

Digital media to inspire and sustain sport participation in urban areas

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by

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Abstract

This research looks to understand the role digital media plays to inspire and sustain sports participation and how digital media could be used as a socially inclusive tool. The study explores if strategically packaged digital media could be used in a socially inclusive way to increase or sustain sports participation. This would address one of the problems facing sports organisations, as sports participation is decreasing or at least stagnating both in South Africa and on a global scale.

This study followed an exploratory, inductive approach, using Self-determination Theory (SDT) developed by Deci and Ryan (1985) as a theoretical framework. The paper looks to understand what research has been done to understand how people are motivated to participate in sport and the proven theories that have been tested (Pelletier et al., 1995) to understand the role of intrinsic motivation has as a powerful indicator of intention. This study made use of a qualitative, cross-sectional design and data was collected through semi-structured interviews with active participants based in Langa, Cape Town.

The findings of this study showed the participants regularly accessed digital media in a manner which strongly aligned with the literature and has been shown to increase intrinsic motivation, which leads to action. The findings further show that sports media can be used as a tool for social inclusion, despite the participants socio-economic status they regularly accessed online sports content for motivational and learning purposes.

Based on the findings of this research, sports organisations need to consider digital media as a viable and socially inclusive way to sustain or even increase sports participation.

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1. Introduction Chapter

The motivation of this thesis is to better understand the role that digital media can play to influence participation and be used for social inclusion, leading to a host of potential social benefits which are unpacked in the literature review. Going into this research project, the author anticipated that the use of digital media could provide an effective solution for sports organisations.

In broad terms, digital media is formats of media that can be encoded and delivered through a screen. For the purpose of this study, the term will be used to cover consumer platforms that are available online which include messaging services such as WhatsApp, social platforms such as Twitter, Instagram and Facebook. Also covered will be streaming services such as Netflix, DSTV Now and YouTube. These services are all accessed through the internet via mobile devices, laptops, PCs or internet TVs.

1.1 Real-world challenges

Sports organisations and governments need to look beyond relying on traditional linear TV programming to distribute live sport. They need to consider how they encourage participation using new means to remain relevant in a rapidly developing digitally savvy world.

Highlighting this issue is the fact that in South Africa the local broadcaster SABC has not been able to purchase the rights to broadcast sports events and live competitions. This has been recently played out when the SABC was not able to secure the broadcast for the start of the 2019/20 PSL, the highest division of the South African football league system. Also, the SABC had minimal broadcast coverage of the ICC's 2019 Cricket World Cup and no broadcast of the Rugby World Cup 2019, other than the final. This is not just a South African problem, but an African and international problem as broadcasters are facing similar budget constraints around the world.

What this means, is that in South Africa only those with significant financial means can afford to watch live sports. This along with the ongoing phasing out of school sports could mean that sports participation will potentially dramatically decline if sports organizations and government do not provide an adequate response to the situation. Further adding to the problem, is there is increasing time pressure on adults, which can inhibit their participation in sporting activities. The literature review provides further insights into these issues.

1.2 Social-ecological context of the challenge and relevance to Africa

Sports and participation in sport, play an important and unique role in society providing numerous social, economic and health benefits to both individuals and communities. Sport plays a significant role in society worldwide (Kotze, 2011) and in the South African context sport played a major role in coming out of the apartheid era. The role that sport can play in society goes beyond the confines of the sports field and is an enabling force for social change and upliftment. Sport is a powerful tool that if well managed and promoted, can unify and build a nation (Dhurup, 2011).

Sports particularly in a South African context has provided more than just physical benefits and was the visible catalyst for change in a divided nation coming out of apartheid (Kotze, 2011). At the 1995 Rugby World Cup, Nelson Mandela joined the traditionally white rugby team to celebrate the unprecedented win of the Springboks in their inaugural return to competition after being banned during the apartheid years. Sports has provided cultural altering moments like this over the last hundred years.

Sports participation provides a means of bringing together people of different backgrounds acting as a unique social agent for change (Edim, Okou, & Odok, 2012). Sport also provides healthy alternatives to anti-social behaviours providing healthy alternatives to youths (United Nations, 2003). Importantly, physical activity established in youth may have long-term health benefits (Dovey, Reeder, & Chalmers, 1998). According to the United Nations (2003), report, physical education is an important component of a good education and is shown to be associated with improved academic performance.

According to the Council of Europe's definition of sport (as cited by Rowe et al., 2004) "Sport means all forms of physical activity which, through casual participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels" (p. 6). This definition goes beyond traditional team games and includes individual sports, fitness and recreational activities like hiking or swimming. It is an inclusive definition of sport that covers the whole population and its value as an influence on the wider social context (Rowe et al., 2004). For this research, the author will use the definition that is provided by Khan et al. (2012) "Sport is a subset of exercise that can be undertaken individually or as a part of a team. Participants adhere to a common set of rules or expectations, and a defined goal exists and training for sports competition typically includes regular engagement in the activity" (p. 59).

1.3 How inclusive innovation can address problems and opportunities inherent in the challenge

Sport is now competing for the attention of eyeballs along with numerous other entertainment options available through the internet and television. Taking a socially inclusive viewpoint on the situation, could provide sports organisations with a new opportunity to grow and sustain sports participation.

Part of the researcher's concern is that sports participation may be under threat in this digital age. Sports organisations have long known that they compete with other non-sporting events, but this has always been localized thinking around the attendance of events. With globalisation in the digital age, all brands and organisations are competing for consumers attention and spend. With the rise of social media, sports brands now even compete with their athletes for attention and commercial opportunities with sponsors, advertisers and fans.

Part of the challenge the researcher sees for sports organisations is the need to take responsibility for their futures and look at a strategy or models that consider all aspects of their sporting success, longevity and inclusivity. This includes considering all their stakeholders, with a specific focus on how the value chain is disseminated and the impact this has on participation and fan engagement. The scope of this topic is potentially wide, therefore the researcher will look specifically at how digital media can be best utilized to motivate the participant to participate in sport.

Along with the significant change in how people engage with media, another challenge is that how people participate in sport and exercise has also changed. Sports are no longer supported at schools and have been dropped for a focus on academic achievements in most countries (Khan et al., 2012). Concerningly sports participation numbers are continuing to decrease world-wide as modern lifestyles no longer allow for the requirements of organised team sports. In South Africa, there is very little to suggest that sports participation is growing despite significant spend and efforts by government, the research covered in the literature review is that at best, sports participation numbers have flatlined.

1.4 Whom the innovation will impact

As an inclusive innovation, the research provides insights that all sports organisations can use to ensure they are considering all key stakeholders using digital media, digital platforms and web technologies to grow and sustain participation in their sport. This would be bringing to the attention of sports administrators and academics that digital media could be an effective means of increasing sports participation and be seen as a new avenue for social inclusion.

The distribution and engagement with mainstream sports media have not traditionally been something that sports organisations need to worry about because TV was such an effective delivery mechanism for providing their product into households. However, with a new generation in Africa whose primary device for connecting with the world is a phone and sport is no longer mandatory in schools, sports organisations need to adapt or face becoming irrelevant.

Although access to the internet in South Africa is improving (Stats SA, 2018), the cost of data in South Africa remains prohibitively high (Research ICT Africa, 2017). This is something that sports organisations will need to consider both in their fan communication strategies and also for how sports reach and engage new audiences and participants.

This research includes looking at a strategy to reach those who are potentially marginalized by the current way in which sports media is distributed. This is where having a strategic digital media initiative to reach people of all social and economic backgrounds is vital, as providing open access to sports media might not always be viable.

For the most impact it made sense to base the study in an urban area as cities are now the fastest-growing urban settlement (Association of Summer Olympic International Federations, 2019) allowing for higher relevance of this study. Urban areas are defined as an area within the jurisdiction of a municipality or town committee (as retrieved from Unisef.org , 2012)

The digital age presents one of the most complex but exciting times for sports organisations to establish themselves as positive impactors on society across people of all social-economic backgrounds. This includes established sports but also minority sports who can now leverage and value themselves like never before using digital platforms.

Collectively, sports organisations are facing the perplexing implications of a new digital age and need to carefully consider how this is navigated to remain relevant and impactful in a fast-changing digital world.

1.5 Problem Statement

Commercially it would seem that sports entities have never been in a better place. Broadcast rights although starting to level off, have never been higher, athlete salaries continue to soar and the global sports market is now estimated at USD 169.4 billion by market value in 2019 (a 37% increase on the 2012 figure of USD 123.7 billion) (Association of Summer Olympic International Federations, 2019). With the rise of the internet, sports entities now have multiple avenues that they can use to distribute and monetise their media properties online.

Despite this growth, sports participation numbers continue to level off or decrease worldwide and are facing the reality of becoming less relevant as participation in schools, universities and clubs stagnate (Healthy Active Kids South Africa, 2018; Khan et al., 2012; Rowe et al., 2004; Silva et al., 2018). Commercially, the sports industry is made up of events, teams, retailers, media and specialist sports services who rely on fans and participants to generate income and relevance (Jalonen et al., 2018). With less sports participation, it is widely accepted that the sports industry will no longer be able to exist as we know it (Hedlund, 2014; Stander & Van Zyl, 2016). Sports organisations are now facing challenges on multiple fronts. One of their primary means of income, TV broadcast and its distribution, is being disrupted and sports participation is under threat from changes in school curriculums and society. Along with these changes, there is also the reality of receiving less government funding for grassroots development but have an increasing demand from all levels of participation in their sports (Shilbury, 2000).

As UN.org reads (as cited by The Foundation for Global Sports Development, 2016), “Sport has a unique power to attract, mobilize and inspire (para 1). By its very nature, sport is about participation. It is about inclusion and citizenship.” In South Africa, sports participation can be used as a powerful instrument for social inclusion and change (Smith & Westerbeek, 2014). There are no “quick fix” solutions for South Africa’s problems. There are, however, means through sport that can facilitate the process of social inclusion and thus contribute to community development and peace-building (Keim, 2006). If sports organisations can effectively utilise digital media, they have the opportunity to inspire participation at a national and global scale, despite their commercial and administrative constraints.

This study looks specifically at the role of online sports media to inspire participants already engaged with the sport. To the researcher’s knowledge, this area has received very little research. There is research which is cited in the literature review on the effects of digital media to inspire exercise or healthy life choices, but none that that looks at the impact on sports participation. Therefore this study will make an academic contribution in this area of research.

The use of digital media as a deliberate platform to address sport participation is not a tool that has been actively used by sports administrators. This is due to multiple factors, including that those involved with sports participation do not have the resources or the expertise to effectively use the medium. To the researcher’s knowledge, using digital media to drive sports participation has received limited academic attention. Therefore this study looks to make both a practical and academic contribution to this topic.

1.6 The objective of the study

1.6.1 The conceptual inquiry motivating the research:

With the rapid development and growing accessibility of the internet, sports organisations and teams can now develop and distribute media at scale online. Understanding how these changes in media consumption affect sports participation may assist sports organisations in the management of their digital media to ensure greater social inclusion and the long-term sustainability of their sports.

Understanding the effects that digital media consumption has on sports participation could help to shape how sports organisations think about the outcomes of their media distribution decisions. Being able to make informed decisions on these findings could provide a great opportunity for sports organisations to ensure the continued growth of their sport but also maximize their online efforts to sustain participation.

This research study, will, therefore, consider the following research questions which have been developed by considering the Self-Determination model of Kilpatrick et al., (2002) in fig. 1, which is unpacked in detail in Chapter 2.

Primary question:

How does digital media consumption contribute (by way of intrinsic motivation) to sports participation, in a sample of sportsmen and woman in urban Cape Town?

Sub-questions

Q1: Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

Q2: Can digital media increase the intrinsic motivation of sports participants?

Sub-questions

- a) How could digital media enhance the enjoyment of learning for those participating in a sport?
- b) How could digital media enhance a feeling of mastery for sports participants?
- c) How could digital media enhance the feeling of stimulation that participating in a sport provides?

Q3: How can sports organisations better utilize digital media to increase intrinsic motivation of participants?

Sub-questions

- a) Can sports organisations provide better motivational content or tools through their digital media platforms and communications?
- b) What forms of digital media have the highest potential to increase intrinsic motivation in participants?

1.7 Key academic disciplines and literature

To the researcher's knowledge, there is very little academic literature on how individuals can be inspired to participate in a sport through digital media consumption. This research will not look to test the link between digital media consumption and participation in a sport or sports team but establish the possibility of a desirable intermediate outcome (i.e. inspiration) as a result of consuming sports-related content online.

In the literature review chapter, the researcher draws on several sources of academic research, the first section looks at the role of sport in society, in particular, the unique role it has played

to shape South African society. The author unpacks the numerous benefits of sports participation, which includes health benefits but importantly also social, communal and economic benefits. The author then looks at sports for development, how sport has been used for social inclusion, both locally and internationally.

The next section of the literature review looks at what behavioural psychologists' and key authors have said regarding how individuals are motivated to participate in sport. Self-determination theory (SDT) developed by Deci and Ryan (1985) is introduced as the academic framework the researcher has used to understand the role of motivation. SDT is then unpacked and its relevance to sports participation is expanded on. SDT states that motivation can be seen on a spectrum, intrinsic motivation is the most desirable level of motivation which is when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences (Kilpatrick, Herbert, & Jacobsen, 2002). Therefore, as intrinsic motivation is the most desirable level of motivation, the researcher has chosen to specifically focus on how digital media could affect intrinsic motivation.

The literature review also looks at sports participation, the changing nature of society and how participation in sport is being impacted and changed over time. The researcher goes on to look at how role models influence sports participation looking at social learning theory, also known as social cognitive theory. The next section in the review looks at how the media can influence and inspire participation. The researcher has looked at the prominent studies in this field, in particular, the impact that major sporting events (such as the Olympics and Commonwealth Games) have to inspire participation.

The final section looks into the literature on the influence of digital media to inspire and affect behavioural change. This includes research on various platforms such as social media, live broadcast/ streaming of sports events and online video platforms like YouTube. The final part of this section looks at the research on Esports and in particular how participation has been encouraged through spectators watching and then being encouraged to participate themselves.

In conclusion, the researcher looks at how the literature aligns with the intended purpose of this thesis and how developing a better understanding of the motivation to affect sports participation could see sports organisations rethink how they go about using their media online. This includes the idea that sports media can specifically used to grow and sustain sport by inspiring participation. The researcher also goes onto highlights several gaps in the reviewed literature and some concerns that align with the research question.

1.8 Purpose of the research (explorative, descriptive, explanatory)

The purpose of this study is to better understand how digital media consumption affects motivation to participate in a sport. This exploration may assist sports organisations in the management of their digital media to ensure greater social inclusion and the long-term sustainability of their sports. Understanding the effects that digital media consumption has on sports participation could help to shape how sports organisations think about the outcomes of their media distribution decisions. By being able to make informed decisions on these findings could provide a great opportunity for sports organisations to ensure the continued growth of their sport but also maximize their online efforts to draw in participants.

The study will be qualitative and include a wide range of academic and industry literature along with the findings drawn from the researcher in establishing the research problem and question. The results of the preparatory phase of this thesis were used to inform the design and conceptual framework of this study. Although this could be done as a quantitative study, the researcher anticipates that the chosen research goals and question will lend themselves to the interactive nature of qualitative research (Maxwell, 1992, 2012).

Importantly, the qualitative approach allows for a greater exploration of the meaning and role, that sport plays in the lives of the participants and the lives of those around them. The research is about exploring the meaning for the participants in the study and influence that digital media has on their lives and experiences (Maxwell, 2012). The chosen approach will also allow for a greater understanding of the participant's context, environment and social norms (Lune & Berg, 2017). Through thematic analysis, the researcher will look to develop a conceptual framework based on the emerging themes of the data itself. Thematic analysis will allow for the meaning, experiences and reality of the participants to be reported (Braun & Clarke, 2006).

The researcher needed to allow for the discovery of theory from the data rather than testing specific hypotheses. Inductive analysis will be used to code the data without trying to fit the theme into preconceived theoretical interests (Braun & Clarke, 2006). The inductive and exploratory nature of this research led the researcher to utilise in-depth interviews as the most effective means of data collection. This method allowed those being interviewed to a detailed personal perspective on their perceptions of the world and their behaviour (Bone, Christensen, & Williams, 2014). These rich interviews provided the researcher with the necessary data to interpret and reflect on the lived experiences of the participants.

The conceptual categories emerged during the process of thematic analysis and aligned with the researcher's anticipation to draw insights from the data (Duchscher & Morgan, 2004). The researcher had to remain conscious of reflexivity, the influence of previous experience on his perspective, and openly acknowledge the influence of prior work or experience on the research process (Cutcliffe, 2005). Ethics was considered throughout the research design as an essential part of the process (Maxwell, 2012) and ethical clearance was provided by the Department of Commerce at the University of Cape Town.

1.9 Significance of the research

This research adds to the literature by utilising existing theories of behavioural change but provides new insight as to how this is affected through a new medium of consumption (digital media) and how it could inspire participation in sports. The researcher looked to establish if the possibility of a desirable intermediate outcome (ie. Intrinsic inspiration) could be established as a result of consuming sports-related content online. The researcher drew on theories such as Self-determination theory, which has over three decades of research and has been applied in several fields including sports participation (Deci & Ryan, 2008).

Further to this, the thesis raises the notion of considering the distribution of sports media as social innovation and a way to relooking at how media can be used for the growth and development of a sport. Currently, within the South African sports context, sports media is seen as an important revenue driver and its use as a tool for the development of the sport is not a vital factor in decision making around the distribution of media. Taking the stance of

seeing sports media as a tool for social inclusion, could open-up numerous research topics for academics to explore and expand on.

Despite the relevance of new media, sports organisations lack the certainty and confidence to innovate in this area which will be vital for their sustainability going forward (Association of Summer Olympic International Federations, 2019). This research could add weight to the importance of embracing and experimenting with the use of new media for both sports entities and academics.

From an academic perspective studies have been done looking at the effect of hosting mega sports events such as the Olympic Games, Commonwealth Games and Football World Cup. However, these studies look at the effect of these events through televised broadcasts or in localised areas where the events were held. This research could expand the academic inquiry to look to include online sports media or even specific types of digital media and that they may consider including them in them as part of their research when looking at the impact of mega sporting events. The research could also spur an investigation into the effects of mega-events beyond the geographical constraints of the city or country hosting the event.

Additionally, there is little academic research on the impact that digital media has on sports participation. The main focus of academic enquiry has investigated the impact of television broadcast rather than digital media, which includes relatively new consumer platforms such as social media, streaming platforms and messaging services. This research provides a new and qualitative perspective on how participants are inspired by online media.

1.10 Practical implications of the research

Based on the researcher's marketplace experience, working with most of the major sports organisations in South Africa, these organisations are all equipped to run sports events and have very few, if any, of the skills and personnel required to adapt to the new challenges of the digital age.

Part of the problem is that sports organisations (big and small) don't know how to move out of their current paradigm. They all realise that they need to change their current model but don't know how and can't risk losing what income they have.

The more affluent sports entities in South Africa (cricket, rugby, football), are primarily funded top-down through broadcast rights, but this has led to a focus on the professional game. This has resulted in the development of participation in their sports becoming less important and receiving less funding and support. On the opposite side of the spectrum, the sports without or little income from broadcast rights are unable or ill-directed in how to leverage their current positions. The researcher has developed insights, that all sports organisations could utilize as part of their decision-making process when deciding on the distribution of their sports media.

Along with the research findings, the researcher has looked at how best practices for the distribution of digital media can be developed and applied specifically for sports entities and administrators. The researcher has looked to develop practical insights for sports entities to consider the impact on participation when looking to develop and distribute their digital media properties and content.

These findings have also considered the commercial implications and developmental impact of how sports entities distribute their content online. In developing these findings the researcher has also looked at whether he can distil, what the mediating variables are as they relate to fostering motivation to participate or sustain participation in a sport through digital media.

The aspiration for the use of these research findings is that sports organisations can use them as a template to ensure they are considering all key stakeholders using digital platforms and web technologies to generate growth in their sport and brand. This would include areas of participation but could also include fan engagement and administration. There is longstanding research on participants staying involved in a sport to eventually become a patron of the sport. However, this does not touch on how administrators of the game can utilize digital platforms at scale as an effective means to expand and sustain their sports participation numbers.

1.11 Outline of research paper

The Literature Review chapter will next provide an overview of the research in four sections. This covers the role and benefits of sports participation for society, the theoretical framework used for this study, how participants are inspired to participate in sport and finally the role of digital media to effect behavioural change.

The Research Methodology chapter then provides the details of the chosen approach of this research thesis, which utilises the information that was collated in the preceding chapters. This study followed an exploratory, inductive approach, the details of which are outlined in the third chapter. Self-determination Theory (SDT) was used as the conceptual framework which is expanded on as well as how the study made use of a qualitative, cross-sectional design and data was collected through interviews.

The Research Findings chapter starts with the researchers notes and comments on the interviews. Next the descriptive stats are provided with a brief summary to help define who the participants are that were used as part of this study. This fourth chapter then goes onto analyse the participants responses to the research questions and sub-questions.

The Research Analysis and Discussion chapter unpack the three sub-questions of this thesis. The analysis and discussion of sub-question 1, deals with the accessibility and use of digital media, sub-question 2 looks at effects of digital media on motivation and sub-question 3 at how digital media can be used to motivate participation. This fifth chapter then goes on to directly address the primary research question, ending with the limitations of the study.

The Research Conclusion, the sixth chapter provides a summary of the researcher's findings, addressing the questions and sub-questions. The four theoretical findings of the research are then unpacked, followed by the managerial implications that have been developed. Finally, recommendations for future research are provided along with the authors concluding thoughts.

2. Literature review

The literature review is discussed in four interlinking sections. This includes the role and benefits of sports participation, the theoretical framework used for this study, how participants are inspired to participate in sport and finally the role of digital media to effect behavioural change.

2.1 Overview

The first section looks at the role and benefits of sports participation for society; how sport in South Africa is organised and administrated; then how sport has been used for development, both locally and internationally.

The second section of the review discusses Self-Determination Theory (SDT) as the theoretical framework the researcher has used to better understand motivation. This section explores the role of different types of motivation to inspire action and how this theory is relevant to understanding motivation to participate in sport.

The next section considers the various facets of sports participation, how an individual is initially introduced to a sport and what motivates continued participation. This section then looks at how the media can influence and inspire participation. The researcher has looked at the prominent studies in this field, in particular, the impact that major sporting events (such as the Olympics and Common Wealth Games) have on inspiring participation. The researcher then looks at how the creation and distribution of content have shifted from traditional media to online.

The fourth section discusses the research on the influence of digital media to motivate and affect behavioural change, focusing on studies that explore the relationship between consuming sports content and participation.

In conclusion, the researcher looks at how the literature aligns with the intended purpose of this thesis and how developing a better understanding through the research could see sports organisations rethink how they go about using their media online. This includes the idea that sports media can be used specifically for the growth and development of their sport through inspiring and sustaining participation. The researcher also goes onto highlights several gaps in the reviewed literature and some concerns that align with the research question.

2.2 The Role of Sport in Society

Sport plays a significant role in societies worldwide (Kotze, 2011) and in the South African context sport played a major role in coming out of the apartheid era. One of the most significant events in South Africa took place in 1995 when the country hosted rugby's biggest tournament, the Rugby World Cup. South Africa competed in the Rugby World Cup for the first time and won to become world champions beating the New Zealand All Blacks in the final. Nelson Mandela joined winning captain François Pienaar in an iconic nation-building moment to unite the newly elected black president and the traditionally white game of rugby. The event was not only about rugby itself but was used as a vehicle for nation-building and unifying South Africans of different backgrounds (Mudeliar, 2007).

Sport-for-development has received global status and international legitimacy through the adoption of the resolution by the General Assembly of the United Nations in November 2003 (Burnett, 2009). Both the International Olympic Committee (IOC) and the United Nations Office on Sport for Development and Peace have recognized sport as powerful in promoting social change. (Lee, Cornwell, & Babiak, 2016). “Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides” (United Nations, 2003,p. i).

Jarvie and Maguire (as cited by Keim, 2006) stated that sport and leisure activities form an integral part of social life in all communities and are intricately linked to society and politics. Sport is a powerful tool that if well managed and promoted can unify and build a nation (Dhurup, 2011). With the rapid development and growing accessibility of the internet, sports organisations and teams now can develop media platforms and products to distribute their content at scale online. Understanding how this shift in media distribution affects sports participation may assist sports organisations in the management of their digital media to ensure greater social inclusion and the growth of their sports.

2.3 Benefits of Physical Activity

The benefits of physical activity are well known, in this section, the researcher looked at the literature that covered the spectrum of physical activity that sport for the most part provides. The more active a population is, the happier and healthier it tends to be (Kahn & Norman, 2015). Edim et al. (2012) categorised the benefits of sport into three themes, namely physical/physiological benefits, social and economic benefits.

The health benefits of exercise include decreased risk of heart disease, cancers, obesity, and other health problems (Fentem, 1994; Haase, Steptoe, Sallis, & Wardle, 2004). Sports participation is a catalyst for physical activity and can increase both the health and productivity of workers (United Nations, 2003). Sport also provides an outlet for stress in our daily lives and serves as a release for mental and emotional tensions (Edim et al., 2012).

“The practice of sport is vital to the holistic development of young people, fostering their physical and emotional health and building valuable social connections. “It offers opportunities for play and self- expression, beneficial especially for those young people with few other opportunities in their lives”(United Nations, 2003, p.i). Sport provides an important means for children to achieve their recommended amount of daily physical activity (Somerset & Hoare, 2018). Children show benefits from participation in sport in terms of mental, physical health and school performance (Felfe, Lechner, & Steinmayr, 2016; Janssen & LeBlanc, 2010; Snyder et al., 2016).

Sports participation provides a means of bringing together people of different backgrounds acting as a unique social agent for change (Edim et al., 2012). Sport also provides healthy alternatives to anti-social behaviours providing healthy alternatives to youths (United Nations, 2003). Importantly, physical activity established in youth may have long-term health benefits (Dovey et al., 1998). According to the United Nations report (2003), physical education is an important component of a good education and is shown to be associated with improved academic performance. For the elderly, participation in sports can be beneficial enabling them to maintain a reasonable level of fitness for the tasks of everyday life (Fentem, 1994).

