gone through the mill by making mistakes and adapting their skills accordingly. Experience is the key to making any organisation successful and thus it should not be seen as obsolete but rather as a necessity. South African sport does have a structure problem and therefore studies should be done to create a solution for whatever challenges they might face (Park & Dittmore, 2014:331).

Social media is another factor that should be taken into account as it now plays a significant role in people’s lives worldwide. Nearly 1.2 billion people representing 82% of the online population over the world are on social media and almost 64% of them connect to it at least once a day (Park & Dittmore, 2014:331). With these statistics it is clear that sport is in danger as it has to compete with social media among other things for attention from school children.
“Sport, like other institutions, is conservative by nature and definition, serving to inculcate and celebrate select values, rules and behaviours believed to be necessary for maintaining society. Like all institutions, sport channels our ideas and actions in culturally acceptable ways, limiting our vision and experience to only those approved by dominant cultural demands” (Boutilier, 1983:11).

“All institutions, including sport, are created and maintained by people and therefore can be changed by them. Sport has evolved, developed and changed along with other alterations in social life. It is not fixed, inviolate sphere of human activity; it can be reshaped if people want a different emphasis and a different promise for sport” (Boutilier, 1983:10).

Sport comes with a prescribed set of rules and if you do not comply with these rules, you will receive some kind of punishment whether it is an offence, for instance out of play like in netball or going to the “sin bin” in rugby. The rules of sport have been adapted and improved over the years and thus Boutiliers statement that ‘our vision is limited’ becomes part of a new paradigm as a person will need vision to update old rules or create new ones. There should be rules and there should be principles. When these rules change, it could be normative or anti-normative, no change has some stagnancy in it, and at least change can bring about improvement or the possibility of improvement.

The only challenge in this regard is that the rule changes are not properly communicated to all the stakeholders of the sport. For example, in netball the rule changes are not always communicated to all the umpires and this creates confusion for the players and coaches. Communication is thus a challenge that needs to be highlighted.

It is important for people to participate in any sport of their choosing as it is a way to clear your head and also to keep you healthy and active. In a team sport like for instance netball, sport teaches us about team work and how to deal with different personalities in different situations.
Another factor that should not be neglected is motivation. Motivation is the key to participation, enjoyment and adherence in the physical activity of sport. Participation at all levels of sport from elite sport to recreational pursuits, and even to non-participation can be explained in terms of personal levels of motivation. When motivation is non-existent in a player, they will lose interest and quit the team they play for (Potgieter, 1997:5).

It should also be noted that through adolescence, young athletes may be confronted by a series of developmental stressors such as employment, sport, academic and social issues (Devonport & Lane, 2009:1).

The potential of all of these stressors combined will have an effect on the abilities of adolescents to perform. Techniques must be put in place so that scholars will learn to cope and still participate in netball like goal setting, planning and time management (Devonport & Lane, 2009:1).

Social, personal and economic factors will have an effect on netball players and on their coaches. This also have an effect on their motivation. These factors should be analysed, especially for netball players and coaches, as it is the biggest female sport in South Africa.

1.2 Literature Review and Conceptualisation

Netball is the largest women’s sport in South Africa. There are 1 million adult participants and 1.5 million school participants; and netball grows each year especially with the successes the national team had over the past few years (Mdakane, 2012:1). Media coverage of the sport has grown over the years and the light is on the national team to perform at the world cup and the commonwealth games.

With South African netball growing fast on international level, public relations play a major role in enhancing the sport. Public relations are the most effective when it is
integrated with the managerial functions of a sport. Sport public relations are communication based (Stoldt, Dittmore & Branvold, 2006:2).

Thus it is imperative to communicate effectively with the different publics about issues that arise (Stoldt, Dittmore & Branvold, 2006:2). With netball being the leading sport for women in South Africa it is important to focus on the development of the sport and all the participants whether it is players and/or coaches.

A communication structure should be in place as to convey the appropriate information to the right people at the right time. There are certain challenges faced by netball players which should be explored. For instance obesity among school children is of a big concern as the study done by Armstrong, M.E.G., Lambert, M.I, Sharwood, K.A. & Lambert, E.V, shows high levels of overweight and obesity similar to the international patterns in developed countries. Children often do not want to participate in sport as a result of their body weight (Armstrong, Lambert, Sharwood & Lambert, 2006:52 and 54).

Another challenge is the level of participation in sport specifically netball. Research has shown that participation in physical activity increases overall physical and psychological health across different populations. Participation therefore is a concern as most adolescence has lost interest in sport and would rather focus on social media and technology (Shang-Mi Ms, Yue Tan, Shang-Chun Ma & Tzi-Li Liou. 2012:107).

Challenges like these should be examined and solutions to the problems should be constructed and implemented. A communication campaign within a complete public relations plan should be implemented in schools to enhance the development of netball.

It should however be noted that there is a difference between a public relations programme and a campaign.
Table 1: Public Relations Programmes vs Campaigns

<table>
<thead>
<tr>
<th></th>
<th>Programs</th>
<th>Campaigns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Generally desirable relationships</td>
<td>Specific goals</td>
</tr>
<tr>
<td>Targets</td>
<td>Broad stakeholder groups</td>
<td>Select publics</td>
</tr>
<tr>
<td>Duration</td>
<td>Ongoing, continuous</td>
<td>Short term</td>
</tr>
</tbody>
</table>

Based on Stoldt, Ditmore & Branvold, 2006:42

Campaigns have a specific purpose rather than general goals. Campaigns have time lines where Public relations programmes are ongoing. Campaigns have direct, specific publics which they target and not broad stakeholder groups.

That being said, this research dissertation will then focus on the communication campaign within the public relations programme that should be implemented in schools.

Netball is chosen as the sport code to focus on in this dissertation. The development of netball at school level is inadequate from foundation phase to senior phase and this has a negative impact on the development of netball as a profession. Children should be developed from a young age to perform at their peak when they reach senior phase. Thus it can be assumed that coordination through adequate communication can solve a major portion of the problem.

1.3 Main Problem Statement, Sub-Problems and Objectives

Based on the background provided in the previous section, it can be assumed that communication is one of the main challenges faced in the netball industry. Personal, social and economic factors must be explored to identify the challenges in the development of netball in Port Elizabeth schools.

Some research queries under the following topics should be investigated in order to find a solution.

Some of the personal factors would be:

1.3.1 Scholars stop participating in netball.
1.3.2 A lack of motivation to participate in netball.
1.3.3 Lack of communication between scholars and coaches.

Some of the social factors would be:

1.3.4 Time management of school work, social life and sport.
1.3.5 Challenges faced by players and coaches other than financial strain.

Some of the economic factors would be:

1.3.6 Financial strain that netball holds for the players and/or the coaches.

These are but a few factors that need to be investigated in order to fully understand the needs of netball players at school level. The objective of the research is to create a communication campaign incorporated in a public relations programme in aid of the development of netball in Port Elizabeth schools.

1.4 The Delimitation of the Research

There are however a few limitations to the study that should be mentioned and that could be researched at a later stage.

1.4.1 Only certain schools in Port Elizabeth were included.
1.4.2 The study will only include school children, foundation phase to senior phase and the netball coaches of these various phases.
1.4.3 Netball is the only sport that will be researched in this dissertation.
1.4.4 Access to the participants is limited

1.5 Significance of the Research

The significance of the research is to create an understanding of the challenges faced by the learners to participate in netball and to develop the sport. Netball is the biggest woman's sport in South Africa and yet it is not a professional sport. The
development of players at a young age is not up to standard compared to the countries where netball is already a professional sport and thus South Africa is struggling to compete with these countries. There is a lack in communication between the different stakeholders namely, the players and the coaches. A strategic communication campaign and a public relations plan must be developed as there is currently little research and theories on this issue.

1.6 Research Design and Methodology

In this study, qualitative data will be gathered using an exploratory research approach by collecting both primary and secondary data (Stead & Struwig, 2010:3). Qualitative research can be defined as any information that the researcher has gathered which is not numerically expressed. Qualitative research deals with the phenomena that are difficult to calculate such as beliefs, meanings, attributes and symbols (Stead & Struwig, 2010:13). This method of research is used when the researcher do not know what to expect and want to define the problem or develop an approach to the problem (Mora, 2010:1).

Exploratory research is by definition qualitative and quantitative research (Mora, 2010:1). Exploratory research can be defined as research into an unknown area. The researcher wants to develop her own initial ideas, use the information gathered and ultimately form a public relations programme which schools can implement. Two methods will be used to conduct the exploratory research namely the study of primary and secondary sources of information and an analysis of selected cases and interviews in the form of a focus group of individuals who are likely to have an opinion on the subject under investigation (Stead & Struwig, 2010:7).

The researcher will collect qualitative data through the means of focus group interviews. Focus groups are ideal for this study as it is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment (Stead & Struwig, 2010:99). The discussions between the researcher and the participants will be used to generate a hypothesis on how they perceive netball and which challenges they might face.
When collecting primary data for the qualitative study, it is impossible to and/or impractical to consult all the people (in the population) in the specific category being researched (Stead & Struwig, 2010:109). Thus various sample schools will be chosen in the Port Elizabeth area and students will be asked to answer questions regarding netball and their participation in the sport. The researcher will interview the participants in the form of a focus group interviews. The focus groups will consist out of four to eight participants in the various age groups from intermediate phase to senior phase in each school. The coaches from foundation phase to senior phase will also participate in the focus group interview. The researcher can thus form a complete view of the state of netball in these various schools in Port Elizabeth.

A content analysis will be conducted on all the communication of the interviews that will be done. Content analysis can be defined as a research technique that focusses on the actual content and internal features of the information gathered (Stead & Struwig, 2010:14). A variety of secondary sources will be consulted to gather data. Supporting data will be gathered from textbooks, articles, internet searches and other dissertations. These sources are rich in providing relevant information and will give in-depth explanations of the theories that will be used. All the relevant data collected will help the researcher to identify and synthesise the elements and themes to explain the problem. A concept and explainable model will then be developed in order to solve problems identified (Stead & Struwig, 2010:85).

1.7 Ethical Considerations

There will be ethical considerations for the research study. This study involves school children from foundation phase to senior phase. Permission has been granted for the study by NMMU Ethics Committee and the Department of Education (Refer to attachment A & B). Principles of the various schools will be asked to sign a consent form granting access to the learners to participate in the study (Refer to attachment C).
Minors will be asked to participate in the study and therefore their parents or guardians will also be asked to sign a consent form (Refer to attachment D). All participants will stay anonymous as will the schools involved. A preamble letter will also be presented to the parents or guardians to explain the study (Refer to attachment E). An assent form will be provided to the minor participants to explain the study to them (Refer to attachment F).

A preamble letter will be presented to the participants to explain the study and they will also have to sign a consent form before participating in the study (Refer to attachments F & G). Once all the consent forms are signed, an interview will be conducted in the form of focus groups. There are different interview schedules for the coaches (Refer to attachment H) and the learners (Refer to attachment I). All participants participate on a voluntary basis. The participants were given the freedom to stop partaking in the study at any moment without any repercussions or steps being taken against them.

The participant's answers in the focus group interviews will provide insight to the research question being asked and thus the researcher can form a new paradigm as to solve the challenges faced by the participants of the study.

1.8 Chapter Outline

Chapter 1: Introduction to the research

In this chapter an introduction and background to netball development will be discussed. Literature review and conceptualisation will be included in this chapter. A problem statement, sub problems and the objective of the study will be presented. The delimitation and the significance of the research study will be included in this chapter. The research design and methodology will be presented as well as the ethical considerations. A division of the chapters will lastly be included in this chapter.

Chapter 2: Literature review
This chapter presents previous research and theories on the topic. Comparisons will be made with the development of netball in South Africa and that of other countries. Communication campaigns in sport will be studied as to gather information on the research problem.

Chapter 3: Research design and methodology

This chapter presents the methodology which will be used to gather information for this dissertation. This chapter will discuss the research methodology to be used and the data collection method. Lastly, a content analysis will be discussed.

Chapter 4: Characteristics of schools

This chapter will present the characteristics and the reason for these specific schools being chosen for the study.

Chapter 5: Research analysis, findings and discussion

This chapter will present the findings from the data collected. The findings of the study will be discussed.

Chapter 6: Conclusion of the research

This chapter will summarise the research study conducted. An answer to the research question will be formulated in this chapter. Recommendation for further study will also be discussed in the chapter.

1.9 Conclusion

Schools, foundation phase to senior phase needs to work on their communication skills. Through preliminary research one could draw the conclusion that there is room for improvement in the communication section of schools. There is a definite gap for a communication campaign and a public relations programme.
Chapter 2: Literature review

2.1 Introduction

The following chapter presents an overview on the history of netball, the development of netball in other countries and the comparison to the development of netball in South Africa.

2.2 History of Netball

Netball has derived from basketball in 1891. Basketball was too physical for women and thus a few rules were implemented. There were seven zones on the court, no dribbling or guarding of the ball was allowed and certain rules was implemented that ensured players’ postures to remain graceful. These rules were called “Spaulding rules”. Netball has evolved over time and became mainly an outdoor game for only women to participate in. It placed emphasis on teamwork and restraint. Netball was still being modified through the years that followed. The game was later divided into three zones and players had to stay in their own zones (Taylor, 2001:57).

Women and girls continued to play netball with the rules changing every now and again. An American, Dr Toll visited a physical training college in 1895. She believed that a girl’s education should be directed at motherhood one day. The modified game of woman’s “basketball” appealed to her as it could be played in a manner that retained femininity and decorum (Taylor, 2001:58).

Thus netball was once again modified. The sport restricted physical movements and involved no body contact. After the study was completed, netball was incorporated into the college curriculum (Taylor, 2011:58). Netball was constantly being changed to the liking of the different stakeholders involved.

The teams consisted of either seven or nine players in a team. This was as a result of the restriction of movement on the court. The rules for netball were still being modified as the attire worn by the participants in those days where a major struggle.
They had to wear long skirts which made dribbling the ball and passing a long ball very difficult. Thus the court was divided into three equal parts, with players based respectively in one of those sections and no dribbling was permitted (Taylor, 2001:59).

Women were still seen as fragile beings that would not be capable of physical exercise without harm and thus they were not permitted to travel the full length of the court. Women played netball all over the world and in each section of each country the rules were different as there were no formal written rules for the game, it was spread only through word of mouth. Netball rules were first documented and the term ‘netball’ used in England. They published the first rule book in 1901 (Taylor, 2001:60).

In Australia the game remained very similar to woman’s basketball, with teams that varied in the number of players. In the 1930’s attempts to standardise the game at a national level were only partially successful. The goal was to regulate formal play and competitions. Women and girls played by varied sets of rules up until the 1960’s. National rules were finally established in 1963 at the first world championships (Taylor, 2001:59). Each player had their own position and area to play in. The players could catch the ball with one or both hands and only had three seconds to shoot the ball. No dribbling were permitted and it was officially defined a non-contact sport (Taylor, 2001:60).

