



Players' and parents' perception of the cricket development Hubs in the Western Province

by

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Date 16 October 2023

ABSTRACT

This study investigates the cricket development Hubs in the Western Province with a focus on parents'/guardians' and players' perceptions. Given the historical inequalities in South Africa, many disadvantaged communities lack access to quality coaching, facilities, and equipment necessary for cricket participation. Numerous talented youngsters within these communities go unrecognised due to the absence of talent identification initiatives. The introduction of Hubs by Cricket South Africa (CSA) seeks to bridge this gap by offering coaching, competitive matches, and superior facilities to provide opportunity and foster sporting excellence.

The primary objective of this research is to assess the perception of the parents'/guardians and players regarding the effectiveness of these Hubs in the Western Province. This study aims to gauge the perception of the parents/guardians and players in terms the appropriateness of Hub facilities, facility management, assess the Hubs' contribution to producing skilled cricketers, and understand the experiences of players and parents'/guardians. Additionally, the study examines the quality and frequency of matches, the impact of coaching staff, mentorship programmes, and the accessibility of transport for players traveling to and from matches and practices.

Employing a quantitative approach, the research utilises questionnaires to gather data from parents'/guardians and players. Within a constructivist and interpretive paradigm, the study seeks to reflect the perceptions of the subjects. The research is descriptive in nature, employing Likert-scale questionnaires to systematically capture the perspectives of parents'/guardians and players. A total of 460 questionnaires were distributed across two rounds of data collection, with 230 questionnaires issued to parents'/guardians and 230 to players. Ninety-nine of the questionnaires were returned by the parents'/guardians, with the players returning 107 questionnaires.

The overall findings reflect a positive sentiment from parents'/guardians and players towards the Hub programme. The study confirmed that the Hub programme significantly contributes to cricketers' development, enhancing technical skills, game knowledge, enjoyment, social skills, and self-confidence. The organization of the Hub programme garnered favourable opinions, underscoring its efficacy in nurturing cricket talent. However, parents'/guardians and players alluded to some areas the Hub programme can work on to enhance cricketer development. These areas included increasing the number of coaching staff, ensuring adequate provision of equipment to the cricketers, and ensuring that routine and proper maintenance is carried out on the facilities. Although parents'/guardians indicated satisfaction with the Hub programme providing transport for practices and matches, some were not pleased with the promptness of

Hub transport for practices and matches. This research contributes to the understanding of sports programme implementation in disadvantaged communities, offering insights for enhancing the CSA Hub programme's impact.

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Key terms used.

Hubs – Centres where young cricketing excellence is identified and developed with the aim of progressing it through to the higher performance pipeline of CSA.

Cricket South Africa (CSA) – CSA is the governing body for the sport cricket in South Africa and administers all aspects of South African cricket, men and women, both the professional and amateur spheres (Cricket South Africa, 2021).

Western Province (WP) Cricket – WP is the cricket association for cricket in the Cape Town region of the Western Cape. Western Province Cricket is also in place to provide access and opportunity for all communities to participate in cricket and lead in transforming our cricket fraternity (Western Province, 2023).

Transformation – Transformation is the radical shift from one state of being to another, so significant it requires a shift of culture, behaviour, and mindset. Transformation demands a shift in human awareness that completely alters the way an organization and its people see the world (Anderson, 2001: 39).

Sport Development – Sport development is fundamentally about recruiting new athletes, as well as retaining and nurturing existing ones (Sotiriadou, Shilbury, and Quick, 2008). In addition, sport development is about participation and promoting the opportunities and benefits of participation in the sport (Shilbury et al., 2008).

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The stark reality of limited sporting opportunities for the majority of South Africans underscores the deeply entrenched socio-economic disparities within the country (Desai, 2010). These disparities are a reminder of the historical injustices endured in South Africa, where disadvantaged communities often lack the financial means to enable their children's participation in sports (Bassett, 2013). These inequalities also extend to the realm of cricket, as the sport faces similar challenges. Cricket South Africa (CSA), the governing body for cricket, has undertaken various interventions over the past decades to address these disparities. One such initiative is the Hub programme, strategically positioned in underprivileged communities with the aim of cultivating cricketing excellence (Cricket South Africa, 2013). Thus, it becomes imperative to assess the effectiveness of this Hub programme. This thesis endeavors to evaluate the Hub programme's effectiveness in the Western Province (WP) of South Africa, as perceived by players and parents'/guardians/guardians. This chapter contextualises the research, highlighting the significance of the Hub programme within the broader context of sport development, specifically cricket, in South Africa.

1.2 Background to the study

The enduring legacy of apartheid casts a long shadow over disadvantaged communities in South Africa, severely limiting their access to sporting and recreational facilities (Bogpa, 2021). Unlike their white counterparts, black children were often denied equal opportunities to engage in a range of sports and recreational activities, both within schools and their neighbourhoods (Booth, 1996). While white schools enjoyed well-maintained fields, pools, and tennis courts, black schools grappled with a lack of resources due to factors such as inadequate staffing, financial constraints, and limited play areas (Booth, 1996).

In a 2012 speech, former South African Minister of Sport and Recreation, Fikile Mbalula, highlighted challenges in disadvantaged communities, emphasising a lack of innovative projects and project management skills to overcome limited resources and implementation challenges (Mbalula, 2012). The Hub programme that was introduced by CSA aims to overcome many of these challenges in the disadvantaged communities. The Hub programme aims at providing opportunities for youth to excel in cricket by providing them with facilities, coaches, equipment, mentorship, transport and general support. However, it is uncertain how effective this Hub programme has been from the view of the parents'/guardians and players.

1.2 Research problem statement

Disadvantaged communities grapple with inadequate access to high-quality coaching, particularly in cricket. Despite the latent potential among young cricketers in these communities, the lack of talent identification programmes hinder their identification and development (Cricket South Africa, 2018). CSA's introduction of the Hub programme intends to address these issues by providing coaching, top-tier matches, and excellent facilities to foster cricketing prowess (Cricket South Africa, 2013). However, the effectiveness of these Hubs remains uncertain, especially from the perspective of the parents/guardians and players. Anecdotal reports suggest implementation challenges, including player recruitment, structured coaching, transport, and logistical problems (Cricket South Africa, 2018), thereby impacting player development.

Given substantial investments in the Hub programme, a lack of official evaluation prompted the need for an assessment. This thesis thus aims to investigate players' and parents/guardians' perceptions regarding the Hub programme's effectiveness in achieving its objectives. It further aims to identify if there are differences in these perceptions between different Hubs. To date, there has been no publication evaluating the effectiveness of this HUB programme.

1.3 Aim of the study

To determine the perception of players and parents/guardians/guardians regarding the effectiveness of the Hubs in the Western Province in the holistic development of the player, and to investigate if there are any differences in the responses between the Hubs.