By creating a more physically active population, sport can be seen as a cost-effective form of preventative medicine potentially reducing health care costs (United Nations, 2003). Nevill, and Van Poortvliet (as cited by Kahn & Norman, 2015) have stated that increasing the levels of activity and participation in sport will not only reduce economic costs but can also result in a range of social and community benefits, including reducing anti-social behaviour, improving educational attainment and building community cohesion.

2.4 Sport in South Africa

Sport in South Africa falls under the Department of Sport and Recreation, whose mission is to deliver sport (and recreation) to all levels of participants to create a better life for all South Africans (South African Government, 2019). The South African sports federations are funded to varying degrees and report to Sports and Recreation South Africa (SRSA). SRSA has five strategic objectives to achieve by 2020, the first being increasing sport and recreation participation by 10% and the second being for the sports federations to reach their transformation objectives (South African Government, 2019).

The major sports codes cricket, soccer and rugby all have established leagues and have been able to attain varying levels of commercial success. The commercial success of the major sports codes (cricket, soccer and rugby) in South Africa has meant that they have been able to contribute toward the ongoing growth and development of their sports codes. These sports codes have also been able to develop their leagues, host international tournaments and have generated significant public interest in their teams and brands.

As not all sports federations have been able to attain commercial success, they rely heavily on the government for funding. This is a concern as Shilbury (2000), who has noted that government should have a “limited role in providing the necessary funds to contribute to the increasing activities and programs required by sports to grow and remain competitive” (p. 204). This notion is further confirmed by the work of Stewart-Weeks (as cited by Shilbury, 2000) who noted that, government funding will not continue to support sport as it did in the past.

Shilbury (2000) put forward that sports organisations need to be able to operate independently of government funding and seek their own sustainable sources of income. Kahn and Norman (2015) have highlighted there is a growing trend for money to be funneled to fewer sports to focus on high-level success. This raises the concern that smaller organisations will not be able to secure funding as they are required to deliver on administrative programmes (Kahn & Norman, 2015).

The industry surrounding sports (sports goods, retailer, media and government) have a shared incentive to see the public interest in sports continue to grow (Jalonen et al., 2018). The South African sports industry has become an important contributor to the economy (Giampiccoli, Lee, & Nauright, 2015). South Africa has also been a preferred African destination for global mega sports events, such as the IRB Rugby World Cup (1995), the ICC Cricket World Cup (2003) and the FIFA Football World Cup (2010) (Van Der Merwe, 2007).

The contribution of the sports industry to the global economy has evolved rapidly over the last decade (Kim, 2010). The sports events industry has grown enormously around the world with an increasing number of events at all levels being held in ever more diverse locations with billions of dollars spent (Giampiccoli et al., 2015). Sport is an economic engine and

provides the potential for economic development (United Nations, 2003). Large sporting events such as the soccer World Cup provide an increase in gross domestic product and positively affects employment (Ahlert, 2001). The sports industry also employs a multitude of professionals such as athletes, coaches and administrators (Edim et al., 2012).

Over the last few years, the fast development of new media technologies and changes in consumer behaviour have brought significant change to the world of sport. Overall, the sector has experienced strong growth and is estimated to be worth USD 169.4 billion by market value in 2019, a 37% increase on the 2012 figure of USD 123.7 billion (Association of Summer Olympic International Federations, 2019). The sports industry provides sports-related businesses with a platform to operate making it a significant economic contributor (United Nations, 2003). As such Smith and Stuart (as cited by Stander & Van Zyl, 2016) have stated that the business of sport has become a critical engine for economic growth.

2.5 Sports for Development

The power of sport has long been hailed for its positive role in society. According to Vassort (as cited by Richelieu & Korai, 2012) sport is a significant enough force that it is able to surpass historical societal differences. “Thus sport is considered as a platform that connects different actors as well as different perspectives (in and through sports)” (Jalonen et al., 2018, p. 107).

In addition to the economic, functional, symbolic, and emotional use of sport in value creation, Jenonen et al., (2018) also stated in their research that the reviewed literature also shows that sport has been used more broadly for developing communities. They highlighted that the social value of sport is realised in the form of the wellbeing of communities that surround it by enhancing the economic life of the region or increasing social capital (Jalonen et al., 2018).

Sport has the power to unite people across social, economic and generational divides by providing shared experience of emotions and interests that provide a unique bond through shared experiences (Richelieu & Korai, 2012). Sport can be used as an important mechanism to effect social change, as highlighted in the work of Smith and Westerbeek (2014), they claimed that sport may positively affect the nature and scope of CSR efforts including mass media distribution and communication power, youth appeal, positive health impacts/association, social interaction, and sustainability awareness (Sheth & Babiak, 2010).

During the late 1990s and early 2000s, several initiatives began researching, developing, and implementing sports programs as a tool for social change. Non-profits, non-government organizations, and even the United Nations (UN) got to work in this field. These initiatives include the International Sport and Culture Association (ISCA) in 1995. This was created with the philosophy that sport is not just about competition and exercise, but also regulates behaviour and creates a feeling of belonging, which in turn leads to a strengthening of democracy (The Foundation for Global Sports Development, 2016).

In 2000, Laureus Sport for Good was launched to address a broad range of social problems. Part of South African Founder Johann Rupert’s inspiration came from when South Africa won the Rugby World Cup in 1995, a triumph that helped unite people of all races. “The organization came to be named Laureus, based on the principle that sport can bridge the gaps

in society and change the way people look at the world.” (Global Sports Development, 2016, para. 1)

In 2003 Sport & Development (<http://www.sportanddev.org>), an online resource and platform was formed and is used to further the mission of the UN in seeking “how sport can be used as a tool for addressing some of the challenges that arise from a humanitarian crisis and in conflict and post-conflict settings” (Sport & Dev.org, n.d., para. 3). ISCA and Laureus Sport for Good now help fund sportanddev.org (“Sports as a tool...”, 2016).

For South Africa, as a previously divided nation during apartheid, sport was a key tool identified to address political and social issues used by Nelson Mandela when he said “Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does” (Laureus, 2020). Mandela’s sentiment is supported by Richelieu and Korai (2012) when they claimed that sport is the reflection of a sense of belonging and the consciousness for the individual to belong to a national ensemble. It is these political and social issues that motivated Elias and Dunning (as cited by Richelieu & Korai, 2012) to state that sport is a major source of community identification.

Lee et al. (2016) stated there has been consistent support for the potential of sport for social development directly and indirectly but for all the initiatives undertaken, the quantified empirical evidence is sparse. One exception is the work of Zhang, Pease, and Hui (1996) on the perceptions of value contributed to communities from professional sports. Sheth and Babiak (2010) highlighted in their paper that professional sports teams and leagues have unique resources available to them to deploy their CSR programs and generate perhaps greater awareness for social issues than businesses in other industries might. Their study suggests that sports executives use CSR as a means to further the strategic position of the sports organization (Sheth & Babiak, 2010).

A concern for South African (and international) sports federations, is there seems to be little or no movement towards digital transformation. This was confirmed in a recent report by the Association of Summer Olympics International Federation (ASOIF). The report highlights that digital transformation is very difficult to digest for the sports administration community and that it’s principles go against the way most of the sports are structured (Association of Summer Olympic International Federations, 2019).

The literature covered in this first section of the review, leads to the development of the first - research question Q1: Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

2.6 Motivation to Participate in Sport

The researcher will now look at the literature that explains how people are not only motivated to participate but also stays motivated to continue their involvement in a sport. This section considers a number of factors that influence motivation to participate in sport, which as described by Kahn and Norman (2015) the motivations are wide and varied for the reasons why people choose to exercise or participate in sport. This section differs from a later section (4) of the literature review, that unpacks how individuals (children, adolescents and adults) are first introduced to sports.

Research on the motivation of adult activity in sport and exercise has increased dramatically as the benefits of moderate, regular physical activity have become recognised more widely (Wininger, 2007). The research suggests that one's motivation to engage in an activity may be more important predictors of continued engagement than the health benefits of the activity itself (Frederick & Ryan, 2014). In order for the researcher to better understand the role of motivation as it relates to participation, Self-determination theory will be discussed.

2.7 Self-determination Theory (SDT)

Self-determination theory is a wide-ranging theory that can be used to explain motivation towards many behaviours. The major constructs are easy to grasp, have been supported by research and are easily developed into strategies for helping others to increase the motivation for participating in regular activity (Kilpatrick et al., 2002). Self-determination theory has been scientifically tested by research in the competitive sport setting to support that this framework can be used to study the consequences of motivation (Vallerand & Losier, 1999). Therefore, the researcher believes this to be a suitable theoretical lens to consider how digital media can motivate or affects sports participation.

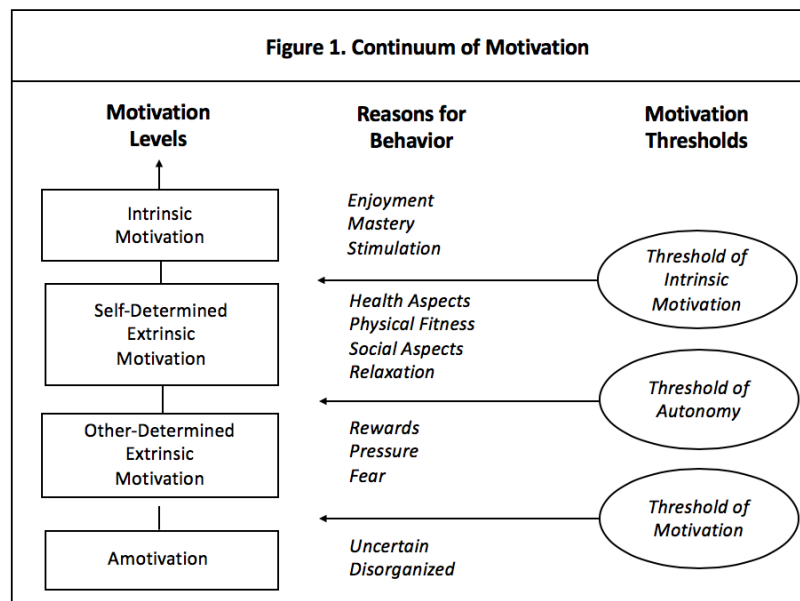
Self-determination theory started off as a theory with a broad scope covering a wide range of phenomena which have been expanded on through an enormous amount of research over the past 3-decades and has been applied to domains such as parenting, health care, education, work, sport, psychotherapy, etc (Deci & Ryan, 2008).

Based on self-determination theory, motivation is fueled by psychological needs. Three psychological needs are especially critical in the energizations of human action: the needs for autonomy, competence and relatedness (Vallerand & Losier, 1999).

Self-determination theory says that the extent to which the needs of the individual are met provides a description of an individual's motivational state and these motivational states lie on a continuum from amotivated to intrinsically motivated (Kilpatrick et al., 2002; Tsorbatzoudi, Alexandris, Kahariads, & Grouis, 2006).

Based upon the self-determination perspective, Pelletier et al. (1995) suggested there are several types of motivation that fall at different points along a continuum of self-determination. This continuum runs from high self-determination (intrinsic motivation) to low self-determination (amotivation). There is sufficient evidence in the literature to support the notion that in a competitive sport setting, self-determination as a framework can be used to study consequences of motivation, as different types of motivation lead to different outcomes (Vallerand & Losier, 1999).

Figure 1: Continuum of Motivation (Kilpatrick, Marcus; Hebert, Edward; Jacobsen, Dee, 2002,p.38)



The most desirable level of motivation on the continuum as shown in figure 1 above, is intrinsic motivation which occurs when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences (Kilpatrick et al., 2002). Vallerand (1997) has suggested that these different types of motives may correspond with different outcomes, in that more self-determined forms of motivation are expected to correspond with more positive outcomes, whereas fewer self-determination forms correspond with more negative outcomes (Vlachopoulos, Karageorghis, & Terry, 2000).

2.7.1 Intrinsic motivation

According to Deci (as cited by Pelletier et al., 1995) in general, intrinsic motivation means engaging in an activity purely for the pleasure and satisfaction derived from doing the activity. Deci and Ryan (1985) proposed that intrinsic motivation stems from an innate psychological need for competence and self-determination, therefore activities that allow this will engage intrinsic motivation. Intrinsic motivation has been divided into three subdimensions as proposed by Tsorbatzoudi et al., (2006):

- intrinsic motivation to enjoy learning:
 - This type of intrinsic motivation relates to enjoyment and enables the participant to be constantly learning while performing an activity. They are intrinsically motivated while they are learning a new technique or skill and do it for the pleasure or enjoyment of their experience while they learn (Pelletier et al., 1995).
- intrinsic motivation toward accomplishment;
 - This intrinsic motivation is also known as mastery motivation, where participants engage in the activity to feel competent (Deci & Ryan, 1985). In sport, this would be learning a difficult technique to experience personal satisfaction (Pelletier et al., 1995).
- intrinsic motivation to experience stimulation

- Experiencing stimulation happens when a participant does an activity for the stimulating sensations it provides (Pelletier et al., 1995). In sports participation, this applies to people who do the activity for the excitement of the experience and are therefore intrinsically motivated to experience stimulation (Pelletier et al., 1995).

One of the key concepts of SDT is that motivation varies and the most self-determined types (intrinsic, motivation, integrated and identified regulation) of motivation lead to the most adaptive outcomes (Vallerand et al., 2008). Pelletier and Sharp (2008) have suggested that the tailoring of messages to the stages of behavioural changes and framing these messages in line with intrinsic rather than extrinsic goals may help to internalise behaviours and the development of self-determined motivation. In their article, they examine how the approach of SDT can be utilised to effectively understand behavioural change. The other approach that these authors considered was to strategically tailor and frame messaging to affect behaviour and shape how people constitute behaviours (Pelletier & Sharp, 2008). They did this study in the context of environmental sustainability and came to the conclusion that self-determination should be enhanced by tailored messages to the outcome of the proposed behaviours by framing the message as a function of intrinsic motivation (Pelletier & Sharp, 2008).

Based on cognitive evaluation theory (a sub-theory of SDT) people's motivation varies in line with changes in their perceptions of competence and self-determination (Deci & Ryan, 1985). Therefore events that lead to an increase in either of these feelings should increase intrinsic motivation and identification; and in sports, it has been found that the more athletes (or participants) perceive themselves as competent and self-determined the more likely they are to show self-determined forms of motivation towards sport (Pelletier et al., 1995).

Based on these findings, that self-determined forms of motivation lead to more positive outcomes and intrinsic motivation is the highest form of self-determined motivation, this study will therefore explore how intrinsic motivation could be developed through online sports media to encourage participation in sport.

2.7.2 Intrinsic motivation and sports participation

In the field of exercise and sport, there have been a large number of studies applying self-determination theory (Ryan, Williams, Patrick, & Deci, 2009). Participation levels and behavioural intentions are two of the most important outcomes of motivation in this context (Vlachopoulos et al., 2000). Zeithaml et al. (1996) agree that the frequency of participation and behavioural intentions are expected to be examples of behavioural outcomes of motivation.

Dishman's (as cited by Tsorbatzoudi et al., 2006) research has shown that 50% of individuals who start taking part in sport or recreational programs drop out in six months or less and this exercise adherence is an important problem facing sports organisations.

Weissinger and Bandalos (as cited by Tsorbatzoudi et al., 2006) have stated that intrinsic motivation theory has been widely studied in the field of leisure-related activities such as sports. Multiple studies have suggested that researchers should focus on extrinsic and intrinsic motivation when examining motivational behaviour change (Tsorbatzoudi et al., 2006). Ryan et al. (as cited by Tsorbatzoudi et al., 2006) found in their study that intrinsic motivation is

associated with positive behavioural outcomes and is a better determinant of exercise adherence than extrinsic motivation .

The results of testing the relationship between recreational sports participation with its effects on intrinsic, extrinsic motivation and amotivation, found that there was an increase in intrinsic motivation to gain knowledge and accomplishment by the participants (Tsorbatzoudi et al., 2006). The study further postulated that extrinsic motivation is positively correlated with an individual's intentions to continue participation, while amotivation is negatively related (Tsorbatzoudi et al., 2006).

In another study by Vlachopoulos et al. (2000), using self-determination theory that looked at testing the four motivational levels in the continuum, provided support for the notion that increased motivation was associated with increased participation. The study used frequency of participation and behavioural intentions as examples of outcomes of motivation. There was a consistent pattern across all four participation groups, which lends credibility to the multidimensional model proposed by Pelletier et al. (1995), as a diagnostic tool for studying motivation in exercise settings. Based on these findings, this study considers the use of digital media tools to increase motivation to participate in sports, which in turn is associated with increased participation as the literature suggests.

Considering the Self-Determination model of Kilpatrick et al., (2002) in fig. 1 above, intrinsic motivation is developed through enjoyment, mastery and stimulation. This study, therefore, explores the efficacy of motivation through digital media. Therefore the second research question is: Can digital media increase the intrinsic motivation of sports participants? This will be answered through three sub-questions which address the types of motivation at increase intrinsic motivation:

- a) How could digital media enhance the enjoyment of learning for those participating in a sport? The literature indicates participants are intrinsically motivated while they are learning a new technique or skill and do it for the pleasure of their experience while they learn (Pelletier et al., 1995).
- b) How could digital media enhance a feeling of mastery for sports participants? As discussed in the previous section, a new pattern of behaviour will emerge depending on the individual's self-belief in their capabilities to perform in a certain situation (Bandura, 1991). Here the researcher explores the impact of relatable role models whose achievements seem attainable (Vescio et al., (2005) as a motivation based on mastery.
- c) How could digital media enhance the feeling of stimulation that participating in a sport provides? The literature review indicated that social engagement was a key element in enticing participation in sport (Berlin & Klenosky, 2014).

2.8 Sports participation

As stated in the introduction, the definition used by the researcher is provided by Khan et al. (2012) "Sport is a subset of exercise that can be undertaken individually or as a part of a team. Participants adhere to a common set of rules or expectations, and a defined goal exists and training for sports competition typically includes regular engagement in the activity"(p. 59). The authors do acknowledge that most sports involve physical activity but other forms of activity can result in physical activity without participating in a sport.

The introduction to sport for most children is through physical education (PE) (Kirk, 2005) and this early exposure is likely very influential of their participation in later years (Andreff, 2011; Somerset & Hoare, 2018). As concluded by Dovey et al. (1998) physical activity in late adolescence is more a matter of choice than it is at a younger age when school curricula influences activity levels. For adolescents, experiences of interest (which as sports provide) are thought to provide a driving force in their lives that promote exploration, learning, and growth (Hunter & Csikszentmihalyi, 2003). It has also been suggested that this socialisation to sport at an early age may mean leaving children and adolescents predisposed to participation in later life (Fentem, 1994; Sofranko & Nolan, 2009).

Self-efficacy (confidence in one's ability to engage in physical activity) has a strong and consistent association with physical activity among both young and older adults (Biddle & Nigg, 2000; DuCharme & Brawley, 1995), as does social support from family and friends (Courneya & McAuley, 1994); Frederick, Christina and Ryan, (2014), reviewing previous research suggested that adults have different underlying motivations for participation in sport and exercise than young people, with fun and enjoyment motives less important for adults than young people. A focus on both fitness and competition allows individuals to adjust the degree of involvement dependent on personal goals, those who valued winning or achieving personal bests expend more effort than those socially inclined (Berlin & Klenosky, 2014).

For adults, friends are the most important introduction to a sports activity for those who did not participate as youths (Sofranko & Nolan, 2009). When looking at the reasons behind participating in sports, Grant (2001) found that individuals participate in sports for reasons other than health. These reasons include to improve life purpose, take the focus off body pain, disassociate from their problems, social engagement and fun (Grant, 2001).

This focus on the social aspects of sport, particularly with women, has been confirmed by other researchers (Frederick & Ryan, 2014) who found social engagement was the key ingredient enticing many to participate in sport (Berlin & Klenosky, 2014). In a similar vein, researchers of parental influence in children's soccer participation (Babkes & Weiss, 1999) indicated the importance of parents as role models. It was found that parents who were perceived as positive exercise role models had a positive impact on their children's soccer participation (Vescio, Wilde, & Crosswhite, 2005).

2.9 Participation decreasing or stagnating

From the literature reviewed, sports participation rates are hard to assess, however, there is evidence that they are decreasing or approaching stagnation point in many countries (Lera-López & Rapún-Gárate, 2005). The proportion of people meeting the weekly recommendations for physical activity declines with age with decreases associated with significant life transitions (Kahn & Norman, 2015). Formal sports participation numbers in South Africa are also hard to access. In a recent 2017/18 Eminent Persons Group (EPG) Report on Transformation in Sport, the report mainly focuses on the transformational progress of the countries 19 sports codes. What the report includes is concerning, that there is a decrease in sports administrators and a decline in participation numbers across all sports. The report provides further insights that only 12% of schools in South Africa provide structured sports participation opportunities (Department of Sports and Recreation South Africa, 2019).

In South Africa, there are two sport-for-development programmes funded by Sport and Recreation South Africa (SRSA) and refer to the national mass participation programmes implemented in the community (Siyadlala) and school (School Sport Mass Participation Programme)(Burnett, 2009). Only baseline data currently exists, reflecting mostly on perceptions, expectations and experiences reported as quantitative (structured questionnaires) and qualitative methods (focus groups and interviews with stakeholders) (Burnett, 2009) making it hard to assess the effectiveness of these programmes.

Another factor affecting participation is the size of the household, which has been shown to be negatively associated with sports participation (Humphreys & Ruseski, 2007; Scheerder, Vanreusel, & Taks, 2005). In South Africa, the unemployment rate has sat at 27.2% for the last 3 years and the number of people living in poverty has increased to 2.8 million in the last four years (Healthy Active Kids South Africa, 2018).

What we do know is concerning and is reported in the recent Healthy Active Kids in South Africa report for 2018, it states that for organised sports participation there was no evidence to suggest a change in the number of children and adolescence in organised sport since 2016 (Healthy Active Kids South Africa, 2018). In a recent study, South Africa had the greatest percentage of learners (32%) who didn't take part in physical education at school (Silva et al., 2018). This is even though there is overwhelming international evidence that physical activity and physical education in schools has a positive correlation with results in the classroom (Healthy Active Kids South Africa, 2018).

Internationally, some reports continue to indicate that sports participation is decreasing. In England, participation fell from 48% in 1990 to 46% in 1996 and dropped again to 43% by the year 2002("Driving up participation..." 2004). In Spain despite success in major sporting events, in the period 1995-2005, sports participation rates were completely stagnant below 38% (Lera-López & Rapún-Gárate, 2016).

The situation is a source of concern not only in European countries but also in other parts of the world. Sports participation figures for the adult population in Canada, for example, showed a disconcerting decrease from 45% to 31% between 1992 and 2004 (Bloom, Grant & Watt, 2005). In the US also, sports participation measured by American Sports Data has, over the past decade, either decreased or grown more slowly than the overall population (Sporting Goods Manufacturers Association – SGMA, 2004).

2.10 Changing nature of sports participation

It has been suggested by some scholars that sports participation may not necessarily be decreasing but the nature of participation is changing. The section below looks at the research that covers these changes in participation.

Leisure-time sports participation (LTSP) has undergone significant changes over the past 20 to 30 years (Borgers, Pilgaard, & Vanreusel, 2018). In their paper they examined if post-modern and post-materialist values may be the reason for changes in participation styles. In their paper, they differentiate between "light" and "heavy" participation based on the requirements of the sports setting (Borgers et al., 2018). Dovey et al. (1998) suggest that participation rates may be better promoted by encouraging involvement in informal individual activities rather than organised competitive sport.

Cultural changes and shifts in values are also reflected in the decline in the popularity of team sports, which are often perceived as strict and exclusive (“Driving up participation...,” 2004). Alongside this, informal rather than institutionalised, and spontaneous rather than organised sports have grown in appeal, particularly among young people (Gilchrist & Wheaton, 2011). Notably, these can be undertaken individually, and the timing of participation is flexible and based on intrinsic motivation (“Driving up participation...,” 2004). The growth of these sports reflects several other societal trends. The individual nature of the response to a growing ‘time squeezes’ in modern life (Khan et al., 2012).

For adults, Borgers et al. (2018) proposed that adults who play or participate in a sport for health reasons are most likely to do so informally or on their own. Those who are motivated to perform or for socializing are most likely to do so in a club or organised setting (Borgers et al., 2018).

Informal sports participation in South Africa is hard to quantify. There is growing popularity in participation events and many new events have been introduced. These include Parkrun (2019) with over 688 612 registered runners, the introduction of bike parks and a number of trails being opened for mountain biking and trail running by private landowners. In their paper titled: “Can we consider changes in sports participation as institutional change” Borgers et al. (2018) examine the logic of new participation styles. They cite that “sport light” can be recognised as an institution that underpins pattern of leisure time sports participation and that this is not new rather that it has risen in popularity. Accordingly, the remainder of the paper positions the idea of ‘light’ in contrast to ‘heavy’ in terms of the organisation structures and the autonomy of sports participation (Borgers et al., 2018).

Most South African sports organisations would fall within the “heavy” organisational setting. Although not the focus of this paper this assessment does highlight the need for sports organisations to adapt to how they cater to participants. Many of the changes we have seen in sports participation are effected by technology which has had a significant impact on society in the last 10-years and the section below expands on this change.

2.11 Technology and changes in society

Modern society has innumerable ways for young people to avoid boredom and for the most part, this means avoiding physical activity. These alternatives a largely sedentary activity which prevents people from maintaining healthy levels of physical activity (Kahn & Norman, 2015). EA Sports’ FIFA is one of the most popular computer games in the UK but does almost nothing to encourage active participation in football. (Kahn & Norman, 2015). According to the UN, globally, over 60% of adults do not participate in a sufficient amount of sport and physical activity. This is for the most part caused by inactive lifestyles (United Nations, 2003).