Netball was designed to fit the requirements of women who wanted to publicly engage in physical activity. According to Taylor, netball was perceived as a lower level of strenuous physical activity that allowed woman to play and still remain graceful and ladylike. Netball also placed emphasis on teamwork as only certain players were allowed to shoot goals and players who have possession of the ball has a restricted time limit to pass it. Because of the rules, a netball team will reign over the finest individual in a team. As stated by Taylor, “good temper, pluck determination, extreme agility of mind and body, are traits universally found among Net-ball players, and best of all perhaps, that inexpressibility happy attitude, esprit de corps” (Taylor, 2001:61). Netball became a popular sport with unique rules that sets
it apart from other sporting codes as each position is significant and a player can specialise in it.

In netball’s formative years, the game was played on asphalt courts, school grounds, tennis courts and in church and drill halls. By using these various venues, netball did not have to compete with male dominant sports such as cricket or football for a venue. In keeping netball separate, the game was able to develop on its own without any competition as an independent sport (Taylor, 2001:61).

Netball became socially acceptable in various communities as woman participated at schools, churches and industrially sponsored competitions (Taylor, 2001:61). Nauright and Broomhall asserted that public permission to participate in this sport was readily forthcoming from its beginnings because netball was seen to complement the dominant conceptions of proper female physical activity. Women played netball merely for enjoyment, for physical activity and to obtain some independence and to secure a break from household activity (Nauright & Broomhall, 1994:387). Netball was seen as a respectable sport for woman to participate in.

The public appearance of players and officials were taken very seriously and standards were strictly applied. The regulation of proper and acceptable uniform was central to the sport’s image and was subject to much debate and discussion throughout the century. From the 1920’s the attire changed as the debate was won with regard to clothing restricting movement. As the game evolved, the clothes became modern and comfortable. Looking like a lady was still essential to the committee and the appropriate attire was still to be worn at competitions (Taylor, 2001:62).

Women perceived sport to be a pleasant and social outgoing activity. It was seen as a nice distraction from everyday life. Their participation in the sport revealed their competitive side and the game were taken very seriously. Some women have dedicated their life to playing, coaching and administrating the game. The rest only play social netball and this allows them to communicate and socialise with other women. As stated by Taylor (2001), “netball is a game that can be played by women of all shapes, sizes and aptitudes. Netball is the game of a life time. You can start
at eight and still be playing in your fifties. Players did not need to be outwardly athletic or overtly strong to play in the social competitions.” Women were drawn to netball as it is a socially acceptable sport for women to compete in. Challenges were faced by participants of netball as it was a sport dominated by young single women. They stopped playing netball when it started to interfere with their domestic responsibilities and families (Taylor, 2001:63).

As netball evolved, companies became involved as well. Female employees formed teams and participated in competitions with other companies. Many organisations required the players to quit once they got married which greatly impacted the game. These companies encouraged their female employees to participate in physical activities. In general these teams were more prone to large cities. Country and rural areas had community clubs and church-based systems where they competed against each other (Taylor, 2001:64). The more women became involved with netball on a social level, the more girls in schools became aware of the sport and also wanted to participate in it.

### 2.3 Netball becomes a professional sport

Netball was an all-woman organisation, from players and officials to administrators. Men were only allowed to hold formal positions within the member associations from the 1970’s. This female only policy was very unique and gave women and girls the opportunity to control and shape the direction of the sport (Taylor, 2001:64). The women who developed netball had a tight grip on the sport and had to direct netball to grow in a predominantly male orientated sporting environment.

Netball has been growing tremendously over the past few years and with it came a lot of new opportunities for women. In Australia, New Zealand and England netball quickly became a professional sport. Women became independent and made their own choices with regard to how competitive they wanted to play. The sport also evolved from just a social stance to professional and market driven approaches. Netball became a force to recon with when women started to receive money to build facilities across the various countries. More teams were formed and the participation
grew immensely. With the massive increase of players, administration could not cope any more on a voluntary basis (Taylor, 2001:65).

Netball moved to a new period of expansion and professionalism that not only marked a shift in the administration but also a change to the public image and promotion of the game (Taylor, 2001:66). This gave netball an advantage and it became easier to convince school girls to participate in the sport in Australia, New Zealand and England.

With netball’s transition from a social to a professional entity, all the associations formed over the years was not on board. While many women involved in netball welcomed the changes, they were strongly resisted by others and a number of power battles undercut the further development of the sport. At a national level the transition was not smooth. Netball was being promoted in all the various countries as a professional sport but tension was apparent. According to Taylor (2001), the All Australia Netball Association (AANA) decided to pursue a strategy of commercialisation, sponsorship and expansion of netball into new professionalism of sports in 1978. In this restructured administration, the AANA employed their first Executive Officer and opened a national office. The first salaried National Executive Director hired in 1978 resigned not to long into her term because of problems with the commitment of the management committee to the new direction and over concerns about her contract (Taylor, 2001:66)

Conflict is evident in netball’s structures and this placed a damper on the awareness campaign and development of the sport. As stated by Taylor (2001), former National Coaching Director, Joyce Brown then suggested that there should be a restructure of AANA because of a concern for what was perceived as a top-heavy administration. She argued that AANA had become more concerned about marketing clothes, insurance and other commodities, than about servicing the needs of the players, coaches, umpires and administrators of the game. Although the National Secretary/Treasurer, Moira McGuinness acknowledged these concerns, she also argued that the Association had also taken a gamble in 1978 when it agreed to hire professional staff and that if the Association was to “service our players in existing, imaginative programs and to provide an organisational structure and highly qualified
personnel capable of doing this, we have to look to commercial avenues of assistance, such as sponsorship to reach the goals we have set” (Taylor, 2001:66-67)

In the development of netball in Australia they have already picked up on major problems that need to be addressed in order for netball to grow and be a viable option for woman to pursue as a career.

AANA proceeded with their marketing structure to instigate change and pursued sponsorship deals to seek funding for new initiatives. Although they gained greater funding, AANA blamed their failure on the lack of media coverage netball receives. AANA were especially disappointed with the lack of media coverage at the Sixth World Tournament in 1983. Australia did not send any reporters to the world tournament and thus the AANA decided to put pressure on the media channels in Singapore. Despite all their efforts, netball stayed a marginal sport in terms of media coverage. AANA was worried that media coverage in netball would be a major barrier to the sport’s progress and therefore began their media campaigns to rectify the situation (Taylor, 2001:67).

While AANA achieved limited results with their media campaigns, the legitimacy of netball as a sport was advanced in 1981 when the Australian Institution of Sport selected netball as one of eight sporting codes to receive federal government funding for a new sports scholarship scheme (Taylor, 2001:67). This meant that netball development programs were implemented in their schools. Children started to participate in netball from a young age and developed skills much earlier which gave them an advantage to become a professional netball player.

In 1984, the AANA proposed the creation of an indoor competition, the Super league, to promote netball throughout Australia. ESSO Australia was the first major sponsor of the competition. It was decided to test the competition in 1985 after the national championship to create spectator interest and gain greater television coverage. According to Taylor (2001), in recognition of the growing need to support and development of elite level netball players, AANA established trust funds for
players in 1986, enabling them to retain their amateur status and access financial assistance when playing commitments impeded employment (Taylor, 2001:67).

In 1993 netball was allowed into the International Olympic Committee, allowing them to compete. Australia competed in the 1998 Commonwealth Games and netball was a full medal sport for the first time (Taylor, 2001:68).

2.4 Netball in South Africa

In South Africa however, netball was not documented. The focus in South Africa was on rugby and soccer and virtually nothing was written about any female sport. South African society was not only segregated only by race but also by gender, both in the workplace and in public leisure activities (Nauright, 1997:19).

According to Nauright (1997), there were little written about female sport in South Africa. Despite a lack of overall interest, the netball star Irene van Dyk was hailed by British media as the sex symbol that international netball needs. Unfortunately, the focus was not on her ability as a goal shooter, but rather her looks. The history of women’s sport in South Africa is crying out for researchers, particularly sports such as netball which had a large following among white women and became popular in many townships (Nauright, 1997:20).

The development of sport over all came to a standstill in the 1960’s when nationalist politics and international protest forced the country out of competitions like the Olympics and Commonwealth Games (Nauright, 1997:45). The dismantling of apartheid during the early 1990’s signalled the end of the international sports boycott against South Africa. In 1991, after a 30-year absence, the International Olympic Committee invited South Africa to the Olympic Games (Pelak, 2005:59).

Netball has developed since then. With the democratization of South Africa, periods of intense racial conflict emerge within netball that ultimately led to a substantial racial transformation in the sport (Pelak, 2005:60). It was not until 1994 that a racially inclusive national governing body was formed. The formation of Netball South Africa (NSA) marked a major change in the political opportunity structure
within netball and many seized the moment to articulate their grievances. The protesters argued that racial transformation in netball was taking too long, and that white leaders were not working hard enough to integrate black women into netball at all levels. The problems became so intense that officials from the Ministry of Sport and National Sports Council stepped in to arbitrate (Pelak, 2005:63).

Despite the positive changes, netballers still faced the formidable task of constructing a unified collective identity that both transcends race and incorporates racial/ethnic/cultural differences. In response to black women’s collective protests during the mid-1990’s, netball leaders instituted a number of affirmative action policies in order to increase black women’s participation and influence. The most controversial policy was that of racial integration quotas for provincial teams competing at national tournaments. As a starting point, in 1995, racial quotas were enforced at competitions of the under-19 age division. By 2000, quotas were enforced at the highest level of competition – the National Netball Championships (Pelak, 2005:64).

One could now understand why the development of netball at school level is far behind compared to netball countries like Australia, New Zealand and England. For netball to move forward and away from its roots, some decisions were not popular within the sport (Taylor, 2001:68).

In 1993, the Australian Sports Commission (ASC), funded by the Australian International Development Assistance Bureau (AIDAB), undertook a sports development project in South Africa in conjunction with the newly formed National Sports Council (NSC). This project was named the Australia – South Africa Development Programme. Sports development was channelled through the avenues of elite sport (sports federations) and sport for all (educational system) to offer the young people of the ‘new’ South Africa a broader choice of sport and sporting involvement (Burnett, 2001:42).

This sport program became the model in schools for junior sport. It was launched in 1995 in different provinces of South Africa. Offering these programmes in the schools afforded the children and youths the opportunity to participate in sport and
physical activity as it was delivered through the educational system. The project and the specific alliance between the Australian Sports Commission and the National Sports Council drew to a close on 30 June 1999 as a result of financial strain on the schools and parents (Burnett, 2001:43).

Netball has since expanded into more competitions which is promising and a key convincing method for scholars to start playing or continue to play after they have completed their school careers.

Netball formed a platform where women could applaud each other’s achievements instead of measuring women against male standards. Netball provided an avenue for women to feel comfortable about expressing their abilities not just as players but also as coaches, umpires and administrators (Taylor, 2001:69).

2.5 Bringing public relations and communication to netball in schools

There is no doubt that netball has transformed over the last few years. At an elite end of the sport, for example the South African National Team (Proteas) it is starting to become a complex commercial enterprise, while at the participation end it has become quite sophisticated in marketing its activities to local communities, for example Varsity Cup at university level. As a consequence, sport marketing is now a recognised and rapidly developing sector with universities offering sport marketing degrees. However, the one area where sport marketing is underdeveloped is in the public relations and communication strategies. Principles of public relations and communications can be successfully applied in practice within a sport context. Public relations and communications in sport should be developed in order to achieve wider business objectives (Hopwood, Kitchin & Skinner, 2012:3).

One of the most important relationships to be managed is the one between the sport organisation’s stakeholders and its publics. In this case the school and the various stakeholders and publics. The work required by the schools to develop relationships with these strategic publics may be time- and resource- consuming, however, these
efforts can offer netball in these schools benefits over the long term (Hopwood et al, 2012:4)

Sport public relations and communications differ from the practices of sport marketing. Despite the increasing commercialisation and professionalization of sporting practices organisations need to consider their impact on their wider international, national and local communities (Hopwood et al, 2012:5). The development of effective communication and public relations strategies should however firstly start on the ground level of netball which is at a school level, foundation to senior phase.

The development of community programmes of sport organisations or the sport-related community programmes of non-sport organisations has led to increasing media clutter for good news stories (Hopwood et al, 2012:6).

The role of fans and supporters are significant in public relations and communications. The role they play lights their intense public relations value to sport in especially schools and contends that those schools need to use their fans and supporter’s groups strategically for public relations purposes. Fans and supporters are the highly visible representation of sport public relations and communications as they are the living and breathing representation — the heart and soul — of netball. Fans and supporters are the lifeblood of any sport in a school. Without their support, a school’s netball would arguably cease to exist and function (Hopwood et al, 2012:7-8)

For the astute sport school, fans and supporters are the key public relations tool. They only say good things about the netball in that school and they would support it through thick and thin. Even more importantly, they are likely to pass on their passion for the sport to their children and others. For the reason and others, fans and supporters’ groups are extremely important brand ambassadors for any school and consequentially, are an extremely powerful sport (netball) public relations and communication resource (Hopwood et al, 2012:8). These are also the people who really get involved and would find sponsorships for netball team or host fundraisers in order to develop the school’s netball further.
Developing communication strategies that are designed to cross borders and cultures is a challenge for those involved in the managing function. The importance of the cultural analysis is considered in light of its implications for communication (Hopwood et al, 2012:8). The communication strategies between the schools and the parents have in the past experienced some difficulty as the message is not received in time. Certain messages could also be misinterpreted when there is not a clear communication structure in place. This will also have an influence on the feedback and thus a clear communication strategy should be in place to ensure that these misunderstandings do not occur.

The rapid rise of telecommunication systems such as satellite television to the development of social networking sites has progressed beyond all early predictions. The role of public relations uses the internet and the development of new media communication strategies plays a significant role in sport development, especially netball. Social media developed opportunities for public relations and communication to use different platforms to communicate to their stakeholders. With this also came a series of guidelines for developing a social media strategy for sporting organisations like schools (Hopwood et al, 2012:8-9). The new communication media available to the schools make communicating to the different stakeholders so much easier. This makes it possible for information to travel fast, especially if it is time sensitive, and opens a line for immediate feedback. Although this is an advantage to schools, there might be a problem with regard to feedback from the stakeholders and who deals with the feedback at the other end of the communication line.

Public relations and communication strategies can be used when dealing with potentially damaging situations for players, the school and the sport itself. A failure by public relations practitioners to deal with a player’s crises can lead to unsavoury or bad press about the player and has the potential to call into question a player’s reputation. This can lead to poor public perception of the school and/or the sport (Hopwood et al, 2012:9). Netball has limited exposure and this means that any crises or bad press needs to be dealt with immediately as to keep the reputation of the sport clean.
Negative press has the potential to impact on future participation problems and a reduction in a range of revenue streams including sponsorships and player endorsements. In South Africa financial support for netball is very scarce and therefore netball players can’t afford to have a bad reputation. It is argued that at its best, public relations should be proactive in its effects to create a positive player image and reputation; however, it is often forced to react to negative situations by using strategies to repair a player’s image or reputation in order to defuse public perception crises. It is essential that sport public relations practitioners need to focus on protecting and enhancing a positive image and reputation through building and maintaining mutually beneficial relationships with key publics, in particular their supporters (Hopwood et al, 2012:9).

A positive netball image can enhance a school’s ability to draw top netball players around the country to come and play for them. This will also enhance their status as a netball school which in turn will mean more sponsorships and financial support for the school to be put towards further netball development.