1.4 Objectives of the study

To investigate the perceptions of the players and parents/guardians of the Hub regarding:

1. The skill development of the cricketers
2. The coaching staff contribution to the cricketers' skill and knowledge development
3. The effectiveness of the mentorship
4. The effectiveness of the practice sessions
5. The adequateness of equipment/facilities to support cricketers
6. The quality of the matches
7. The academic performance of the cricketers
8. The effectiveness of transport for practices and matches
9. The development of social skills and the safety and security at the Hub
10. The communication and organization between parents/guardians/players and management
11. The overall perception of players and parents/guardians of the Hub programme.

1.5 Overview of methodological approaches

A quantitative approach was used for this study to gain understanding of the effectiveness of the Hub programme in developing cricketers from communities within the Western Province. Moreover, it was designed to gain insight into how the parents/guardians and players perceive the Hub programme in terms of different aspect that were seen as crucial in a sport programme:

- Cricket development
- Coaches
- Mentorship
- Practices
- Facilities/equipment
- Matches
- School
- Transport
- Social aspect
- Safety and security

- Logistics
- Overall (perception of the Hubs programme)

A constructivist/interpretivist paradigm approach was used for this study, which refers to related concepts that address understanding the world as others experience it (Neuman, 1997). The purpose of interpretative research is to understand people's experiences, and a quantitative approach in the form of questionnaires was used (Mertens, 2010)

This research project consisted of one round of data collection where a total of 460 questionnaires was distributed to both the parents/guardians and players who were part of the Hub programme at the time the study was conducted. In this case, 230 questionnaires were distributed to the players, and 230 questionnaires were distributed to the parents/guardians across both rounds of data collection.

The sample method that was used was purposive sampling, as the focus was the perceptions of the cricketers and their parent/s in the Hubs.

1.6 Delineation of the study

The Western Province region was the geographic area that was covered by this study, where the seven CSA Hubs are located.

1.7 Significance/rationale of the study

It is important to evaluate the effectiveness of this programme in achieving its goals. The aim is to develop cricketing excellence amongst players from disadvantaged areas. It is therefore necessary to evaluate their perception of the Hubs. Furthermore, the parents/guardians of these players are offered free services for the development of their child's cricketing skill. Their perspective on the Hub programme is also important. Understanding the effectiveness of the Hubs from the players' and parents/guardians' perspective will allow us to make recommendation to CSA on the Hub programme in the Western Province. Considering the CSA Hubs programme has been launched across the whole of South Africa, the number of Hubs per province are as follows: Eastern Cape (12) Western Cape (12), Northern Cape (3), KwaZulu-Natal (6), Free State (2), North-West (3), Limpopo (3), Mpumalanga (2), Gauteng (14).

1.9 Thesis layout

Chapter one – This chapter provides the introduction to the research, and outlines the problem statement of the research study, providing a background to the study in terms of sport participation in disadvantaged communities and the need to implement sport and sport programmes in disadvantaged communities, in addition to promoting sporting excellence. This chapter sets out the research questions, aims and objectives of the study.

Chapter two – This chapter explores the literature that is relevant to the topic being researched in this study. The review discusses the different factors that are essential to the implementation of a sports programme; in addition, an exploration of current sport programmes is discussed in terms of the pros and cons of those programmes. The Hub programme is also introduced, along with the aim and objectives that the programme is seeking to achieve.

Chapter three – This chapter outlines the methodological approach used in this study to achieve the outlined objectives. A quantitative research approach was used. The chapter proceeds to detail research design, the data collection methods, the questionnaires, sample selection, data analysis, ethical considerations, and the process of data collection.

Chapter four – This chapter presents the findings collected from the questionnaires reflecting the perception of parents/guardians and players associated with the Hub programme. The chapter explores questions around cricket development, coaches, mentorship, practice sessions, facilities and equipment, matches, school, transport, social issues, logistics, and overall perception of the Hub programme. The views of the parents/guardians and players on the impacts of these different aspects on player development within the Hub programme are presented.

Chapter five – This chapter is a discussion of the results. The discussion builds on the results presented in chapter four to gain an understanding on the perception of the parents/guardians/players on the Hub programme. Combined with the literature provided in chapter two, the main themes that make up a sport programme are discussed in relation to the effectiveness of the Hub programme. In addition, the research questions, aims, and objectives are reviewed. A conclusion is presented, as are recommendations based on the key findings in this study.

Chapter six – Conclusion and recommendations are drawn from the key findings of this study, and an assessment of whether it has achieved its objectives is presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The development of cricket in South Africa has been shaped by the history of apartheid and subsequent efforts to address historical injustices and promote inclusivity. Recognising the need for transformation, the South African government and Cricket South Africa have implemented various policies and programmes to address disparities and promote cricketer excellence in disadvantaged communities.

One such programme is the CSA Hub programme, introduced in 2013, which focuses on identifying and nurturing cricketer talent in disadvantaged communities. The Hub programme provides access to high-level coaching, facilities, competitive matches, mentorship, and life skills programmes. It aims to create pathways for success, addressing issues of transformation and providing opportunities for young cricketers who face challenges in accessing facilities.

This literature review explores the transformation in cricket in South Africa, the CSA Hub programme, youth sports development pathways, sport participation, sport development models, the socio-ecological framework of talent development and the role of the coach. By examining these areas, we can gain insights into the challenges, progress, and potential areas for improvement in promoting cricketer excellence and inclusivity in South Africa.

2.2 Transformation in cricket in SA

The injustices of apartheid had a direct impact on the development of black athletes, as their potential and talent were largely neglected and manipulated for political reasons (Labuschagne, 2016). During the apartheid era, the South African government, along with white civil society, adopted a stringent regulatory approach to sports that suppressed athletic development in black communities (Labuschagne, 2016). Additionally, these disadvantaged communities received inferior and fewer sporting facilities. For example, while the white population, who were the minority, had access to 89% of school cricket fields, blacks had access to only 11% (Pauw and Van Zyl, 2021).

Even after the abolition of apartheid in 1994, the legacy of inequality persisted, with blacks being the most disadvantaged (Gradín, 2018). Addressing these disparities and transforming South African sport to be more representative of the country's people became imperative (Penrose, 2019). In the South African context, transformation was crucial to bridge the gap in terms of access to sporting facilities from a young age, both within schools and private sports clubs. To rectify past injustices, the South African government and Cricket South Africa implemented various transformation policies, resulting in significant investment in facilities, coaching, and administration of sports in previously disadvantaged communities, aiming to increase participation and foster cricketing excellence among these communities (Mthombeni et al., 2023). Transformation as a concept encompasses multifaceted changes, requiring a coordinated design of sports organizations, involving reframing, restructuring, revitalization, and renewal (Department of Sport and Recreation, 2011).

The Department of Sport and Recreation in South Africa emphasises that the transformation strategy is multi-dimensional, focusing on changing demographic profiles both on and off the field of play (Department of Sport and Recreation, 2011). The objective is to ensure equitable access, availability of resources, skill and capability development, and broader community involvement, ultimately providing participation opportunities and identifying potential talent (Department of Sport and Recreation, 2011). The transformation strategy aims to engage South African society extensively, impacting the quality of life within communities through the enjoyment, entertainment, and competitive aspects of sports. By doing so, it exposes the nation to the wide-ranging social benefits of sports while developing the skills needed to excel in competition (Department of Sport and Recreation, 2011).