Mobile connectivity and data have improved the lives of millions through greater efficiencies (White & Rees, 2019). These improvements in technology and infrastructure provide great economic opportunities for the continent of Africa, however, there are negative effects on sports participation and exercise. In the 2017/18 Healthy Active Kids South Africa report, researchers concluded that there is no evidence to suggest that screen time use is declining from its previous year’s report. It may be increasing, as smartphones become more accessible and affordable (Healthy Active Kids South Africa, 2018).

From being almost entirely disconnected just 25 years ago, today Africa boasts over a billion SIM connections. In South Africa, internet access is primarily through mobile phones and nationally only 3,4% of households did not have access to either landlines or cellular phones (Stats SA, 2018). Although access to the internet is improving (Stats SA, 2018), the cost of data in South Africa remains prohibitively high (Research ICT Africa, 2017). Recently the Competition Commission also found that South Africa's data pricing is 'anti-poor' and lacks transparency ("Competition Commission says ..."(2019).

Concerningly for sports participation in a report by the United Nation on Sports for Development and Peace, the researchers noted that recognition of the positive impact sport has on education and children's development. Physical education is being phased out in education globally, this includes a decrease in the amount of time allocated to physical education, staff, and resources (United Nations, 2003).

2.12 Sports media and participation

Sports media, in particular, the live broadcast of sports events has always been of significant value to media companies. Sports has always been an important part of television services content and is seen as the prime way in which to initiate engagement and interest which can grow into deep level engagement (Ryan, 2019). In South Africa there is concern that the local broadcaster SABC has not been able to purchase the rights to an increasing number of sports events and live competitions. This has been recently highlighted by the SABC not being able to secure the broadcast for the start of the 2019/20 Premier Soccer League , the highest division of the South African football league system. Also, the SABC had minimal broadcast coverage of the ICC's 2019 Cricket World Cup and only broadcast the final of Rugby World Cup 2019. This is not just a South African problem, but an African and international problem as broadcasters are facing similar budget constraints around the world.

In the ASOIF's 2019 report, the contributors said that most sports federations have struggled to engage a broad fan base to the extent that they can command their attention on a sustained basis through their sports media. And that they need to innovate to ensure that their content strategy meets the needs of fans across all platforms and age groups. "This means having a product that tells a story, is entertaining enough to capture and hold fans' attention and imagination, and that the barrier to understanding what is unfolding in front of the spectator is as low as possible to deliver growth." (Association of Summer Olympic International Federations, 2019,p. 23). However, according to Funk, Mahony and Ridinger (2002) Australia, the USA and UK have developed successful marketing strategies that have become an important part of their sporting industry.

How sports organisations connect with their fans has dramatically changed with the advent of internet technologies. Social media on the internet has a broad reach allowing fans to share their opinions and engage in topical discussions (Gill, 2018). According to Doorley and Garcia (as cited by Gill, 2018) with the advent of social media, information and content sharing platforms on the web, the scope for people to engage with a diverse opinion, imagery, and subject matter has broadened the amount of information an individual can now access to formulate an opinion. However, in this era of content overload, where (free) alternative entertainment formats abound and consumers' willingness to pay for content is increasingly limited (Association of Summer Olympic International Federations, 2019). Sports enthusiasts now look to media (both traditional and new) for information and commentaries regarding their sporting interests (Gill, 2018).

There is a changing behaviour through online platforms and although traditional media channels (such as television) have been effective in reaching large audiences, interpersonal channels have proven more able to influence behaviour change (Cassell, Jackson, & Cheuvront, 1998). With the growth in access and use of electronic social media platforms, the public has been able to interact like never before (Gill, 2018). Like-minded sports consumers can now join engage in collaborative consumption activities on social networks (Hedlund, 2014).

2.13 Sports events to inspire participation

Sport at the highest level is known for its ability to inspire and excite fans. Significant research has been focused on the impact of hosting a mega-event such as a World Cup or Olympic Games (Ramchandani, Kokolakis, & Coleman, 2014). This is done by assessing the immediate impact a major sporting event has on people's inclination to participate in the future (UK Sport, 2011). This research is focused on the inspirational effect of major sports events such as the Olympics effects (Dickson & Schofield, 2003, Horne & Manzenreiter 2006) on the host's city's participation numbers.

Developed by Hindson, Gidlow, and Peebles (1994), the trickle-down effect and more specifically, the demonstration effect, are based on the notion that performances of a host nation's athletes will be able to motivate the population to participate (Starr & Thibault, 2016). Although it is difficult to verify whether such effects exist, the intuitive appeal of demonstration effects has led to their widespread acceptance (Boardley, 2013).

In a 2012 study by UK Sport on the effect of three major sporting events, the researchers came to the following conclusions clearly showing the power of sports media consumption to inspire participation: "67% of live spectators at the major sporting events studied, felt inspired to participate or participate more frequently in sport, 28% of these viewers felt inspired to participate or participate more frequently in sport as a result of watching a major event on TV"(UK Sport, 2011, p.5). In another study that looked at the inspirational effect of hosting the London 2012 Olympics. The paper suggests that viewing the games may have a positive effect on people to participate in sport (Boardley, 2013).

The paper also goes onto discuss the positive effects of seeing non-elite participants in major sporting events. Events such as the London Marathon are cited as having the potential of inspiring participation by making the event seem achievable and attainable to the viewers (Boardley, 2013). In another study that examined 10 major sports events, overall, 57.3% of all survey respondents indicated they were inspired to participate in sport more often as a result of the event (Ramchandani et al., 2014).

This is however contended by in Girginov and Hill (2008) whose paper examined the impact of the London 2012 Olympic Games on sports activity. Their study concluded that sporting events such as the Olympics have the potential to inspire participation, but this requires a holistic approach with the support of the government to make them sustainable. The sports management expert Fred Coalter's examination of the sustainable sporting legacy of London 2012 Olympics also concluded that "most of the evidence suggests that major sporting events have no inevitably positive impact on levels of sports participation." (Girginov & Hills, 2008, p. 2098).

McCartney et al. (2010) did a systematic review on the health and socioeconomic impacts of major multi-sport events between 1978-2008 and found conflicting results on participation after hosting mega-events.

What does seem to remain consistent across the reviewed literature is that measuring the impact of sports events on participation is not easy to quantify but along with demonstration effect, it is widely expected as a byproduct of experiencing sports media.

The Demonstration Effect and its mediating effect on motivation have also been explored in this research as a recurring and relevant theory. Demonstration effect occurs when spectators are motivated to participate in sport by watching the best athletes (Stewart, Smith, & Nicholson, 2003). As part of the literature review, the study will also seek to understand how governmental agencies and healthcare professionals have utilised digital media to motivate participation. To the researcher's knowledge, there is very little understanding of how individuals can be motivated to participate in a sport through sports media online. This research will not look to test the link between digital media consumption and participation in a sport or sports team but establish the possibility of a desirable intermediate outcome (ie. intrinsic motivation) as a result of consuming sports-related content online.

2.14 Role models

The influence of role models has also been examined in numerous studies, most of which are particularly relevant to the sports role models through the demonstration effect. Sports role models continue to emerge and can be seen as contemporary heroes perhaps because of the numerous societal changes. A role model is often a passive role and does not always have direct personal contact with the individual or individuals who look up to them (Vescio et al., 2005).

In social learning theory, also known as social cognitive theory, Bandura argued: 'modelling has always been acknowledged to be one of the most powerful means of transmitting values, attitudes and patterns of thought and behaviour' (Vescio et al., 2005, p. 155). According to Gruneau and Whitson, the decision to follow a specific sport, a team that plays the sport and a player from that team, tell us about the individual's social and symbolic identifications (Richelieu & Korai, 2012).

Role models in sport can play a powerful role as participants at any level can relate to the sports hero they are watching by engaging in the same sport. This is confirmed by Brewer and Weber (1994) when they stated that to be inspired, one's identity may be engaged and that make success more tangible (Meichenbaum, 1971). Inspiration can result in self-enhancement as a result of greater belief in abilities. This is most likely to happen when mastery of a situation is evident (Lockwood & Kunda, 1997, 1999). According to Bandura's take on self-efficacy (as cited by Vescio et al., 2005), the new pattern of behaviour will emerge dependent on one's belief in their capabilities to perform in a certain situation. Role models can play an important part in an adolescents life as they seek autonomy from their guardians or parents (Vescio et al., 2005).

Role models can play an important role in motivating all age groups to participate in sports, but from the research cited above, it is clear that they need to be relatable and their achievements seem attainable. With the rise of digital media and social networks, we have seen how athletes are now able to have massive individual followings and have a great

potential reach as an individual. This phenomenon and change in societal behaviour online will be discussed in the section below.

The ASOIF has recently highlighted that to attract new people to participate in and consume their sports, sports organisations will have to adapt their strategies to how society is changing and in particular to how people will discover and consume content (Association of Summer Olympic International Federations, 2019). Zhang, Brackbill, Yang and Centola, (2015) concluded how well placed sports entities are positioned to not only attract new participants but through the social nature of a sport, encourage continued engagement. Given the enjoyment of sports is the most common motive that individuals report for participating in sports (Shaffer & Wittes, 2006).

2.16 Digital media to effect behavioural change

“The influence of digital media’s sports consumption seems to be a more powerful moderator of fan identification and self-concept than other traditional-media outlets”(Wallace, Wilson, & Miloch, 2016,p. 425). Cassell et al. (1998) found through their research that traditional media still provides great reach but the literature suggests it is not as compelling for changing behaviour. This transactional feedback makes use of internet communication an ideal tool for sports organisations to utilise.

Seo and Green (as cited by Wallace et al., 2016) showed that fan engagement and expression using interactive media are an important part of online sports communication. This along with close monitoring of online communications can provide a competitive advantage and allows for better management of content (Wallace et al., 2016). According to Madrigal (2006), the fan connection can be heightened and encouraged through the effective use of digital media..

Social media provides sports organisations with direct internet communication that provides a new and interactive way of connecting with fans of their sport. The use of social platforms also provides a central location of engagement for those following sports teams/ organisations (Wallace et al., 2016). Social media has changed how sports events are covered and provides numerous new content experiences for sports teams (Tang & Cooper, 2018). This increased interactivity allows for great content options to the end consumer and thus more personalisation (Tang & Cooper, 2018). In this way, social media can change and even empower nontraditional sports consumers (women and older adults) who are more likely to look for information through social platforms (Tang & Cooper, 2018; Tinley, 2009).

2.17 Media production by sports organisations (media shift)

According to Sherwood, Nicholson and Marjoribanks (2017) sports organisations have recently acquired the ability to deliver their own news through social and digital platforms and sports organizations are increasingly looking to take control of and internalise their media production capabilities. Hutchins and Rowe (as cited by Sherwood et al., 2017) have stated that part of the reason that sports organisations can now do this is that there are lower cost barriers to produce and distribute content online.

More recently sports teams are operating their own media agencies to generate media content that can be used to manipulate the topical conversation in traditional and social media to positively reflect its desired brand and enhance corporate reputation (Gill, 2018).

In 2012 the Australian Football League (AFL) started running its own media agency with the ability to generate its own content to influence conversations on traditional and social media to its benefit (Gill, 2018). Beyond the AFL, most major sports entities and tournaments have taken to control their media properties. Nicholson, Kerry and Sherwood (as cited by Gill, 2018) have stated this includes online communications via websites and social media but also the broadcasting of their live matches, which means that the sports entities have more influence on the opinions and beliefs of sports fans who engage with their brands.

As it stands, the majority of their income is media rights revenues (at USD 46.8 billion) after sponsorships revenues so this is a logical strategic move (Association of Summer Olympic International Federations, 2019). However, the development of a strong free content strategy as becoming more and more important. This is because the TV rights budgets are increasingly consolidated among the top rights packages in a market focused on the biggest sports, which is squeezing smaller sporting federations (Association of Summer Olympic International Federations, 2019).

Within South Africa, SuperSport has significant control of live broadcast having the rights for all major competitions run by Cricket SA, SA Rugby and the Premier Soccer League. However, they do contribute to more than R650 million of SA Rugby's budget, and they're responsible for an R2 billion annual investment to keep their TV rights (Head, 2018). Sports organisations need to look at all possible distribution options for their live content but also need to consider how they can leverage the content commercially (Association of Summer Olympic International Federations, 2019).

Beyond broadcast, the internet and in particular social platforms provide a new means to both distribute their content and new commercial opportunities for sports organisations. The next section looks at how the internet is being utilised for sports media.

2.18 The internet for distributing sports media

The internet provides a new means of communicating for sports organisations and teams to talk directly with their fans without needing traditional media (Beech et al., 2000; Spielger, 1998). The mechanics of social media platforms make them accessible to all sports organisations. Even the smallest sports organisations now can self-publish content and build an online following. For example, Sheffer and Schultz (as cited by Tang & Cooper, 2018) found that compared to their male counterparts, females were more likely to seek sports information and discuss sports on social media.

The majority of sports organizations now utilize the internet as a direct channel to provide their fans and the public with information. This allows fans to access up-to-date information by going to the official club or team website, with Turner (as cited by Cleland, 2011) suggesting that this can only aid the club-fan relationship.

2.19 Future developments through internet technologies

With the increasing speed of innovation in internet technologies, it is an exciting time for sports organisations their fans and participants. Fans are now able to have a greater experience by following their favourite sports, teams and even individuals due to new forms of technology (Gantz & Lewis, 2014). Some of the future trends that are anticipated are direct

to consumer media offerings for sports games, this is known as OTT (over-the-top) and data that sports organisations will be able to collect by interacting directly with their audiences.

Concerning content distribution, the ASOIF has recommended having a cross-channel strategy will be crucial given the increasingly fragmented media environment in which sports properties operate. It is highlighted as a risk to have a reliance of the traditional broadcast deals as with the decline in TV viewership media companies are reconsidering the value of their sports right's deals (Association of Summer Olympic International Federations, 2019). The report highlights the need for sports organisations to develop their commercial strategies beyond traditional broadcast. Some of the future trends that are anticipated are highlighted below.

2.19.1 OTT services

Direct to consumer media offering for sports games, is known as OTT (over-the-top). For a sports organization to develop such an offering similar to Netflix or Amazon Prime Video will have an incredibly complex effect on how rights and revenues are structured (Ryan, 2019). This includes considering how rights bidders drive up the price of sports right, risk of implementing a new business model (subscriptions) and the effect such a change would have on other media partnerships.

2.19.2 Data driven insights

A better understanding of what engages fans is a critical yet poorly understood benefit of sports properties being consumed via connected services (Ryan, 2019). With seven billion people worldwide predicted to have access to high-speed internet by 2020, so sports organization have a great opportunity to globalise and monetise at vast scale. Furthermore, they will be able to collect valuable data by interacting directly with their audiences. As advertising spend migrates from traditional television to online, sports entities that can build direct relationships with a global fan and participant base will be highly sought after by brands, sponsors and other commercial entities.

2.20 The power of sports media online to effect behaviour change

The researcher looked at various forms of new media along with their potential effects to inspire participation. The modern sporting landscape now includes interactive television, computer gaming as well as a host of online tools and websites on demand. Better use of digital platforms will be an important part of driving the change from passive consumption to active participation (Kahn & Norman, 2015).

Motivational media online can now be found through multiple platforms and devices. Media use often has been thought of a risk factor for negative health outcomes such as physical inactivity or obesity among youth (Adachi & Willoughby, 2014). The researcher in the following section looked at the effects of various new forms of media and their potential effects to inspire participation. The discussion leads to the development of research question 3: How can sports organisations better utilize digital media to increase intrinsic motivation of participants?

2.20.1 Live broadcast, streaming and participation

Live sports programming is a homogeneous viewing experience and provides the same viewing experience regardless of the TV provider, although the broadcaster can add to the quality of the experience (Solberg, 2007). With the emergence of new technologies has given rise to new platforms for streaming media providing a multitude of new options for

traditional broadcast audiences online (Edge, 2013). Interestingly a Google-Ipsos study on sports viewing habits found 80 per cent of sports viewers use a computer or mobile device while watching television broadcasts of live sporting events (Think with Google, 2018a).

2.20.2 Social media and participation

In a study that looked at the effectiveness of influencing exercise, social media has the potential to change the way young people watch sport and could be effectively used to increase physical activity (Kahn & Norman, 2015).

When considering the popularity of new social platforms like Instagram, Mulgrew et al. (2018) looked at the types of inspirational content (termed fitspiration) aiming to motivate users to engage in healthy eating and exercise, or which types of content are the most commonly viewed. Most of the participants feedback positively, which included that they felt motivated to eat healthier foods and exercise more (Raggatt et al., 2018).

In another study, promotional messages were found to be effective in increasing initial engagement in exercise classes (Randolph & Viswanath, 2004). Zhang et al. (2015) concluded in their paper that using a hybrid approach to encourage physical participation through media campaign and then encourage continuity in participation through peer networks could be an effective strategy going forward (Zhang, Jiang, & Carroll, 2011).

2.20.3 Online videos and participation

Advances in online technology known as Internet Protocol Television (IPTV) has spurred the growth of user-generated content and communities (“Top professional athletes...,” 2018). This is providing fans with online videos that provide fans with greater access than ever before to niche sports and greater coverage than ever before (retrieved from Think with Google, 2018).

Given that YouTube is by far the most accessed video channel online for sports-related content the focus on this section will be on YouTube as a key channel for sports entities to utilise to distribute their content and encourage participation. To confirm this in a recently released study watch time for sports “highlights” video on YouTube grew more than 80% in the past year (Think with Google, 2018). Along with the rise in “highlights” searches, YouTube found “how to” sports video searchers have doubled since 2016 (Think with Google, 2018a). A real-life example of this is Adam "AJ" Edelman, Israel’s first Olympic skeleton athlete who without a coach, learned to drive by watching endless hours of YouTube videos (Virskus, 2018). In a study by Ipsos Connect and Flamingo to survey people about their sports-viewing habits. Among sports fans, 71% chose YouTube first to learn a new skill, 69 used YouTube first to guide them through a workout and 69% chose YouTube to watch fitness product demos (Think with Google, 2016). Highlights are another form of sports content that are getting more views and saw a 60% increase in watch time.

2.21 Sports video games and participation

Although sports gaming is not the focus of this study, there are obvious correlations that can be taken out of this explosive and fast-growing sector. Esports are not classified as a sport according to this studies definitions, however the researcher also looked at what literature there is on Esports and its ability to inspire participation Sports video provides two-way communication and fosters a unique relationship between the streamer and its spectators (Kaytoue et al., 2012). This relationship is nurturing the growth of a new Web community:

eSports fans watch live streams of Internet personalities who play their favourite video games and has become a genre on its own (Kaytoue, Silva, Cerf, Meira, & Raïssi, 2012).

Adachi and Willoughby (2014) studied the link between sports video games, self-esteem and involvement in sports. In the study they highlighted the positive role that playing sports games has in the player gaining knowledge, developing skill and strategy, which may increase self-esteem.

The main difference for the spectator is that eSports take place fully online and their communities are used to various internet platforms (Kaytoue et al., 2012). Edge (2013) concluded, they are well-placed growth online and attract four spectating personas.

- a) The Inspired “spectatorship serves as a catalyst that inspires them to directly play a video game”
- b) The Public “Spectating serves as a tutorial that they will practice when they next log into a game”
- c) The Entertained “They tune into live streams for entertainment purposes only”
- d) The Crowd “They spectate because of the strong communal ties associated with spectating.”

Spectators of Esports enjoy the viewing experience for the excitement it provides and as a group (Cheung & Huang, 2011). Sholtze (as cited by Edge, 2013) has stated the spectatorship is directly linked to the ease of platform access which is critical for its primary audience who are tech-savvy.

The reviewed literature leads to the development of the final two sub-questions to question 3:

- a) Can sports organisations provide better motivational content or tools through their digital media platforms and communications?
- b) What forms of digital media have the highest potential to increase intrinsic motivation in participants?

2.22 Conclusion

Sports provides a unique and positive impact on society, which has been recognised by governments, health care professionals, social change agents and academics. Concerningly the literature highlights that sports participation may be decreasing or at best stagnating. Sports are facing pressure to stay part of the curriculum and relevant within the education system both in South Africa and internationally. It is also facing pressure to maintain its relevance from an entertainment perspective and needs to be able to attract new and younger audiences.

What is clear from the literature is that sports entities have a great opportunity to globalise and scale their impact through the internet (Association of Summer Olympic International Federations, 2019). The internet provides a unique tool to encourage inclusive sports participation, with its interactivity and customization allowing sports organizations to reach both the masses and individuals. Despite the challenges faced by sports and sports organisations, it is clear that digital media consumption has the potential to motivate participation in sports.

Intrinsic motivation is the most desired predictor of behavioural change (Kilpatrick et al., 2002). It is also the most relevant form of motivation to target along the spectrum of SDT, as this is when an activity is done for the sake of the enjoyment of the activity itself. Inspiring and sustaining participation by increasing intrinsic motivation in those previously exposed to or participating in a sport could be an effective way to combat what appears to be a decline or stagnation in sports participation both locally and globally.

To increase intrinsic motivation, sports organisations would need to consider how content can be utilised best to encourage the enjoyment of learning, mastery and stimulation for the sporting activity for those that are consuming the content. For the most part, the live broadcast of sports events are outside of the control of the sports organisation. Therefore, using digital media channels is both practical, feasible and what the literature has revealed to be an effective medium, which has the most potential to effect behavioural change.

According to the literature, being introduced to a sport at a young age is a vital indicator of future participation, as is having parents who model sports participation. Therefore, looking to sustain and encourage participation through inspirational digital media could be an effective way to prevent the decrease or levelling-off of sports participation that the literature points to. Using digital media more effectively would by no means provide the only solution to increasing sports participation but based on the review of the literature, it could be used as an enabling tool to inspire and sustain sports participation.

However, based on the research, there seems to be a lack of willingness to embrace internet technology within sports organisations and this is confirmed by the author's experience. Most of the hesitancy with sports entities is due to a lack of understanding and confidence to embrace new ways of working as they have a very traditional and conservative way of operating. Cited in the literature, there is a concern that sports organisations are not moving quickly enough to attract new participants in their sport through online means. This lack of willingness to adapt is a concern, as sports is under more pressure than ever to remain relevant.

One of the apparent gaps in the research is how the broadcast of sports events impacts participation, the research that is most closely linked is on hosting mega sports events. There is also little or no literature that the researcher has been able to source that looks at the impact of broadcasting and streaming live sports and its effect on participation. To the researcher's knowledge, there are very few studies on this topic. Linked with the above-mentioned gaps there seems to be an absence of research on how digital media can be used for the growth and development of sports participation. With this, is a lack of understanding of how certain media types influence motivation to participate.

Another concern that has emerged from the literature has been that sports organisations are continually looking to fund sport at the highest level. There is nothing wrong with this but when considering that the research points towards the trend that sports organizations will be receiving less funding from government into the future, there is a concern the growth of sports at the grassroots level will receive even less funding.

What did become apparent through the reviewed literature is how new industries such as Esports have been able to rapidly scale firstly their spectator base and secondly their participation base. Esport has a significant advantage here in that all of its tournaments are hosted online, and it is easily accessible. There are however many lessons to be learnt by

sports entities on how Esports has been able to grow their participants and introduce new potential participants. Esports have been able to make participation more accessible by indirectly appealing to the three types of intrinsic motivation: enjoyment of learning, mastery and stimulation.

Sport is now competing as a source of entertainment and risks being left behind and becoming irrelevant if it cannot adapt to the changing needs of society. What is encouraging from the research is how participants are already using the internet to seek out more information on their sports on platforms such as YouTube.

Understanding the effects that digital media consumption has on sports participation could help to shape how sports organisations think about the outcomes of their media distribution decisions. Being able to make informed decisions on these findings could provide a great opportunity for sports organisations to ensure the continued growth of their sport but also maximize their online efforts to draw in and sustain participation.

The literature review supports the purpose of this study, to better understand how media consumption affect sports participation. These findings may assist sports organisations in the management of their digital media to ensure greater social inclusion and the long-term sustainability of their sports. The primary research question is below, along with the three sub-questions developed through the compiling of the literature review.

Primary question:

How does digital media consumption contribute (by way of intrinsic motivation) to sports participation, in a sample of sports men and woman in urban Cape Town?

Sub-questions

Q1: Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

Q2: Can digital media increase the intrinsic motivation of sports participants?

- a) How could digital media enhance the enjoyment of learning for those participating in a sport?
- b) How could digital media enhance a feeling of mastery for sports participants?
- c) How could digital media enhance the feeling of stimulation that participating in a sport provides?

Q3: How can sports organisations better utilize digital media to increase intrinsic motivation of participants?

- a) Can sports organisations provide better motivational content or tools through their digital media platforms and communications?
- b) What forms of digital media have the highest potential to increase intrinsic motivation in participants?

Following this Literature Review chapter, the next chapter on the Research Methodology will outline the details of the chosen methodology of this research thesis, which utilises the information that was collated in the preceding chapters. The conceptual framework is expanded on and how the study made use of a qualitative, cross-sectional design and data was collected through interviews.

3. Research Methodology

3.1 Introduction

This chapter provides the details of the chosen methodology of this research thesis, which utilises the information that was collated in the preceding chapters. This study followed an exploratory, inductive approach, the details of which are outlined below. Self-determination Theory (SDT) developed by Deci and Ryan (1985) was used as the conceptual framework for measuring the types, rather than just the amounts of motivation as a predictor of outcomes (Vallerand et al., 2008). This study made use of a qualitative, cross-sectional design and data was collected through semi-structured interviews with participants who were interviewed once at a single point in time.

3.2 Rationale

The purpose of this study is to better understand how digital media consumption affects motivation to participate in sport, using the theoretical framework of SDT. These findings may assist sports organisations in the management of their digital media to ensure greater social inclusion and the long-term sustainability of their sports. Understanding the effects that digital media consumption has could help to shape how sports organisations think about the outcomes of their media distribution decisions. Being able to make informed decisions on these findings could provide a great opportunity for sports organisations to ensure the continued growth of their sport but also maximize their online efforts to further increase and sustain participation. To the researcher's knowledge, there is limited academic literature available on this topic, specifically looking at the effects of digital media consumption to increase motivation, which as an outcome could lead to increase levels of participation in sports.