As stated by Hopwood (2005), the value of public relations as a strategic business communications function is well recognised and companies understand the benefits that public relations can bring in terms of making people feel good about their organisation and its products. It should be kept in mind that a school can be seen as a business and therefore should be treated as an organisation in all facets, including sport. By developing the public relations function within their communications and relationship building strategies, a school should promote sport as a product which they “sell” in order to receive funding (Hopwood, 2005:174).

Sport, and particularly netball, is constantly competing for its audience against various sources such as shopping mall’s etc. Therefore, in order for sporting organisations like schools to survive in the marketplace, whether they like it or not, they have to become much more business orientated. Public relations are still a relatively young profession and often not well understood. However, it can prove to be a valuable tool in a school’s strategic plans (Hopwood, 2005:175).
In South Africa, rugby, cricket and soccer has long enjoyed success as business venture, both as school sport and professional sport, and thus these codes have received huge financial sums associated with their different games. Netball needs to accept that if the sport is to survive and compete effectively for media and supporter attention, it has to modernise and behave in a more commercial way. A key objective of this strategy is building and maintaining mutually beneficial relationships with a range of publics, an objective which is usually achieved through the systematic and structured implementation of public relations. Netball needs to be promoted more and this must occur from the entry level (children) to the top level (coaches, schools, sponsorships, etc). Public relations, more than the other elements of the contemporary promotional mix, offers a potential solution (Hopwood, 2005:176).

Netball, like cricket has evolved over a period of time. Cricket began the T20 World cup in 2003 (Hopwood, 2005:176) and netball began with a Fast Five Tournament in 2008. These variations of the sport were to drum up spectators and make the game more exciting. Fast five netball is a shorter version of netball with fewer players and was in the process of being introduced into schools.

2.6 Communication theories of public relations

Relationships are significant and relevant to people who are direct stakeholders of the schools, such as teachers, parents and learners – usually the school’s most important publics. An interesting observation was made that a reputation is generally something a school has with strangers, but a relationship is generally something a school has with its parents and community. Creating the correct image for netball is necessary, as this will develop the reputation that helps turn strangers into long-term parents and investors in the school. Proactive relationship building strategies present an achievable critical success factor for netball (Hopwood, 2005:184). When parents are comfortable with the school their children attends, they will also become more involved in activities and the learners will also participate in sport.
According to Hopwood (2005), relationship building with all key publics is critical, but it is vitally essential to forge relationships with children. Netball needs to take itself to the public a lot more. For publics to become more widely engaged with netball, it is necessary for those involved in the game, whether administrators, players or the school, to communicate all that is desirable about the sport and its teams, frequently and consistently. This goes to the very heart of the human communication theories which form the foundations of modern public relations. An acknowledgement and awareness of the influence of particular communication theories can only be assisted in the construction of highly effective public relations strategies for netball (Hopwood, 2005:184).

Two such theories are the social penetration theory and the social exchange theory. Social penetration theory is relevant to public relations in netball quite simply because social penetration refers to the process whereby people come to know one another in varying degrees of detail and intimacy. This theory views the quality of communication – what is exchanged between relational partners – as vital to the development and maintenance of relationships. Positive communication produces positive relationships, whereas negative communication results in negative ones (Hopwood, 2005:184). Netball in South Africa, more importantly, netball in schools should keep their communication to the different stakeholder’s positive as to further develop the sport. This means to build long term mutual beneficial relationships between the different stake holders.

One of the keys to relationship development is what the participants remember about previous encounters with one another. Memorable and positive experiences are critical to all relationship building founded on social penetration theory. Here the theory explains that the relationship between the school and the stakeholders can be developed on the basis of getting to know each other in order to achieve the mutual understanding of two-way symmetric public relations (Hopwood, 2005:184).

In order for netball to further nurture lucrative relationships of the kind that have the potential to draw in future generations of players and supporters, an understanding of social exchange theory is necessary (Hopwood, 2005:184). According to this theory, individuals and publics who are involved in interactions should be positive,
define and negotiate what they consider to be required for positive and negative communication and agree on the rules and behaviours required to foster these relationships (Hopwood, 2005:184). It is very important for everyone to understand what is expected of them and how they can all (players, schools and stakeholders) benefit from these relationships fostered.

Heath and Bryantt (1992) state that interpersonal communication is a symbolic process, by which two people are bound together in a relationship, provide each other with resources or negotiate the exchange of resources. This theory, then, sits at the very heart of public relations practice. A conclusion could be drawn from the two theories mentioned above, is that many of the relationship – building strategies that are fundamental to human interpersonal communication can be perfectly adapted to netball public relations. Key public members and netball will benefit when public relations activities are managed utilising relational perspectives. It is also extremely likely that when publics are able to feel as though they have a relationship with stakeholders of netball, the halo effect will occur, whereby the overall image of netball as a sport will be greatly improved (Hopwood, 2005:185).

By applying Grunig's situational theory of publics to the concept of relationship management, netball, through a better understanding of how their publics operate, will be able to devise much more effective communications strategies. Schools need to establish relationships with their stakeholders and seek to establish these relationships with their publics for reasons of mutual benefit (Hopwood, 2005:185). When you have these relationships fostered, the community and school will benefit. People will support the school and in turn the school can stay established and teach and coach the future of the nation.

Mutual interest and acknowledgement exists, but for the greater part of the relationship, publics and schools are content to function without significant formal communication. However, to maintain positive relationships, it is imperative that the school does not take these publics for granted or overlook them when communication becomes a necessity (Hopwood, 2005:185).
A systematic commitment to proactive public relations is undoubtedly the key and management commitment to ensuring that the function is professionally applied and resourced is likely to be rewarded (Hopwood, 2005:185).

Grunig (1992) says that it is only a small leap in logic to conclude that excellent schools should have an excellent public relations function to manage this symmetrical communication. If public relations are allowed a greater strategic role at schools, there is a real potential for netball to enjoy a competitive advantage that will affirm its position as an innovative market leader in female sport. Players should also be used much more strategically for public relations purposes. Youngsters are attracted to the sport because they want to emulate and get close to the players that they admire. Netball has the advantage of being much more accessible than sports like rugby and soccer, identifying and training playing staff to coach young players and making players available on match days to sign autographs and shoot some goals, is a cost-effective approach to relationship management (Hopwood, 2005:186). This will also help their image in the media a great deal which in turn reaches a huge audience and will help promote the game.

Players need to understand their role as ambassadors – they need to be public friendly. On a local level, players will need to engage in the community to get the local people involved. Netball does not have money, so players need to be worked harder in terms of public relations. Get players to talk to the media as a way of generating loads of free advertising. Players need media training. Take players to the public, make them human, get people to relate to them – netball needs a Victor Matfield (Hopwood, 2005:186).

It is clear that Netball South Africa (NSA) have the potential to derive significant benefits if they develop their players as public relations tools, which means that they also need to invest players with the skills to become confident media spokespersons. Netball – both in schools and the sport in general – must also identify who their publics are and be able to differentiate between the different stakeholders. Due to the fact that through lack of awareness or understanding of the publics behaviour, key stakeholder publics in netball have changed from being passive to active and that the situation needs to be addressed and reversed. Acknowledging the
existence of active publics in netball has to be a priority both for policy makers at the highest levels of the game and at the schools (Hopwood, 2005:187). It is imperative to put strategies in place to continuously monitor the stakeholders in netball and then use this information to their advantage in adapting the strategies. One of which could be a communication campaign to develop netball in schools.

This can also be achieved by the employment of public relations personnel who perform and manage these activities like for instance a communication campaign. Marketing and promotions are evidently the functions with which the schools and sport in general are most comfortable. The rather reluctant acceptance that netball is an organisation and thus needs to operate as one, is manifest in the promotional strategies in Netball South Africa (NSA). This pattern runs through from the highest level, NSA, to the development phase at schools. Netball is not being promoted enough at school level in South Africa.

Public relations and marketing are both important functions for any organisations including schools. However, when public relations are subsumed into marketing, as tends to be the case in netball, schools are deprived of one of those two critical functions. Hopwood (2005) states that if the public relations function is to derive its optimum capabilities and benefits, public relations departments must exist separately from marketing departments; if that is not viable, then the two functions must be conceptually and operationally distinct within the one department (Hopwood, 2005:187).

2.7 Participation in netball

Completed research indicates that participation in physical activity increases overall physical and psychological health across different populations. Despite various benefits that can result from participation in physical activity like netball, a considerable decline in sport and an increase in television / computer / video game usage among adolescents and young adults were identified in the literature (Shang-Min, Yue & Shang-Chun, 2012:107-108).
Recreational sport such as netball is a positive outlet for the release of negative emotions. These emotions need to be released as not to build up and let out in a harmful way. Participation in leisure activities is a way to release excess energy (Shang-Min et al, 2012:109).

Humans struggle to maintain an equal lifestyle with regard to physical, emotional and psychological balance (Shang-Min et al, 2012:110). Some adolescents do not get supervised by their parents and this has a great impact on their school work, sport participation and on their social lives. It is important to keep a balanced life from a young age as this is where you learn to cope with different situations and how to work with people. Team sport like netball plays a tremendous role in the psychological, physical and social development of learners.

Netball in general and specifically in schools has different levels namely competitive, social and non-participation (Shang-Min et al, 2012:112). Playing competitively means that the participant is working hard to play at the highest level, whether it is to play in the first team of their school or to play for South Africa. These participants are highly motivated and put in extra effort to reach their goals. Social players do it for the love of the game. They are passionate but lack the motivation to work hard and put in the extra effort. These participants play for fun and to let off some steam. Non-participants are people who like netball and all it entails but does not play the game at all. They are interested in the sport and support it, but they draw the line when it comes to physically participate.

Social media and the media also have an effect on the player’s participation. Shang-min et al (2012) suggests that participation in a sedentary leisure activity such as watching TV or playing video games can stimulate people’s emotion to attend more leisure activities. This can be seen as a motivation technique to get more people to participate and maybe to persuade the non-participants to reconsider their standing. Shang-min et al (2012) also found that people who did not play computer/video games on weekdays were less likely to participate in team sport than those who spent at least one hour per day on the games (Shang-Min et al, 2012:117). This statement could be argued as there are currently no netball video/computer games
available and netball rarely gets broadcasted on television, participants of netball would not be able to partake in this study.

Another concern that might influence participation in sport and specifically netball is body image issues. Girls tend to have body image issues and this has an impact on their participation in sport. According to Parsons and Betz (2001), self-objectification is in turn, postulated to be related to increased risk of psychological problems, including eating disorders and depression (Parsons & Betz, 2001:209).

Participating in sport, especially in team sport like netball, encourages girls to communicate with each other. Parsons and Betz (2001) also suggested that sport participation was related to the development of three empowering qualities that many women have traditionally lacked: bodily competence, perceptions of a competent self and a proactive approach to life. It has also been found that relationships of sports participation to greater personal empowerment among women, as well as to more positive body images (Parsons & Betz, 2001:210).

This also applies to young adolescent girls. They struggle the most with body image issues and does not have a lot of confidence. Netball is a perfect way to boost their confidence, help them keep healthy and give them positive body image.

It has been suggested that common experiences as told by athletes in Devonport and Lane’s study offered important information regarding their experiences of balancing academic study with sporting demands. These narratives include the difficulties encountered when striving to attain personally meaningful goals in sport, social, academic and sometimes work domains. It was also noted that failure to attain personally important goals may foster negative feelings such as depression and hopelessness, reducing self-efficacy and self-esteem in that specific domain. The construction of a coping mechanism in these different experiences is also influential. Devonport and Lane (2009) used a mix of cognitive, behavioural and humanistic principles, but are also reminded of taking into consideration client and situational characteristics (Devonport & Lane, 2009:170).
These experiences as examined by them are all applicable to netball players in school. It is very difficult to find the balance between all those factors without some sort of guidance.

Mentoring offered a means of giving support. Mentoring represents a one-to-one developmental relationship where mentor and mentee work together to establish goals driven by the needs of the mentee. Mentors offer support, encouragement and assistance in attaining established goals. Valuable lessons to be learned is avoiding assumptions, striving for honest two-way communication, engage ongoing critical reflection and accepting that which is uncontrollable and non-harmful. This is important to reinforce a positive and strong working relationship (Devonport & Lane, 2009:171). Coaches often serve as mentors not only at netball practices or games but in general life. Players are often prone to rather speak to their coaches about problems or circumstances than to their parents.

Planning and time management activities help players pursue and manage multiple goals by constructing a plan of action. They were also intended to promote balance in lifestyle and activities undertaken by participants. Basic recommendations regarding the activities are intended to enhance time management skills that emerged from the literature. These were as follows, the effective planning of time is an essential first stage in time management, the second stage of keeping to schedule is also important which includes the development of self-commitment strategies. The time management plan sought to address these recommendations by including activities such as identifying deadlines, prioritising activities, identifying time wastage, identifying personal time, using checklists and improving accuracy of time estimation (Devonport & Lane, 2009:172).

All of the above are important in any child’s life but mostly in children that participate in sport. Netball players have to make the time to do extra exercises in order for them to better their performance and reach their goals.

It was considered important to develop goal clarity amongst netball players to facilitate the identification and use of appropriate coping resources for goal attainment. It should be noted that a player’s behaviour towards netball is the
biggest motivation to attain their set goals. It is suggested that goals enhance motivation through a cognitive process. The process of setting a goal identifies the standard of performance required for success. Once the perceived challenge of the goal is known, this leads to the activation of personal resources to increase effort and achieve success (Devonport & Lane, 2009:173). Goal orientation theory focuses on the individual approach to achievement (Potgieter, 1997:18).

According to Potgieter (1997) there are two possible approaches, namely an ego orientation or a task orientation. An ego orientation views sport participation as a means to an end and values extrinsic awards as important. The emphasis is on outcomes (results). A task orientation, on the other hand, emphasises personal development. When athletes adopt a task orientation they focus on the mastery of specific tasks. For instance in netball it would be to specialize in a position like goal shooting. This pursuit of mastery serves as motivation. They are not primarily concerned with comparing their techniques with others but derive satisfaction from the acquisition and development of their own skills. They also try harder and persist longer when faced with setbacks (Potgieter, 1997:19). This is where extra training comes in to master the technique of shooting.

In contrast, when adopting an ego orientation, players are concerned with demonstrating their ability relative to others. They use sport participation as a means of gaining rewards, such as status. Potgieter also states that children with an ego orientation and a strong perception of physical competence will compete with intensity in sport. Children with a strong ego orientation but with a weak perception of physical competence will avoid competitive physical activities (Potgieter, 1997:19). Therefore it is important to make sure when a coach works with children that they understand what motivates the child to perform.

Salovey and Mayer (1990) defined emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Lazarus (2000) emphasised the importance of considering emotions in stress and coping research suggesting that where there is stress, there are also emotions. These emotional responses occur as
the stressful event unfolds and influence continuing reappraisals and exchanges between the individual and the environment (Devonport & Lane, 2009:173).

The schools awards system, coaches and parents should look at these factors and consider the emotions of children of various ages. The actions of these stakeholders will have a different effect on the children and their performance on the netball court as everyone have different personalities and have different things that motivate them to compete at the best of their abilities.