2.3 Barrier to progression in cricket from disadvantaged backgrounds

Typically, communities with limited access to quality resources tend to have fewer young children participating in sport, which directly hampers the production of young high-level athletes (Merkel, 2013). In many disadvantaged communities, socio-economic factors significantly affect the viability of sports within those areas, thereby impeding the participation of young athletes (Dove et al., 2016). Community factors such as crime, vandalism of practice and playing facilities, misuse of these facilities (e.g., using cricket fields for other sports), transportation to practices and matches, as well as the financial resources required to maintain the facilities, all play pivotal roles in the development of sports and players (Dove et al., 2016). Financial challenges are prevalent among individuals in disadvantaged communities, and this is particularly true in South Africa,

where many young children are unable to participate in sports due to insufficient funds to join local sports clubs and cover transportation costs (Hooft, 2013).

Furthermore, most schools in disadvantaged communities do not offer any sports programmes for their pupils (The Smith Family, 2013). As a result, some young athletes must travel long distances to participate in sports, which can be burdensome for their parents/guardians (Hyman, 2015). Adequate equipment is also crucial for athletes, and if parents/guardians cannot afford the essential equipment necessary for young athletes to progress in their sports, it may hinder their enjoyment and development (Holt et al., 2011).

Furthermore, there is a pressing need for more sports facilities in low-income areas (McKenzie et al., 2013). These facilities can serve as catalysts for social integration and reconciliation (Voss et al., 2008), while also helping youth steer clear of the negative aspects of life in townships, such as substance abuse and criminal activities (Höglund and Sundberg, 2008; Mudavanhu and Schenck, 2014).

2.4 CSA Hub programme

The CSA Hub programme is one of the programmes aimed to promote the transformation agenda. In 2013, CSA introduced the Hub programme, as this forms part of their developmental process aimed at identifying and nurturing cricketing excellence in disadvantaged communities (Cricket South Africa, 2013). This Hub programme would provide disadvantaged communities with access to high level coaching, facilities, competitive matches, mentorship and life skills programmes (Khala, 2015). The players who participate in the Hub programme are drawn from schools where cricket is not played or prioritised (Khala, 2015).

In essence the CSA Hubs offer programmes that will afford young cricketers from disadvantaged communities an opportunity to gain access and experience in the game of cricket. The CSA Hubs aim to open doors for many young cricketers who are from areas struggling with access to facilities, thus creating a pathway for their success and addressing issues of transformation. The Hub programme partners with schools in certain areas where the Hubs are located and affords those schools the opportunity to play in a well-structured cricket league. These Hub matches are played per age group, as required by CSA; in addition, they work closely with schools to recruit the best players. The Hub programme caters for youths below 18 years of age.

Millions of rands have been invested in the Hub programme per annum (Sports and Recreation Portfolio Committee, 2018). All the Hubs should have adequate infrastructure and qualified coaches (Cricket South Africa, 2021). Hubs should have a head coach who has a minimum of a Level II certification and an assistant coach with a minimum of a Level I certification. The Hubs should have structural support for cricket matches that are played at different levels (schools participating in an area league, Inter-HUB, mainstream schools, and club leagues), and they aim to produce proficient cricketers who could perform at provincial and national levels.

According to CSA (2021), the following are the goals of the Hub programme:

- Produce quality cricketers
- Community involvement
- Form partnerships with local municipalities
- Provide the opportunity for talented cricketers to be offered scholarships to schools with a cricketing focus
- Support the CSA transformation agenda
- Coach development
- Play more quality matches at HUB, inter-HUB and school levels within CSA affiliate structures.

The Hub programme therefore forms an integral part of the transformation agenda for South African cricket. The effectiveness of this programme is vital for the development of the cricketers from disadvantaged backgrounds. It is therefore imperative to evaluate its effectiveness in achieving its goal. To date, there has been no published research on the effectiveness of the CSA Hub programme.

An integral part of the Hub programme is to provide access to facilities, coaches and high-level cricket matches to disadvantaged schools. At least six primary schools and four senior schools are grouped into a Hub. Each of these schools participates in weekly inter-schools' matches. The talent scouts at these Hubs select combined teams from at least three Hubs into a Regional Performance Centre (RPC) team. Those identified then play in a higher-level competition. The Hub programme therefore feeds into the CSA pipeline, providing opportunities to players to reach the highest level of cricket.

2.5 Youth development pathway in South Africa

The development of young cricket players in South Africa follows a structured trajectory known as the Cricket South Africa (CSA) Pipeline. This player pathway serves as an entry point for aspiring cricketers, commencing with modified cricket, and guides their progression through various stages: schools, tertiary institutions, clubs, youth training squads, regional academies, the national academy, and ultimately into semi-professional and professional cricket (Sport and Recreation Portfolio Committee, 2018).

This pathway encompasses several pivotal transitional phases, strategically designed to foster player growth and facilitate their journey from modified cricket to participation in elite international competitions.

1. Transition to hard ball cricket

The initial phase of the CSA pipeline focuses on guiding young children as they make the transition from modified cricket to the more demanding hard ball cricket format.

2. Development and community sport

The following transition involves a more comprehensive development phase within the realm of community sport. This stage encompasses the Hub programme, a vital component of the pipeline that nurtures talent. Emerging talents identified within the Hub programme are then selected for the Regional Performance Centers (RPC), offering access to CSA's high-performance structures. Notably, promising players can also be scouted from sporting schools, providing them with additional opportunities to refine their skills.

3. Progression to semi-professional and professional levels

The subsequent phase marks a significant shift from community sport to a more focused space within the semi-professional and professional cricket system. This transition is crucial as it serves as the breeding ground for future national team members. Key considerations during this phase encompass scientific support, mentorship, and career guidance. To aid players during this pivotal juncture, CSA has implemented a comprehensive Player Performance Plan.

4. Attaining elite participation

As players continue to advance, the fourth transition propels them into the realm of elite participation, notably international competitions. A substantial 51% of CSA's expenditures

are allocated to cultivating an environment conducive to peak player performance. The psychological impact of success at this level is also evident in its influence on the nation's collective psyche.

5. Post-playing well-being

The final transition stage emphasises the well-being of players beyond their active careers. This facet concentrates on capacity building, education, and training to equip players for meaningful employment post-retirement or in the event of injuries.

The CSA pipeline operates as a pathway to elite achievement, adhering to the pyramid model of talent development (Tinning et al., 1993). This model delineates a trajectory highlighting the progress of talented individuals as they ascend the competition hierarchy towards the elite echelons (Bailey and Collins, 2013). Notably, this model underscores a performance-focused pathway, primarily catering to the advancement of identified talent, potentially marginalising a broader pool of sport participants (Bailey and Collins, 2013). This overemphasis on nurturing talented individuals often results in the neglect of children possessing latent potential (Bailey and Collins, 2013). However, the HUB programme provides an additional access point for cricketers from disadvantaged backgrounds.