The results of the preparatory phase of this thesis were used to inform the design and conceptual framework of this study. Although this research project could have been done as a quantitative study, the researcher anticipated that the chosen research goals and question will lend themselves to the interactive nature of qualitative research (Maxwell, 1992, 2012).

3.3 Using Self-determination Theory

SDT established in 1985 by Deci and Ryan (2008) has been used by researchers extensively since its inception across a number of life domains, predominantly in sports, education and healthcare. SDT has set about differentiating between different types of motivation, with the idea being that the type of motivation is more important as a predictor of outcomes than the amount of motivation (Deci & Ryan, 2008). SDT looks at the quality of motivation along the continuum of self-determination from nonself-determined forms of regulation to self-determined types of regulation (identified, integrated and intrinsic) (Pelletier & Sharp, 2008).

SDT has been used to test motivation in multiple areas of study and the findings of these articles have highlighted the core motivational processes posited by SDT operate in a similar way across a variety of areas including parenting, education, work, health and physical activity (Vallerand et al., 2008). SDT has been robustly tested through a variety of methodological designs (experimental, correlational, prospective and longitudinal), methods

(paper-pencil, response latencies, observational, informant), and statistical analyses (analyses of variance, structural equation modelling, cluster analyses) (Vallerand et al., 2008).

SDT hypothesis has been empirically proven through years of studies on motivation that there are a set of universal needs which must be satisfied for effective function and psychological health (Deci & Ryan, 2008). On the continuum of SDT, intrinsic motivation is the most desirable level of motivation which is when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences (Kilpatrick et al., 2002). Therefore, as intrinsic motivation is the most desirable level of motivation, the researcher has chosen to specifically focus on how digital media could affect intrinsic motivation.

A qualitative research approach was used for this study. This is particularly appropriate because the objective of this study was to gain a greater understanding of what the motivational impact is of digital media consumption for participants in sport, and the research is also aimed at identifying new concepts (Zikmund, Babin, Carr, & Griffin, 2013). Qualitative research focuses on finding new insights which the researcher has deduced from the interviews and collection of data (Zikmund et al., 2013).

Importantly, the qualitative approach allowed the researcher to explore for the meaning and role that sports and motivation to participate in sports play in the lives of the participants and the lives of those around them. The research is about exploring behaviour and understanding how the participants react and are influenced or motivated by digital media (Maxwell, 2012). The chosen approach has also allowed for a greater understanding of the participant's context, environment and social norms (Lune & Berg, 2017). Through thematic analysis, the researcher has looked to develop a conceptual framework based on the emerging themes of the data itself. Thematic analysis allowed for the meaning, experiences and reality of the participants to be reported (Braun & Clarke, 2006).

According to Arsel (2017), interviews are helpful as they allow people to share their lived experiences. The interviews for this study consisted of closed and open-ended questions based on the literature review and the interviews were kept free-flowing to ensure each participant's take on the topic came across (Lune & Berg, 2017). Arsel (2017) suggested that the researcher should carry a set of themes to be explored during the interview and that some structure should be maintained. It was important for the interviews to follow a structure so that (1) the interview remains focused and on the topic (2) the researcher maintained control of the interviews (3) help weave the research question into the interview (4) keep the conversation flowing (Arsel, 2017).

The researcher needed to allow for the discovery of theory from the data rather than testing specific hypotheses. Inductive analysis will be used to code the data without trying to fit the theme into preconceived theoretical interests (Braun & Clarke, 2006). The inductive and exploratory nature of this research led the researcher to utilise in-depth interviews as the most effective means of data collection. This method allowed those being interviewed to provide a detailed personal perspective on their perceptions of the world and their behaviour (Bone et al., 2014). These rich interviews provided the researcher with the necessary data to interpret and reflect on the lived experiences of the participants.

3.4 Sampling method

This research aimed to explore the influence of digital media and its potential to increase intrinsic motivation, so it is logical to use participants in a formal sporting setting for the data collection. The sample should not be random and should be purposefully pursued based on the research question and objectives (Arsel, 2017).

The researcher used non-probability sampling, (criteria outlined below) and then followed that by snowball sampling to reach more respondents who have similar characteristics that suit the research sampling framework. This was done by setting up an initial interview with a respondent at a sports club that met the researcher's criteria and then asking them to put the researcher in contact with other potential interviewees. Due to the nature of the criteria and the respondents being potentially hard to find, this proved to be an effective way of finding participants for the study.

The criteria for the participants of the study were amateur members of a sports team or clubs in urban areas of Cape Town. The researcher focused the interviews on age and demographics that fall outside of the natural support structures of sports participation. This means participants in school and professional sportsmen or women were excluded. This is also where the literature review has identified the highest drop off in participants takes place, as a participant moves from adolescence into adulthood facing multiple changes to their support and life circumstances (Kahn & Norman, 2015).

The sports code added to the criteria, to further focus the research on and provided more insights and relevance to the research, the researcher focused on participants in the sports codes that have the highest rate of participation (football, rugby and cricket) in South Africa. This meant that the sample was taken from more than one sports club, which was done to make the sample more representative of the urban area's population. Another variable that the researcher considered was the level of the respondents' participation in the sport. From the findings of the literature review, most participants at a sports club or team remain involved as they are seeking a competitive or social environment (Berlin & Klenosky, 2014). The clubs/ organisation chosen were: Langa Cricket Club (5 participants), Busy Been Rugby Club (10 participants) and Citizen Football Club (5 participants). It made sense in the context of South Africa and Social Inclusion to select clubs in previously disadvantaged areas. These clubs were all within the City of Cape Town as cities are now the fastest-growing urban settlement (Association of Summer Olympic International Federations, 2019) allowing for higher relevance of this study. All respondents needed to be over the age of 18 years old but no specific age limit was set.

3.5 Data collection method and sample size

Semi-structured interviews were needed with members of the public, therefore ethical clearance was required. The researcher informed the interviewees of the purpose of the study and why they were being included in the study. Interviewees were requested to voluntarily take part in the study and could withdraw at any time. The interviewees signed the consent forms which were provided to all participants. The interviews were recorded and transcribed and saved on a password-controlled cloud-based storage software (Google Drive).

It is relevant and in the spirit of qualitative research to allow the interviews to be semi-structured and to allow relevant topics to be unpacked and delve deeper into arising concepts with the respondents and to expand and clarify responses through probing questions.

This open-ended approach allowed for new topics or themes to emerge and allow the researcher not to remain fixated on the goals of the research. The focus of these interviews would be to unpack the participant's responses concerning the primary question. Questions would include obtaining respondents feedback on aspects of their motivation to participate but also consider the context and demographics of the respondents. Such as access to the internet, data costs, motivations, social and community norms.

The interviews took place between January 2020 and March 2020 with football, rugby (in preseason) and cricket made for the most likely sporting codes to choose from due to them being played over this period/ season. Due to these sports participants being mainly male, the researcher was able to interview 5 females and 16 males, with 1 male's interview being excluded as his English was not sufficient to understand or respond to the questions fully.

A key indicator of the number of interviews required is the saturation of themes in qualitative data collection, which is the guiding principle for sample size (Hennink, Kaiser, & Marconi, 2017). "Saturation refers to the point in data collection when no additional issues or insights emerge from the data and all relevant conceptual categories have been identified" (Hennink et al., 2017, p. 592). Saturation point was reached at roughly 16 interviews for this study.

3.6 Unit of analysis

The unit of analysis is the major entity that is being analyzed in a study. In social science research, typical units of analysis include individuals (most common), groups, social organizations and social artefacts. So, in this case, it is amateur participants in sports who consume sports media.

3.7 Measurement instrument

The semi-structured interviews used to collect data allowed for the best possible opportunity for the participants to share their experiences and context on the research topic. The questions were open-ended allowing for free-flowing discussion and provided the opportunity for the researcher to ensure the participants could understand the questions. Zikmund et al. (2013) have stated that this form of interview provides the researcher with the opportunity to ask probing questions and gain a greater understanding of the interviewee's responses.

In designing the interview schedule, it was important to keep the questions aligned to the emerging themes of the literature review. Rowley, (2012) and Zikmund et al., (2013) provide guidelines for structuring interviews: The questions should be specific and use conversational language, questions should not be leading, questions should not be taxing to the respondent's memory and questions should not make any assumptions about the participants.

In order to study the role of motivation in the sports domain, the Sports Motivational Scales was developed, the scale was originally constructed in French (Pelletier et al., 1995) using the subscales as set out by self-determination theory (Pelletier et al., 1995). The scales have since been tested and validated in both French and English (Pelletier et al., 1995). The scale was developed by using the work on SDT who stated that motivation is operationalised as the underlying "why" of behaviour and focuses on the perceived reasons for engaging in activities (Pelletier et al., 1995). In the interview schedule developed for the Sports Motivational Scale, participants were asked "Why do you practice sport?" and items

representing potential answers which correlate to the different types of motivation were provided on a scale for the participants to select.

The interview schedule used for this study was developed by making use of the Sports Motivational Scale and its associated questionnaire, see Appendix 2. This questionnaire looked at the seven subscales as presented by SDT, which include the three stages of Intrinsic Motivation: to know, to accomplish and to stimulate. Intrinsic motivation is the highest form of motivation on the scales of SDT. When an athlete is intrinsically motivated, they are more likely to show self-determined forms of motivation towards sports, positive emotions (Briere & Vallerand, 1990) and greater interest and enjoyment (Pelletier et al., 1995).

The questionnaire used for the Sports Motivational Scale contains 28 questions, with four questions associated with each of the seven subscales, as laid out by SDT. A copy of the questionnaire can be found in Appendix 2. The researcher used these questions as a guide to help guide and inform the formation of the interview schedule. Given the exploratory and qualitative nature of this research project, using the tested framework of the Sports Motivational Scale has helped to ensure the questions and subsequent nature of the interviews had a clear theoretical framework to work within.

To the researcher's knowledge, the Sports Motivational Scale has not been used to specifically test the effect of consuming sports content online to increase intrinsic motivation levels. Also, it is not the intention of the researcher to focus solely on the effects of this engagement in isolation but rather look at the subjects as a whole and include aspects of their social context, relationships and sporting backgrounds. This was why a qualitative study using semi-structured interviews was the most appropriate way for the researcher to collect data.

3.8 Data collection

The researcher used face-to-face, semi-structured interviews at a venue and time that suited the participants and the conversations were all recorded for the purpose of accuracy. Semi-structured interviews meant the researcher could stay focused on theories and understanding developed in the literature review (Arsel, 2017). Doing the interviews face-to-face allowed for a more personal and detailed conversation and the researcher was able to pick up on non-verbal cues (Rowley, 2012). Setting up these personal interviews could have been more difficult and costly but they provided richer data with a decrease in non-responses from the interviewees (Zikmund et al., 2013).

It was important for the participants to feel relaxed so that an honest and free-flowing conversation could be had. Therefore, most of the interviews were conducted in the vicinity of the participant's sports club which was their preferred choice and meant they were comfortable and relaxed (Arsel, 2017). For the most part, the interviews were done before or after training and matches, this meant the interviews could be done without being rushed or interrupted. Along with recording the interviews, the research also made notes during the interviews. The interviews were done with a reflexive approach and the researcher did not look to do them all at once, rather allowing for the time between interviews to analyse and process before continuing with interviews (Arsel, 2017).

The use of semi-structured interviews was deliberate to encourage iterative questioning for the processes of collecting data. The participants were offered the option of personal privacy and could withdraw from the study at any time.

Each interview lasted between 45 to 60 minutes. Even though the nature of the subject matter was not sensitive, the interviewees were provided with the interview schedule ahead of the interviews. The majority of the participants did not read through the questions, in anticipation of this the researcher provided a planned explanation of the purpose of the interview which was recited to provide context to the interview. On average the interviews lasted 50 minutes long.

As mentioned above, each interview began with the researcher providing a brief description of the study to gain rapport and provide context to the conversation. It was important that the questions asked to the participant provided information that aligned to the research question and its sub-questions (Rowley, 2012).

The interviewees were encouraged to answer all question honestly with the reassurance of enmity with no personal details being reported in the data. The participants were encouraged to speak openly on their own personal lived experiences. Probing techniques were used by the researcher to fully unpack questions or gain greater clarity to answers (Arsel, 2017). Each interview ended with the researcher asking if there was anything that may not have been discussed in the interview that participant would like to raise (Arsel, 2017)

The interview schedule supported the qualitative nature of the research and the researcher was able to use the SDT framework along with the Sports Motivational Scale to uncover concepts throughout the research process (Arsel, 2017). The interviews were started in late January 2020 and completed by early March 2020. The researcher is confident that the sample has generated enough data and saturation of themes was reached as per the process of credible qualitative research (Hennink et al., 2017).

The researcher conducted several pilot interviews, which provided feedback on how the interview schedule was constructed. The pilot interviews also provided the novice researcher with the opportunity to practice formal interview techniques. No fundamental changes were made to the questions after the pilot, but they were reworded slightly for greater effectiveness in the main study.

3.9 Data analysis

Thematic analysis is a commonly used and acceptable approach to qualitative research (Terry, Hayfield, Clarke, & Braun, 2017). For research undertaken by a novice student, it provides a straight forward and less technical means of qualitative data analysis for which less theoretical knowledge is required.

Themes are developed through data-driven analysis meaning the research is taking an inductive thematic approach (Scott & Vigar-Ellis, 2014). The themes identified during this analysis may have been less related to the overall research objective, but they still added to the researchers understanding of the respondents. The researcher made use of additional latent thematic analysis to examine beyond the semantic and explicit meaning but looked to examine and interpret concepts and the meanings of the data (Braun & Clarke, 2006).

To ensure data analysis is theoretically and methodologically rigorous the researchers Braun and Clark (2006) have emphasised the flexibility of thematic analysis means it is a stand-alone method and provides clarity on how it should be conducted.

Each interview was transcribed and together with the researcher's notes was re-read by the researcher to ensure familiarity and comfort with the depth and breadth of the data (Braun & Clarke, 2006).

The researcher looked for data saturation, where no new themes were coming out of interviews in terms of what other respondents have already said. Once no new themes were emerging, saturation point had been reached and that's when data collection could stop. Therefore, the 20 interviews conducted was enough to reach the point of data saturation.

The interviews were transcribed by the researcher and care was taken by the researcher to read through the transcripts to check for accuracy and inconsistencies. The researcher read through each interview twice and then when through the process of categorising the participant's answers to align with the five sub-questions of the study.

Leximancer (<https://info.leximancer.com>) was utilised to analyse the large volume of data generated through the interviews.

To better understand the participant's conversations on sports media and its motivational consequences, the researcher made use of the text analysis tool Leximancer. This provided the researcher with a powerful application that provided visual images that interpreted the complex data of the interviews. Leximancer can collate the main concepts through a form of machine-learning (Rooney, 2005). In order to develop these concepts in the text and how they relate to one another the software does both a conceptual (thematic) and relational (semantic) analysis.

The Leximancer algorithm is based on Bayesian theory, as evidence gathers and increases the degree of belief in a relationship or hypothesis will shift. When this theory is applied to text data, the words that make up a sentence are the predictors of which concepts will emerge. This concept has been proven through many trials whereby the selection of important concepts has aligned with expert human judgement (Leximancer, 2019).

The process involves identifying a concept, then a thesaurus of words that are linked to the concept is constructed, thereafter the concept is elaborated on with semantic and definitional content. The concepts are then displayed visually by Leximancer as a "concept map" which displays the main concepts and relationships, the importance of the concepts and strength of the relationships are also displayed (Reyneke, 2011).

The concept map displays the key themes as large circles and concepts are shown as dots. The darker the colour of both the themes (circles) and concepts (dots), the more important the text. When the concepts overlap, they are positioned close together this shows that they are close together. The second concept map produced by Leximancer is to display the semantic links which are represented by distance. The closer the linked concepts are semantically will result in the concepts being displayed closely together and the concepts that are not, will appear further apart (Rooney, 2005).

The result of this is that clusters will be formed by semantically linked concepts. These concept maps will provide the researcher with an analysis of the data and provide insights on

how it is interpreted. The researcher utilized these concept maps to further develop the paper's thesis.

The conceptual categories emerged during the process of thematic analysis and aligned with the researcher's anticipation to draw insights from the data (Duchscher & Morgan, 2004). The researcher had to remain conscious of reflexivity, the influence of previous experience on his perspective, and openly acknowledge the influence of prior work or experience on the research process (Cutcliffe, 2005).

3.10 Validity and reliability measures

The nature of qualitative research has been criticized for lacking academic rigour (Gioia, Corley, & Hamilton, 2012) however the reliability and validity can be increased by carefully chosen research methodology and practices to increase academic rigour.

Validity refers to the credibility of the research's findings and the following conclusions. The validity of this study was ensured in this research by making certain rigorous data collection and analysis which ensured that the study achieved the research objectives. There was a strong focus on consistency by the researcher when going about the data collection process. Although biases do exist that could affect the reliability and validity of the interviews and data collection, these were limited by following the interview protocol which provided for a reliable guide for the researcher to ask questions in a consistent way for each participant (Saunders & Lewis, 2017).

To ensure the trustworthiness of a qualitative study, Shenton (2004) has suggested several guidelines the researcher should use. According to Shenton, the researcher should ensure the study is (a) credible, with the important criteria being addressed by the researcher is of internal validity to ensure the study tests what it intended to (b) transferable, as the conclusions of a qualitative study are specific to a particular environment or individuals it is important the work can be applied to a wider population, (c) dependable, to show the reliability of a study it needs to be repeated in the same context, with the same techniques with the same participants to produce similar results and (d) confirmable, is the concept for the qualitative research comparable concerned to objectivity, where processes need to be followed to help ensure the finds are the result of the participant experiences and ideas, as opposed to the preferences of the researcher (Shenton, 2004).

Gioia et al. (2013) have also provided guidelines which suggest that the demonstration of rigour in qualitative research needs to include an adequate description of research methodology, thorough description of the research topic and related concept, anticipated data and clearly articulate the links between the data and theory used for both the study, research findings and recommendations.

Finally, the use of thematic analysis provided the novice researcher with an accessible and flexible method of analysing the data, which helped to decrease the potential of errors and thereby improved the validity and reliability of the findings (Braun & Clarke, 2006).

3.11 Research limitations

According to Arsel (2017), the nature of research is fraught with inherent method limits and biases which can negatively affect the validity and reliability of the data and overall

conclusions of the research. In particular, method bias in behavioural research is the most common source of measurements error (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Some of the potential for error are highlighted below. Social desirability bias, which is when respondents to an interview answer questions in a way that may seem favourable to others could occur, because of the subjective nature of the research and the required face-to-face interviews with participants, they may have felt inclined to respond in a socially desirable way (Podsakoff, MacKenzie, & Podsakoff, 2012). The complexity and/ or ambiguity, despite the researcher's ambition to be simple and clear, still needs to account for the subjective nature of human behaviour and nature of their response can be complex and contradictory (Podsakoff et al., 2003). The content effect, which is how the mood of the participant is induced and effected at the time of the interview might have an important effect on the responses of the participants especially with regards to health, family, time, hunger and setting (Podsakoff et al., 2003). The time and location (measurement effect) could also have affected different people being interviewed at a different time in a potentially different setting and other factors related to the study. This measurement context may affect the participant's attitude and responses in the interviews (Podsakoff et al., 2012).

The researcher recognizes that on reflection the research could contain personal assumptions and beliefs that may have influenced the study. To negate and reduce this bias, the researcher has worked closely with a number of stakeholders in developing this research paper (Bryman & Burgess, 2014). This includes the researcher's supervisor, academics in the field, colleagues with the relevant industry expertise, academic peers and the research participants who were engaged with for the duration of the study.

Given sports are seasonal and the researcher's limited time to conduct the study, the interviews took place between January 2020 and March 2020, therefore football, rugby and cricket made for the most likely sporting codes to choose from due to them being played over this period/ season. Due to the popularity and accessibility of these sports being mainly male participants, the researcher was able to interview 5 females and 16 males, with 1 male's interview being excluded. For future studies, it would be worth looking to interview only female participants for a mix of males and females at an equal ration to gain further insights on the research question and topic.

The study may also have been limited by geography as the sample was geographically located in urban Cape Town. There may be a location bias that could impact the ability to generalise the conclusions to other geographies (Podsakoff et al., 2003).

3.12 Ethical considerations

Ethics was considered throughout the research and ethical clearance was provided by the Department of Commerce at the University of Cape Town (UCT). No research began without ethical clearance and any test questionnaire results were not included in the study. The participants of the research have remained anonymous and were given the option of being able to have their interviews excluded from the study at any time.

The interviewees signed the consent forms which were provided before the interviews began. These consent forms were reviewed and approved by the Ethics department by UCT when ethical approval was granted. The interviews were recorded and transcribed and then kept on

password-controlled cloud-based storage software (Google Drive), as was all data related to this study.

Following the Research Methodology chapter the Research Findings chapter starts with the researchers notes and comments on the interviews. Next the descriptive stats are provided with a brief summary to help define who the participants are that were used as part of this study. The chapter then goes onto analyse the participants responses to the research questions and sub-questions.

4. Research Findings Chapter

This chapter starts with the researchers notes and comments on the interviews. Next the descriptive stats are provided with a brief summary to help define who the participants are that were used as part of this study. The chapter then goes onto analyse the participants responses to the research questions and sub-questions.

4.1 Interview notes and comments

The interviews were all done at Langa Stadium over February and March of 2020. Langa is both a township and suburb situated in Cape Town, South Africa, it was established in the late 1920s after the Urban Areas Act, moving Africans into designated locations (as retrieved from South African History Online, 2013). Langa Stadium is situated off the N2 highway and provides fields and clubhouses to multiple sports clubs.

There are three sports clubs all based at Langa Stadium, that the researcher sourced participants from through snowballing interviews. These included five club players from Citizen Football Club and five players from Langa Cricket Club, these participants were all males who are part of the senior teams. Then 10 participants were interviewed from Busy Bees Rugby Club, five males and five females. As noted in the limitations of the previous chapter, due to the popularity and accessibility of these sports being mainly male participants, the researcher was able to interview 5 females and 16 males, with 1 males interview being excluded.

It was noted by the researcher that several factors could have affected how the respondents answered the questions in the interviews. The first was the language barrier, the researcher noticed a difference in the length and depth of the interview was influenced by the interviewee's confidence in speaking English. Those that did not use English as a first language or had no tertiary education were less confident and generally had shorter and less depth to their answers. The second factor that may have affected how the respondent's interviewed, was that the respondent could have been overly agreeable in answering the questions posed to them. To counteract this, the researcher made sure to ask probing and clarifying questions to ensure as best possible, the answers reflected the interviewees own experiences and opinions.

Most of the rugby players interviewed were from the Eastern Cape originally, speaking Xhosa as a first language, this may have influenced their confidence and ability to understand and respond to the questions in English. The researcher noted a significant difference in the confidence of the cricketing group who by in large were much more confident and competent speaking English.

The researcher also noticed certain themes that emerged among each sporting codes participants. The cricketers had more to say regarding their enjoyment of learning techniques through online videos. This could be because cricket can be seen as a technical sport with a wide variety of disciplines each having their subset of skills and techniques.

The rugby players regularly referenced accessing video to help better understand law changes (something that happens regularly in rugby). Both the males and females referred to using online videos to master specific drills and skills, such as passing and conditioning videos.

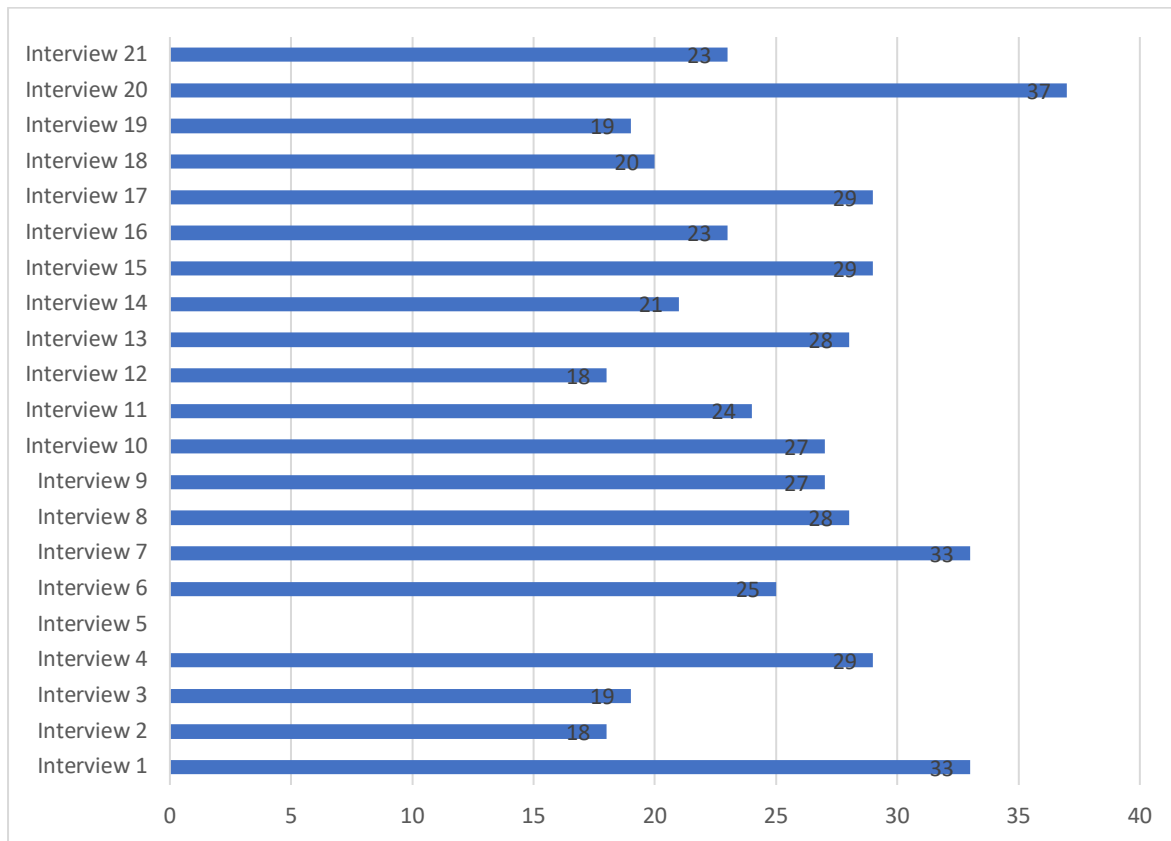
Interestingly, the women rugby players consistently brought up that they use videos on YouTube to learn or to improve their tackling techniques, this use of videos was not brought up once by the rugby playing men.