Using the definition of emotional intelligence provided by Salovey and Mayer, emotional intelligence is a set of abilities that can be enhanced through guided training. It is important to develop an individual’s awareness of emotions, their impact and strategies intended to regulate them. The emotional intelligence pack used by Salovey and Mayer utilized a three-stage process of competency development, starting with preparation for change. As emotional competencies are mainly demonstrated in social interactions, participants were encouraged to involve those who regularly interacted with them. This was to provide multiple ratings from different perspectives for example parents, coach, team-mate, teacher etc. (Devonport & Lane, 2009:173-174).

Parents and coaches not only should consider the child’s emotions but should also realize that they play an important role in the formation of the child’s achievement towards goal orientation. The coach creates a specific motivational climate. This can be seen in the organisation of the practice sessions, grouping of players, the way in which recognition is given, evaluation of performance, the type of behaviour which is encouraged and rewarded, and the reactions when the team lose (Potgieter, 1997:20). All of the aspects above plays an important role in the motivation of the player, whether they quit or keep on participating.

In a study completed by Devonport and Lane (2009), it was found that netball players was not involved in netball anymore because they are no longer competing at national level, they experienced trouble with their mentor-mentee relationship and they did not see the need for any help. In developing problem-solving skills, some awareness of the complexities is a pre-requisite for solutions. An individual will
struggle to solve a problem if they remain unaware of its relative complexities, unless, of course they solve it by chance (Devonport & Lane, 2009:174).

Communication channels should be open to discuss problems and issues between the coach and the player as to prevent players from quitting the team. This will also keep players and coaches from having misunderstandings which could be detrimental to a school’s netball team.

Helping people utilize communication to obtain personal goals enables them to develop a host of positive personal qualities including increased emotional intelligence and self-efficacy expectations. Communication skills include abilities to initiate conversations, maintain social interactions, express thoughts and feelings to others and accurately comprehend the expressions of others. As people develop communication skills that are effective in obtaining rewards from the environment, they begin to have positive expectations of success and control, and efficacy expectations rise accordingly. Communication interventions tend to involve a range of different activities. Recurring principles include; active listening, helping individuals tell their stories and increasing participation in decision making (Devonport & Lane, 2009:175).

Communication help forge relationships within a team and these relationships will keep the players from turning on one another when they are in a tough game. Their personal goals become a team goal which everyone will strive towards to reach, whether it is the Proteas playing or derby clashes at schools.

Most communication skills training emphasise the behaviour of individuals when specific messages are relayed to them. In the development of a communication intervention, it is necessary to emphasize awareness of the message and the individuals understanding what is being communicated to them. Communication between the stakeholders and participants should have longevity in terms of value and benefits afforded to the school and participants (Devonport & Lane, 2009:175). Stakeholders should keep their communication channels open as the participation of some players will depend on them. If a school does not communicate about their
netball, the stakeholders will lose interest and netball will cease to exist in that school.

Children’s participation in physical activity is influenced by a complex web of interconnected factors. Age, socio-economic position, place of residence (different sections of Port Elizabeth), type of day (school day versus weekend day), family structure and weight status (obese or underweight) have all been identified as factors potentially associated with sports participation. Participation tends to decline in later adolescence, particularly among girls and that participation is greater on school days than on non-school days (Olds, Dollman & Maher. 2009:11).

2.8 Public relations in schools with regard to netball

In South African schools public relations is one of the most uncommon, unexplored options to enhance communication with the different stakeholders (Walling, 1982:17). Schools depend immensely on the communication around them for support, not only by enrolling their children but also financially. This creates an opportunity for public relations practitioners to bridge the gap between these stakeholders and the schools.

A public relations programme could help enhance sport in these schools. Netball is a sporting code at various schools and is sometimes the only sport for girls in certain schools. The purpose of a public relations programme and a communication campaign is to enhance netball in schools. This could be used for the following reasons:

- To inform the public of netball in schools.
- To establish confidence in netball as a sport in school.
- To rally support for the proper maintenance of netball courts and equipment.
- To develop an awareness of the importance of girls to participate in netball (physical activity is good for their health).
- To improve the partnership concept by uniting parents and coaches in meeting the needs and standards of netball training to the children.
➢ To integrate the home, school and community in improving netball opportunities for the girls (games, kit, etc.).
➢ To evaluate the offering of the schools for netball and the needs of the children participating in netball.
➢ To correct misunderstandings about the aims and objectives of the school regarding netball.
➢ To create clear communication channels for all the stakeholders involved in netball (creating and implementing a communication campaign for the school).

(Adapted: Walling, 1982:19-20)

The results that can be expected from a public relations programme and a communication campaign being implemented in a school is as follows:

➢ Greater knowledge of community concerns regarding netball.
➢ Better internal communication between school, coaches and players.
➢ Increased funding from community for netball development.
➢ Higher interpersonal regard between netball community in school and non-netball people (public and non-participants in netball).
➢ More acceptance of new or innovative netball programmes.
➢ Better public understanding of netball development goals.
➢ Increased interest in netball among all stakeholders (school, community, coaches, players and non-players).

(Adapted: Walling, 1982:29)

2.9 Public relations programme

With the guidelines and expected results above it would be easier to develop a public relations programme and a communication campaign for schools in Port Elizabeth. There are however a few steps that needs to be addressed first. Assessment of public relations needs is a means of determining the scope of a
netball public relations programme and of specifying outreach objectives (Walling, 1982:32).

A public relations programme is a plan from which the school can work and which creates a platform to evaluate its performance (Skinner et al, 2007:106).

Thus a public relations programme could be developed as follows:

Adapted from Skinner, Von Essen, Mersham & Motau (2007:107)
i. Define the situation

Public relations needs and opportunities should be looked at, but before this occurs, the current situation should be reviewed before an overall plan can be developed (Skinner et al, 2007:106). This means that public relations activities must first establish how netball is perceived by its stakeholders (parents, children, schools, coaches and community). The first step of a public relations programme is to identify the problem. This was determined by research and interviews conducted by the researcher (Skinner et al, 2007:108).

ii. Setting objectives

When setting objectives it is essential that the objectives have evaluation criteria. In this research, objectives that inform will be set. They are less ambitious and are often typified by phrases such as “create an awareness of”, “enhance the image of” and “inform the audience that”. The aim should be to write the most precise and result orientated objectives possible, which are realistic, credible, measurable and compatible with the school's overall objectives (Skinner et al, 2007:108).

iii. Target audience

In nearly all circumstances, public relations objectives are achieved by influencing someone either to take action or not to take action; the action of course will have an effect on the school. The person or persons to be influenced become the target audience. Ideally, the audience should be identified individually by name, but this is not always possible. The best alternative is an identification of the smallest possible grouping of individuals. This is an important consideration if massive, expensive communications programme are to be avoided. It is important that sufficient attention must be paid to a school's internal publics – its coaches and players (Skinner et al, 2007:108).

iv. Message
The message is what is communicated to the target audience. For any given problem or opportunity, there may be several target audiences and a different message should be developed to suit each audience. It is important to realise that a message designed for adults will not work for children, especially if the words used are not in their vocabulary yet. Often an overall theme is designed by the marketing, advertising and public relations team to convey the group's message (Skinner et al, 2007:108). There are a whole lot of successful campaigns built around particular slogans (Skinner et al, 2007:109). A slogan can be a good campaign strategy for a school to run as a lot of children will remember the slogan rather than an extensive message.

v. Activities

Public relations activities are the tools of communication. They transmit the appropriate message to the target audience. These activities range from personal, individual contact to massive advertising or press relations programmes. They include sport days, open days, public speaking engagements, individual letters to persons or groups, media releases and radio releases. These activities are oral, written and visual and they can be prepared for any audience (Skinner et al, 2007:109).

As in marketing, no single activity will carry the message and have it understood and acted upon by the target audience. More often than not, the message must be repeated over and over – many, many times in many, many different forms in order to have an impact on the audience. Very often the audience will not accept a message from the sender because of certain barriers. It may be that the sender first has to establish contact with the listener before anything communicated will be believed (Skinner et al, 2007:109).

The reputation of the communicator is an important factor in the acceptance of the message. The activities must be related to the problem, the objective, the target audience and the message, as previously described. Very often, the public relations activities are developed first and then objectives are assigned to them. It is the responsibility of the policy-making body to scrutinize the proposed activities very
carefully to ensure that they meet the objectives. In developing activities, the resources of the school should be made available and employed (Skinner et al, 2007:109).

vi. Budgeting

Determining a budget for a public relations programme is always difficult. Two basic considerations are the preparations of a public relations budget are:

➢ The activities planned for a specific public relations programme;
➢ The cost involved in executing the activities included in the programme.

Before examining the costs likely to be incurred in these two areas, one must accept the concept of zero-based budgeting (ZBB). This means identifying the ‘key decision units’ (Skinner et al, 2007:109).

These are defined as the lowest level at which a decision or series of similar decisions is taken in order to achieve the objectives, or the minimum likely cost of achieving a particular objective. The next step is for each decision unit to be identified as a ‘cost centre’. The public relations practitioner usually have little control over cost centres, such as printing, photography, hiring of facilities and catering (Skinner et al, 2007:110).

Activities involving these cost centres are therefore very susceptible to ZBB. The cost of implementing the projected public relations activities must include administrative costs and overheads. Administrative costs include the salaries and fringe benefits of public relations practitioners and coaches (if separate from school staff), secretarial and clerical staff, motor vehicles, travel, and membership of professional associations (coaching and umpiring associations), training and courses. Administrative overheads include office equipment to be used to arrange sport days for instance telephones, computers, internet etc. Having determined the total administrative cost and the proportion of administrative overheads, one should be in a position to estimate the expenses likely to be incurred by each cost centre (in this instance the person) responsible for carrying out the activity or serious of activities (Skinner et al, 2007:110). Schools need to budget for all these expenses at
the beginning of the year in order for the children to compete in netball tournaments and sport days.

vii. Evaluating Results

There are essentially two kinds of results: qualitative and quantitative. Many results of public relations activity will be qualitative, that is, they will not be measured statistically. Instead, they will be measured by experience and self-evident qualities. In contrast, quantitative results might show, for instance, a percentage increase in awareness, a reduced number of complaints, a large number of job applications, oversubscription of a share issue, or increased media exposure as a result of sports sponsorship. This research will follow a qualitative strategy. No one measure can reflect the real effectiveness of a public relations programme, so most practitioners use a number of measurement tools and apply them singularly or in combination, as appropriate (Skinner et al, 2007:112).

Formal research tools include internal meetings to discuss the conduct of campaigns and their results and complaints and criticism received by correspondence or by phone. The latter will need to be analysed on a regular basis and acted upon (Skinner et al, 2007:112). It is very important to evaluate the results from the study conducted to accurately assess the problems and formulate possible solutions. Communication in this aspect is essential to promote the public relations programme, not only to the external public but also to the internal public.

2.10 Public relations communication campaign

Effective communication is a crucial part of making a public relations programme and a communications campaign successful. There are seven useful guidelines for effective communication. They are as follows:

- Credibility – Communication starts with an element of belief. The message being delivered should be credible and the receiver should have high regard for the sender and the message being conveyed.
Context – A communication campaign must square with the realities of its environment. The context must provide for participation and playback. It must confirm, not contradict, the message.

Content – The message must have meaning for the receiver and it must be compatible with his or her value system. When communicating about netball on school level, it should be relevant to the receiver’s situation. The content determines the audience.

Clarity – The message must be put in simple terms. Words must mean the same to the receiver as to the sender. Avoid netball jargon.

Continuity and consistency – communication is a never ending process. It requires repetition to achieve penetration. Repetition – with variation – contributes to both factual and attitudinal learning. The story must be consistent.

Channels – Established channels of communication should be used – channels used should be respected by the receiver. Creating new channels is difficult. Different channels have different effects and are effective in different stages of the diffusion process. Different channels are used to reach different target audiences. These channels should be researched extensively as netball is a popular sport for girls and women. These channels should be relevant to them.

Capability of the audience – Communication must take into account the capability of the audience. Communication is most effective when it requires the least effort on the part of the recipient. This involves factors such as availability, habits, reading ability and receivers’ knowledge (Skinner et al, 2007:78-79). The audience in this instance differs as well as the knowledge they have about netball. This should be taken in account when developing a communication campaign.
2.11 Conclusion

Netball has been developed over the past few years and there are still a lot that needs to be addressed in order for the sport to become professional in South Africa. It should however start from the lower level ranks and this is in our schools. Literature does not provide much on this topic and therefore research should be conducted in this field to determine how we can improve and develop netball for future generations.
Chapter 3: Research design and methodology

3.1 Introduction

The following chapter describes the research design and methods that were applied in the research. It will focus on primary and secondary data collection methods, focus group interviews, and the data analysis phases. The research was conducted to establish an answer for the research question through content analysis. (Malhotra, 2007:78).

3.2 Research design

Shuttleworth defines research as the gathering of data, information and facts for the advancement of knowledge. The scientific definition as stated by Shuttleworth is as follows: “The strict definition of scientific research is performing a methodological study in order to prove a hypothesis or answer a specific question”. Finding a definite answer is the central goal of the research process. The research must be systematic and follow a series of steps to answer the research question presented. These rules are broadly similar but may vary slightly between the different research topics one could investigate. According to Shuttleworth, "scientific research must be organised and undergo planning, including performing literature reviews of past research and evaluating what questions need to be answered. Any type of real research, whether scientific, economic or historical, requires some kind of interpretation and an opinion from the researcher. This opinion is the underlying principle, or question, that establishes the nature and type of experiment" (Shuttleworth, 2008:1). This research question deals with children and their opinions about netball. Thus the study should be manipulated for the children to understand the questions asked as to gather information.

Researchers can use various methods to collect, analyse and interpret information. However, according to Stead and Struwig, there is no commonly agreed upon
method to acquire knowledge. There are various schools of thought on how information is acquired and understood (Stead & Struwig, 2010:3).

Scanning existing secondary sources (literature) to provide new insights into a problem is one of the major research tools utilized in this study. A survey of likely individuals will lead the researcher to knowledgeable people who can provide new insights into the research problem. When using this approach the respondents should be given the greatest possible freedom of response, since the researcher want to find or generate new ideas. A more structured method of collecting information is the focus group interview where six to twelve respondents are brought together at one place to discuss the topic concerned (Stead & Struwig, 2010:7).

For this research purpose, the researcher used focus group interviews as it is more controlled environment where participants (children) can feel safe to respond to the questions asked. It will also form a platform for the children to voice their opinions between themselves and does not involve a coach or teacher to influence the answers the researcher is seeking. This will also be the case when conducting focus group interviews with the coaches and teachers involved in netball. A platform to voice their opinions and concerns will be created (Stead & Struwig, 2010:7).

3.3 Qualitative research

The term qualitative research does not describe a single research method. There are many research methods associated with qualitative research. Qualitative research is not easily defined and yet it does have certain characteristics that tend to distinguish it from quantitative research methods. As stated by Stead & Struwig, "Qualitative research concerns itself partly with approaches such as phenomenology, ecological psychology, ethnography, symbolic interactionism and post modernism and employs research methods such as participant observation, archival source analysis, interviews, focus groups and content analysis. Therefore, qualitative research can be viewed as interdisciplinary, multi-paradigmatic and multi-method" (Stead & Struwig, 2010:11).
As seen above, qualitative research can mean many things and thus the researcher was more specific in the description of this research project. (Stead & Struwig, 2010:12).