2.6 School and club system in SA cricket

Youth cricket is generally played at schools or clubs. Some schools are better resourced than others. In SA there many well-resourced sports schools. Many of these are boys-only schools where the majority of SA international players have come from during the past 20 years (Noorbhai, 2020). These schools boast excellent facilities, experienced coaches, and a supportive environment, resulting in the production of numerous professional athletes (Noorbhai, 2020). Sporting schools and regular schools differ in nature, with important distinctions. In regular schools, sport is often not allocated the same significance as sports schools. In sports schools, greater emphasis is placed on sport, with special attention given to sporting infrastructure and introducing students to various sporting codes. Moreover, regular schools may have limited or no sports facilities, whereas sports schools generally have an array of different sporting activities and facilities.

Regular schools typically do not hire coaches or trainers with relevant sporting qualifications. Those who are recruited often need to teach a variety of sports to a large number of students simultaneously. In contrast, sports schools prioritise hiring experienced coaches and trainers who specialise in specific sports and have achieved significant accomplishments in their respective fields. Additionally, while regular schools focus on

infrastructure that supports academic pursuits, such as well-stocked laboratories, libraries, and smart classrooms, sports schools' additionally prioritise infrastructure that enhances sports activities, including larger playgrounds, separate practice facilities for different sports, and well-equipped sports equipment. However, they also do support the academic endeavors of learners, being as well-resourced as they are.

Sports schools provide an ideal environment for young aspiring athletes, allowing students to learn according to their own schedules and interests. However, these schools often charge high fees and are typically located far away from disadvantaged areas, making them inaccessible to many in these communities. This is one of the main reasons the Hub programme was implemented, aiming to address these accessibility challenges.

According to Cowling (2023) the total number of schools in South is roughly 24, 900, this was the figure by the end of 2022. Kwa-Zulu Natal and Eastern Cape had the largest number of public schools accounting for 5,801 and 5,046 respectively. By contrast the number of independent schools was only 2,282. Gauteng and Western Cape had the majority of the independent educational institutions accounting to 935 and 302 schools respectively. Additionally, Mamaila (2022) stated that very few public schools, less than 10% are actively involved in organized sport programmes that have a recognized pathway to the national team structures. In this case 22 589 schools were public, and less that 2258.9 of these schools participated in sport which is less than 10%.

Club cricket is an essential part of the cricketing culture, providing amateurs with the opportunity to play the sport they love and potentially progress to higher levels of competition. While it may not attract the same attention and financial support as professional cricket, it plays a crucial role in shaping future talent and contributing to the growth of the sport (Ellerton, 2018). To facilitate effective player development, cricket clubs often hire qualified coaches. These coaches provide guidance and support to players, helping them refine their techniques, strategise effectively, and develop their overall game (Ellerton, 2018). Coaches can also play a crucial role in nurturing talent, identifying potential in young players and guiding them towards achieving their full potential. In addition to hiring coaches, more established cricket clubs may also employ full-time or part-time groundsmen to maintain the pitch at an optimum level for practices and matches. Moreover, the overwhelming majority of sport clubs are situated in urban areas, in stark contrast to sport clubs in disadvantaged communities. These clubs lack resources and struggle to afford qualified coaching staff as well as experienced groundsmen to maintain their sporting grounds and facilities.

2.7 Participation in sport

Participation in sport involves engaging in physical activities in a structured and competitive format, often guided by coaches and governed by clear rules (O'Donnell et al., 2020). It provides young children with a positive social environment and fosters the development of basic values (Sherman and Hueglin, 2013). Sport programmes are primarily designed to enhance youth development by providing a context for positive player development. Sport offers a platform for young people to develop and test their sporting skills, learn how to overcome setbacks, and receive immediate feedback for their future development (Danish et al., 1993; Coleman, 1961; Eitzen, 1975; Weiss, 1995). Children who participate in sports experience numerous benefits, including physical and psychological development (Wagnsson et al., 2013; Smoll and Smith, 2002). They develop sporting skills, leadership abilities, and effective goal-setting skills through sport participation (Boixadós et al., 2004; Müller et al., 2004). Therefore, quality coaching from an early age is crucial for young children's development (Gould and Carson, 2008).

Several factors influence sport participation, including personal characteristics (gender, age, and ethnicity), psychological predispositions (motivation and attitudes), socio-cultural influences (household socio-economic status, family support, and peer influence), and situational and environmental factors (transportation, urban vs. rural location, and school size). These factors can also act as barriers, preventing young children, particularly those in disadvantaged communities, from participating in sports (Van der Lee and Lee, 2007).

Many young people choose not to participate in physical activity or sports due to various barriers, including time constraints, inadequate sports facilities and equipment, cost (registration fees, equipment purchases, and transportation expenses), lack of support by family and friends, and the fear of sustaining major injuries (Allison, Dwyer and Makin, 1999; Canadian Fitness and Lifestyle Research Institute, 1996; Weinberg and Gould, 2011). These barriers are more pronounced in lower-income families. Insufficient financial resources to cover registration fees, equipment costs, and travel expenses, along with safety concerns in low-income neighbourhoods, contribute to the limited participation of children from disadvantaged backgrounds (Holt et al., 2011; Gordon-Larsen et al., 2000; Surujlal and Kubayi, 2014). Additionally, adolescents with underdeveloped skills in a particular sport may struggle to join community teams that prioritise competitiveness and select players based on skill and commitment, which further limits opportunities for less skilled and time-constrained students (Australian Sport Commission, 2017). Planned adult-supervised programmes, such as after-school programmes, can help mitigate these

barriers by providing affordable and safe places for children from low-income families to engage in physical activity (Humbert et al., 2006).

2.8 Sport development

Sport development programmes play a crucial role in talent identification and the management of talent progression (Sotiriadou, Shilbury and Quick, 2008). Effective talent development requires a deliberate approach, involving high-quality coaches, technical support, and development strategies that cater to individual athletes' success (Baker and Horton, 2004; Elferink-Gemser et al., 2011). Talent management involves assessing various elements, including biological development, physical capacities, and psychological skills, to predict an individual's potential and improve the probability of player success (Malina et al., 2005; Tucker and Collins, 2012; Jonker et al., 2010).

Sport development models have traditionally focused on the relationship between mass participation and elite performance (Eady, 1993; Shilbury et al., 2006). Various sport participation models emphasise athlete development toward elite performance (Eime et al., 2020). In pursuit of performance excellence, sport programmes must consider four key facets: physical, technical, tactical, and mental skills (Gucciardi et al., 2009). These facets must work cohesively for adequate athlete development. Athletes who possess stronger tactical, technical, and mental skills may excel more in sports than those with weaker skills in these areas (Gucciardi et al., 2009). Besides athlete development, the success of a sport development programme also relies on the development of coaches, managers, and administrators (Sotiriadou, Shilbury and Quick, 2008).