There were also some distinct differences in how the cricketers accessed the internet compared to rugby-playing men and women. When asked how they access the internet, all the cricketers used mobile bundles and all of the rugby players used Google Hotspots in the township, as did the footballers.

4.2 Descriptive stats

The researcher has provided a brief summary to help define who the participants are that were used as part of this study. This includes their social demographics, the sports they participate in and their proximity to the club. This is done below with graphs and a brief write-up with insights.

Figure 2: Participants age (possibly look to group ages to simply graph)



The participants varied in age from 18 to 39 with the overall average of age being 25.5 years old. This is not surprising as they are all active participants in sports and is to be expected from the snowballing effect of generating the interviews at the centrally located clubs at the Langa Stadium facilities.

Figure 3: Participants gender

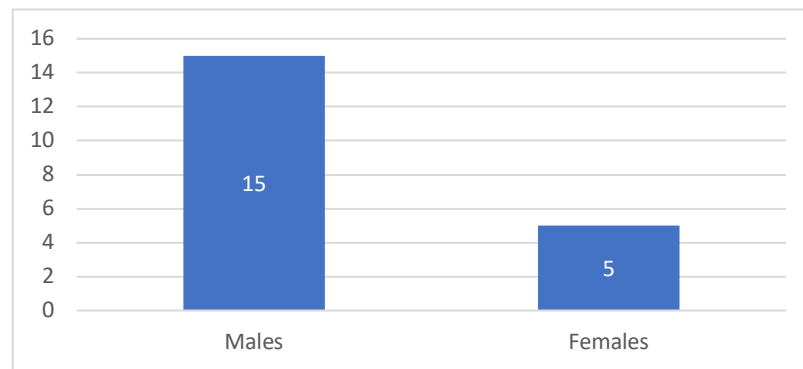


Figure 3, shows that 75% of the interviews were done with males and 25% with females. This is not surprising as the sports were chosen for the study, cricket, rugby and soccer are traditionally male dominated sports.

Figure 4: Participants level of education

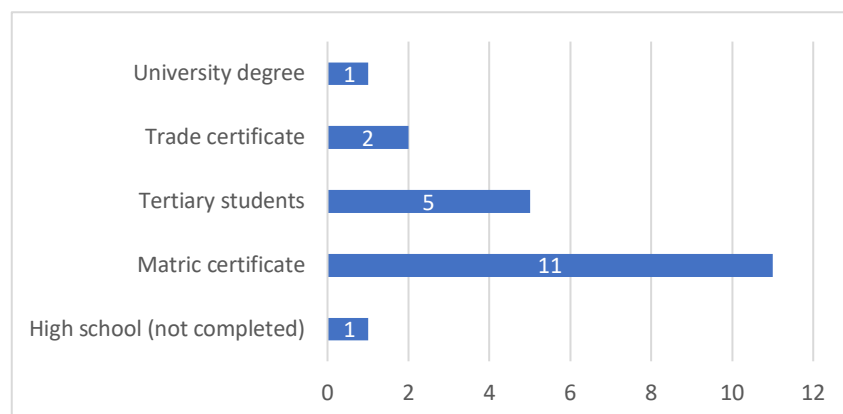


Figure 4, shows that more than half of the participants have not received an education beyond completing their matric certificate and only one had a University degree. The graph below, figure 5 shows that the participants education level has a correlation with the group's employment status. Nearly half (9 of 20) of the participant's interviewed were unemployed at the time of the interview.

Figure 5: Participants employment status

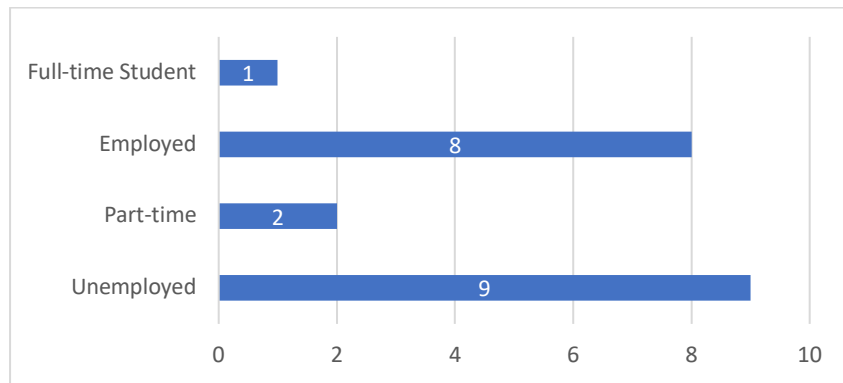


Figure 6: Dependents

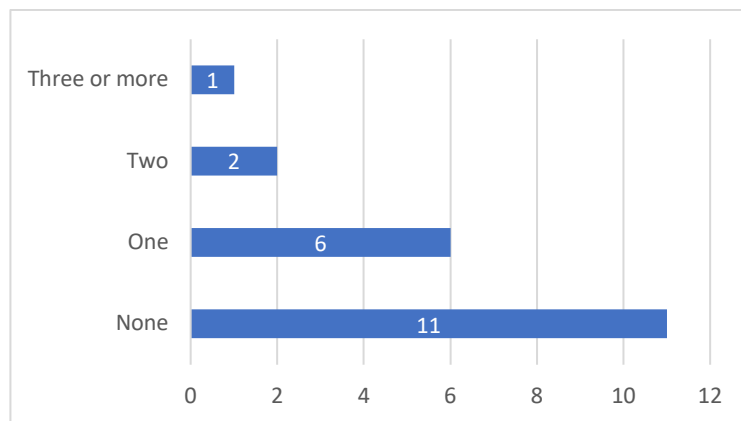


Figure 6, above shows that of the 20 participants interviewed, almost half (nine) had dependents. Of the nine participants, two had younger sibling's they were looking after; the rest had their own children. Figure 7, below clearly shows that only one of the participants was married or in a long-term partnership at the time of the interviews. Interestingly, only one of the participants was married despite almost half of the participants having dependents.

Figure 7: Marital status

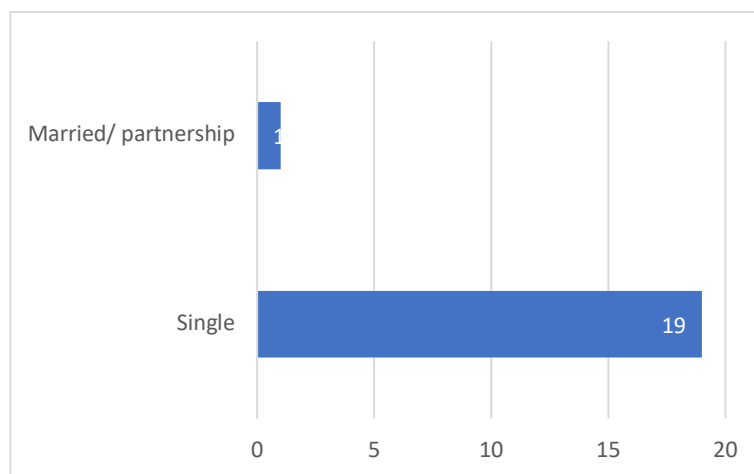


Figure 8: Primary participants sports code

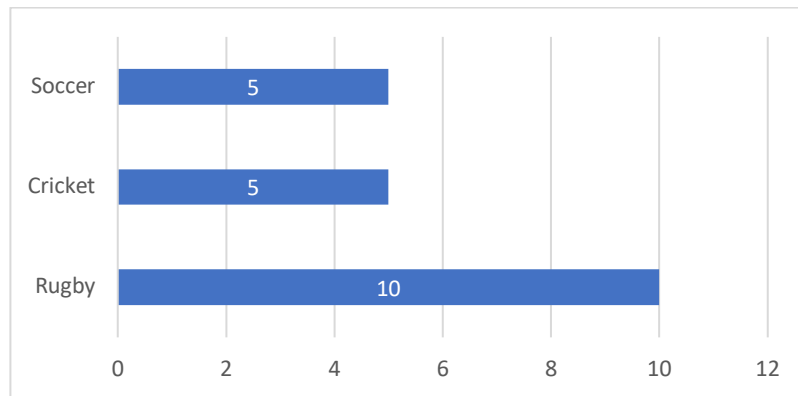


Figure 8, above, plainly shows the primary sports code that the interviewees were sports they were participating in for their clubs. Figure 9 below, provides insights on how many of the participants played more than one sport, in all cases this second sport was informal participation for social or supplemental fitness reasons.

Figure 9: Sports code participation

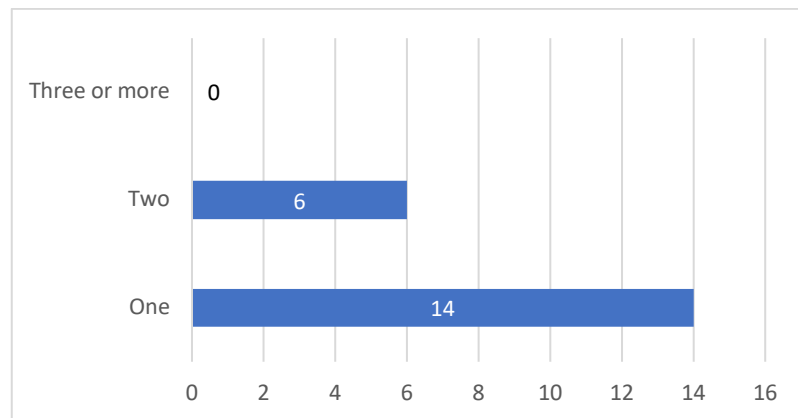
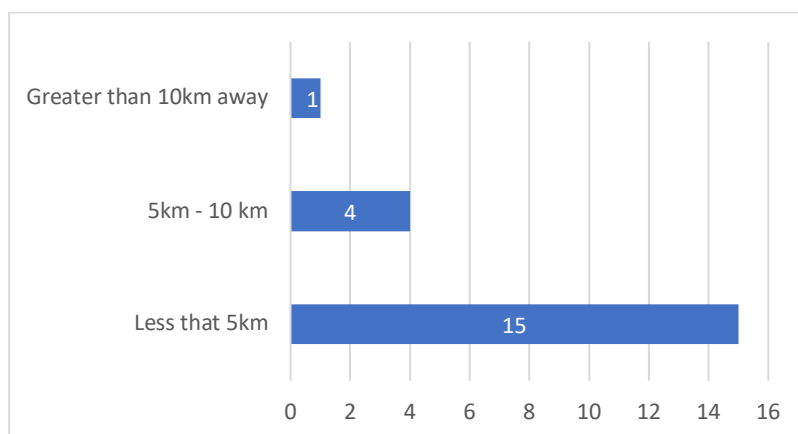


Figure 10: Proximation to club

Figure 10, shows how far away the participants live from the club. The 4 participants who live between 5km to 10 km away from the club were all cricketers and the one participant who lived more than 10km away was a rugby player.



For 75% of the interviewees, living in close proximity to the club was an important reason for joining and continuing to be an active participant.

“I can come every day to play or gym and I don’t need transport. I’m just walking here.” Interviewee 10

“There is no excuse for me to sit at home when the club is right next to me. For people staying far away, they need to pay to be able to come to practice. For me, it helps push me to train.” Interview 11

“It helps because I can come and do training.” Interviewee 14

4.3 Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

Figure 11: Leximancer Concept Map: Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

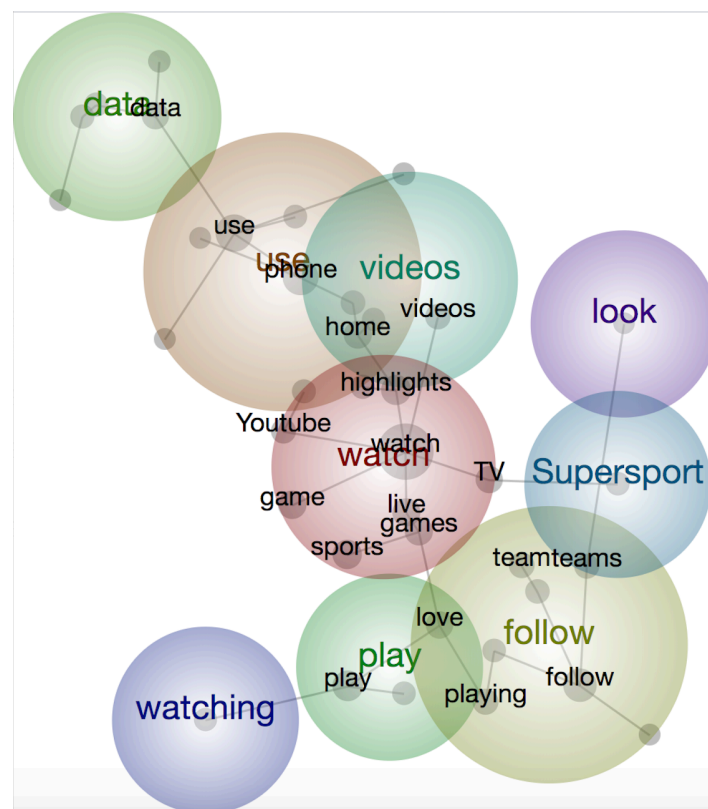


Figure 11, shows that “use” and “follow” were the strongest themes or bubbles. “Use” was used as a turn of phrase to describe how the participants access the internet. “I use my phone” was the phrase nearly all of the participants used when asked how they follow or stay up to date with their sports. These concepts are identified within the theme bubble with words like “phone”, “use” and “home”. In the interviews, the researcher noted that all of the participants interviewed used their phone as their primary device for accessing the internet.

“I’ll check for new signings on my phone that sort of thing. I use the team website to check that.” Interviewee 17 (footballer)

“To stay up to date, I have to buy data and then I can check through the internet to be able to see what’s happening. On my phone I have the DSTVNow *App* that I use.” Interviewee 9 (rugby player)

“When I had my phone, I used it a lot to check the scores. A lot!” Interviewee 5 (cricketer)

“I use that a lot. I check on Facebook to check the scores.” Interviewee 8 (rugby player)

“On Facebook or Google to check the scores. I can watch at home.” Interviewee 14 (rugby player)

The other strong theme that came out of the concept map was “follow”. This bubble included words like teams, follow and love. The researcher noted that this theme was used to describe the multiple ways in which the participants stayed up to date and informed of the goings-on of their sports or teams. This is further highlighted on the concept map, which shows overlap with the “SuperSport” and “watch” themes.

“And for cricket the Cape Cobras and the National teams. I follow the Proteas, Springboks and defiantly the lady’s teams.” Interviewee 12 (rugby player)

“In football, I follow two teams. My dream is Bayer Munich and then locally it’s Kaiser Chiefs because of their history.” Interviewee 20 (footballer)

“Yes, I follow soccer teams. I follow Manchester United and in South Africa, let me say Cape Town City.” Interviewee 2

“I follow the Springbok Sevens Ladies, who are also based in Stellenbosch. I also follow the Springbok Sevens Men’s team.” Interviewee 10 (rugby player)

“I follow the Stormers and Steve Kitshoff, he’s a player on the team. He is strong!” Interviewee 15 (rugby player)

Strong secondary themes were also identified on the concept map, namely “video” which had an overlap with the “use” theme”. Participants described how they often use the search function of platforms like YouTube and Facebook to find the content they are looking for. “So I normally search for the passing videos”; “It’s most of the time athletics videos, especially on YouTube. I like to look at the techniques of running or something similar.” A secondary theme that was linked with the primary theme “use” was “data”. All of the participants described how this affected their usage and voiced their concerns about how expensive it is.

“If data wasn’t an issue, of course, I’d watch more!”. Interviewee 1 (cricketer)

“Yes, data is very expensive but there’s nothing you can do about that now. I need to access content for myself but also to grow as a coach.” Interviewee 4 (cricketer)

“Ya, data is an issue. Ya, it is an issue.” Interviewee 18 (rugby player)

“Watch” is another secondary theme which overlapped with the primary themes of “use” and “follow”, as well as other secondary themes such as that relate to media consumption such as “video” and SuperSport”. Concepts in the “watch” theme that came through strongly were words like highlights, YouTube, live games and TV.

4.4 Can digital media increase the intrinsic motivation of sports participants?

Figure 12: Leximancer Concept Map: Can digital media increase the intrinsic motivation of sports participants?



To gauge whether the participant’s use of digital media could lead to an increase in their intrinsic motivation, the participants were asked how they utilize online content as it related to their participation in sport. Interestingly all of the participants indicated they use digital media to learn and improve at their sports.

As highlighted in figure 12 above, “watch” and “watching” were the strongest concepts that emerged when analysing all of the interview questions that related to the participant’s motivation. The concepts that formed part of this theme were words like “watch”, “learn”, “skills” and “videos”. Watching video content emerged as the preferred medium for the participants when asked about their motivational behaviour when accessing online content.

Other themes that emerged and overlap are “YouTube”, “search” and “better” which are typified by the quotes below. The participants consistently described how they searched for videos on how to get better at their sport.

“I do use videos to learn new skills, mostly videos on *YouTube* because they are very easy. You don’t even need to type in the sentence correctly, it just corrects to words and then it takes you to the video.” Interviewee 7 (rugby player)

“I like to watch my favourite cricketers on *YouTube*, I search the player’s names. *Like James Anderson*, he’s a bowler and I’m a bowler.” Interviewee 5 (cricketer)

“Yes learn a lot from *YouTube*. I’ll search for my favourite players.” Interviewee 16 (footballer)

“*Or I’ll* search for my position “*Top 10 centres*”. I’ll also look up skills like passing, drills and conditioning.” Interviewee 11 (rugby player)

“Even learning different positions. You can search, what are the world’s best players doing?” Interviewee 18 (footballer)

“I supposed, I love the sport so that’s my main motivation. I’ll search on *Instagram* for soccer training or individual players who are skilful.” Interviewee 19 (footballer)

As active participants in organized sport, it was not surprising that the theme “play” emerged as one of the strongest. Interestingly the words that came through as associated concepts where words like “game”, “helps”, “field” and “understand”. The participants regularly described how videos helped them to play or understand the game better.

“It (videos) helps me understand better but I still have to apply it on the field and do the hard work.” Interviewee 13 (rugby player)

“Video helps you understand what you need to do better or know the skills better, to be better on the field.” Interviewee 2 (cricketer)

Figure 13 Motivational differences between genders (Left: females; Right: males)

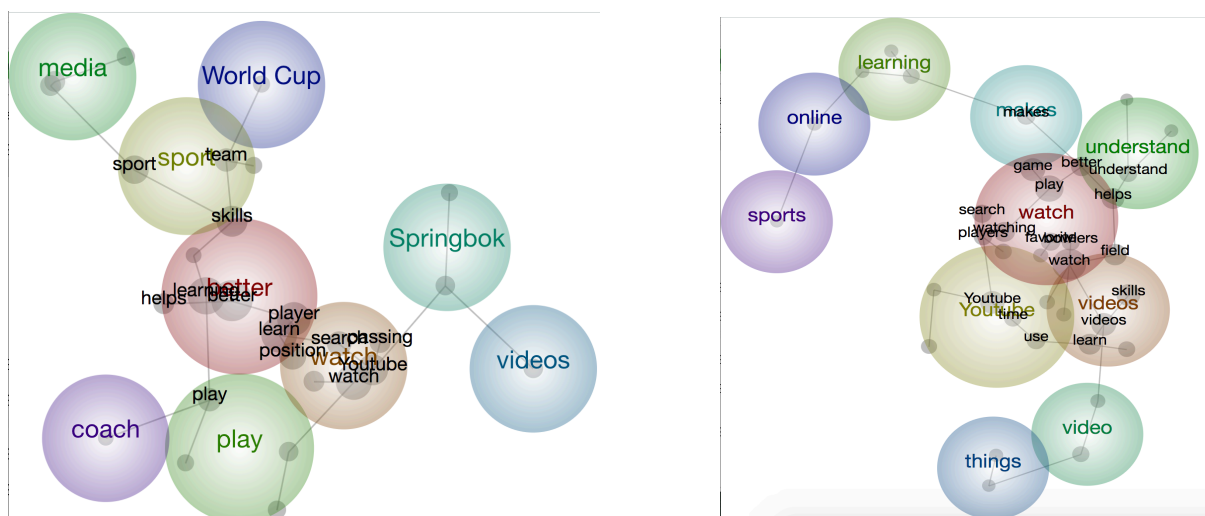


Figure 13, shows the motivational differences between the men and women who took part in the study. It is worth noting that of the 20 participants who took part in the study, there were only five women and the balance was men, see figure 2.

Due to the imbalanced ratio (between females and males) there are limited conclusions that the researcher can make. However, it is worth noting that both genders referenced using videos to help better understand the rules of the game. However, the women all mentioned that they used online videos to improve their tackling techniques or to better understand the requirements of their position.

“It does help, a lot to learn the sport. It helps me to up my skills on my own without the team, so it does help.” Interviewee 9 (rugby player)

“Yes, I think it makes me a better player because if I watch then I learn something new every day about my position. I’m not just learning about my position but other positions also.” Interviewee 11 (rugby player)

“Because as I’m a player now but I’m also coaching the junior side. So now with what I learnt, will have increased my skills and knowledge about the sport.” Interviewee 10 (rugby player)

“It’s more about learning the skills and learning to believe in yourself. It builds confidence.” Interviewee 9 (rugby player)

“Yes, mostly to learn about tackles and how to do it better. I’ll search on YouTube or Google, how to tackle right or left.” Interviewee 11 (rugby player)

“Or I’ll search for my position “Top 10 centres”. I’ll also look up skills like passing, drills and conditioning.” Interviewee 11 (rugby player)

“I mostly YouTube the stuff I want to learn or watch it on TV. I’ll search for a particular player like “Best of Cheslin Kolbe” or search the Black Ferns.” Interviewee 16 (rugby player)

“Sometimes I’ll just watch highlights and I’m learning from them. Most of the time I’m watching how they play in my position because I’m playing scrumhalf.” Interviewee 9 (rugby player)

“Yes, mostly to learn about tackles and how to do it better. I’ll search on YouTube or Google, how to tackle right or left.” Interviewee 16 (rugby player)

“Yes, I think it makes me a better player because if I watch then I learn something new every day about my position. I’m not just learning about my position but other positions also.” Interviewee 10 (rugby player)

The men, in contrast, spoke more about learning specific skills.

“I also watch them for their techniques and to see what I can learn. I like to learn this.” Interviewee 18 (rugby player)

“I’ve learnt to do tricks and skill from videos. Ya, it makes me enjoy the sport more.” Interviewee 20 (footballer)

“Yes, especially those videos that give me more information on rugby. I learn kicking and the skills, like the passing skills which are very important.” Interviewee 13 (rugby player)

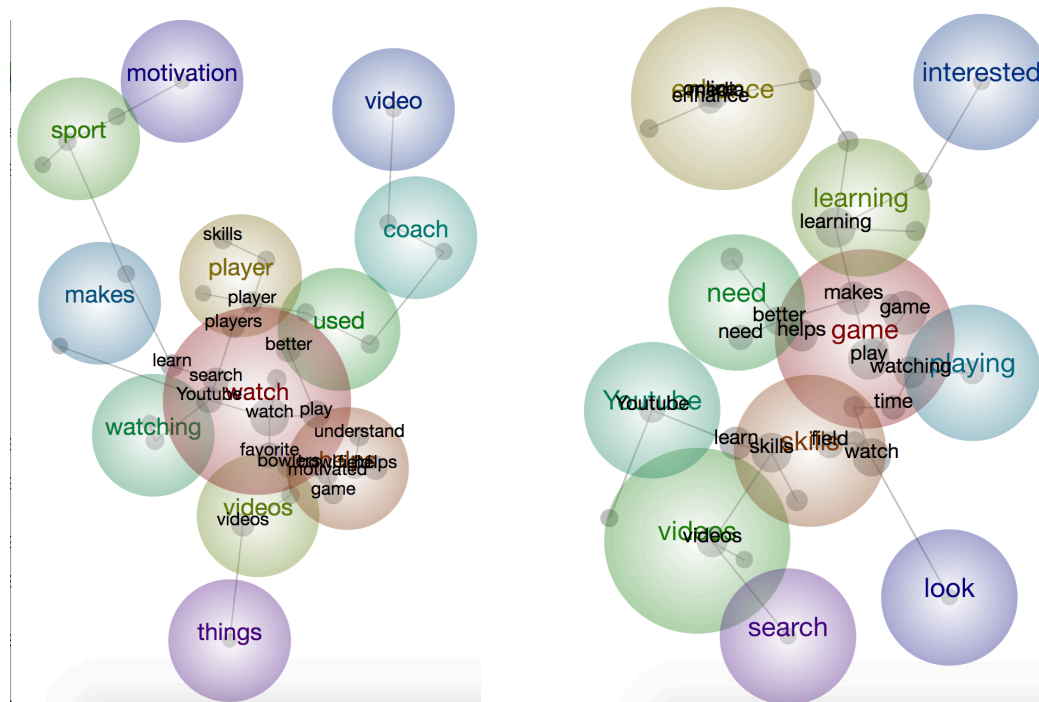
“I do use videos to learn new skills, mostly videos on YouTube.” Interviewee 19 (soccer player)

“Ya, I do that actually a lot to learn skills. Watching videos helps me prepare for the games or helps me to learn a new skill.” Interviewee 3 (cricketer)

“It does help to watch those videos because as I have said before, you just learn new skills and then you try them out.” Interviewee 1 (cricketer)

When comparing the graphics, both the women and men had similar themes or bubbles that were prominent. These were “watch”, “videos”, “makes” and “play”.