3.4 Characteristics of qualitative research

The following are some characteristics of qualitative research which the researcher has implemented in the study:

3.4.1. The participants’ and researchers perspectives

Qualitative researchers are very interested in understanding the issue being researched from the perspective of the research participants. In other words, the researcher is trying to see through the eyes of the participants. Some researchers merely report the views of the participants, but this may deteriorate into a research report that is anecdotal. Anecdotal reports largely reflect the participants’ views with the researcher providing little commentary on or in-depth analysis of these views. It is for the researcher to analyse and interpret the research data in association with the participants (Stead & Struwig, 2010:12).

In this study the researcher will focus on the participants’ response to the interview schedule. This may reflect what they are feeling towards netball and how they are being influenced.

3.4.2. Contextualism

Human behaviour does not occur in a vacuum. It is necessary to provide a comprehensive description and analysis of the environment or social context of the research participants. Context regarding the study should be given to the participants in order for them to understand what will be required from them. (Stead & Struwig, 2010:12). This will also ensure the researcher of the correct response to the questions being asked. The researcher will make sure that the environment
where the participants will be answering the questions will be an appropriate and
safe space so to allow them to be comfortable to answer the questions to the best of
their abilities.

3.4.3. Process

Process research examines interrelated events along a temporal or developmental
continuum. It is necessary to understand how prior events play a role in the
individual's thoughts or behaviours. Social events are not static and therefore
understanding change and process is imperative (Stead & Struwig, 2010:12). The
process will help the participants to be honest with their answers. Prior experiences
with netball will have a definite effect on their feelings and behaviour towards netball
as a sport.

3.4.4. Flexibility and the use of theories

Qualitative researchers prefer to begin research in a relatively open and unstructured
manner and may be hesitant to rely excessively on theory to provide a framework. It
is argued that such an unstructured approach encourages the researcher to be
sensitive to unexpected events and that too much reliance on theory or prior
research may influence the researcher's understanding and interpretation of events.
Whether this is possible is debatable as all researchers subscribe to theories, both
formal and personal. In any event, qualitative researchers attempt to approach a
research problem with an open mind. The researcher tends to be mistrustful
towards theories and prior research, partly because research participants and their
contexts could be different to those discussed in the research literature. They may
argue that as the study progresses, so does the use of theories and research.
However, it should be noted that theories are sometimes tested from qualitative
perspectives (Stead & Struwig, 2010:13). In this study the researcher will have little
research literature as this topic has not been researched a lot.

Qualitative perspectives, such as constructivism, do not view reality as external to
the researcher. The researcher is part of that reality and research cannot completely
be objective and value free (Stead & Struwig, 2010:16). The researcher will also be
invested in the topic and thus the research will also be influenced by the researcher’s
feelings towards the topic.

The researcher and participants are both involved in the research process in
qualitative research with the researcher trying to understand and interpret the
participant’s perspective. The researcher and participant are not seen as the
observer and the observed respectively. Indeed, the researcher may ask the
participant to assist in the interpretation of the data or to comment on the
researcher’s interpretation of the data. It is assumed that the researcher’s values
and biases are an integral part of the research process and cannot be ignored.
Qualitative researchers are comfortable with using theories as the research
progresses rather than allowing theories to guide research in its initial phases (Stead
& Struwig, 2010:17).

However, some qualitative research is theory driven. Qualitative researchers are
generally more flexible in that methods may be devised as the research progresses
and are not necessarily planned a priori. This is not always the case of course.
Such flexibility can lead to the researcher being overwhelmed by data and losing
focus of the aims of the study. Qualitative research is more idiographic in that case
studies or relatively small samples are employed with few claims made regarding the
wider representatives of the sample or the generalisability of the findings (Stead
& Struwig, 2010:17).

Qualitative research is more orientated to the interplay of individual and contextual
factors and this is facilitated by the use of, examples, interviews and observation
methods rather than questionnaire-orientated research. The participant is allowed
the opportunity to expand on statements given and thereby provide a more thorough
explanation. The participant’s description of events may include references to the
past, present and future (Stead & Struwig, 2010:18). A common thread running
through the research settings under qualitative research is the need for developing
an initial understanding of something. A primary role of qualitative research is to
generate hunches or hypotheses that may be tested through more formal research
(Stead & Struwig, 2010:19).
3.5 Primary and Secondary Data

The research data the researcher collect consist mainly of two types, primary data and secondary data. Primary data are the new data that are collected for the research project in this case the interviews conducted by the researcher, while secondary data are available data from sources other than the current research project (Stead & Struwig, 2010:80). The researcher did have trouble to find secondary data about the topic as there are few articles and books written about netball.

Secondary data can be classified into three broad categories, namely raw data already collected, summaries of numbers and written treatises for example, books, articles and theses. The researcher must examine secondary data carefully to make sure that it will fit the particular research needs. Secondary data may have been gathered and tabulated using different definitions of key terms, or the data may be outdated. The reliability of the data collected must also be determined before used in the research project (Stead & Struwig, 2010:80).

Libraries are the most obvious starting point for collecting secondary data. The researcher should search for secondary data by the specific topic and data requirements. Since secondary data are much cheaper to obtain than primary data, the researcher should make full use of the former source (Stead & Struwig, 2010:81). In the new age computerised libraries are more accessible and thus researchers can use the internet to collect data as well. This will also help the researcher to form an opinion on what has already been researched and why.

3.6 Data Collection Methods

There are numerous ways of collecting data and these will depend on the purpose and aims of the study. Focus group interviews use group interaction to generate data. Stead and Struwig (2010) views a focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. The discussion between the researcher
and the participants are sometimes used to generate hypotheses about how they perceive a certain topic. Such discussions often enable the participants to discuss issues they consider to be important. Focus groups are often used in management science to find out a particular sample’s attitudes or opinions towards an advertised product. The social sciences have also used this method to explore areas where little is known or where the views of a certain sample (such as a particular culture, age group, or gender) need to be obtained. Focus groups generally comprise four to eight research participants whose participation is voluntary and who are homogeneous in some respects (Stead & Struwig, 2010:99). In this study the researcher will focus on the participants of netball, in other word the players and the coaches and managers of the various teams in the various schools.

For example, you may want a focus group compromising only of boys aged six to nine to determine the saleability of a toy car. However a diverse sample may be necessary in researching issues such as the attitudes of the people toward race relations. The focus group is held in an environment that is free from noise and comfortable. This is very important because when a participant feels uncomfortable they will be quiet and would not like to draw attention to themselves by answering the research questions. The researcher would also have to carefully develop questions to initiate the discussion. The extent to which the questions are semi-structured and open-ended will depend on the purpose of the study. In this case questions are open-ended as to get the participants to respond with valuable information needed for the study. Questions tend to start from the general to the non-threatening and progress gradually to the specific and that which may be threatening. All participants must be made feel that their contributions are worthwhile and that they are free to disagree with each other. The facilitator must be attentive and willing to listen, show an interest in what is being said, encourage a wide range of opinions, assist participants to explore their ideas further, avoid belittling participants and tactfully redirect the conversation when people become repetitive or stray from the topic (Stead & Struwig, 2010:100).

Subject to the permission of the participants, it is preferable to tape record the discussion so that it can be transcribed accurately. It should also be possible for the researcher to identify who is speaking from the tape. The researcher or a co-
researcher should also take notes and observe how people react to certain views. This can help in the interpretation of the data. Naturally, such information cannot be obtained from a tape recorder (Stead & Struwig, 2010:100).

There are a few disadvantages of focus groups. They require skilled researchers who can read the situation and make the participants feel comfortable enough to voice their opinions. Not all researchers have the ability to do this and thus it can become a problem. Generalisability of a population is not possible as the sample size is too small. The researcher might be biases in directing the discussion which will lead the participants to say what the researcher would like to hear. The participants might be unwilling to disclose all their thoughts on the topic as they are a group of people being interviewed. Some might think that by answering certain questions, they might become unpopular or in this case be dropped from a team. On the other hand, the advantages of focus groups are more exciting and thus focus groups stay so popular in research. Focus groups provide a more secure setting where discussions can be made without fear of criticism. In this case the netball players and coaches will not be in the same focus group as this will prevent either one of the participant groups to be honest and open with their answers. An in-depth discussion of the topic can be obtained as it will feel more like a normal conversation than an interview. Such discussions can also be very useful in reconstructing the questionnaire as issues arise which was not known before the researcher began (Stead & Struwig, 2010:100).

3.7 Sampling

3.7.1 Data collection procedures for qualitative research

Qualitative research focusses primarily on the depth or richness of the data and therefore qualitative researchers generally select samples purposefully rather than randomly. Qualitative researchers must carefully consider why they have selected a particular sample and not another (Stead & Struwig, 2010:121) In this study the sample of netball players and coaches was selected as they would have more insight on the topic and would have to deal with all the issues on a daily basis.
3.7.2 Characteristics of purposeful sampling

Purposeful sampling is not concerned so much with random sampling as it is with providing a sample of information-rich participants. In other words, the participants manifest (show) certain characteristics that the researcher is interested in. The characteristics of purposeful sampling are as follows: The total sample is not drawn in advance. Characteristics of what may comprise the final sample are considered (for example, gender, age, area of residence, etc.). The sample size is not finalised before the study commences but may change as the study progresses. The researcher did change the sample from only using the netball players to the coaches and team managers as well as they have a whole other perspective of the game. Each sampling unit is selected only after the information of the previous unit has been analysed. An additional sampling unit is required if the previous unit provides insufficient information or if contrasting information is needed. The participants’ age groups would vary and thus information gathered would be different. As additional information is required, more specific sampling units are sought. This could be based on new insights of hypotheses being developed as the study progresses. The sampling of new unit continues until new information becomes redundant, i.e. when no new information is obtained from additional samples (Stead & Struwig, 2010:122). After the researcher reached this phase, the interviews were stopped as sufficient information was gathered from the different subjects.

3.7.3 Types of purposeful sampling

Intensity sampling
Samples that manifest the topic of intent intensely, but not extremely, are considered for example, to determine what motivates students to play netball; the researcher could select what motivates learners who are interested in, rather than fanatical about netball (Stead & Struwig, 2010:122).

Homogeneous sampling
This sampling strategy is employed to describe particular issues among a subgroup of similar backgrounds. This would for example be learners struggling with transport
to get to netball rather than learners who have transport or whose school provide transport for them.

Critical case sampling
Critical cases are those that are selected because they are central to the issue being studied. People or sites that will provide the most information are critical cases and are particularly useful if a small number of cases can be sampled. A critical case is represented by the statement if it happens there, it will happen anywhere. Logical, but not broad, generalisations may be made from critical cases (Stead & Struwig, 2010:123).

All three these sampling methods will be used to gather information for this research. They provide a great basis to work from as they are relevant to the groups needed to gather the information from.

3.7.4 Sample size

It is not possible to state what an ideal sample size is as the researcher must consider the purpose and goals of the study. Qualitative researchers are more interested in whether the information from the sample is rich in data and thick in description than the extent to which the sample’s data can be generalised to the population. In addition, the resources available to the researcher play a role in sampling decisions (Stead & Struwig, 2010:125). The sample sizes will be determined by the number of netball teams in the various schools and the number of participants. They will vary each time as all the schools have different amounts of coaches and players.

Once the initial sample has been determined, the question of who conducts the fieldwork or collects the data arises. In qualitative research it is recognised that the researcher are the measuring instruments. For example, the interview process relies strongly on the questioning and listening capabilities of the researcher. The researcher is not unbiased and separated from the research process. Neither can the researcher be objective and value free in the observations and interpretations made. Therefore, the researcher and the sample are both part of the research
process with both groups influencing the other during the study. Naturally, the qualitative researcher acknowledges the biases, fears of prejudices she may have regarding the sample, the situation, or the topic being studied. Qualitative researchers are dependent on their perspectives and theories and thus research cannot be objectively conducted. Therefore, in qualitative research it is common for the researcher to conduct the fieldwork (Stead & Struwig, 2010:125).

3.8 Reliability in qualitative research

In qualitative research, reliability is also viewed as being synonymous with consistency (Stead & Struwig, 2010:133).

There are different types of reliability. Quixotic reliability refers to any observational method that continually provides the researcher with the same findings. Unfortunately, participants may provide rehearsed responses which can distort the data. In this study the researcher reached the hypothesis that the data will be different as the age of the participants in the study differs. Diachronic reliability refers to the researcher’s observations being stable over time. It is useful when examining entities that remain relatively unchanged over a period of time (Stead & Struwig, 2010:134). This refers to the coaches in each school as they do not change very often between the age groups.

There are various ways in which reliability can be addressed in qualitative research. These include observation, text analysis and interviews. The researcher will focus on interview reliability (Stead & Struwig, 2010:134).

The reliability of interviews can be obtained by using the following techniques: Interview schedules can be used in the study to determine if the participants understand the questions and find them to be useful. This will also entail to ask the question’s differently when the learners are not sure what are being asked from them. The researcher is trained in interview techniques. (Stead & Struwig, 2010:135).
3.9 Validity in qualitative research

Validity, also referred to as trustworthiness or credibility, is also considered in qualitative research. The use of validity in qualitative research is debatable. Stead and Struwig (2010) defined validation as the degree to which we can rely on the concepts, methods and inferences of a study, or tradition of inquiry, as the basis for our own theorizing and empirical research. Validity needs to be considered in qualitative research, but here it is more difficult to address validity concerns than it is in quantitative research. Validity in qualitative research is a contentious issue in which some authors query the usefulness of validation from a qualitative perspective. There are no widely accepted guidelines for testing validity in qualitative research (Stead & Struwig, 2010:143).

There are various ways of confirming or validating qualitative data (Stead & Struwig, 2010:143). Descriptive validity refers to whether the information provided is factually accurate and comprehensive or whether it has been partly omitted or distorted. In this research study the interviews will be recorded and thus the information cannot be partly omitted or distorted. Acquiring the assistance of the participants or other researchers in examining the accuracy of the data can improve the descriptive validity of the data. Interpretative validity is indicative of whether the participant’s meanings or perspectives of events or behaviours are accurately reported. Emphasis is placed on the perspectives and language of the participants rather than on the interpretation and terminology of the researcher. Eliciting comment from participants on the findings is important in maximising the interpretative validity of the findings (Stead & Struwig, 2010:144). The researcher will make sure to elicit comments and report accurately on the responses received from the participants.

Researcher effects refer to the degree to which the researcher is biased in reporting and interpreting the findings. In addition, the researcher’s presence among certain people or among a certain community may encourage or discourage responses from the participants. The researcher will explain her background and the beliefs and views the researcher hold that could influence the interpretations offered. The perspectival nature of qualitative research is thereby emphasised (Stead & Struwig, 2010:145).
3.10 Qualitative data analysis

Data gathering and data analysis can occur simultaneously. Data analysis methods enable the researcher to organise and bring meaning to large amounts of data. Before the data will be analysed, all the field notes, interview transcripts and documents are available and complete. There will be no missing data. The raw data will not be summarised as that will no longer be the original data and could become methodologically problematic. (Stead & Struwig, 2010:169).