2.9.1 Sport development models

Sport development models play a crucial role in shaping the structure, organization, and overall development of sports programmes and initiatives. These models provide frameworks and guidelines for promoting participation, talent identification, athlete development, and the achievement of performance excellence. This section aims to explore various sport development models and their components, with a focus on understanding their objectives, key principles, and their impact on sports development. The section will also discuss the strengths and limitations of different models in fostering sustainable sports systems.

2.9.1.1 Traditional sport development models

Traditional sport development models have long been utilised to promote mass participation in sports and identify and nurture talented individuals for elite performance. These models emphasise the importance of structured talent identification systems, specialised training programmes, and competition structures to support athlete development (Eady, 1993; Shilbury et al., 2006). One prominent example of a traditional sport development model is the Long-Term Participant Development (LTPD) model.

The LTPD model, implemented in various countries such as Canada, Australia, and the United Kingdom, provides a framework for the systematic and progressive development of athletes from grassroots to elite levels (Côté et al., 2009; Ford et al., 2011; Bailey et al., 2013). The model recognises that athlete development is a long-term process that requires careful consideration of physical, mental, emotional, and social development stages (Côté et al., 2007). It promotes the idea of age-appropriate activities and training, focusing on skill acquisition, enjoyment, and personal growth rather than early specialisation and intense competition (Balyi and Hamilton, 2004).

The LTPD model consists of various stages that align with athletes' chronological and biological development. These stages typically include active start, FUNdamentals, learn to train, train to train, train to compete, train to win, and active for life (Côté et al., 2009). Each stage emphasises specific objectives, training methods, and competition formats suitable for athletes' developmental needs (Ellerton, 2019). For example, the FUNdamentals stage focuses on developing fundamental movement skills and fostering a love of physical activity, while the train to compete stage aims to enhance sport-specific skills, tactical understanding, and competitive performance.

The LTPD model emphasises the importance of multi-sport participation during early stages, encouraging athletes to engage in a variety of sports to develop overall athleticism and prevent early burnout (Côté et al., 2007). It also recognises the role of quality coaching, supportive parents/guardians, and a positive sport environment in athlete development (Ford et al., 2011).

Research has shown that implementing the LTPD model can lead to positive outcomes in athlete development. Athletes who followed the LTPD model exhibited higher levels of physical literacy, skill development, and long-term sport participation (Ford et al., 2011; Holt et al., 2017). The model has also been associated with reduced dropout rates,

improved athlete well-being, and increased chances of achieving elite performance (Ford et al., 2011; Balyi and Hamilton, 2004).

2.9.1.2 Holistic sport development models

Holistic sport development models focus on the comprehensive development of individuals, considering not only their athletic skills but also their personal, social, and psychological well-being. These models prioritise the integration of sport within broader social contexts and aim to promote positive youth development and lifelong participation. One prominent example is the Positive Youth Development (PYD) model (implemented in countries including Ghana, Norway, Portugal, and Turkey), which emphasises the provision of supportive environments, caring adult relationships, and opportunities for personal growth and skill-building (Holt et al., 2017). The PYD model highlights the importance of fostering life skills, character development, and promoting positive values through sports.

The holistic sport development models recognise the role of coaches, managers, and administrators in creating positive sport environments. Coaches play a crucial role in shaping athletes' experiences, fostering positive relationships, and promoting a growth-oriented mindset (Côté and Gilbert, 2009). By adopting coaching practices that align with the principles of the holistic model, coaches can contribute to athletes' personal growth, skill development, and overall well-being.

2.9.1.3 Community-based sport development models

Community-based sport development models prioritise the role of local communities in fostering sports participation and development. These models recognise the significance of grassroots organizations, local clubs, and community networks in providing opportunities for sports engagement. They often involve collaborations between various stakeholders, including schools, sports clubs, community organizations, and local governments. The Sport for Development and Peace (SDP) model, implemented in countries like Brazil, France, and Germany, exemplifies the community-based approach, which aims to use sports as a tool for social change, community empowerment, and addressing social issues such as poverty, health, and social inclusion (Coalter, 2013; Schulenkorf et al., 2016).

Community-based sport development models emphasise the broader impact of sports beyond the individual athlete. They promote inclusivity, diversity, and equal opportunities

for participation, aiming to reduce inequities in sports access and create supportive environments for underrepresented groups. These models recognise the power of sports in fostering social cohesion, promoting health and well-being, and addressing community challenges.

2.9.1.4 Sport development models for social inclusion

Sport development models for social inclusion focus on providing equal opportunities for participation and addressing barriers faced by marginalised populations. These models aim to reduce inequities in sports access, promote diversity and inclusion, and create supportive environments for underrepresented groups. The Inclusion Spectrum model, developed by the UK Sport's Equality, Diversity, and Inclusion Team (extensively used in the United Kingdom and Australia), provides a framework for understanding and addressing barriers to participation and promoting inclusive practices in sports organizations (UK Sport, 2021). It emphasises the importance of addressing cultural, social, and structural barriers to ensure equal opportunities for all.

Sport development models for social inclusion aim to challenge stereotypes, promote positive attitudes, and create safe and welcoming spaces for individuals from diverse backgrounds. They prioritise strategies such as targeted outreach programmes, mentorship initiatives, cultural sensitivity training for coaches and staff, and the adaptation of sports programmes to meet the specific needs of different groups (Schulenkorf et al., 2016).

2.9.1.5 Sustainable sport development models

Sustainable sport development models encompass strategies that prioritise the long-term viability and growth of sports systems. These models focus on creating sustainable structures, promoting governance and policy frameworks, fostering partnerships, and securing resources for sports development. One example of a sustainable sport development model is the Sport for All approach. This model emphasises the democratisation of sports, ensuring that sport is accessible and available to all individuals regardless of their age, gender, ability, or socio-economic background (Houlihan and Green, 2012). It promotes participation in sports as a lifelong endeavour and encourages the integration of sports into various aspects of society, including education, healthcare, and community development.

The Sport for All model recognises the importance of removing barriers to sports participation and creating inclusive environments. It prioritises the development of

infrastructure, facilities, and programmes that cater to diverse populations and provide equal opportunities for engagement. This can involve initiatives such as providing accessible facilities, offering sports programmes for individuals with disabilities, and implementing policies to ensure gender equality in sports.

Another sustainable sport development model is the Community Sport Development approach. This model emphasises the role of local communities in fostering sports participation and development. It recognises the significance of grassroots organizations, local clubs, and community networks in providing opportunities for sports engagement (Frisby and Millar, 2002). Community-based sport development models often involve collaborations between various stakeholders, including schools, sports clubs, community organizations, and local governments (Dovey et al., 1998).

These models aim to empower communities to take ownership of sports programmes and initiatives. They emphasise the importance of building capacity within communities, developing local leadership, and fostering a sense of ownership and pride in sports activities. By involving communities in decision-making processes and programme development, these models ensure that sports initiatives are relevant, sustainable, and responsive to local needs.