Figure 14: Motivational differences between ages groups (Left: 25-years old and under; right: over-25 years old)



As depicted in Figure 14, the average age was 25.5 years old. Exactly half of those interviewed were over 26 years old and half where 25-years old or under. Figure 12 above shows a comparison of the motivational differences between the two sets of age groups.

Interestingly, the strongest themes or bubbles for those 25-years old or under were “watch”, “helps”, “videos” and “player”. The researcher noted when reviewing the transcripts that the

younger group had loftier ambitions to become professional sportsmen or women. They described using digital media and specifically videos as a source of motivation.

“I like to watch my favourite cricketers on YouTube, I search the players’ names. Like James Anderson, he’s a bowler and I’m a bowler.” Interviewee 5 (cricketer)

“That helps me a lot, especially when I wanted to stop soccer. After I saw his quotes, I got motivated to play soccer again.” Interviewee 17 (footballer)

“As I said, I like watching my favourite bowlers and that gets me excited and what I like to watch. I watch my favourite bowlers all the time on YouTube.” Interviewee 5 (cricketer)

“You know, those kinds of things do motivate me! They are just short clip videos. Interview 16 (rugby player)

“And when I watch those videos, I think, I’ll come up with my own thing. Because everyone must do their own thing.” Interview 9 (rugby player)

“Because I watch those videos and there’s something that’s within me that says go and do it. Go out there and explore.” Interview 18 (footballer)

“Yes, videos that show me how to train and do fitness. I watch those and then I go to train.” Interview 14 (rugby player)

In contrast, the researcher noted that the over 25-year olds used digital media for a more practical reason such as staying up to date with their teams and learning more about playing their sports. This is shown in figure 13 (right-hand graphic) above which had the biggest bubble or theme as “game”, in this theme were concepts such as “play”, “makes”, “helps”, “watching”, “better” and “time”.

The next theme that came through strongly was “skills”, the older participants spoke extensively about learning skills online but then applying them on the sports field at practice.

Yes, because you learn and then you have to go talk to your teammates and then you go out and perform. Your challenge to learn and then you go onto the field and you try perfect the drill. Interview 12 (rugby player)

Yes, especially those videos that give me more information on rugby. I learn kicking and the skills, like the passing skills which are very important. Interviewee 13 (rugby player)

I mainly look to learn individual skills. Interview 3 (cricketer)

Ya, it helps me enjoy the game because every time you do something new, you can watch it and then try it out on the field to see if it could work. Combining these skills with what you already know really can help on the field. Interview 9 (rugby player)

If you are at practice and you just saw that video, maybe someone doing a skill, you come to the field and you try to do it as well. The skills videos inspire me a lot.
Interview 3 (cricketer)

4.5 How could digital media enhance the enjoyment of learning for those participating in a sport?

Figure 15: Leximancer Concept Map: How could digital media enhance the enjoyment of learning for those participating in a sport?



Figure 15’s strongest theme was “watch” which indicated again that video was the strongest medium that the participants engaged with when questioned about their motivation to learn. Concept words like YouTube, search, play, favourite, game and position came through along with specific actions such as a search for specific information on their positions or role in the sport they play.

“Sometimes I’ll just watch highlights and I’m learning from them. Most of the time I’m watching how they play in my position because I’m playing scrumhalf.”
Interviewee 6 (rugby player)

“Yes learn a lot from YouTube. I’ll search for my favourite players.” Interviewee 20 (footballer)

The second and third strongest themes that the concept maps displayed were “learn” and “helps”. Concepts that were highlighted were words such as “learn”, “skills”, “videos”, “games” under the “learn” theme; and “helps”, “player”, “need” for the “helps” theme. The participants consistently spoke of learning from watching online videos and applying what

they had learnt to their sport. The themes of “enjoyment” also emerged, linked with others like “sport” and “learning”.

I do that actually a lot to learn skills. Watching videos helps me prepare for the games or helps me to learn a new skill. Interviewee 14 (rugby player)

It helps me enjoy the game because every time you do something new, you can watch it and then try it out on the field to see if it could work. Combining these skills with what you already now really can help on the field. Interviewee 16 (footballer)

So you need to have your own learning material online that you can accumulate on the sites like the YouTube that helps a lot and I do that a lot. Interviewee 5 (cricketer)

It means you know more about the game, how to pass better which make rugby more enjoyable. Yes, it does make me a better player. Interviewee 15 (rugby player)

4.6 How could digital media enhance a feeling of mastery for sports participants?

Figure 16: Leximancer Concept Map: How could digital media enhance a feeling of mastery for sports participants?

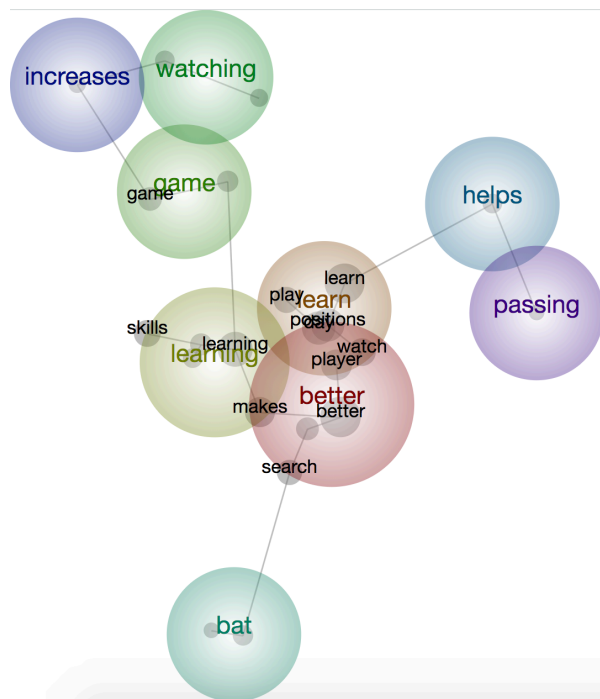


Figure 16 shows that the majority of participants felt digital media could enhance their mastery of their sport. This is highlighted by the “learning”, “learn” and “better” bubbles that overlap. These three bubbles or themes, are connected with the outer themes which all relate to specific sports skills “bat” and “help”, “passing” or indirect references in the “game” bubble.

The participants frequently spoke about using videos to become better players and how they specifically used videos to learn skills or more about their position. They often spoke about coming back to the same videos to re-learn or improve their skills.

“Yes, I think it makes me a better player because if I watch then I learn something new every day about my position. I’m not just learning about my position but other positions also.” Interviewee 12 (rugby player)

“Because the game is not only about running through each other, but it’s about thinking also using what’s around you and being able to perform the skills that you have learnt.” Interviewee 8 (rugby player)

“Of course it makes you better but only if you can master it. I’ll search like on YouTube for older players with skills like Pepe.” Interviewee 17 (footballer)

Interestingly, the interviewees often spoke about the confidence they gained from watching videos from experts or clips of a professional sportsman. This is captured in the bubble or theme “helps”.

“Ya, and it helps me but also to give back to the youngsters that I coach. What to do right, what’s wrong and what you can do well.” Interviewee 2 (cricketer)

“It helps me a lot. It helps with my confidence a lot, I can just imagine sitting with Themba Buvuma for an hour and him advising on how to play cricket.” Interviewee 1 (cricketer)

“Ya, it helps me to think about passing and what to do better in the games. You can see the results when you score.” Interviewee 20 (footballer)

“I also watch a documentary on him, and it spoke about how he developed himself to field in the slips, he never used to and now he does. It really helps seeing how he did this and that I could too.” Interviewee 5 (cricketer)

4.7 How could digital media enhance the feeling of stimulation that participating in a sport provides?

Figure 17: Leximancer Concept Map: How could digital media enhance the feeling of stimulation that participating in a sport provides?

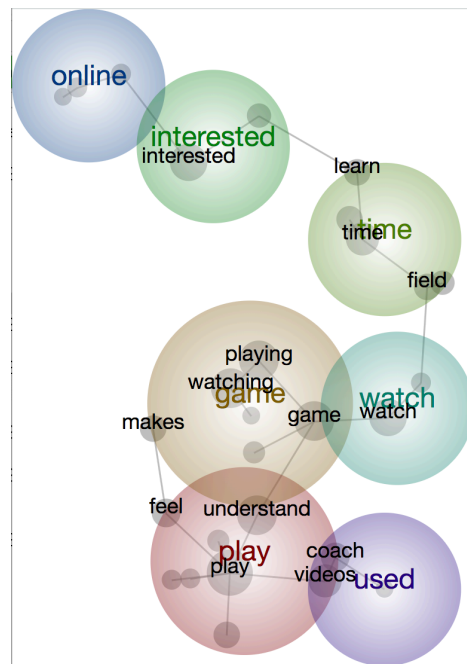


Figure 17, shows several themes or bubbles, the strongest was “game” and “play”. The participants often spoke about how watching videos helped them to feel better about playing the game or more confident to understand and play the game.

“But I go to the videos and they make me feel pumped up and I want to play.”
Interviewee 9 (rugby player)

“Those videos help a lot. Because often we won’t understand, because say we have coaches that speak English and we are Xhosa.” Interviewee 13 (rugby player)

Yes, there are visual aspects of playing the game that you get to understand along with the technical aspects of the game. I get great information from just watching.
Interviewee 3 (cricketer)

“It makes me a better play, ya. Because you’re learning more. Ya, it makes me more interested in the sport.” Interviewee 17 (footballer)

“Because if you see someone else doing it then you learn at the same time. You also then believe you could do it.” Interviewee 14 (rugby player)

Specifically, many of the women rugby players, spoke about how they felt more confident to tackle and play the game.

“It’s just that the coach was telling you and you couldn’t see what he wanted. So ya, it helps so that you can be able to play rugby better and know how to play rugby”
Interviewee 11 (rugby player)

“Now you need to remember that if you can play rugby and better understand your skills then you feel more confident mentally and physically. It makes a lot of difference.” Interview 14 (rugby player)

“It’s because I know I am safer, and I know I have practised how to stay safe. Therefore I’m more interested because I feel more effective, so I feel more confident.” Interviewee 10 (rugby player)

The theme “interest” came through strongly. The respondents regularly spoke about how watching videos increased their interest in playing their sport. The participants often spoke about learning these new facets of their sport which although indirectly related, helped them to appreciate and enjoy their sport more.

“Yes, it keeps me interested in the sport in such a way that if I know that I can’t get injured anymore because I have learnt a new angle to run towards the ball and away from the tackle. And if this is different from before where I kept just spraining my knees or ankles then it really keeps me interested.” Interviewee 19 (rugby player)

“It makes me more interested in the sport.” Interviewee 5 (cricketer)

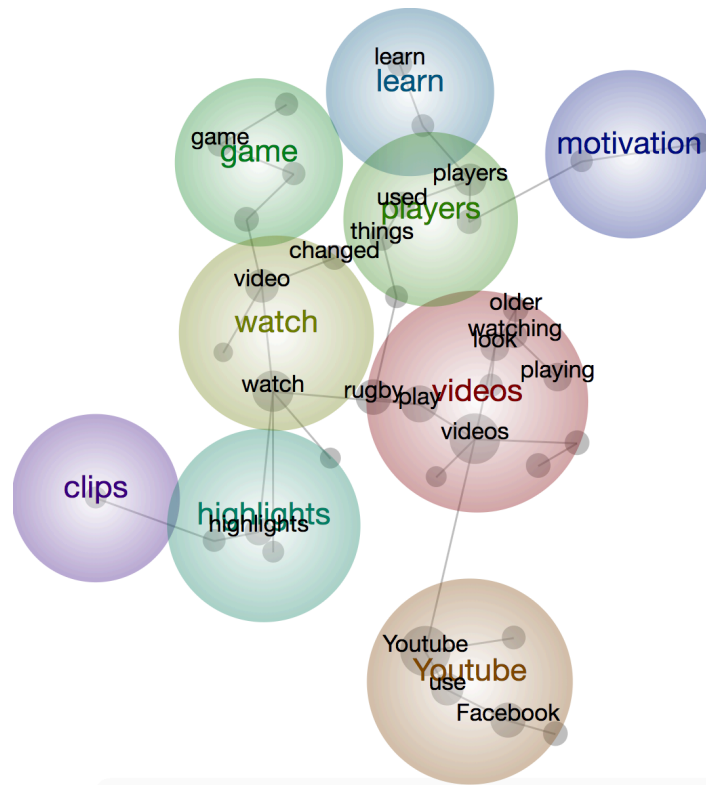
“So watching online can keep you interested. How people are engaging themselves in some sort of stuff you know.” Interviewee 17 (footballer)

“I think it will keep me interested in playing rugby because they pass the ball all the time. I do learn about how the scrumhalf passes the ball.” Interviewee 13 (rugby player)

“Yes, because you learn and then you have to go talk to your teammates and then you go out and perform. Your challenge to learn and then you go onto the field and you try perfect the drill.” Interviewee 11 (rugby player)

4.8 How can sports organisations better utilize digital media to increase intrinsic motivation of participants?

Figure 18: Leximancer Concept Map: How can sports organisations better utilize digital media to increase intrinsic motivation of participants?



To identify how participants are using digital media, they were asked if, and how digital media motivated them. Specifically they were asked what types of media they use. Figure 15 above shows the key concepts that were identified. The three most prominent concepts were “videos”, “watch” and “YouTube” which indicate that the medium of video is important when considering which content types can be used as motivators for sports participants.

“At times I just don’t feel like playing cricket now, I just feel like sitting at home. But I go to the videos and they make me feel pumped up and I want to play.” Interviewee 5 (cricketer)

“You could say watching keeps me playing. I’m older now and I can’t play for the top teams, so it’s a different sort of motivation.” Interviewee 14 (rugby player)

“So I find it interesting to see it on video and then executed on the field of play.” Interviewee 11 (rugby player)

“I watch them both as I’m still playing and I’m still a coach.” Interviewee 2 (cricketer)

“But most of the time we use YouTube. I also do use Facebook.”

“Normally I use YouTube and Facebook. Then some websites like the Stormers, or RugbyRocks.” Interviewee 13 (rugby player)

“I was watching at home and just wanted to play.” Interviewee 17 (footballer)

describing how they often used online videos to get motivated or feel “pumped up” and ready to play.

However, several participants also spoke about how learning also kept them motivated. This is highlighted further by other themes such as “coach” and “skills” where participants described the type of videos they engage with.

The videos I watch are mainly for motivation and that sort of thing. So, I’m just looking at those sorts of video or looking to learn a few things. Interviewee 1 (cricketer)

So I find it interesting to see it on video and then executed on the field of play. Interviewee 14 (rugby player)

I think it’s learning something new from a video. That keeps me motivated as well, learning something new. Interviewee 19 (footballer)

So yes, you could say watching keeps me playing. I’m older now and I can’t play for the top teams, so it’s a different sort of motivation. Interviewee 20 (footballer)

I think in general it’s just watching the game, that makes me want to play. Even when I was injured for 18-months and couldn’t play rugby, I ended up coming back. Interviewee 14 (rugby player)

Highlights were also mentioned as a common and cost-effective way (using less data) of staying up to date with the teams that they followed.

“I normally use YouTube; they also have highlights clips of the club’s games there too.” Interviewee (17 footballer)

“I think just being able to watch the games and highlights. I basically search, like on YouTube.” Interviewee 2 (cricketer)

“Not really, I watch games and highlights videos only.” Interviewee 17 (footballer)

“YouTube and the Australian Cricket channel (on YouTube), they show highlights and ways of batting and bowling.” Interviewee 4 (cricketer)

They also spoke about their motivation changing as they aged as players’ and began appreciating the history of their sport, by watching old games or footage of past players.

It has a lot because you can look at the different players over the years. You can look at how they used to play and what they do today. Interviewee 20 (footballer)

The history of the game. The old videos are also great to share with the younger players and help teach them about the history of the game and the greats who have played. Interviewee 5 (cricketer)

In terms of the platforms they used, figure 19 shows that YouTube was the predominant platform, but the researcher noted that nearly all of the participants made use of WhatsApp

and WhatsApp groups to share videos amongst team members and friends. It was noted by the researcher that very few of those interviewed went to specific websites for information on their teams when wanting to stay up to date with games. Most of them described going to Google and simply searching for a result or update on their team.

4.10 What forms of digital media have the highest potential to increase intrinsic motivation in participants?

Figure 20: Leximancer Concept Map: What forms of digital media have the highest potential to increase intrinsic motivation in participants?



When asked about the form of digital media that the participants found motivating, figure 17 clearly shows “videos” as the strongest theme. This was not surprising based on what the concept maps have shown throughout this chapter. The concepts that form part of the “video” theme were words like “older”, “players”, “look”, “used”, “learning”, “rules”, “changing” and “day”. The participants across sports codes all spoke about searching for specific players from the past and using videos to keep up to date with the evolution of their sports, whether rule changes or how the modern game is played.

“Also the rules of rugby are always changing so I look at the videos to stay up to date with these changes. I also look up past players like Lomu, I do that a lot.” Interviewee 18 (rugby player)

“I look at videos and I can keep on learning every day, that’s why I always watch those videos on YouTube and other websites as well.” Interviewee 18 (footballer)

“The skills videos motivate me a lot man. There’s a lot of players that I look at, the older players online and I get inspired.” Interviewee 4 (cricketer)

“The players are changing, cricket is changing so the videos are always changing. I think it’s those videos that are of my favourite crickets doing their best” Interviewee 2 (cricketer)

“I used to watch the older players and now I watch the new players. I used to watch the guys like Habana.” Interviewee 12 (rugby player)

When looking at the second most prominent theme “watch” the respondents again spoke about how they used videos to learn or sharpen skills they could apply to their sports. “It’s the technical ones that teach you how to play shots. I could even save the video on my phone off YouTube and then watch it later.” “YouTube” was a strong concept that emerged under the “watch” bubble.

Interestingly, although not the strongest in Figure 17, “play” and “game” were themes that emerged. The researcher noted in the interviews that nearly all the participants spoke about how they used skills videos to directly improve their own skills and that they found this very satisfying and enjoyable.

Obviously, it will keep me going. Especially when you are learning about the game. The more you want to achieve and the more you want to go forward. Interviewee 4 (cricketer)

Whether you are playing or not, you want to give advice to help someone else to learn about the game also. Interviewee 19 (footballer)

And then you watch it, you watch it and then you go to practice and do the same. You’re not going to do the same, but you know how to play.
Yes, I do, because the more I watch them and the more I want to play more.
Interviewee 13 (rugby player)

So it depends on what I want to watch, but normally I watch the backline as that’s where I play, I play centre. Interviewee 11 (rugby player)

How your heads supposed to be, body, your elbow is where it’s supposed to be. How to play a cover drive, so it helps. Interviewee 1 (cricketer)

Following this Research Findings chapter the next chapter, the Research Analysis and Discussion chapter unpacks the three sub-questions of this thesis. The analysis and discussion of sub-question 1, deals with the accessibility and use of digital media, sub-question 2 looks at effects of digital media on motivation and sub-question 3 at how digital media can be used to motivate participation. The chapter then goes on to directly address the primary research question, concluding with the limitations of the study.

5. Research Analysis and Discussion Chapter

In this chapter, the researcher has firstly unpacked the three sub-questions of this thesis. The analysis and discussion of sub-question 1, deals with the accessibility and use of digital media, sub-question 2 looks at effects of digital media on motivation and sub-question 3 at how digital media can be used to motivate participation. The chapter then goes on to directly address the primary research question, concluding with the limitations of the study.

5.1 Research question 1: Can digital media be used as a tool for social inclusion to increase (or sustain) sports participation?

5.1.1 Access to the internet

The findings strongly indicate that despite the participants all living in previously disadvantaged areas and almost half being unemployed, they still all made regular use of the internet to access content online. This is accurate to the information made available by Statistics SA, who have reported that only 3,4% of households did not have access to either landlines or cellular phones (Stats SA, 2018). The participants all described using various methods to stay up to date with sports teams or competitions. They all, without exception, spoke about doing this through their mobile phones, although some did have access to computers at work or home. Not surprisingly, all of those interviewed mentioned the prohibitive costs of data, which is commonly known in South Africa and has been confirmed by (Research ICT Africa, 2017).

How participants went about accessing content was strategic, using as little data as possible. Consistently, they mentioned staying up to date by accessing sites or resources they knew would use the least data, see figure 11. One of the common methods used was the chat app, WhatsApp to ask a group or friend if they knew the score or result of a game. Hedlund (2014), confirmed this in his article, describing how like-minded sports consumers can now engage in collaborative consumption activities on social networks. Another way was to look up only the result or the status of a game, most typically this was by Googling the fixture. The most common tactic was watching highlights of a game to see only key moments and thus use minimal data. Depending on the importance of the game, the participants were more willing to use their data. Another use for match highlights that the participants spoke about, was watching highlight when they did not have time to or couldn't watch the live game. A recently released study on watch times for sports "highlights" video on YouTube indicates growth of more than 80% in the past year (Think with Google, 2018a), confirming the participant's behaviour as part of a global trend.

Another tactic that a small group of the cricketing respondents used was to buy unlimited data bundles for 48 hours and download as many videos as possible. This was also something that a few of the participants did ahead of major sports events or games. A few of the participants spoke about prepaying for a data bundle and then accessing an online stream of a live game, the stream was typically an illegal one and shared through a WhatsApp group or chat.

5.1.2 Following sports online

When asked about how they followed their sports and favourite teams, the participants used the major social platforms, with Facebook being the most consistently used. The next most referred to social platform was Instagram; this social platform was also commonly used to

follow high-profile sportsmen and women in their individual capacity. The interviewees spoke about how inspiring it was to be able to see their favourite players lives, this supports the findings of Gantz and Lewis (2014) who stated that new forms of online technology have allowed for this greater experience. Google and YouTube were used most often to directly search for content.

SuperSport, the broadcaster with the rights to the majority of sports events in South Africa was commonly referenced. The participants spoke about using the SuperSport website and highlights on their YouTube channel to stay up to date with teams and competitions. Only a few of the participants interviewed could afford the subscription costs of SuperSports sports channels. Most spoke about going to a friend's house to watch the game or a public bar or waiting to watch the highlights online. This behaviour correlates with a report by the Association of Summer Olympic International Federations (2019) that indicated that consumers' willingness to pay for content is increasingly limited.

5.1.3 Types of content

Video content was spoken about as the most sought after and used format of digital media. For the most part, the participants spoke about using the search function on YouTube to get exactly what they were looking for. The participants spoke about regularly going to the YouTube channels of teams or sports associations that they knew posted regular sports content. The cricketers all mentioned the English and Australian cricket associations, the rugby players mentioned the New Zealand, All Blacks and soccer players various major Clubs such as Barcelona FC and Manchester United. This is further confirmed in the research which has highlighted Australia, the USA and UK have developed successful marketing strategies (Funk et al., 2002). These YouTube channels all provided regular sports content such as interviews with players and coaches, past games, training tips, highlights and motivational videos.

A common theme amongst participants all spoke about, was accessing a wide variety of sports content that did not involve or directly relate to the game. This sort of content includes past games and players, motivational videos, training and coaching videos. A common practice that emerged during the interviews was downloading videos onto their phone when they had access to the internet. This was consistently done by all and they all mentioned that when they had access to the internet via Hotspots or at work, they would save videos to watch them later at home.

5.1.4 Summary of findings

In summary, the findings indicate that all the participants despite their social and economic circumstances regularly accessed online sports content. They did this by planning their usage carefully, using the minimum amount of data possible to stay up to date with their teams through social media and by watching the match highlights. Then when they had access to the internet, downloads sports content by searching for an area of interest or going to a well-known sports team or association. Those interviewed spoke about how important it was for them to have regular access to sports content, especially videos.

5.1.5 Practical considerations

The practical applications from these findings are that sports organisations need to consider that the participants in their sport are actively looking for video content that relates to their sport. Importantly, sports organisations need to consider that even those in lower-income

areas or townships (such as Langa) do have access to the internet. The participants regularly spoke about searching for international sports teams such as the All Blacks, English Cricket and Barcelona FC with few referencing South African sporting associations or teams. It is recommended that the South African sports organisations, in particular as part of their mandates to growth and development of their sport, consider video as a tool to reach and communicate with their participants. This was recently highlighted in a report suggesting that to attract new people to participate in and consume their sports, sports organisations will have to adapt their strategies to how society is changing and in particular to how people will discover and consume content (Association of Summer Olympic International Federations, 2019).

Since most people in South Africa have access to mobile phones and the internet (Stats SA, 2018), as well as the Competition Commission beginning to address the “anti-poor” nature of data pricing (2019), the researcher proposes that online sports media should be used as a cost-effective way in which to reach all sports participants no matter their social status. According to Hutchins and Rowe (as cited by Sherwood et al., 2017) it is becoming achievable and economically viable for sports organisations to create and distribute content online.

The findings indicate that sports participants regularly use digital media to motivate their continued interest and participation in sports, which is to be discussed in more detail in section 5.2 to 5.6. The researcher is therefore suggesting that video content can be used by South African sports organisations as a tool for social inclusion and a way to achieve participation in their sport at scale.

5.2 Research question 2: Can digital media increase the intrinsic motivation of sports participants?

There is sufficient evidence in the literature to support the notion that in a competitive sport setting, self-determination as a framework can be used to study consequences of motivation, as different types of motivation lead to different outcomes (Vallerand & Losier, 1999). The most desirable level of motivation is intrinsic motivation which occurs when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences (Kilpatrick et al., 2002). It is, therefore, necessary as part of this study to understand how the participants are motivated by their use of digital media and whether these interactions and behaviours had the potential to motivate them intrinsically.

5.2.1 Types of video content

When describing how and why the participants accessed digital media, watching video content came up as a strong theme and the most spoken about medium, see Figure 12. Interestingly, the interviewees all described the sports content that they were watching was not for entertainment purposes but for the most part, to learn or understand more about the sport they participated in. This aligns with the work of Deci and Ryan (1985) who have proposed that intrinsic motivation stems from an innate psychological need for competence and self-determination. Therefore, activities such as watching online video content with the intention to learn or understand more about a sport, will engage intrinsic motivation.

This use of online videos for learning and understanding differed from how they described following their favourite sports teams or competitions. Following their team often meant watching their games for the entertainment it provided and/or the social experience of watching the game with friends or at a bar.