3.11 Conclusion

The research methodology has captured the methods used to conduct the interviews with the participants of the study. The literature review along with the research methodology will provide background for the study and is a key part to formulate and answer the research question posed in this study. It has also outlined the aims and objective of the study. The next chapter will discuss the characteristics of the schools chosen for the study. It will also discuss the pros and cons of each school.
Chapter 4: Characteristics of schools

4.1 Introduction

Netball is a very diverse sport in the sense that young and old can play the game, even men are participating in the sport and it has become quite popular with them. It should however be noted that netball is constantly influenced which could pro-long or shorten a participants career. It should therefore be noted how important a ground basis is for players.

This chapter explains in detail the reason for the schools chosen to participate in the study as well as the reason why the certain age groups were focussed on. From the literature review in Chapter 2, one can see that this topic is not researched often and which was the reason for this study. The schools will be discussed and compared to form a platform of the basic netball needs of each school.

4.2 Demography of interviews

Interviews were conducted at various schools. A total of 82 participants were included in the focus group interviews. Interviews were recorded for accuracy purposes. Some technical difficulties were experienced with one of the interviews and thus the interview notes were added (Attachment J).

A total of 56 minor participants and a total of 26 coaches were interviewed in the focus groups interviews. High school and primary school learners and coaches participated. These schools will further be referred to as School A, B, C and D.

4.3 School A

This school has a wide range of learners participating in netball. Their grades range from grade R to grade seven. Their teachers are the netball coaches. They have at least four teams per age category and only play games which are in the leagues for
each age group. The grade R to three participants only play at least four games for
the whole season. Only the A and B teams will get a chance to compete with other
schools, which leaves the C and D teams who never receives an opportunity to play
matches. Age groups ranging from grade four to grade seven does also compete in
the league in their respective age groups. They do not participate in extra
tournaments or weekend netball clinics.

The coaches who are actually their teachers do not have enough netball experience
in the sense that they do not teach the children the necessary basics on which to
build their career. The teachers are very reluctant to participate in netball coaching
and umpiring courses and thus it creates a problem when it comes to motivate and
teach the netball players new skills. These courses are very important to attend as
netball is a fast growing sport and changes occur regarding rules and coaching
styles. These courses could better their knowledge of the game and thus they could
motivate more children to play the sport.

This school has a lot of girls attending but a lot of them do not participate in any sport
or they participate in other sporting codes and have never played netball before.
This is a problem that should be addressed, not only for the sake of netball but also
for the health of the children. Another challenge for this school in particular is the
fact that their main netball courts are not on school grounds but on their sporting
fields which is not close to the school. This creates a transport issue and becomes
an inconvenience for the parents, thus the children are not introduced to netball or
they are influenced not to participate in the sport.

This school does not have any outside coaches and thus new developments in the
sport are not communicated to the teachers. The school also seem to have
equipment problems as it seems that there is not enough equipment for all the teams
during practices. Sponsorships is also becoming a problem as the school focus on
their teams the most, thus the sponsorships will mainly be for them. Refer to
attachment K, interviews 1 to 3.
4.4 School B

School B prides themselves on their netball abilities and achievements. They regularly attend netball clinics and have outside coaches to help with their netball training. Their teachers are also their coaches with the difference being that they make a point of attending coaching clinics, courses and rule discussions. Their teachers are graded coaches as well as graded umpires. They are also included in the league committee and help with the arrangements of league games in all the age groups from grade R to grade seven.

The learners playing the sport were taught the basics of netball from a young age and their parents are very involved in the process. They make sure that their children’s sport teams get sponsored for tours and local tournaments. Their equipment is enough for all the teams in all the age groups. They have enough netball courts which are situated on their school premises. This is a great advantage as they do not have to arrange for transport or inform the parents that the children are not on the school grounds. This also saves a lot of time as the netball practices can start directly after the school closes.

They have a variety of equipment which helps to make the netball practices even more interesting. This instantaneously encourages the children to participate in the sport as not only certain skills are being developed. When combining exercises like for instance using a ladder, the participants footwork improve and thus their netball skills are being developed to turn quickly or change direction at any given moment.

School B is very sport orientated in general but due to the fact that they have an outstanding reputation at high schools, children will receive bursaries from these particular high schools to participate in their netball teams. Financially this helps the parents and the children are certain that they have a spot in the high school of their choosing. This is a major motivational boost netball players have to their advantage and this further motivates them to perform. Although some may argue that this factor places a lot of pressure on the child, the reality is that this could open doors to universities as well. Refer to attachment K, interviews 4 to 6.
4.5 School C

School C is a very privileged school. They have a complete different set up as the rest of the schools in the study. This school has only started with netball a few years ago but when the teachers introduced netball to the school the children were immediately passionate about the sport. They have netball teams from grade R to grade seven. There are on average about six teams per age group. With this amount of girls participating in netball they have a lot of depth which mean that they are not really affected by injuries or sport clashing on weekends. The only negative part about the number of teams is the fact that they do not all receive game time as other schools does not have so many netball players.

What makes this school unique is the fact that they form part of a high school. They have teams ranging from grade eight to grade twelve. Although the netball participants are split into their various teams, teachers assist each other and talented players are seen from a very young age. Their teachers and outside coaches have all been accredited with Netball South Africa and they stay up to date with rule changes and new exercises. The netball players, coaches and umpires all attend netball courses, netball clinics and rule discussions on a regular basis.

The parents of this school are also very involved in the sponsorship part for the netball teams. They also make use of outside coaches and have an arrangement with the university netball players to coach their children twice a week. The school also make their courts available for the netball players to practice on their own and allows netball players to have private lessons with netball coaches. They are really striving to better their netball rankings and participate in all the tournaments that they can. The teachers really put in effort with the netball players and this energy flows through to the participants which in turn motivate them to perform.

They do not have any shortages in netball equipment. Exercises are formulated in advance of a practice and through observation one can see that the coaches have something they work towards. With the grade R’s, one can see that the basics of catching the ball and throwing the ball is priority as this is the most crucial part of being able to play netball.
The grade seven’s on the other hand is more about structure and game plans. Teaching them to think for themselves and how to create a move is crucial at this stage in their netball career. These netball coaches do in fact learn from the university students who bring new and fresh ideas to every practice but they still faces problems as they do not have enough courts for all their teams, thus practice times are very strict and teams can only practice together on their hour set out by the sport organiser. Refer to attachment K, interviews 8 to 11.

4.6 School D

School D is a very under privileged school. This school really struggles with financial support for all their sporting codes. Netball is once again the short straw for this school and is last in the row when it comes to sponsorships or financial support of any kind.

Equipment is a major concern for this school. They have at least three teams per age group and they only have one netball court which is in a condition safe enough for players to practice on. The other courts have started to disintegrate and or the netball poles have been broken or stolen. Equipment in the sense of the basics like netball balls and bibs have to be shared between the teams as they do not have enough for all the teams.

Another factor that influences the netball players participation in the practices scheduled is transport problems. Some of the learners live 40km from the school and have to take taxis or the bus home directly after school as not to end up at home only after dark. The transport issue not only stretches for the learners to get to their homes but also when they have to play games at other schools. The school only have a certain amount of transport options available to them and thus they should be utilized to the maximum capacity. This in turn means that the c and d teams rarely participates in league games as their transport always poses as a problem.
Teachers are coaches at this school with the difference that some of the teachers does not show for practices or are unwilling to take the players to tournaments or games being played over the weekends. The teachers are also very uninformed about the netball rule changes and the courses and clinics being conducted for all the schools in the metro area. This places a lot of pressure on the teachers who are willing to coach the players and who are willing to take them to tournaments and games. One of the teams has an outside coach but they are students playing for the c and d teams of the university. These coaches only coach for the hours they need to complete their studies.

Some of the problems in this school that also needs to be addressed is the fact that some of the players is only introduced to netball when they reach grade nine and ten. This creates a vacuum of skilled players as they are not up to standard as players playing netball from grade R. The teams in this school does not really feature in the league played in the metro as a result of this and thus the school does not really put in effort to better their netball.

Some of the teams in school D do not have kit to play in and thus the uniformity of the team is lost. The first and second team does have kit but they need to return the whole uniform at the end of the season so the players have kit for the next season. This creates frustration under the players as they do not have new kit and will always feel second best when compared to other schools. Refer to attachment J and attachment K, interviews 12.1 and 12.2.

4.7 Conclusion

As seen all the schools above are very different in their needs for the netball to grow in each of them. The one fact remains, they all need more games and games for all their teams. It seems like the schools have this struggle in common. Netball courses, clinics and rule discussion also forms part of the problem as there are not enough of them being presented. Another problem is the fact that the teachers do not attend these informative presentations and thus rules are not being conveyed properly to each coach.
5.1 Introduction

This chapter focusses on the research conducted and the literature review to create a complete picture of netball in some Port Elizabeth schools. The analysis done from the research will have an impact on the way a campaign can be formed and how public relations can play a role in the development of netball. This chapter will also present a few core ideas and a sample sport public relations campaign for schools to implement in order to enhance netball and public relations in the schools.

5.2 Sport public relations in schools

Research findings showed that all four the schools interviewed has some kind of lack in the public relations department. None of the schools have public relations professionals at their disposal. Only two out of the four schools have sport organisers in a full time capacity, the rest only utilises their teachers to do all the organising of sporting events. Public relations are quite a new term with regard to schools and sport. It is important to describe what will be expected of a public relations practitioner in this context as it is quite different to that of a corporate public relations practitioner. Sport public relations should generate awareness of netball, build knowledge among teachers / coaches, parents and participants, affect attitudes to be positive about netball and change behaviours towards a school and their netball teams. This will then ultimately lead so schools receiving media coverage and sponsorships for their netball teams. Sport has a lot of different variables which need to be taken into account. These are for instance personal, social and economic factors. Research finding showed some issues arise which was categorised in these different factors.
5.3 Personal factors

It is clear that all the schools involved in the research have some kind of personal factors which plays a role in their netball careers. It should however be noted that the netball players and the coaches have some similarities when it comes to these factors but also have differences. The need also differs between the learners depending on their age group.

Most of the children decided to play netball themselves, some were introduced to netball through older sisters or their parents, and others were introduced when they went to school for the first time. Only school C have netball as a compulsory sport in grade one. This encourages the learners to play and decide if they like the sport. By utilising this method some girls keep playing netball throughout their school careers. Schools A, B and D feels that it is the learner’s choice to play netball or any sport for that matter, this is part of the big vacuum in girls attending school and the amount of girls playing netball. In schools A and C the learners sometimes struggle with interferences with their participation in netball. These interferences range from homework and studying for tests to other sport clashing with the training times and battles with injuries.

When comparing coaches to the learners when it comes to deciding to participate in netball the picture painted becomes completely different. Some teachers had a choice to coach certain sporting codes and other teachers were given a netball team and they have to coach whether they have experience or not. Some of the teachers have a love for the game and played at school and or varsity level themselves. These coaches have an advantage when it comes to coaching and teaching the learners skills as they have experience as players themselves.

Motivation is rarely an issue with regard to the players participating in netball. They are motivated through their parents’ support, the coaches’ support and the support of their friends. Through the research conducted, one could establish that the learners are highly motivated by the satisfaction from winning games, participating in a team format and those team mates becoming each other’s friends. The learners also
strive to reach higher teams in their respective schools and the ultimate for them would be to play at nationals for their province.

Teachers’ motivation on the other hand varies from how their season went and how they feel about netball in general. Some teachers are highly motivated and would try their best effort to teach the players new skills. They motivate their netball players to perform to the best of their abilities. These teachers try new exercises and want to make netball fun for the girls. It was found that the netball players in lower grades are so excited for their games that it is not difficult to motivate them to perform. The higher grade players are motivated by status. Playing for their school’s first team is a major accomplishment and they would all like to play for that team.

The most difficult players to motivate or keep motivated are the C and D team players. They never get a chance to play a game and prove to the coaches that they can play for the higher teams. The coaches are also demotivated by the fact that the girls have nothing to work towards and then the participation in practices are becoming a problem to the state where the practices are cancelled due to a lack of players. These players also lose interest in netball which means that they start to participate in different sporting codes. This creates a problem when the A and B teams need replacements when they are injured or ill. Some of the schools bargain on the outside coaches to motivate the players which could complicate the relationship the learners build with their coaches.

Netball creates a platform for girls to participate in a sport and share an interest. This is the reason that almost all the girls playing in their respective teams are friends, not only in netball context but also in school. This creates a sense of belonging which is a struggle most girls have to face on their own. Discussions about netball takes place which in turn will create a word of mouth campaign. The more learners talk about netball, the more popular it will become. The development of netball will therefor grow and more people will be interested to participate in the sport.

The development of netball in the respective schools differs immensely from one another. School A for instance feel that they have enough netball games for the
season and will not be able to fit more games into their schedule. It is however stated that the B, C and D teams do not have games throughout the year and this is a problem that needs to be addressed. School D on the other hand does not have enough games to play in their respective age groups. They would like more games in the league as well as more tournaments to participate in. This raises the question of how the league is constructed for school netball.

All the schools would like more netball clinics to be held at their respective schools. The coaches would like the practices to be constructed for the players to have fun and at the same time develop their skills. The coaches would also want the grade one to six players to also participate in netball tournaments and clinics. The tournaments currently being held is mostly for under thirteen sides.

With regard to netball development, some coaches feel that they are not trained enough and do not have the expertise of outside coaches. This is one of the major problems netball faces. With untrained coaches and umpires netball development will stagnate. Coaches need to attend coaching courses as well as umpire courses. These courses will equip them with the knowledge they need to improve the players' skills and keep them updated on any rule changes that might occur.

5.4 Social factors

Social media is a fast growing trend, especially between teachers, learners and the parents at school. There are so many platforms of social media which makes it difficult to keep track of what is happening where and when. Port Elizabeth schools make use of the D6-communicator. This is a computer generated program to send information via sms to the school’s database to inform parents about the activities at school. This is more effective than letters as parents are informed immediately. Communication regarding netball in school has improved with technology being such a big part of our everyday lives. There are however still some schools which make use of letters to be sent to the parents as some of them do not read their sms’s. All the coaches still make effort to inform the learners about games verbally at practices, some also calls meetings to inform the learners and others find it more effective to
send Whatsapp messages to the players and parents. All of the schools used for this research still send out a schedule for each term stating when games are scheduled and where they will be played.

The parents of schools A, B and C are very involved in the children's netball career and this could sometimes cause uncomfortable situations for the coaches. School B has a set protocol which parents have to follow to express their grievances. This creates a safe space for the coaches and the parents to solve any issues without the children being disrupted at a practice for instance.

Internal communication between the coaches, parents and learners are generally effective, especially with technology providing so many platforms to communicate school activities. The problems occur with external communication to the league committee and the provincial netball body. Schools feel that they are not informed about league games scheduled, coaching and umpiring courses being held and when trials occur for the provincial teams. These issues influence the learners as they are not informed and therefore their knowledge and skills about netball will no longer be developed and they might lose interest in the game.

At this stage the learners only knows what the coaches know. If the school does not have external coaches, they might not know about the rules changes that will start being applied in December 2016. All the schools have indicated that they are willing to assist the coaches to do the coaching and umpiring courses as well as get graded for their efforts. New rules stipulate that all coaches and umpires must be graded to continue to coach and umpire at school level. This is a step forward from Netball South Africa in the sense that they would like all the coaches and umpires to be up to date with the new rules and regulations for netball.