2.9.1.6 Long Term development sport models

The Hub programme focuses on identifying and nurturing young cricket talents at the community level. Hubs are established in various regions or local communities to provide training, coaching, and support to young cricketers. The Hub programme likely aligns with the traditional sports development models like the LTAD model. The LTAD model, much like the LTPD model, is a seven-stage framework. It guides the participation, training, competition and recovery pathways in sport and physical activity. This is used from infancy through all stages of adulthood; in this case the words 'participant' and 'athletic' can be used interchangeably. Furthermore, the LTAD model aims to identify and develop talented cricketers at an early stage, ensuring a continuous supply of skilled players for the national team in the future. In fact, CSA's vision is to make cricket a truly national sport of winners, has the long-term athletic development (LTAD) model for cricket at its core, and aims to deliver on two significant elements:

- 1) To ensure that cricket is supported by the majority of South Africans, and available to all who want to play it; and
- 2) To pursue excellence at all levels of the game.

The other models presented in this section also play a key role in the development of the individual and the sport. Therefore, although the traditional sports development model best describes the role of the Hub programme, all the other models are relevant to player development. For this reason, Dove et al. (2018) proposed a socio-ecological framework for elite cricket players in SA (Figure 1). Although the framework was developed for elite players, many of the concepts can be applied to the youth.

2.10 Socio-ecological framework of talent development in cricketers in a diverse society

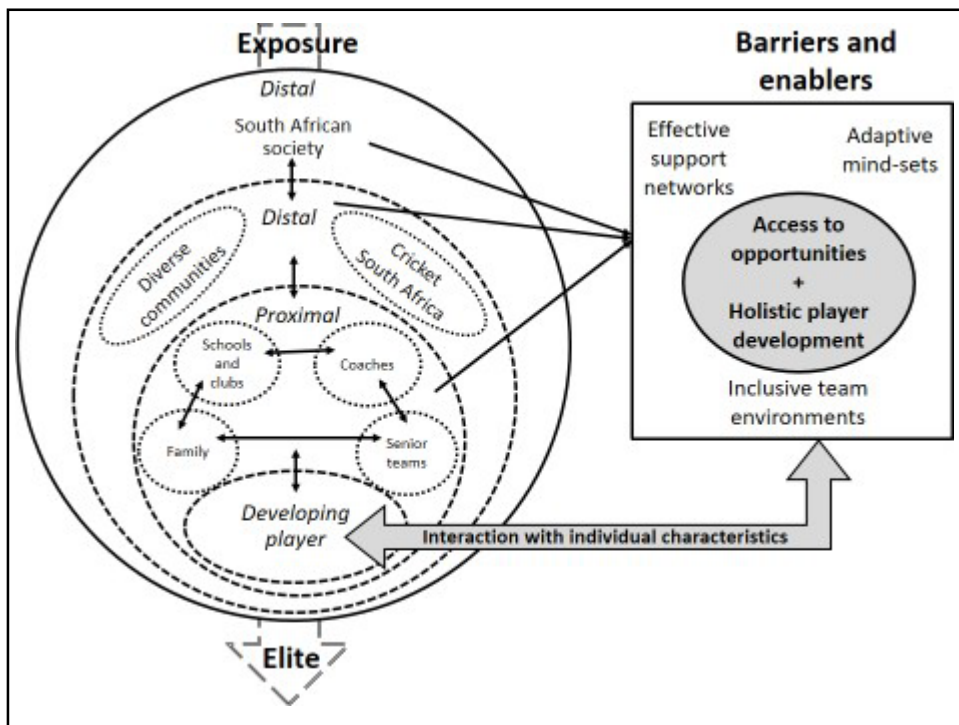


Figure 1: Socio-ecological framework of talent development in cricketers in a diverse society (from Dove et al., 2018)

This socio-ecological framework of talent development in cricketers considers that there are a multitude of socio-ecological factors that interact within and across the distal and proximal environments in which each player develops. These factors can be encapsulated into five components that are inter-related and can be enablers of or barriers to athlete progress in sport. These components are: access to opportunity and competition; holistic player development; effective support networks; inclusive team environment; and adaptive

mindsets (for integration of the diverse SA community). The Hub programme appears to address all these five components.

These components interact with the player's intrapersonal attributes to further determine the ability of the player to develop into an elite cricketer. Moreover, any intervention to enhance cricket talent development is more likely to have an increased chance of success if a socio-ecological approach to implementation is followed. Therefore, the socio-ecological framework of talent development (Refer Figure 1) reinforces the idiosyncratic, non-linear, complex, multi-factorial and unpredictable acquisition of cricket expertise, particularly in diverse societies. In addition, progress through the pathway can be achieved through varied access points into and routes through the pathway.

2.11 Coaches

Coaches are in a crucial position as they enhance the athletes' strength and personal resources (Côté and Gilbert, 2009; Fraser-Thomas, Côté, and Deakin, 2005), and their conduct during training and competitions have a role in influencing young athletes' motivation to participate in sport (Rottensteiner et al., 2013; Smith et al., 2017). In addition, Nucci and Kim (2005) identified the coach as an important person within the sport context, as the coach is in a position of influence especially in terms of adolescents' social behaviour, and the motivational atmosphere created by coaches is likely to influence morally relevant behaviour by youth in sport (Lee and Lee, 2008; Lucidi et al., 2019). In addition, the coach has been identified as having the greatest influence on a young athletes' experience – the coach is decisive in the socialisation of the players and teaches them life lessons that extend beyond the field of play (Kalinowski, 1985; Hellstedt, 1987)

Coaches may differ in the quantity and quality of feedback given to athletes based on their expectations for players' behaviours or performance (Cote and Hay, 2002), which means coaches form performance expectations about players and treat athletes in ways consistent with their expectations. Depending on coaches' expectancies, their behaviours can have either have a negative or positive effect on athletes' perceptions of competence, motivation to participate, and physical skills development (Cote and Hay, 2002).

Coaching can be described as a process with the aim of improving performance that focuses on the present rather than the past or future; a coach can also be known as a facilitator for learning (SkillsYouNeed, 2011). The coach is there to assist clients achieve their personal best and produce the results they want in their personal and professional lives, and most importantly, ensures that clients are giving their best, and teaches them to develop in the way they want (International Coaching Community, 2021).

Coaches are set the task of developing the talents of young athletes in the technicalities of a specific sport, which they do by conducting effective training sessions, adopting effective performance management, setting individual and team goals which also involve measuring performance through feedback, and boosting player confidence (Otte et. al, 2019). Additional tasks relating to the role of the coach include organising (practice sessions), implementing short term goals with constant evaluation, to instruct and offer support to the players during both practice sessions, and competitions; moreover coordinating and liaising with assistant coaches and other support staff (Santos et al., 2010).

2.12 Coach-parent relationship/child-parent relationship

The development of athletes requires the coach to work with the parents/guardians, and this may often prove to be a challenge when factors such as communication become a problem, conflict arises, or a power struggle may develop over who has control of the young child's training, which may interfere with the coach-parent relationship (Hellstedt, 1987).