5.2.2 Engagement trends

This observation is further confirmed by how the participants used YouTube to search for videos. YouTube was the primary platform that the participants used to source and watch video content. They described using the search function to find specific content about their sport, such as a skill, position or often a favourite player. The respondents frequently spoke about how they enjoyed learning or further developing their understanding aspects of the game by doing this. It has been shown in the literature by Deci and Ryan (1985) that people's motivation varies in line with changes in their perceptions of competence and self-determination. Therefore events that lead to an increase in either of these feelings should increase intrinsic motivation and identification; and in sports, it has been found that the more athletes (or participants) perceive themselves as competent and self-determined the more likely they are to show self-determined forms of motivation towards sport (Pelletier et al., 1995).

5.2.3 Behavioural differences

When analysing the differences between the females and males' responses, it is worth noting the study is limited by the fact that there were 5 woman participants compared to 15 males, see Figure 13. The researcher made note that there were differences in how gender's used digital media. Specifically, the women, (all rugby players) spoke about using videos to learn how to improve their tackling techniques and to better understand the rules of the game. This is not surprising as most of the women interviewed had taken up rugby later than the men, in high school or in the first year of their tertiary education. The women spoke consistently about how this information on the fundamentals of the sport helped improve their confidence in playing the game. These findings are consistent with the research which states that intrinsic motivation will occur when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences (Kilpatrick et al., 2002).

The men, in contrast, had all started playing their respective sports in primary school and they spoke about using videos to learn advanced skills that would be associated with an experienced practitioner of the sport. Examples of these advanced skills they mentioned are variations or enhancements on basic skills such as kicking (rugby), bowling variations (cricket) and individual ball skills (soccer).

The researcher then further analysed the participants by looking at the responses according to age groups, see Figure 14. There was a noticeable difference between those who were 25-years old and younger from the group who were older than 25-years.

The younger participants spoke about using digital media to stay motivated towards loftier ambitions of playing professional sports or other achievements in the sport. They talked regularly about using video to get "pumped-up" and go training. Specifically, they spoke about searching for videos of their favourite individual players to do this. The older players (over-25), spoke more about using online video or media to refine and improve their skills.

5.2.3 Motivational differences

They also spoke about how their motivation to play sport had shifted and that they now used digital media to stay motivated to keep fit and healthy. This is consistent with the literature, Frederick, Christina and Ryan, (2014), reviewing previous research suggested that adults have different underlying motivation for participation in sport and exercise than young people, with fun and enjoyment motives less important for adults than young people.

It was noted by the researcher that the younger group of participants saw engaging with digital media as more important than the older group. They also spoke about regularly accessing social media platforms throughout the day, in particular, they used Facebook the most.

5.2.4 Summary of findings

In summary, the participants accessed online sports media for a variety of reasons. What emerged was two primary reasons, either to stay up to date with their sport/ team or to learn more about playing their sport. It is important to highlight that the participants described how much they enjoyed and were motivated by this content, often saving and re-watching videos on skills, training and coaching. Specifically, they spoke about engaging with digital media (videos) to learn or understand more about their sport. Deci and Ryan (1985) have stated that intrinsic motivation stems from an innate psychological need for competence and self-determination, therefore activities such as learning through video content have the potential to engage and increase intrinsic motivation.

5.2.5 Practical considerations

Pelletier and Sharp (2008) have suggested that the tailoring of messages to the stages of behavioural changes and framing these messages in line with intrinsic motivations may help to internalise behaviours and the development of self-determined motivation. Practically, this suggests that sports organisations need to consider that participants of their sports can see increase their motivation to participate in sport by engaging with digital media.

Given that Dishman's research (as cited by Tsorbatzoudi et al., 2006) has shown that 50% of individuals who start taking part in sport or recreational programs drop out in six months or less and this exercise adherence is an important problem facing sports organisations. Using video content as a tactic to increase and sustain sports (and recreational programs) participation is a plausible tactic for a sports organization. This could also be considered by other industries or entities who see the well-studied and well-known benefits that sports participation can provide. This reinforces the findings of research question 1, showing that digital media can be used as a means of social inclusion to increase or sustain sports participation.

Intrinsic motivation has been divided into three subdimensions as posited by (Tsorbatzoudi et al., 2006): Intrinsic motivation to know, intrinsic motivation toward accomplishment and intrinsic motivation to experience stimulation. The researcher now looks at the three sub-questions that address these subdimensions and increase intrinsic motivation.

5.3 Research question 2a): **Intrinsic motivation - How could digital media enhance the enjoyment of learning for those participating in a sport?**

Intrinsic motivation to know (or learn) is a type of intrinsic motivation that enables the participant to be constantly learning while performing an activity. They are intrinsically motivated while they are learning a new technique or skill and do it for the pleasure of their experience while they learn (Pelletier et al., 1995).

5.3.1 Use of video for learning

What was immediately evident from all conversations with the participants, was how much they used sports video content for the purpose of learning, rather than entertainment. As already discussed in the first section of this chapter, data and access to the internet is by in large, limited and costly for the participants. However, despite these limitations incurred due to costs and availability, content that could provide learning opportunities were actively sought out and engaged with. Although not directly measured, the researcher noted that the participants placed more importance on watching sports content they could learn from, over match content (games, highlights) they used for entertainment purposes.

The concept maps generated in Leximancer further confirmed these observations through the themes that emerged from the conversations. Themes (or concepts) that the analysis highlighted that directly related to learning such as Helps, Learn, Learning and Better. The participants consistently spoke of learning from watching online videos and applying what they had learnt to their sport. The themes of “enjoyment” also emerged, linked with others like “sport” and “learning”.

Using digital media for the purposes of learning was most strongly linked with using video content and specifically videos sourced on YouTube. In the interviews, using videos to learn more about skills or improve their skills was frequently described.

5.3.2 Types of learning

The interviewees spoke about how they would watch the videos on skills and then apply what they learnt on the practice field, see Figure 15. They spoke often about how enjoyable it was to see these tangible improvements on the field. In sports, it has been found that the more athletes (or participants) perceive themselves as competent and self-determined the more likely they are to show self-determined forms of motivation towards sport (Pelletier et al., 1995).

These findings are consistent with recently published articles by YouTube, which has highlighted how much sports video content is utilized for the purpose of online learning. YouTube found “how to” sports video searchers have doubled since 2016 (Think with Google, 2018). A real-life example of this is Adam "AJ" Edelman, Israel's first Olympic skeleton athlete who without a coach, learned to drive by watching endless hours of YouTube videos (Virskus, 2018). In a further study by Ipsos Connect and Flamingo to survey people about their sports-viewing habits, among sports fans, 71% chose YouTube first to learn a new skill, 69% used YouTube first to guide them through a workout and 69% chose YouTube to watch fitness product demos (Think with Google, 2016).

5.3.3 Summary of findings

In summary, the researcher found that there was strong evidence that the participant's all frequently used digital media for learning and improving at their sport. Based on cognitive evaluation theory (a sub-theory of SDT) Deci and Ryan, (1985) have stated people's motivation varies in line with changes in their perceptions of competence and self-determination. Importantly the findings align with these requirements to increase intrinsic motivation, the participants spoke about how much they enjoyed the learning process and improving through it.

As the findings of this research show, sports participants see value in being able to access content that enables their learning. Therefore, looking at how people are motivated and using

online sports media more strategically, could provide sports organisations (and government agencies) with a more cost-effective and effective tool for sustaining or increasing sport and exercise participation.

5.4 Research question 2b): Intrinsic motivation - How could digital media enhance a feeling of mastery for sports participants?

Intrinsic motivation to accomplishment is also known as mastery motivation, where participants engage in the activity to feel competent (Deci & Ryan, 1985). In sport, this would be learning a difficult technique to experience personal satisfaction (Pelletier et al., 1995).

5.4.1 Confidences as a theme

As indicated in the previous section, there have already been several indications that the participants felt engaging with video content helped them to not only learn but also to feel competent in their abilities, see Figure 16. This personal satisfaction was highlighted by conversations with the women interviewed, who spoke about how they used online videos to improve their techniques. They spoke about how this gave them a sense of confidence that they were using correct and safe tackling techniques. This confidence in one's ability to engage in physical activity has a strong and consistent association with encouraging physical activity among both young and older adults (Biddle & Nigg, 2000; DuCharme & Brawley, 1995).

According to Bandura's take on self-efficacy (as cited by Vescio et al., 2005), a new pattern of behaviour will emerge dependent on one's belief in their capabilities to perform in a certain situation. Confirming this the participants spoke about how their confidence improved by gaining a greater understanding of what was expected of them on the field of play. This was particularly relevant for the rugby players and soccer players, with both groups using videos to better understand the requirements of their position in the team. The cricketers, conversely, often spoke about using online video to further develop skills that they had not yet mastered.

5.4.2 Application to the sports field

The participants spoke about how they not only enjoyed learning a skill through videos but also applying it on the field of practice. This is confirmed in the research of Lockwood and Kunda, (1997, 1999) who stated that inspiration can result in self-enhancement as a result of greater belief in abilities, which is most likely to happen when mastery of a situation is evident. Many of the interviewees described how important it was to see the practical application of what they had learnt through the digital media. A few of the participants were involved with coaching sport (formally or informally) and they spoke about using video content to increase their knowledge as a coach or to expand their knowledge of drills and exercises to apply to the individuals and teams they coached.

5.4.3 Mastering technique

The findings indicate that participants motivation can be increased by consuming video content, even when learning difficult to teach techniques. This could have far-reaching consequences for sports organization who have traditionally emphasized in-person coaching. The findings indicate that participants are motivated and able to learn through online content, and they felt the sense of satisfaction that this mastery provides. Pelletier and Sharp, (2008)

have confirmed this when they suggested that organisations could strategically tailor and frame messaging to affect behaviour and shape how people constitute behaviours.

5.4.4 Summary and practical applications

In the ASOIF's 2019 report, it has been suggested that most sports federations have struggled to engage a broad fan base to the extent that they can command their attention on a sustained basis through their sports media (Association of Summer Olympic International Federations, 2019). Practically, this means sports organization should reconsider how they go about deploying coaching resources and that they need to consider online learning as a viable and practical way of reaching players but also coaches and those closely involved with the game such as parents. This would further be in-line with the ASOIF's recommendations that sports organisation need to innovate to ensure that their content strategy meets the needs of fans across all platforms and age groups (Association of Summer Olympic International Federations, 2019).

5.5 Research sub-question 2c): Intrinsic motivation -How could digital media enhance the feeling of stimulation that participating in a sport provides?

Experiencing stimulation happens when a participant does an activity for the stimulating sensations it provides (Pelletier et al., 1995). In sports participation, this applies to people who do the activity for the excitement of the experience and are therefore intrinsically motivated to experience stimulation (Pelletier et al., 1995).

5.5.1 Understanding through video content

In the interviews, the participants all spoke about how digital media got them thinking about playing sport and the excitement playing the sport provided them, see Figure 17. They also spoke about how watching content on how to play their sport improved their understanding and so increased their confidence playing the sport. Deci and Ryan (1985) have proposed that intrinsic motivation stems from an innate psychological need for competence and self-determination, therefore activities that allow this will engage intrinsic motivation. This was made visually apparent by the concept maps produced by Leximancer, with the strongest themes being "play" and "game."

The participants also spoke about how they loved watching the best players in the world and sourcing footage of them primarily through YouTube. They often spoke about how excited this made them for practice or playing the sport. Examples of these past players were consistently referred to across all sports. Often the interviewees spoke about searching for compilations of footage or memorable moments on YouTube as examples of the clips they would source.

5.5.2 Sports stars to inspire

The researcher noted that the participants often spoke about individuals that they looked up to and followed online. According to Gruneau and Whitson (as cited by Richelieu and Korai, 2012) this decision to follow a specific sport, a team that plays the sport and a player from that team, tell us about the individual's social and symbolic identifications. Often these individuals were players that played a similar position or that they identified with.

Interestingly, these role models were not necessarily South African's. The cricketers often referenced local heroes representing South Africa but also referred to Australians, English and West Indian players. The rugby players (men and woman) looked to both local and

international stars for inspiration but regularly spoke about 2019 winning Springbok team as the individuals they followed. The soccer player mainly spoke about sourcing content from international football stars such as Cristiano Ronaldo and Lionel Messi.

Interestingly when considering the use of digital media to influence behaviour, a recent study concluded most of the participants feedback positively, which included that they felt motivated to eat healthier foods and exercise more (Raggatt et al., 2018). In line with this study's findings, participants spoke consistently about using video content as a motivational tool when they did not feel like practising or training. This was something commonly spoken about by the rugby players who are required to do a lot of conditioning (weights, running, etc) as part of the training for their sport "I go to the videos and they make me feel pumped up and I want to play". Watching video content was also something that consistently sparked the interest of the interviewees and was frequently mentioned along with how consuming online content kept them interested. Respondents also indicated that discovering new facets in their sport that they could explore online helped them remain motivated to play. This further adds to the findings of research question 1.

5.5.3 Summary

In conclusion, the participants consistently spoke about how digital media got them thinking about and excited to play or train for their sport. They spoke about using digital media as a source of inspiration when they lacked motivation and often looked up individual sportsmen or women for motivational content.

The findings indicate that sports participants regularly use digital media to motivate their continued interest and participation in sports. This is important as the research of Dishman (as cited by Tsorbatzoudi et al., 2006) has shown that 50% of individuals who start taking part in sport or recreational programs drop out in six months or less and this exercise adherence is an important problem facing sports organisations.

5.5.4 Practical applications

Participation levels and behavioural intentions are two of the most important outcomes of motivation in this context (Vlachopoulos et al., 2000). Therefore, the researcher would suggest that sports organizations and other institutions can use stimulation to increase intrinsic motivation. Zeithaml et al. (1996) have further backed this up in the literature, when they stated that the frequency of participation and behavioural intentions are expected to be the examples of behavioural outcomes of motivation. These findings and recommendations could be extended beyond just the participants in sport. This would be to increase the motivations of the wider communities that are involved with sports, such as administrators, umpires/ referees, volunteers and parents.

5.6 Research question 3: [How can sports organisations better utilize digital media to increase intrinsic motivation of participants?](#)

The researcher asked the participants how they are using digital media; if and how digital media motivated them to play their sport. Specifically, they were asked to describe what types of media they used. The researcher made use of probing questions to unpack the responses and further understand their digital media habits and how this affected their motivation.

5.6.1 Primary mediums accessed

The results of the concept map generated through Leximancer, was that video content was the primary medium that the participants used as sources of motivational content. The participants all spoke about using YouTube as their primary source of video content. This aligns with the research by YouTube found “how to” sports video searchers have doubled since 2016 (Think with Google, 2018). The researcher observed the interviewees rarely spoke about using any other medium as a source of inspiration in relation to the sport they played. All the participants spoke about using platforms like Facebook and team websites for updates and news but often this was for the purpose of a very brief check-in’s, on news or match results.

The participants also spoke enthusiastically about using Instagram to follow their favourite individual players. They described enjoying the unique content that professional sportsmen and women posted. They described being motivated by not only what was posted in terms of sports training but also learning about the healthy and active lifestyles that the athletes portrayed. This is confirmed by studies on social media platforms, which looked at the types of inspirational content (termed fitspiration) aiming to motivate users to engage in healthy eating and exercise, the results showed most of the participants feedback positively, which included that they felt motivated to eat healthier foods and exercise more (Raggatt et al., 2018).

5.6.2 Videos to learn

The participants often spoke about how they use videos sourced on YouTube to learn and improve their skills or understanding of their sport. The results of testing the relationship between recreational sports participation with its effects on intrinsic, extrinsic motivation and amotivation, found that there was an increase in intrinsic motivation to gain knowledge and accomplishment by the participants (Tsorbatzoudi et al., 2006). The participants frequently spoke about how this was the content that they would download, fitting as many videos onto their phone to watch when they had open access to the internet. Interestingly, the researcher noted that sports content that related to learning, improving and understanding their sport, was the content that the interviewees were willing to wait to watch and re-watch by downloading the videos onto their phones.

Video content that provides learning and coaching opportunities is clearly of high value to sports participants. Knowing that this sort of content can increase intrinsic motivation thereby having the potential to increase or sustain sports participation. Deci and Ryan (1985) have proposed that intrinsic motivation stems from an innate psychological need for competence and self-determination, therefore activities that allow this will engage intrinsic motivation.

5.6.3 Role models

Sports organisations also should consider the impact that their athletes can make in their individual capacity to influence sports participant. Bandura (as cited by Vescio et al., 2005) confirms with his statement that ‘modelling has always been acknowledged to be one of the most powerful means of transmitting values, attitudes and patterns of thought and behaviour’ (p. 155).

5.6.4 Use of video content

Sports organisations are rapidly becoming able to package and deliver their own media content. Hutchins and Rowe (as cited by Sherwood et al., 2017) have described how part of the reason that sports organisations can now do this is that there are lower cost barriers to

produce and distribute content online. The suggestion by the researcher is that the video content should be used as a deliberate mechanism for the growth of the game, is a feasible one. Sport and exercise adherence has long been known as an important means to keep the general population healthy. The literature suggests that one's motivation to engage in an activity may be more important predictors of continued engagement than the health benefits of the activity itself (Frederick & Ryan, 2014). Further to this, Ryan et al., (as cited by Tsorbatzoudi et al., 2006) found in their study that intrinsic motivation is associated with positive behavioural outcomes and is a better determinant of exercise adherence than extrinsic motivation.

5.6.5 Summary

In summary, video content that appeals to the three facets of intrinsic motivation (to enjoy learning, to master and stimulation) would provide a new tool for sports federations to grow the game in a new and socially inclusive way. The researcher, therefore, recommends that strategic use of video content to motivate participation should be a key consideration for all organisations interested in keeping the general population exercising.

5.6.6 Practical applications

The researcher proposes that sports organizations need to strongly consider this as a viable means of reaching and educating sports participants. It has been found that the more athletes (or participants) perceive themselves as competent and self-determined the more likely they are to show self-determined forms of motivation towards sport (Pelletier et al., 1995). Therefore, use of video content that appeals to the three facets of intrinsic motivation (to enjoy learning, to master and stimulation) would provide a new tool for sports federations to grow the game in a new and socially inclusive way.

5.7: Research question 3, a) Can sports organisations provide better motivational content or tools through their digital media platforms and communications?

5.7.1 Importance of digital media to participants

In the interviews, participants consistently described how they were specifically looking for online content that they could use to improve at their sport, see Figure 18. They spoke about how important this sort of content was to them from a motivational point of view and to keep them engaged in playing their sport. Despite their economic circumstances, they were all able to access the internet and when they did, they described how they would download sports videos that they found informative and motivating. For sports organisations, this means that there is a clear appetite for this sort of online video content which they can tailor to participants in their sport. This approach has been confirmed in the literature, in a study that looked to strategically tailor and frame messaging to affect behaviour and shape how people constitute behaviours. They came to the conclusion that self-determination should be enhanced by tailored messages to the outcome of the proposed behaviours by framing the message as a function of intrinsic motivation (Pelletier & Sharp, 2008).

5.7.2 Commonly accessed media

Interestingly, what emerged from the conversations was that the participants knew which channels on YouTube would have coaching or educational content on their sports. The participants interviewed, most commonly spoke about going to other international sports teams and countries YouTube channels for content. Commonly described by the cricketers was accessing content by the Australian and English cricket associations, the rugby player

spoke about the All Blacks and the soccer players large European clubs. When asked if they sourced similar content from the South African teams, the response was that there was none or little available. “The influence of digital media’s sports consumption seems to be a more powerful moderator of fan identification and self-concept than other traditional-media outlets”(Wallace et al., 2016. p. 425). For South African sports entities, this means that they should consider the impact and influence that could be occurring when their participants are constantly consuming video content from other countries.

5.7.3 Strategic implications

From the literature reviewed, sports participation rates are hard to assess, however, there is evidence that they are decreasing or approaching stagnation point in many countries (Lera-López & Rapún-Gárate, 2005). What we do know is concerning that in organised sports participation there was no evidence to suggest a positive change in the number of children and adolescence in organised sport since 2016 (Healthy Active Kids South Africa, 2018). The researcher, therefore, puts forth that South African sports organizations need to become aware of the powerful reach and effectiveness of digital media as a new tool for the growth and the development of their sport. They should consider an digital media strategy as a socially inclusive one that can reach all South African’s despite their social-economic status. The interviews in this research have clearly indicated that the participants see high value in accessing online content and have the ability to access it through the internet.

5.7.4 Impact of video content

Video content was clearly shown to be the most motivating and spoken about medium used by the participants. This was confirmed by the concept maps generated through Leximancer as the most preferred and used medium by all the participants. Therefore, the researcher suggests that sports entities need to place a high-level of importance on developing their media production capabilities. For most sports organizations in South Africa, this will mean developing new capabilities and skillsets within the organization. This approach is confirmed by the ASOIF who has recently highlighted that to attract new people to participate in and consume their sports, sports organisations will have to adapt their strategies to how society is changing and in particular to how people will discover and consume content (Association of Summer Olympic International Federations, 2019).

The role of individuals to influence sports participants should also be considered by sports organisations. Although most professional sportsmen and women may operate in their individual capacities online, the researcher suggests that their ability to inspire and motivate can be utilized by sports organisations to grow or sustain sports participation. Sports organisations should consider how their athletes can be strategically utilized through their online profiles (on social media) to grow their sports and look to include these as responsibilities or requirements in their contractual obligations. It has been proposed that, social media can change and even empower nontraditional sports consumers (women and older adults) who are more likely to look for information through social platforms (Tang & Cooper, 2018; Tinley, 2009).

5.7.5 Sports highlights

The participants regularly spoke about how they would make use of highlights and website news to stay up to date with their sport. The researcher would suggest that sports organisations should embrace this as a means of allowing for greater access to their sport. Although sports highlights have seen a significant 60% increase in watch time as confirmed by (Think with Google, 2018), they are often used or controlled by the broadcaster and not

easily accessible online. The researcher would suggest highlights and short clips can effectively be used as a marketing tool to increase the reach and encourage the growth of sports. This is further confirmed by the ASOIF's 2019 report, which stated that sports federations have struggled to engage a broad fan base to the extent that they can command their attention on a sustained basis through their sports media. The report further states that sports organisations need to innovate to ensure that their content strategy meets the needs of fans across all platforms and age groups (Association of Summer Olympic International Federations, 2019).

5.7.6 Summary and practical applications

In summary, the practical applications for sports organisations to consider, especially those facing financial pressures, is to adapt their strategies for the growth and development of their sports to include digital media. This has been affirmed by Cassell, et al. (1998) who noted there is a changing behaviour through online platforms which have proven more able to influence behaviour change. Traditionally, the growth of a sport has been done at a national and provincial level by running localized coaching centres, schools sports, starting new tournaments and broadcasting live events. The researcher is putting forth that using digital media as a strategic tool, with content tailored to increase intrinsic motivation, will provide a new cost-effective and viable way in which to grow sports participation. The real-life example of the potential effectiveness of online learning through video is Adam "AJ" Edelman, Israel's first Olympic skeleton athlete who without a coach, learned to drive by watching endless hours of YouTube videos (Virskus, 2018).

The research is not suggesting that using digital media should be the only way that sports organizations address the growth and development of their sports. However, combining current methods along with an digital media strategy would provide a new means to address the stagnating participation levels of sports. Zhang et al. (2015) concluded in their paper that using a hybrid approach to encourage physical participation through media campaign and then encourage continuity in participation through peer networks could be an effective strategy going forward.

5.8: Research question 3, b) What forms of digital media have the highest potential to increase intrinsic motivation in participants?

5.8.1 Sports highlights

One of the forms of content that the participants spoke about accessing frequently was sports highlights, see Figure 19. Their reasons for watching highlights was for an update on the results or to see the key events of a game, due to not being able to watch the full game due to constraints, such as time or access to a live broadcast. This form of content will help to keep sports participants informed and up to date on their sport but would not necessarily increase their intrinsic motivation.

The researcher recommends that sports highlights (where possible) should be seen as a keep marketing tool for sports organisations to increase awareness and keep fans up to date on the sports they follow. The NBA is a notable sports organisation who has utilized this strategy effectively. Adam Silver man has expanded on this strategy where he describes how the NBA uses freely available highlights on YouTube as their marketing tool to increase the appetite of fans (Wiggins, 2018).

5.8.2 Video content

During the researcher's interviews, video content was described as the most sought after and used medium by the participants. The participants spoke about sourcing videos for a variety of reasons. What was noticed by the researcher, was how they all made intentional searches for the most part on YouTube, for videos that added to their knowledge or understanding of the sports they played.

The participants commonly described how they would use videos to improve their skills or knowledge of the sport. Although the participants also spoke about using other forms of digital media such as news websites, feeds in Facebook and sports sites like SuperSport.co.za, they described primarily accessing these platforms for updates on news or scores. The participants all consistently described how they actively searched for videos that would help them learn new skills or help develop their understanding of the sport they participated in.

Based on self-determination theory, motivation is fueled by psychological needs. Three psychological needs are especially critical in the energizations of human action: the needs for autonomy, competence and relatedness (Vallerand & Losier, 1999). Kilpatrick et al. (2002) describe the most desirable level of motivation on the continuum of self-determination, as intrinsic motivation which occurs when an individual takes part in an activity for the sake of the enjoyment of the activity rather than being motivated by external influences, intrinsic motivation is developed through enjoyment, mastery and stimulation. Self-determination theory has been scientifically tested by research in the competitive sport setting to support that this framework can be used to study the consequences of motivation (Vallerand & Losier, 1999). Therefore, the researcher puts forth that video content tailored to increase these three factors that can increase intrinsic motivation.

5.8.3 Use of video content

The researcher is proposing sports organisations, as part of their strategy for the growth and social inclusion of their sport, should be producing video content with the specific outcome of increasing intrinsic motivation and it should be made freely available online. Coupled with an effective digital media strategy for distribution, the author proposes sports participation can be sustained and possibly increased by taking this new strategic approach to appealing to the intrinsic motivation of participants. This would be specifically for the Department of Sport and Recreation to consider, whose mission it is deliver sport, to all levels of participants to create a better life for all South Africans (South African Government, 2019). The suggested approach will provide a new engagement tool for sports organisations and government agencies and could further be utilized for other similar activities such as exercise adherence.