Some of the schools have social media platforms like for instance a website or a Facebook page. All of the schools do not utilise these platforms to the maximum capacity. Awareness needs to be created about all the netball activities in the school. The quickest way to communicate any activity is through social media. Coaches do not post any scores or team photos on the school's social media platforms. This is a function which could have a positive influence on the school with
regards to sponsorships and netball receiving recognition. The players will take team photos and post the scores on their Whatsapp groups and some will share the photos via Instagram, but these only stay on their private accounts and the schools does not get tagged in these social media posts.

Some of the schools researched have problems with print media. Photos and articles will get prepared for newspapers but they will never publish them. This might occur because the right channels were not being followed to get the articles published. According to the research conducted the coaches and the learners only uses the internet to sometimes look up skill and fitness exercises.

Media coverage of netball in general is very poor. Schedules of international games and even varsity cup games rarely get published. These games are motivational for young players to watch and could even be beneficial for the coaches when it comes to strategizing for their own games. The research has also showed that when players by chance come across games being aired on television, they will tell their friends about it. It was also suggested that more international games should be played and that those schedules should be shared with the public.

Netball is one of the sporting codes that do not receive a lot of exposure in the media, especially when comparing netball to rugby. A comparison was made in the research by some of the participants in the study. They stated that if netball was like rugby where you have your favourite team or favourite player, people will follow it and support netball. However, for this to become a reality, netball needs more exposure in the media and will have to become a professional sport. Netball will need to be more developed at school level than it is currently, to form a basis for professional netball to be built on.

Communication plays a major role in all of these dreams to become a reality. Communication channels should be formed as to keep everyone informed about what is happening in the process of making netball a professional sport. Coaches at pre-primary schools need to be informed as they are the people working with the players who are the future of netball.
5.5 Economic factors

Economic factors in schools plays a role in the budget set out for each sporting code for the year as well as the amount of activities they can afford for the learners to participate in.

In some of the schools, the learners and coaches feel that the courts are not up to standard and, or they are not enough for the amount of teams in the school. In school C the coaches and learners feel that they are always last when it comes to upgrades of sporting facilities. This issue will also need to be addressed as it is a financial decision which should be made and not a feeling towards a specific sport. Some of the schools are satisfied with all their equipment, they have enough and have everything they need. Other schools feel that they have to share equipment which creates a logistic problem when it comes to practices and games.

Where schools do not have enough courts to accommodate all the teams in the different age groups, they will have an intense practice schedule which needs to be followed to the minute. Sometimes these elements can become a problem especially when the weather does not play along. Netball practices get cancelled and the teams will only be able to practice on their given practice time as there is no extra time or facilities available.

Transport to and from sport will always be an issue when it comes to teams playing away. All the schools have a transport system in place so learners do not have to worry about how they get to the games at other schools. In some of the schools the parents are always willing to take the learners to the games and thus it will save the school some money when the bus does not have to travel. Another factor which should be taken into consideration is the fact that there are underprivileged schools and learners. These parents cannot attend their children’s sporting activities due to financial strain. Therefore, the schools will have to make sure the learners do have transport to the away games and even for extra netball practices that might occur. Another problem that one may face is the fact that some of the learners need to be back at the school at a certain time as to still take a taxi or bus home. These factors should all be taken into account when sport is arranged.
Most of the schools do not have problems with transport regarding practices. Practice is usually directly after school and the courts are on school grounds. School A on the other hand does have a logistical issue as some of their courts are on their sports fields not at the school premises as mentioned in chapter four. There are alternatives to this problem as the aftercare teachers will escort the learners to the fields. The problem that now arises is the fact that those learners are always late to their practices which means the practice is shorter than it should be. This will definitely influence the players' performance as they now do not receive the optimal training needed to develop their skill level as well as their fitness level.

All the schools have an interest in external coaches with expertise, who is reliable and consistent. For these coaches to coach at the various schools will place another financial strain on the netball budget of the school. For some schools this is just an impossible task but for others the sacrifice is worth the results they receive. The schools would also like for all the teams in all the different age groups to have their own external coach in order to have strong back up and to keep all the learners informed from grade seven to grade one. These coaches also bring a sense of popularity to the sport and the learners would play netball to receive the recognition they deserve.

Sponsorships are always welcome in any schools. Some schools just need them more than others. For instance, school C is a privileged school which does not really need sponsorships but when they do receive sponsorships, put it to good use. School D on the other hand does need sponsorships urgently as they do not have the funds to buy new playing kits for the girls or even invest in better and enough equipment.

5.6 Practical guidelines for a basic public relations programme and netball campaign in schools

A campaign model within a public relations programme has been developed for schools to use as a model and implement in order for the school to create awareness about netball. The following steps will be discussed for the public
relations programme and netball campaign. School Z will be used for fictitious examples.

5.6.1. Step 1: Define the situation

Netball is a sport played by so many people, yet it does not receive the publicity it deserves. Schools have netball as a sporting code but it does not feature like the other sporting codes. The reason for this is the fact that netball is not a professional sport. For netball to become a professional sport the basics should be dealt with first. Development of netball in schools should be taken seriously and the sport should receive the attention it deserves.

For example: School Z will do research into their netball teams and coaches. Needs should be identified like for instance, more experienced coaches should join the coaching staff to enhance the participation of learners in netball. Netball clinics and courses should be hosted by school Z.

5.6.2. Step 2: Set objectives and determine the internal and external audience

Realistic objectives should be set. The objectives are to create awareness for netball by a specific time set by the school. When setting the objectives, it is also important to know who the target audiences will be. School Z for instance will have to focus on the learners who play netball and more so the learners that does not play netball. The coaches are the next audience who should be addressed when setting the objectives. The school's sport organiser and principal will also need to be part of the research and help to set the objectives. The above mentioned all form part of the internal audience objectives should communicate to.

The external audience school Z should focus on are the parents of the learners. Objectives to get them more involved are a priority. Communication to the league committee and the provincial body should also be addressed so school Z knows exactly when events are happening and how to enter the different netball teams for them. Sponsorships form part of the external audience. These potential sponsors
would like to know what is happening in the school’s netball, thus communication campaigns should be launched. School Z will have to form a relationship with these sponsors and also make it clear what the sponsor will get out of the deal. Another external audience is the media. School Z should follow the correct channels to get the media involved in the school’s netball activities. Social media is a good start and one could enhance the school’s image by posting positive stories about the team or the results from their games played.

5.6.3. Step 3: Developing a message and activities

When developing the message which should be portrayed to the internal and external public, it should however be noted that the message will have some variances. Different publics are being targeted and thus school Z should formulate different messages for the different audiences.

School Z have different needs from all the audiences and those different needs will appeal to the different audiences. The school will have to get the playing participants to attend netball clinics to develop their skills. They will have to allow coaches and umpires to attend netball courses and be graded as to be up to date with all the rule changes. The school’s principal and sport organiser should be present, especially at the games and tournaments played. Parents should be informed about practices and games. These invitations should have such an influence on the parents that they will show up and support their children.

Potential sponsors should be invited to attend the sport day to see what they will invest in. These sponsors can then be informed as to what their sponsor will be used for if they have not selected a specific part of netball to sponsor. The media should be invited to attend these sport days and tournaments. Social media regarding school Z will have to be up and running. Social media should be trending with the team photos and scores. An online following should be established so that the audiences who cannot attend the sport days could still be informed and stay up to date.
Tournaments could be arranged and other schools should be invited to attend. Workshops conducted by provincial and national coaches and umpires could also be set out for the coaches and umpires from all the schools. These workshops should focus on how to create awareness for netball in their schools and netball in general. For instance, calendars should be set up by all the schools and all the schools should be able to access them and see all the other school’s netball activities. Notice boards could be introduced in schools to keep the learners up to date on events happening in the netball sector. Automated bill boards on the streets could also inform the public about big netball events like for instance interschool games taking place.

Schools could promote their netball in such a way that they could get a big sponsor and school netball could also be aired on television. A league could be drawn up for all the schools in South Africa and they could all compete in this competition. All attention should however be placed on the development of netball and the exposure it would receive by running a media campaign of that proportion.

For example, school Z could start a provincial league for all the schools in the Eastern Cape to compete in. The league could be hosted at school Z to draw attention to the school and for part of their netball development strategy. The league would be divided into the different age groups and all the participating schools teams should be entered. This league provides the opportunity for schools to enter their C and D teams as well as their A and B teams. This league could be expanded in the future to a national level where the winning schools will then have a chance to compete against other schools in South Africa.

5.6.4. Step 4: Budgets for netball campaigns

School Z will definitely have to review their netball budget for the year when implementing a basic public relations programme. This programme includes campaigns to enhance netball in schools. Ultimately the department of sport and recreation should assist schools in implementing these campaigns as it will enhance
children’s fitness levels and create a healthier society among children. Sponsors will automatically play a much bigger role in all the school’s budgets.

5.6.5. Step 5: Review and Evaluate

Review and evaluation of the programmes and campaigns are a very important part of the process. When schools implement a basic public relations programme and communication campaign there should be a way to review and evaluate the progress of the programme. The programme set should be evaluated on a weekly basis so one could react to particular feedback that will be received. Evaluation should be done once a month to establish if the programme and campaign is working and producing the desired results. The ultimate will be to create so much awareness for netball that the campaigns will have to be more intense.

5.7 Conclusion

The research revealed that all four the schools have some kind of obstacle to overcome when it comes to netball. These schools are all in the process of still developing their netball.

Motivation between the children and the teachers are generally very good but they do get demotivated when there are no games scheduled for them to play. The motivation required for girls to practice to better their skills to ultimately win the games is destroyed in the process when league games and tournaments get cancelled.

It should also be noted that the schools have some structure for communication. The internal communication is generally good between the various stakeholders but the problems occur when a message needs to be sent to the external publics. Netball needs more exposure to create the awareness that the sport deserves and one can only achieve this when all the stakeholders pull together and make this a reality. Leagues should be scheduled and communicated to the various schools as to avoid any confusion.
Social media could be used more effectively to create awareness for school netball in all four the schools being researched. School websites should be enhanced to feature netball as a top priority and get sponsors interested in the netball activities of the school. Print media is another tool that could be utilised. Newsletters could be distributed to the parents and sponsors. Newspapers should be contacted to place articles and the next netball events. A calendar could also be sent to these newspapers so they could also do their planning for the year and choose which events they would like to cover.

Communication channels at this stage are not up to standard between the schools and the external audiences. These channels should be set and distributed to all the schools so all the misunderstandings could be solved and all are on the same page. There should be a drastic approach to the league accommodating the B, C and D teams of all the schools as not to discourage learners to play netball.
Chapter 6: Conclusion of research

6.1 Introduction

This chapter seeks to conclude the research conducted and the findings discussed for this study. Limitations to the study will be discussed and recommendations for further study of the topic will be suggested. The chapter will end with the final conclusion to this treatise.

6.2 Summary and conclusion of research

Public relations is a relatively new term when it comes to schools and especially more so when combined with sport in schools. As stated by Stoldt, Dittmore and Branvold (2006:3): sport public relations can be defined as a managerial communication based function designed to identity sport organisations, in this case schools in Port Elizabeth, key publics, evaluate its relationships between the schools and those publics.

This definition is one that this study is built on. Netball is the largest women’s sport in South Africa. The problem the researcher explored is the fact that communication and development of netball is very poor in and this contributes to the reason why netball is not a professional sport in South Africa.

Communication campaigns should be in place when a sport has to develop to its fullest potential. Participants in all aspects should be kept interested and willing to do what is expected of them to help with the development. The main problem identified in this research is the lack of communication between internal and external publics. Thus a communication campaign was designed which schools can implement. Personal, social and economic factors were explored in the research and underlying issues was discussed in the previous chapter. It was noted that motivation of learners, coaches and even the external public will always be influenced by communication or the lack thereof. Netball creates a platform for
people to connect and participate in physical activity and feel good about their achievements.

Qualitative data was collected using an exploratory approach. Focus groups were used to gather the primary data needed for the study. This proved to be the most effective especially since the demographic was girls from intermediate to senior phase. The focus groups consisted from four to eight participants and this seemed to be the correct amount of people to help the discussion flow without any girls shying away from the questions posed to them.

A content analysis was conducted on the information collected and the data were discussed in detail in the previous chapter. Ethical considerations played a major role in the study as minors were involved. These ethical rules were followed to the letter as all the participants, their parents, the school, the principal and the department of education all gave their consent.

The literature review gives background and history into netball as not a lot of people realise that netball has been played since 1891. Chapter two also discusses the reason why other countries like Australia, New Zealand and England already plays netball as a professional sport. Netball in South Africa was never documented. This is part of the reason why netball in South Africa is so many years behind the above mentioned countries.

Communication strategies were only developed for professional sport and not for netball, especially netball at school level. This is almost the most important part for a communication campaign as netball at school level will deliver players for universities and provincial teams. Communication campaigns should be implemented from school level (foundation phase to senior phase) to provincial and national teams.

The schools chosen for the study varies in their characteristics as discussed in chapter four. These schools delivered diverse problems although as interviews draw to a conclusion the researcher could recognise that the major problem remains to be communication. All of these problems were discussed in chapter five and a basic
public relations programme combined with a communication campaign was developed.

The significance lays in the fact that people have to communicate with each other and that public relations and communication both form an intricate part of that, specifically in sport. This study concludes that there is so much more which could be done to enhance netball and develop children’s physical ability to participate in sport. The study concentrates on the importance of effective communication.

6.3 Limitations encountered

There were no major limitations encountered during the study, however the process could have been improved had the following been taken into consideration:

- Access to learners and coaches were hard to come by.
- Schools stated that they have communication structures, however when the research was conducted it became clear that the school does not have external communication structures in place.
- It will be difficult to measure the success of the communication campaigns if schools do not correctly implement and measure the effectiveness of these campaigns.

6.4 Recommendations for further study

This study hopefully provided a solid foundation for communication strategies and/or campaigns to be implemented in schools to help with the development of netball. Recommendations to continue the study for universities and provincial level is suggested as these are the next steps in developing netball into a professional sport.

Involving more media in netball could also be investigated to create awareness for the sport. Social media could also be investigated in relation to netball as a marketing strategy. All of the recommendations above also creates more jobs for public relations practitioners and ultimately contribute to the development of netball.
Attachments

Attachment A: NMMU Ethics Committee

Ref: [H15-ART-JMS-001/Approval]
Contact person: Mrs U Spies

5 October 2015

Dr H Fourie
NMMU
Faculty of Arts
South Campus

Dear Dr Fourie

THE DEVELOPMENT OF A CO-ORDINATED COMMUNICATION CAMPAIGN TO ENHANCE PARTICIPATION IN NETBALL: APPLICABLE TO SCHOOLS IN PORT ELIZABETH

PRP: Dr H Fourie
PI: Ms A Opperman

Your above-entitled application served at Research Ethics Committee (Human) for approval.