The communication between coaches and parents/guardians' is extremely important in the development of the child, modelling the right behaviour they would like to see from the young athlete, and instilling feelings of success, affirmation through teamwork and learning life lessons through sport (InCourage, 2019: 5).

2.12.1 The athletic triangle

The athletic triangle consists of the player, parent, and coach. The relationships within this trio can have significant impacts on each other and on the development of the player (InCourage, 2019). In the right-side-up triangle, the coaches and parents/guardians support the players, keeping the needs and interests of the young athlete as their shared primary goal. In the upside-down triangle, parents/guardians and coaches allow their roles to take priority, making it easy to lose sight of the needs and interests of the player (InCourage, 2019).

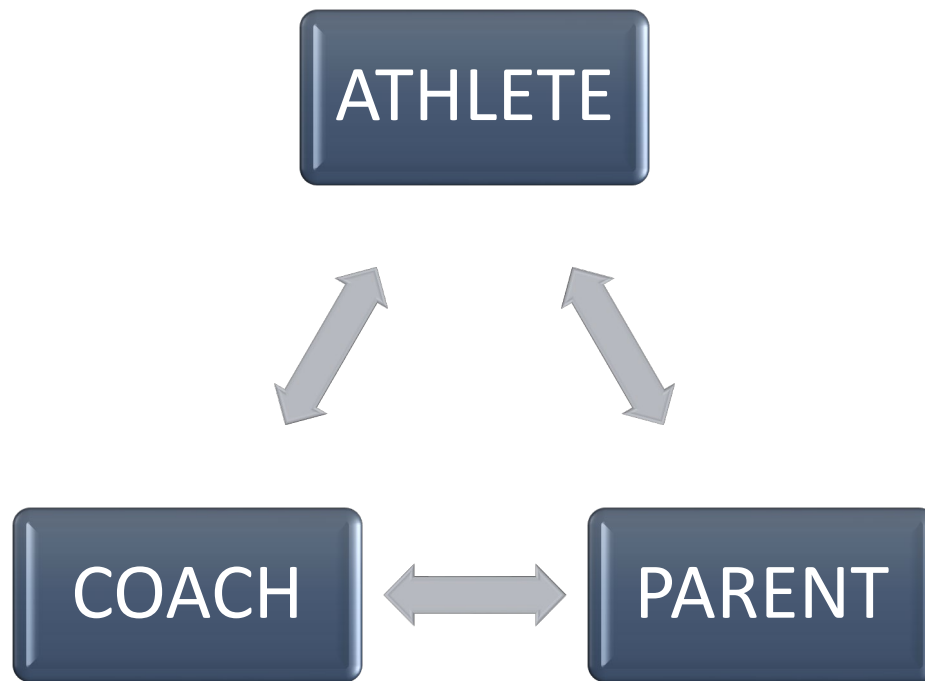


Figure 2: The Athletic Triangle (InCourage, 2019: 6)

There needs to be continuous collaboration and communication between the three parties within the athletic triangle, as this allows each group to work together to create a positive experience. Parents/guardians and coaches each come with their own philosophies and expectations. By being aligned on goals like discipline, work ethic, commitment, assessment of skill improvement and fulfilling their respective roles, parents/guardians and coaches can work collaboratively to assist the child in learning and having a successful experience as a young athlete (InCourage, 2019: 7).

2.12.2 Coach-player relationship

The coach-athlete relationship has been identified as a central feature of an athlete's sporting experience (Bartholomew et al., 2009). In addition, the coach-athlete relationship is a unique interpersonal relationship in which athletes' and coaches' feelings, thoughts, and behaviours are interconnected (Jowett, 2007). For instance, an athlete who trusts their coach (cognitions and feelings) is likely to respond to the coach's instructions more eagerly, and in turn the coaches feel compelled to reciprocate the commitment, trust and responsiveness by showing greater interest in the athlete (Davis et al., 2018).

The motives for initiating and maintaining a coach-athlete relationship include an attempt to achieve athletic excellence on the part of the athlete and professional excellence on the part of the coach (Jowett and Poczwardowski, 2007). Personal growth for both athlete and

coach with these objectives shapes the quality of the coach-athlete relationship, with the outcomes being stability and harmony (Jowett, 2005; Miller and Kerr, 2002).

2.13 Mentorship

Mentorship can be described as "a process through which an experienced person (mentor) guides another (mentee/protege) in developing skills and knowledge for their professional development" (Burgess et al., 2018: 198).

A growing number of studies have revealed significant associations between youths' involvement in mentoring relationships and positive developmental outcomes (see DuBois and Karcher, 2013; Rhodes, 2002; Zimmerman, Bingenheimer, and Behrendt, 2005). An example of this was the National Longitudinal Study of Adolescent Health (DuBois and Silverthorn, 2005), involving a nationally representative sample of adolescents who were first assessed when in grades 7-12. Those players who reported having experienced a mentoring relationship since the age of 14 exhibited better outcomes within the domains of education and work (high school completion, college attendance, employment), mental health (self-esteem, life satisfaction), problem behaviour (gang membership, physical fighting, risk taking), and health (exercise, birth control) (DuBois and Silverthorn, 2005).

In addition, other studies have examined specific characteristics of mentoring relationships, and it is suggested that the bonds are most likely to promote positive outcomes when a core of common characteristics are shared. A necessary condition for an effective mentoring relationship is that the two people involved feel connected; there is mutual trust; and a sense that one is understood, liked, and respected (Rhodes and DuBois, 2008).

According to relationship data from a study of the Big Brothers Big Sisters programme (Langhout et al., 2007). The Big Brothers Big Sisters programme is a mentorship programme for youth between the ages of 6 and 18 who are in need of various kind of support. After being matched, a mentor and mentee build a trusting friendship. The mentors can help the children in various ways, including visiting the child at home, assisting with homework, take the mentee for different activities and be a role model for the child (Legong, 2006). positive outcomes were reported by youth experiencing both structure and support from their mentors, but no benefits were evident from an unconditional type of relationship of mentor and youth, suggesting mentors need to be more than just good friends in their mentorship with the youth (Rhodes and DuBois, 2008).

There are many benefits to youth mentorship, including increased high school graduation and lower high school dropout rates, and providing students with consistent support and guidance in their educational journey. Additionally, mentorship can directly lead to improved self-confidence, as young children feel empowered to make informed decisions about their lives. Other benefits include improved behaviour, stronger relationships with parents/guardians, teachers and peers, and decreased likelihood of initiating drug and alcohol abuse (Cavell et al., 2021).

2.14 Parent perceptions of youth sport programmes

The factors that make up the best youth sport programmes, according to parents/guardians, include a child-centred programme which is inclusive of every child, not just the skilled (less emphasis put on winning), a selection process that is fair to all the children involved (especially programmes run by parents/guardians), equal playing granted to every child in the programme (less pressure to excel to receive more playing time), qualified coaches with adequate training being constantly evaluated every season, and a programme that aids in both player and coach development (Earley and Fleet, 2021).