5.8.4 A new approach

This approach may differ for the current beliefs that most sports organisations maintain, which is to see the distributions of their live televised sports as a primary driver of their sport. This is confirmed by the writing of Cassell et al.(1998), who has cited that traditional media still provides great reach but the literature suggests it is not as compelling for changing behaviour. This is particularly relevant in South Africa, where the majority of the professional sports leagues and international games/ series are only available on the paid-for channels of SuperSport. This inaccessibility (from a financial perspective) was reiterated in the interviews with the participants, where only one of the 20 participants could afford the subscription fees of SuperSport.

Edim et al. (2012) categorised the benefits of sport into three themes, namely physical/physiological benefits, social and economic benefits, thus supporting the work of government agencies and social entities, who are looking to use sports as a development tool. The researcher suggests that digital media should become a tool that they look to utilize and tailor their content in line with the motivational factors that have been proven to increase intrinsic motivation. Beyond using this tactical approach of tailoring sports content to increase motivation, thus leading to participation. The researcher is suggesting the potential reach and scalability of digital media would provide government and development agencies with a practical and feasible way in which to reach all participants in a new and socially inclusive way.

5.8.4 Scale and reach of digital media

Practically speaking, this would mean the programmes mandated with the growth of sports participation, should be partnering with the sports teams to create and distribute sports content that promotes the growth of the sport by appealing to intrinsic motivation. (Jalonen et al., 2018) has stated this would be to the benefit of the surrounding sports industry (sports good, retailers, media and government) who have a shared incentive to see the public interest in sports continue to grow. By partnering with sporting teams, as well as sportsmen and women of influence, the campaigns would have the necessary credibility and reach. These online initiatives can further be utilized to deliver messaging beyond that of the sports content but to also include broader social messages to the general public. Sheth and Babiak (2010) have further described the impact sports teams can have, in their paper that professional sports teams and leagues have unique resources available to them to deploy their CSR programs and generate perhaps greater awareness for social issues than businesses in other industries might.

Zhang et al. (2015) concluded in their paper that using a hybrid approach to encourage physical participation through media campaign and then encourage continuity in participation through peer networks could be an effective strategy going forward (Zhang et al., 2011). The researcher does not see the above-suggested use of digital media as a silver bullet or the only solution to the concerning and stagnating numbers of sports participants. The research of Vallerand and Losier (1999) on SDT indicates that by increasing intrinsic motivation, participants are more likely to remain participating in the sport. The research by Frederick and Ryan (2014) suggests that one's motivation to engage in an activity may be more important predictors of continued engagement than the health benefits of the activity itself

5.8.5 Summary and practical applications

In summary, video content was described as the most sought after and used medium by the participants. Importantly the findings indicate that video content that can be used to improve skills or knowledge of the sport has the potential to increase intrinsic motivation. This along with the potential scale and reach that digital media provides means the author is suggesting the use of digital media, with a specific focus on video content, should become part of the strategic approach for all entities interested in growing sports participation.

The scale that digital media provides could also enable a more cost-effective way to reach and impact participants and relieve the costs of running national scale development programmes and tournaments. This will be an important consideration for many government sports entities lacking funding. This raises the concern that smaller organisations will not be

able to secure funding as they are required to deliver on administrative programmes (Kahn & Norman, 2015).

Kahan and Norman (2015) have further stated that better use of digital platforms will be an important part of driving the change from passive consumption to active participation. The research proposes that sports teams need to consider how digital media can be used and integrated into their existing plans for the growth and to ensure the long-term relevance of participation in their sport.

5.9 Research Limitations

1. The limited size of the sample group. Given the constraints of the time to conduct this research, more participants could have been interviewed to give a broader spectrum of responses. The small sample size of this study makes it hard to generalize across the population.
2. The second limitation is the narrow focus of the population studied. The participants had a similar background and socio-economic status. All of the 21 participants (1 excluded) were sourced from the same sporting facility in Langa, Cape Town. This means the findings are limited to this population's preferences and social norms.
3. The third limitation is that the group interviewed could have felt obliged to answer the questions in an agreeable manner. This means that the study could be limited by bias due to agreeability, which would influence the reliability of the findings.
4. The fourth limitation is the gender the ratio between the men and women included in the study. The study comprised of 16 men (1 excluded) and 5 women meaning the findings are unequally weighted towards the men.
5. The fifth limitation of the study is the ages of the participants in the study. Along with a limited number of interviewees, the ages of all the participants were between 18 – 38 years. This has implications on how the results of the study can be applied to the wider population.
6. The sixth limitation is that participants only represents three sporting codes in the specific context of club sports. This narrow focus again limits the findings of the study to other sports and their participants.

The sixth and final chapter, the Research Conclusion provides a summary of the researcher's findings, addressing the questions and sub-questions. The theoretical findings of the research are unpacked, followed by the managerial implications that have been developed. Lastly, recommendations for future research are also provided.

6. Research Conclusion Chapter

This final chapter provides a summary of the researcher's findings, addressing the questions and sub-questions. The four theoretical findings of the research are then unpacked, followed by the managerial implications that have been developed. Finally, recommendations for future research are provided along with the authors concluding thoughts.

6.1 Research Findings

The findings of this research study have indicated that digital media consumption does play a positive role (by way of intrinsic motivation) to sustain sports participation. This is in line with the purpose of this study to better understand how digital media consumption affects motivation to participate in a sport. Understanding the effects that digital media consumption has on sports participation could help to shape how sports organisations think about the outcomes of their media distribution decisions.

The findings of the first research question show that sports media can be used as a tool for social inclusion. The participants, despite their social and economic circumstances regularly were able to access online sports content. They did this by planning their usage carefully and when they had access to the internet, downloaded sports content by searching for an area of interest or going to a well-known sports team or association's YouTube channel.

The findings of the second research question suggest participants enjoyed and were motivated by digital media content. Specifically, they spoke about engaging with digital media (videos) to learn or understand more about their sport. Therefore activities such as learning through video content will engage and increase intrinsic motivation. As the findings of this research show, sports participants see value in being able to access content that enables their learning. It is important to highlight that the participants described how much they enjoyed and were motivated by this content, often saving and re-watching videos on skills, training and coaching.

These findings of the second research question suggest that sports participants can be intrinsically motivated by online content if this content fuels their motivation to enjoy learning, motivates a sense of mastery or stimulates their motivation to participate. These findings are further unpacked in the findings of the sub-questions to question two below.

The findings of the research question 2a), showed that the participant's all frequently used digital media for learning, to improve at their sport and enjoyed this process. Importantly the findings align with these requirements to increase intrinsic motivation, the participants spoke about how much they enjoyed the learning process and improving through it. As the findings of this research show, sports participants see value in being able to access content that enables their learning.

The findings of the research question 2b), indicate that participants are motivated and able to learn through online content, and they felt the sense of satisfaction that this mastery provides. The findings indicate that participants motivation can be increased by consuming video content, even when learning difficult to teach techniques. The participants spoke about how they not only enjoyed learnings skills through online videos but took these learning onto the field of practice to further hone and master the skills.

The findings of research question 2c), indicate that sports participants regularly use digital media to motivate their continued interest and participation in sports. In conclusion, the participants consistently spoke about how digital media got them thinking about and excited to play or train for their sport. They spoke about using digital media as a source of inspiration when they lacked motivation and often looked up individual sportsmen or women for motivational content online.

The findings of the third question show that the use of video content that appeals to the three facets of intrinsic motivation (to know, to master and stimulation) would provide a new tool for sports federations to grow the game in a new and socially inclusive way. The researcher, therefore, recommends that strategic use of video content to motivate participation should be a key consideration for all sports organisations interested in sustaining or increasing participation rates.

The findings of research question 3a) suggest that using digital media as a strategic tool, with content tailored to increase intrinsic motivation. This approach will provide a new cost-effective and viable way in which to grow sports participation.

The findings of research question 3b) indicate that video content was described as the most sought after and used medium by the participants. Importantly the findings indicate that video content that can be used to improve skills or knowledge of the sport has the potential to increase intrinsic motivation.

6.2 Theoretical Findings

Firstly, intrinsic motivation has been divided into three sub-dimensions as posited by Tsorbatzoudi et al. (2006): Intrinsic motivation to enjoy learning, intrinsic motivation toward accomplishment and intrinsic motivation to experience stimulation. This research has shown that these three subdimensions can be increased by accessing digital media, specifically video content being the most effective. These findings add to the research into intrinsic motivation, making a further contribution by looking at how digital media has the potential to inspire sports participation.

Secondly, Pelletier et al. (1995) found that the more athletes (or participants) perceive themselves as competent and self-determined the more likely they are to show self-determined forms of motivation towards sport. When the participants described watching certain types of online sports media, they commonly described feeling more confident and having a better knowledge of their sport, meaning they were more motivated to play or practice. These findings contribute to the literature on intrinsic motivation and sports participation, adding to it by considering the effects of digital media.

Thirdly, Pelletier and Sharp (2008) have suggested that the tailoring of messages to the stages of behavioural changes and framing these messages in line with intrinsic motivations may help to internalise behaviours and the development of self-determined motivation. This study showed the sports participants accessing content on their own accord, which has the potential to increase their motivation and sustain their continued participation in sport. These findings therefore add to the research on tailoring messaging, specifically of online sports media to increase intrinsic motivation.

Fourthly, the ASOIF has recently highlighted that to attract new people to participate in and consume their sports, sports organisations will have to adapt their strategies to how society is changing and in particular to how people will discover and consume content (Association of Summer Olympic International Federations, 2019). Despite the socioeconomic circumstances of the participants, the study found that all participants regularly and specifically searched for sports content that related to playing their sports. This study showed that this sort of content was regularly sought after and consumed by the participants. These findings add to the research on sports participation programmes and how their reach could be extended through the use of digital media.

6.3 Managerial Implications

For managers of sports teams and government organisations, there are several practical implications from this research. Most sports organisations around the world are realizing the importance of having their own internal media teams. This includes writers, editors and video production teams that for the most part, focus on providing coverage and content to the media and general public on their national teams or senior teams. An example of this would be SA Rugby, which has an internal media team that largely covers their senior teams and competitions. What the researcher is putting forth is that the growth and development of the sports could be accelerated by including sports participation concerns as part of the mandates of sports organisations digital media strategy and output.

The research findings show that online sports media has the potential to increase the intrinsic motivation of sports participation, it could, therefore, be effectively utilized to grow and maintain participation rates. The literature review has made clear that there is a significant drop-off in participation rates once men and women enter the workforce. By applying the principles of what has a positive influence on intrinsic motivation, sports organisations could use digital media as a tool to sustain participation in their sports.

The findings of the research also provide new avenues for sports organisations to grow the game. Clearly, the sport's participants that were included in this study, are actively sourcing inspirational, educational and informative content on their sports, despite their socioeconomic circumstances. The researcher suggests that digital media, due to its scalability and cost-effectiveness, should be considered as a viable and socially inclusive tool for growing sports participation numbers. This can be done by appealing to the influencers on intrinsic motivation but also by considering the consumption habits that the findings of this paper have highlighted. Specifically, sports organisations should be creating video content that. Provides learning opportunities for sports participants to develop:

- Individual skills
- Increase knowledge of playing the game
- Grow confidence

This sort of content can be packaged and delivered in multiple ways online. However, the researcher stresses that sports organisations need to consider their distribution mechanisms to ensure the reach and accessibility of the content.

Suggested formats include:

- Online video series on:
 - Rules changes or updates
 - Topics or skills

- Introductions to the sport
- Online coaching courses and qualifications
 - Continuous training
 - Refresher courses

The homogenous nature of online platforms means that sports organizations can for the most part use video content and written content across a variety of platforms. The researcher suggests the choice of platforms should be made by the sports entities who would know and understand their audiences and participants. Important for the sports organizations to factor in is ensuring that they make the most of their established brands and high-profile players to promote and legitimize the content. The researcher suggests that sports organisations need to work closely with their internal marketing teams or agencies to ensure priority and inclusion of sports coaching in their communication efforts.

It could be argued that budgets can be more effectively used for mass participation projects by allocating a certain percentage for online content and its distribution. This approach would provide a means to counteract the current concerns around the lack of broadcasted live matches for both local and international domestic television services. Given the financial strain that most of the South African sports organisations are facing, this could provide an approach that still allows for the much-needed income generated by the sales of live sports games yet still allows for the public to have access to content that can grow the game.

The reliance of sports organizations in South Africa for stable income from the likes of SuperSport cannot be understated, therefore a strategic approach is needed to meet the financial mandate but that still allows for the sports content to be accessed inclusively. The researcher puts forth that partnerships with broadcasters need to be created or adjusted in ways that allow for the inclusive development of sports. These arrangements are vital for the long-term commercial viability, relevance and sustainability of sports in South Africa.

It is beyond the scope of this thesis to address the financial implications and reliance of income from live sports broadcast that the South African sports organisations have. However, the researcher is suggesting that the strategic packaging and distribution of online sports media, that has the potential to increase intrinsic motivation would provide an alternative means to ensure sport participation numbers do not continue to decline. It is therefore important that digital media is use strategically to grow their sport, without cannibalizing their income from broadcasters. This is a tactic that has been effectively used by the NBA to grow interesting in their sport and brand on a global scale.

This research further showed that participants are actively looking to learn how to improve at their sport and are doing this through online, by seeking the available content of well-known sports stars or brands. For South African sports organisations, it is important to ensure they maintain their status as the authority of their sports. Establishing an online presence in terms of online coaching media, courses and video content would help increase the brand presence of the South African sports unions online. Further to this, these online platforms would provide additional opportunities for revenues through online training, certification and memberships. The author puts forward that there are several new commercial opportunities for sports organisations by digitizing their sports coaching.

Sports organisations, with the authority and brands that they administer along with the powerful influence of their players. Are well-placed to utilize their sports media for the growth of sports participation and this can be done in a socially inclusive way online. What is needed is a clear understanding of the motivational factors that are required, as well as the impetus to do this.

For government and policymakers, the findings of this study could provide alternative solutions for the distribution of sports media beyond the traditional platforms of radio and television. Government policy should also appreciate and consider that targeted digital media content that is produced and distributed to increase participation can meet the development policies that they are wanting in place to ensure the long-term relevance of sport.

To use online sports media, as a means of social inclusion, as well as for the growth and development of the sports. Sports organisations need to consider the following points:

1. Sports participants are actively looking for content related to their sport online
2. Providing online video content could increase intrinsic motivation, leading to participation. These content types include:
 - a. Training material
 - b. Coaching material (used by coaches, players and parents)
 - c. Motivational content
3. There are strategic ways to use of sports content to grow sport participation
 - a. Live sport is not the only content that can be used to inspire participation
 - b. Budgets could be re-allocated from traditional in-person programmes to reach participants in a more cost-effective manner online.
4. Commercial application
 - a. As the mandated organisations to grow the sport, South African sports unions need to position themselves and make content/ programmes available online.
 - b. This would provide new avenue/ value to sports coaching programmes.

6.4 Future Research

There are multiple ways in which this study could be expanded or improved. The research population could be increased through the use of an online survey. Although this would take away from the personal nature of the interviews the questions could be adapted to fit within the structures of an online survey. Moving the interview process from being face-to-face would allow for a larger number of participants to be included across multiple geographies or regions.

This study could be further expanded on qualitatively by replicating the study by focusing on a specific group of participants. The literature review has shown that the most significant drop-off in sports participation typically happens in the first few years after finishing high school. The study could, therefore focus on university students and the scope of the research could be expanded from a single interview to multiple interviews over a given duration.

Another consideration would be to make use of face-to-face interviews but focus the interviews on sports participants in a different geography or from different social-economic standings. Along with looking at a different set of participants to interview, the data collection process could include a wider variety of participants across multiple sporting codes, social circumstances and demographics.

Quantitative research methods could be utilized to directly measure the effects of digital media to inspire participation. This could be tested by showing participants different types of video content and measuring the feedback received by the participants immediately after viewing the videos. By sourcing responses online, as opposed to in person, would allow for immediate feedback and potentially enable more data to be gathered for the research. Using an online assessment would also allow for the study group to be expanded and for a more varied group of participants, across multiple sporting codes and geographies to be added to the study. To follow-up the initial responses to the online video feedback, the participants could be sent follow-up survey's to provide further data to the study. Due to the multiple facets that influence sports participation, this research would need to be carefully designed.

Finally, further research that looks to actively monitor participation levels and their relationship to media consumption over an extended period of time, may improve the reliability and validity of the research findings.

6.5 Conclusion

In conclusion to this research endeavour, the author has found that there is a desire and appetite among sports participants to learn and improve at their sport. Despite their socio-economic status and coming from previously disadvantaged backgrounds, the participants regularly accessed online sports content for motivational and learning purposes.

The literature review found that participants can be intrinsically motivated by consuming digital media. This is the strongest form of inspiration according to self-determination theory, which has proven that inspiration can lead to action. The findings of this study showed the participants regularly accessed digital media which strongly aligned to increase intrinsic motivation.

Practically, this means for sports organisations that they need to consider online sports media as a viable and socially inclusive means of sustaining or even increasing sports participation. The researcher is proposing that sports and government organizations should include digital media and online platforms as an important tool to ensure sports participation number do not decrease further.

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Appendix 1: Praxis model

Introduction

The results of the research project showed that participants were frequently accessing sports media online to learn and grow their knowledge of their sport. This praxis model has been devised to meet the challenges for sport organization to grow sport participation and does so in a socially inclusive and feasible way.

Challenge

In South Africa, sports entities are continuously faced with several challenges in their stewardship of sport. These challenges are varied and complex, they include administrators and growing the sport to ensure it reaches the highest levels of performance, as well as growing their sport at a grassroots level. In line with what this research paper has studied and its findings, the focus of this praxis model will be on the grassroots development of sport.

As discussed in the literature review, a concern in South Africa is that sports participation numbers are dropping or at the least stagnating. Of further concern is that sports administrators (who are often volunteers) are beginning to decrease. Given the national scale at which the South African sports federations are required to operate, there is an ever-increasing gap to reach and train both coaches and administrators.

Although widely accepted as a viable and effective means of learning in academics, schools and corporates, online learning has yet to be embraced by sports organisations. This is largely due to limited resources of the South African sports federations and their conservative approach to embracing digital technologies.

Inclusion

Sports organisations at a grassroots level are looking to be as inclusive as possible. Along with government incentives to ensure equal representation of players, staff and administrators, it is in the South African sports federations' best interests to ensure as wide a participant base as possible.

The findings of this research showed that the participants, who were all from previously disadvantaged backgrounds had regular access to online sports media. Despite their socio-economic background they regularly accessed digital media, strategically planning their data usage to ensure they could access sports content online. The motivation to access this content was to improve their knowledge and/or understanding of their sport, which this research paper has shown to increase motivation, which in turn has the potential to increase or sustain their ongoing participation in sport.

By providing sports coaching, training and qualifications online would provide new avenues for sports organisations to effectively scale their reach. This can be done in multiple formats and by no means provides a silver bullet to the current issues facing the decreasing numbers of sports participants, coaches and administrators. However, taking a proactive step towards digitization would ensure the sports federation is keeping up with an increasingly tech-savvy and online world.

Moving the administration of sports participation online, will mean that more teachers, parents and volunteers will have access to communications, training content and qualifications. For the most part, training of coaches, referees and administrators is done in

person by facilitators who need to travel across the country for seminars, accreditation and courses. The author argues that by moving the administration of communications online could be a more impactful and effective way to reach those involved with sports participation.

Practicability

The findings of this research indicate that sports participants are actively seeking to improve at their sport and the literature review has confirmed that their motivation to participate is increased by consuming digital media. Providing sports participants, coaches and administrators with a designed and intentional opportunity to gain knowledge and improve at their sports online is an obvious next step to increase the relevance of sports participation in society.

The author is not suggesting that all administration of sports participation can be done online. Sports coaching, in particular, requires working with athletes in person to fully demonstrate and learn skills. However, the author is suggesting that a large amount of administration and the content that makes up sports curriculums can be delivered online.

This would require careful planning on the behalf of sports organizations who would need to upskill their organisations, make use of multiple new technology stacks and service professionals. Despite the initial investments that will be required in both time and money on the sports federations behalf. The author argues that if they do not proactively move towards this digitalisation, sports face the risk of becoming irrelevant in the digital age. Moving sports participation administration online will provide not only a practical means and scalable means of growing sport, but it could also be more cost-effective than the often face-to-face format of coaching seminars and courses.

The results of this research showed that the participants were actively seeking training and coaching material online. Of note, was that the participants were regularly looking to international sports brands YouTube channels or websites for coaching content and information on their sports. Specifically, the cricketers looked to the English and Australian Cricket Board, the rugby players to the New Zealand All Blacks and the footballers to the prominent Clubs in Europe. None of those interviewed spoke about being able to source coaching material from the South African sports teams or federations.

Based on the practical findings of the research, which have been confirmed by the literature, providing online learning, coaching and training material would be well received and will be an important and necessary requirement for the growth and the development of sports participation in South Africa.

Sustainability

So that society will continue to benefit for its many social, economic and health benefits, sports organisations need to make faster progress in transforming their strategies and business operations that look to manage their participants, coaches and administrators. There is an inevitable transition that needs to happen toward a more tech-enabled strategy to manage, grow and sustain sports participation. The literature review has shown that sports organisations cannot remain reliant on state funding and need to develop their own revenue streams. Although sports currently benefit from lucrative broadcast and sponsorship deals, these revenues are beginning to flatline.

Moving sports administration, coaching and training online would inevitably incur a cost to the federations. However, this investment would eventually be offset by the increased scale of moving communications and administration online.

There would be numerous benefits to the South African sports federations and teams moving their mass participation programmes online, including:

- Increased potential reach
- Greater reporting metrics
- Data-driven decision making
- Greater and diversified offering to participants and fans
- Greater information available to participants at all level entering the sport

By making information on how to sign-up or play a sport easily accessible online, sports teams would also address a massive concern which is their decreasing participation numbers. By maintaining the relevance of the sport in society, keeping people (young and old) being introduced and playing the sport is in the best interest of the sport both in the short and long-term.

The move to digitise their sport participation and administration online would also provide sports organisations with the means to further commercialise themselves online. Most sports organisations have actively moved towards commercialising their fan base and are effectively doing this through new and innovative ways. There is now a further opportunity for sports organisations as the custodians of sport in South Africa to do this for sports administration. The commercial benefits would be the following new revenue opportunities:

- Online registration and fees payments members(clubs, participants)
- Direct sales to participants
 - Equipment
 - Supports gear
- Sponsorship/ advertising opportunities
- Online training and qualifications

Prototype

There are numerous business opportunities and models that could be undertaken as a sports organization look to digitize their sports participation. This initiative would provide greater access to sports participation, sports coaching/ training content and importantly do this at scale in a socially inclusive way.

The author suggests that sports organization could start packaging, distributing and even selling their training courses online. By being able to provide a new online products at scale, would also provide an additional revenue stream to the existing income sports administration, coaching and training provides. In order of the initiative to generate revenue for the sports entity, it would be necessary to productise the new online offering.

Online training, could provide a new way to grow the number of coaches and thereby sustain and even increase the number of participants. Starting with introductory training material would allow sports organization to scale their reach and lessen the barrier to entry for new entrants to the sport. This scale that online training would enable, would be further enhanced by the powerful brands and sporting personalities that sports organisations oversee. Sports

organizations would be able to provide training and certification online for relevant courses and could look at once-off offerings or membership offerings.

By moving their training and coaching communications online, sports organisations will be in a position to progressively build their digital infrastructure to administer sports participation online. By taking an iterative approach, costs can be managed to meet the expenses that such a move would require. Importantly, taking these proactive measures in sports administration would ensure they are “Future Fit” and well equipped to adapt to into the future.

Taking this approach would provide a new and inclusive way for sports organisations to grow their reach and participation numbers. There is also the added benefit of providing a socially inclusive platform which enables all people interested in their sports access to learning and coaching online which is going to be beneficial for both sports organisations, participants and society in the long-term.

Appendix 2: Questionnaire

Section 1 – Descriptive statistics

1. Age
2. Gender (male, female, prefer not to answer)
3. Education level (never attended, attended junior school, attended high-school, Collage, University, Other specify)
4. Marital status (single, married, divorced, widowed, other specify)
5. Are you employed?
6. Occupation
7. Dependents
8. Do you participate in a sport?
9. Club/ organisation

Section 2 - Introduction and participation in sport

1. How long have you been playing X sport?
 - a. How were you introduced?
 - b. What has been your history of participation in the sport?
2. How did you come by starting to play at X club?
 - a. Please describe what motivated you to join?
3. Do you follow X sport competitions or team?
 - a. Please describe your interest in the sport?
 - b. Would you think that following a team, actually make you want to participate?

Section 3 – Understanding media usage and motivations

1. How do you watch or follow sports?
 1. Please describe which sports content you like best?
 2. Which device do you use for which type of content?
 3. How does issues with data usage effect your media consumption?
 4. If you can't watch the game, how do you stay up to date with a team or sport?
 5. What alternatives do you have available to access live sports content?
2. Now were going to talk about motivation.
 1. Are there any particular examples of online content you can think of that you have helped motivate for you participate in your sports?
 2. Does accessing digital media to learn about your sport (for example a new skill or technique) increase your enjoyment of the sport?
 3. Do you feel that online videos or posts (Instagram or YouTube) can help to get better at your sport and become a better player?
 4. Do you think that watching media that relates to your sport (in any shape or form) is helpful to keep you interested in experiencing new aspects your sports?
3. Do you think being able to source sports content helps sustain your interest in the sport?
 1. Are there any particular types of content that motivate you to keep participating?
 2. Has the content that inspires you changed over time since you started participating? answers

3. What form of media content would motivate you to continue to participate?
 1. What type of content?
 2. Platform?

Section 4 – Social and demographic factors

1. Where do you live in relation to your sports club?
2. Describe if you think this has an influence on your participation?
3. Describe who typically joins this club and why?