The ethics clearance reference number is H15-ART-JMS-001 and is valid for three years. Please inform the REC-H, via your faculty representative, if any changes (particularly in the methodology) occur during this time. An annual affirmation to the effect that the protocols in use are still those for which approval was granted, will be required from you. You will be reminded timely of this responsibility, and will receive the necessary documentation well in advance of any deadline.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely

[Signature]

Prof C Cilliers
Chairperson: Research Ethics Committee (Human)

cc: Department of Research Capacity Development
Faculty Officer: Arts
Province of the
EASTERN CAPE
EDUCATION

Port Elizabeth District
Ethel Valentine Building • Sutton Road • Sidwell • Port Elizabeth • Eastern Cape
Private Bag X001 • North End • Port Elizabeth • 6006 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)41-4034400 • Fax: +27 (0)41-4510193 • Website: www.ecope.gov.za
Enquiries: Dr Nyathi Ntsiko Email: nyathi.nitsiko@edu.ecprov.gov.za

Ms Ansu Opperman
Researcher
c/o Dr H.S. Fourie
Promotor
Nelson Mandela Metropolitan University
Port Elizabeth
Email: Hercules.fourie@nmmu.ac.za // ansuopperman@gmail.com

Dear Ms Opperman

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN DEPARTMENTAL SCHOOLS: PORT ELIZABETH

I refer to your letter dated 23 April 2015.

Permission is hereby granted for you to conduct your research on the following conditions:

1. Your research must be conducted on a voluntary basis.
2. All ethical issues relating to research must be honoured.
3. Your research is subject to the internal rules of the school, including its curricular programme and its code of conduct and must not interfere in the day-to-day routine of the school.

Kindly present a copy of this letter to the principal as proof of permission.

I wish you good luck in your research.

Yours faithfully

DR NYATHI NTSIKO
DISTRICT DIRECTOR: PORT ELIZABETH
\ab

06 May 2015
Attachment C: Letter of invitation of school principals

The development of a coordinated communication campaign to enhance participation in netball: Applicable to schools in Port Elizabeth.

Project Information Statement

My name is Ansu Opperman, and I am a Masters student at the Nelson Mandela Metropolitan University (NMMU). I am conducting research on the development of a communication campaign for netball in schools under the supervision of Dr H. Fourie. The Provincial Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee (Human) of the NMMU.

Aim of the Research

The research aims to:

- Create a communication campaign incorporated in a public relations plan in aid of the development of participation in netball.

Significance of the Research Project

The significance of the research is to create an understanding of the challenges faced for the learners to participate in netball and to develop the sport. There is a lack in communication between the different stakeholders namely, the players and the coaches. A strategic communication campaign and a public relations plan must be developed as there is currently little research and theories on this issue.

Benefits of the Research to Schools
1. Dissemination of results to the participating schools, Eastern Cape Department of Education, and the broader public with interest in this matter.

2. The results will inform curriculum development in the participation of netball.

**Research Plan and Method**

An interview schedule has been drawn up and will ask the participants (Learners and netball coaches) strategically placed questions which cover the problems identified in the initial research conducted. Permission will be sought from the learners and their parents prior to their participation in the research. Permission will also be sought from the coaches prior to participating in the research. Only those who consent and whose parents consent will participate. The main researcher will take control of the interview and the promoter will supervise the process. It will take at least a week per school to gather the sufficient information from all the participants. All information collected will be treated in strictest confidence and neither the school nor the individual learners will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school’s participation at any time without penalty. The data that will be collected is not sensitive and is the participant’s personal view on the questions asked. If a learner or a coach requires support as a result of their participation in the survey steps can be taken to accommodate this.

**School Involvement**

Once I have received your consent to approach learners and the coaches to participate in the study, I will

- arrange for informed consent to be obtained from participants and participants’ parents
- arrange a time with your school for data collection to take place
- obtain informed consent from participants

**Further information**

Attached for your information are copies of the Parent Information and Consent Form and also the Participant Information Statement and Consent Form.

**Invitation to Participate**

If you would like your school to participate in this research, please complete and return the attached form.
Thank you for taking the time to read this information.

Ansu Opperman
Researcher
NMMU

Dr. H. Fourie
Supervisor
NMMU
The development of a coordinated communication campaign to enhance participation in netball: Applicable to schools in Port Elizabeth.

School Principal Consent Form

I give consent for you to approach learners in all grades that take part in netball to participate in the development of a coordinated communication campaign to enhance participation in netball.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary
- I may decide to withdraw the school’s participation at any time without penalty
- All the girls will be invited to participate and that permission will be sought from them and also from their parents. All netball coaches are invited to participate and permission will be sought from them.
- Only learners who consent and whose parents consent will participate in the project. Only coaches who consent will participate in the project.
- All information obtained will be treated in strictest confidence.
- The learners’ and coaches names will not be used and individual learners and coaches will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.
- I may seek further information on the project from Ansu Opperman on 0733386452 or Dr HS Fourie on 0415043330.
Dear Sir/Madam and Participant

Hereby I request your permission to conduct a focus group interview with your daughter as part of a research project.

The interview is part of my studies towards a Master’s Degree in Public Relations Management at the Nelson Mandela Metropolitan University. The aim of the study is to investigate the development of netball in schools and to create an understanding of the challenges faced for the learners to participate in the sport. The information will be used to draw up a public relations programme and communication campaign to enhance participation of netball in schools.

All information collected will be treated in strictest confidence and neither the school nor the individual learners will be identifiable in any reports that are written. A Dictaphone will be used to capture all information gathered during the interview. Participants may withdraw from the study at any time without penalty. There are no risks for the participants. As a result of your daughter’s participation, the school will receive an electronic copy of the researcher’s dissertation and may implement the programme if the school wishes to do so.

Please indicate your response by marking the appropriate box.

Do you understand this study and are you willing to participate?

Yes [ ] No [ ]

_________________________  ____________________
Signature of Child    Date

_________________________  ____________________
Signature of Parent or Guardian   Date

Thank you for your time. Please return the completed form to the person who gave it to you via your daughter.

Yours sincerely

Ansu Opperman

RESEARCHER

Faculty of Arts
NMMU
Tel: +27 (0)41 504-3330
Cell: 0733386452
Email: ansuopperman@gmail.com

11 March 2017
Attachment E: Preamble letter

Faculty of Arts
NMMU
Tel: +27 (0)41 504-3330
Hercules.fourie@nmmu.ac.za

11 March 2017

Ref: H15-ART-JMS-001

Contact person: Dr H Fourie

Dear Participant

You are being asked to participate in a research study. We will provide you with the necessary information to assist you to understand the study and explain what would be expected of you (participant). Please feel free to ask the researcher to clarify anything that is not clear to you.

The objective of the research is to create a communication campaign incorporated in a public relations plan in aid of the development of participation in netball in Port Elizabeth schools.

To participate, it will be required of you to provide a written consent that will include your signature, date and initials to verify that you understand and agree to the conditions.

You have the right to query concerns regarding the study at any time. A Dictaphone will be used to capture all the answers. Immediately report any new problems during the study, to the researcher. Telephone numbers of the researcher are provided. Please feel free to call these numbers.

Furthermore, it is important that you are aware of the fact that the ethical integrity of the study has been approved by the Research Ethics Committee (Human) of the university. The REC-H consists of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without REC-H’s approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human), Department of Research Capacity Development, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

If no one could assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

Participation in research is completely voluntary. You are not obliged to take part in any research. If you do partake, you have the right to withdraw at any given time, during the study without penalty.
Although your identity will at all times remain confidential, the results of the research study may be presented at scientific conferences or in specialist publications.

This informed consent statement has been prepared in compliance with current statutory guidelines.

Yours sincerely

Ansu Opperman
RESEARCHER
073 338 6452
ansuopperman@gmail.com
The development of a coordinated communication campaign to enhance the participation of netball: Applicable to schools in Port Elizabeth

11-Mar-17

Explanation of the Study (What will happen to me in this study?)
In this study focus group interviews will be conducted in order for the researcher to determine the challenges faced by the participants of netball.

Risks or Discomforts of Participating in the Study (Can anything bad happen to me?)
There are no risks or discomforts involved in this study.

Benefits of Participating in the Study (Can anything good happen to me?)
There are no benefits for participating in the study.

Confidentiality (Will anyone know I am in the study?)
The interviews which will be completed are confidential and the participants will stay anonymous in any written reports. Only their answers of the questions in the interview schedule will be used in the study. A Dictaphone will be used to capture all the answers.

Voluntary Participation (What if I do not want to do this?)
The participation in the study is completely voluntary and the participant can stop at any moment of their choosing.

Contact Information (Who can I talk to about the study?)
Ansu Opperman    Dr Hercules Fourie
073 338 6452     041 504 3330
ansuopperman@gmail.com    hercules.fourie@nmmu.ac.za

Do you understand this study and are you willing to participate?

YES   NO

_________________________  ____________________
Signature of Child   Date
Dear Participant

The focus group interview is part of my studies towards a Master’s Degree in Public Relations Management at the Nelson Mandela Metropolitan University. The aim of the study is to investigate the development of netball in schools and to create an understanding of the challenges faced for the learners to participate in the sport and to identify any communication problems that might exist. The information will be used to draw up a public relations programme and communication campaign to enhance participation of netball in schools.

All information collected will be treated in strictest confidence and neither the school nor the individual participants will be identifiable in any reports that are written. A Dictaphone will be used to capture all information gathered during the interview. Participants may withdraw from the study at any time without penalty. There are no risks for the participants. As a result of your participation, the school will receive an electronic copy of the researcher’s dissertation and may implement the programme if the school wishes to do so.

Kindly assist me by spending 10 minutes of your time to participate in the interview.

Please indicate your response by marking the appropriate box.

[ ] Yes  [ ] No

Signature of Participant ___________________________ Date ___________________________

Thank you for your time. Please return the completed form to the researcher

Yours sincerely

Ansu Opperman
RESEARCHER
Attachment H: Interview schedule coaches

Constraints to coaching in netball at school level

Focus group interview guidelines

Personal Factors

1. What made you decide to become a netball coach?
   [Probe: Did you play netball at school or university?]

2. Are you motivated to coach netball?
   [Probe: Do you only do it because the school forces you to be a coach?]
   [Probe: How do you keep learners motivated to participate in netball?]

3. Do you feel netball is being developed enough?
   [Probe: Is there enough games scheduled for the learners to play?]
   [Probe: Does all your teams in there age group participate in games?]
   [Probe: Do you feel there should be more derby days and tournaments?]
   [Probe: Do you feel that there should be more netball clinics?]

Social Factors

4. How effective is the communication regarding netball at your school?
   [Probe: How do you communicate to the learners?]
   [Probe: How do you communicate to the parents of the participating learners?]
   [Probe: Do you make use of any online communication and how effective is it? (Whatsapp, D6 Communicator)]
5. How do social media influence your coaching abilities?

[Probe: Do you have any problems with learners or parents venting problems on social media
about your coaching?]

[Probe: Do you post anything regarding your netball online? (photos, scores etc)]

[Probe: Do you ever look up any netball exercises online?]

6. How do you feel about the media coverage netball receives in general?

[Probe: Do you follow netball in the media?]

[Probe: What do you suggest should be done to enhance netball in the media?]

7. Have you gone to any netball courses? (Coaching and/or umpiring)

[Probe: Which platform was used to inform you about the courses?]

[Probe: How are you being updated about the rule changes in netball?]

[Probe: Was the course for free or did someone pay for it?]

8. Are the netball facilities at your school up to standard?

[Probe: Do you have enough equipment to practice or play games with? (balls, bibs, etc)]

[Probe: Which equipment do you feel could add value to your practices that the school does
not have?]
9. Do you have any transportation problems to and from netball?
   [Probe: Does the school provide transport?]

10. Is there anything else you wish to add regarding netball as a sport at school?
Attachment I: Interview schedule learners

Constraints to participation in netball at school level

Focus group interview guidelines

Personal Factors

1. What made you decide to take netball as a sport in school?
   [Probe: How did you hear about netball?]
   [Probe: Is there anything that is interfering with you playing netball?]

2. Do you feel motivated to play netball?
   [Probe: What motivates you to play?]
   [Probe: How does playing netball make you feel?]

3. Do you like playing netball with your friends?
   [Probe: Is it your choice to play netball?]
   [Probe: What would you like to change about netball?]
   [Probe: Do you and your friends ever discuss netball?]

Social Factors

4. How effective is the communication regarding netball at your school?
   [Probe: How are you informed that there will be practice?]
   [Probe: How do you hear when you are playing a game?]
   [Probe: Do you tell your parents that you are going to play a game or do they know before you?]
5. Have you gone to any netball courses? (Coaching and/or umpiring)
   [Probe: Which platform was used to inform you about the courses?]
   [Probe: How are you being updated about the rule changes in netball?]
   [Probe: Was the course for free or did someone pay for it?]

6. How do social media influence your participation in netball?
   [Probe: Do you ever look up any netball exercises online?]
   [Probe: Do you post anything regarding your netball online? (photos, scores etc)]

7. How do you feel about the media coverage netball receives in general?
   [Probe: Do you follow netball in the media?]
   [Probe: What do you suggest should be done to enhance netball in the media?]

Economic Factors

8. Are the netball facilities at your school up to standard?
   [Probe: Do you have enough equipment to practice or play games with? (balls, bibs, etc)]
9. Do you have any transportation problems to and from netball?
   [Probe: Who takes you to games?]
   [Probe: Is it easy for you to get to a netball practice?]

10. Is there anything else you wish to add regarding netball as a sport at school?
Notes - Interview (School D)

Q1: Started to play - Primary School
   Hyperactive - loose energy
   Sister played, liked the game

P1: Heard from school
P2: Other school activities
   Can’t always stay afterschool - transport home problem

Q2, P: Seeing role models, feel motivated
   Winning motivates
   Parents come support - don’t happen often

P2: Happy
   Part of group

Q3: Yes
P1: Yes, choice given
P2: Contact rules
   Game to be fair - umpires
P3: Yes discuss
   Talk about game & strategies.

Q4: Know before hand if practice - practice days.
   Informed about practice
P1: Make use of intercom
P2: Teachers send letters to parents
   Have whatsapp netball group
P3: Parents have to be told

Q5, P: No course, don’t know about it
P2: Don’t know about rule changes
   Teachers/coaches will tell what they know.
Q.6
P1: No, not facebook at netball practice.
P2: Motivated by social media - training exercises
    - look up exercises (fitness)
    - Post pictures of teams, status updates - scores
    - WhatsApp groups
Don't say neg things on Facebook.

Q.7
P1: Not enough, coverage very low
    - Only see on TV sometimes when channel hopping.
    - International games.
P2: Could do school netball on TV like the rugby.
    Make people aware - Market better

Q.8
P1: Not enough courts, courts are bad (surface)
    - Poles broken / Stolen
    - Not enough equipment for all to train.

Q.9
P1: Transport huge problem - Home to practice / Practice to home
    - School sometimes provide transport to games, not always. Taxis / Busses don't wait
P2: Practice after school - Don't practice, can't get home

Q.10
Share netball kit - Don't have enough.
    No money to buy new kit
    No sponsors, only rugby get.
    Don't have refreshments at games.
    Would like more outside coaches - more experienced.
    Teachers not keen to coach
    Need sponsors = fill in
    Opportunities to participate in more games (transport problem)
Attachment K: Interview CD
References and Reading List