A study conducted on parents/guardians' perspectives on the benefits of sport participation for young children, parents/guardians reported that their children benefitted personally, socially and physically through participation in organized sport, developing positive self-perception, personal responsibility, and a sense of fair play/sportspersonship. In addition, parents/guardians believed their children learned the value of rules and fair play, learned how to compete, how to win, and how to lose (Neely and Holt, 2014). It is fair to say that the overall body of research in this area appears to be limited. Research often focuses on specific aspects such as the psychological, social, or physical benefits of youth sports, but it may not provide a comprehensive understanding of parents/guardians' broader perception of these youth sport programmes.

2.15 Summary of the literature review

The above literature review explores the transformation of cricket in South Africa, specifically addressing the impact of apartheid. Furthermore, the barriers to progression for cricket players from disadvantaged backgrounds, the CSA Hub programme, the youth development pathway, the school and club system, sport participation, sport development, and sport development programmes are other areas highlighted.

The injustices of apartheid have had a direct impact on the development of black athletes, as their potential and talent were neglected. Disadvantaged communities had limited

access to quality resources and sporting facilities, hindering the participation and development of young athletes. The CSA Hub programme was then introduced to promote the transformation agenda and ensure access to cricket for all by providing access to high-level coaching, facilities, competitive matches, mentorship, and life skills programmes to disadvantaged communities. The programme forms an integral part of the transformation agenda for South African cricket, and its effectiveness in achieving its goals needs to be evaluated.

The literature review further explores sport development, specifically sport development models that focus on talent development and management. In addition, the review highlights the importance of effective talent development programmes, which involve high-quality coaches, technical support, and development strategies tailored to individual athletes' success.

The sports development models prioritise the long-term viability and growth of sports systems and emphasise inclusivity, accessibility, and integration of sports into various aspects of society. Traditional models like the Long-Term Participant Development (LTPD) model and community-based models, such as the Sport for Development and Peace (SDP) model, were discussed. Additionally, sustainable sport development models like the Sport for All approach and Community Sport Development approach were described.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological approaches used in this study to attain its objectives. This research study is quantitative in approach, and this chapter outlines the paradigm of the study, the research design, sample size, data collection and tools, ethical considerations, data analysis, and data preparation.

3.2 Research methodology/Paradigm

A positivist paradigm was used for this study. A positivist paradigm was used for this study. A positivist paradigm can be defined as referring to the fact that real event can be observed and explained with logical analysis. Positivist paradigms are quantitative hence questionnaires were used to collect the data (Watson, 2015).

3.2.2 Quantitative research

Quantitative research methods investigate an issue or phenomenon through gathering data in numerical form and analysing it with the aid of mathematical methods, i.e., statistics (Aliaga and Gunderson, 2002). Quantitative research therefore involves measurement and assumes that the phenomena under study can be measured – it sets out to analyse data for trends and relationships and to verify the measurements made (Watson, 2015).

3.3 Research method and design

This is a descriptive study utilising questionnaires (Appendices A and B) to obtain a representative idea of the views of the players and parents/guardians on the success of the Hubs in achieving their aims. These questionnaires use a Likert scale to measure a participant's response.

3.3.1 Likert scale

Developed in 1932 by Rensis Likert, a Likert scale is a rating scale that lets respondents select answers ranging across a spectrum of choices to gain a deeper insight on attitudes, beliefs, or opinions (Sullivan and Artino, 2013). A Likert scale

consists of a Likert scale and Likert item, where the Likert item would be the statement that the respondent is asked to evaluate in a survey, and the Likert scale would be the entire table and survey (Alchemer, 2012). Likert scales are a useful form of rating that can be used in websites and mobile surveys, customer questionnaires, and more to allow researchers to gain insights on perceptions, behaviours and feelings by asking respondents to self-report their reactions based on how they feel using the Likert scale. Additionally, a rating scale is used to determine how strongly someone agrees or disagrees with a particular statement (Pollfish, 2021). A three-point Likert scale was used because; a) the large number of Hubs (6) that were compared relative to the small sample size and b) to simplify the number of choices for the younger players, many of whom were under 13 years of age.

3.4 How the questions were developed.

There are several steps involved in developing a survey questionnaire. The first is to construct a conceptual framework. The research questions need to be clearly constructed and to identify both the dependent and independent factors that are being investigated (Jenn, 2006). In addition, according to Pew Research Centre (2022), the most important part of the survey process is the creation of questions that accurately measure the opinions, experiences and behaviours of the public.

The questions that were included in the questionnaire were based on the components that make up the structure of a sport programme. Some of these components include children being engaged in a desired activity within an appropriate environment, and being surrounded by caring adult mentors (Petitpas et al., 2005). The focus was based on long-term player development (not short-term success) and quality coaching, coaching support, operations, and administration (Till, 2022). The questions included were also related to the criteria of the CSA Hubs programme which include adequate infrastructure (practice and playing facilities), appointment of suitably qualified coaches, and improved performance (play more quality matches and the ability to show potential to play in top leagues with the CSA affiliate structures) (Cricket South Africa, 2021). Furthermore, I interviewed a manager in the ranks of CSA to provide a better understanding of the types of questions that would be useful to CSA. The questionnaire was designed based on these factors (see Appendix A: Player questionnaire, and B: Parent questionnaire).

Certain statements or questions in the questionnaire were phrased in the negative form, which required the respondents to pay closer attention to what was being asked or stated. This can prevent the respondents from simply randomly selecting answers without fully understanding the content. Additionally, negatively worded items are included in questionnaires to disrupt a response set where subjects respond favourably or unfavourably to all items (Marsh et al, 1984).

3.4.1 Questionnaire topics

All the questions that were included in the questionnaires were categorised under 11 headings:

- Cricket development
- Coaches

- Mentorship
- Practices
- Facilities and equipment
- Matches
- School
- Transport
- Social aspect
- Logistics
- Overall (perception of the Hubs programme)

3.5 Demarcation

The geographic area that was covered by this study was the Western Province region, as there are 7 CSA Hubs that fall under the Western Province Cricket Association. This study only focuses on 6 of the 7 Hubs as one of the Hubs was not operational during the time of data collection.

3.6 Sample method and sample size

A total of 460 hard copies of the questionnaires were distributed to all the players and their parents and guardians during training and match days at the Hubs. 230 hard copies of the questionnaires were distributed to all the players at the Hubs, with 107 (46.52%) of those questionnaires being returned. 230 hard copies of the questionnaires were distributed to all the parents and guardians at the Hub, with 99 (43.04%) of those questionnaires being returned. An important note is some of the players and their parents and guardians left certain questions in the questionnaire unanswered, therefore the total number of responses varied from question to question.

3.7 Procedure of data collection

- The first phase of data collection was conducted February 2019 – March 2019
- The second phase of data collection was conducted November 2019 – December 2019
- Before commencing with the data collection ethical clearance had to be received
- Ethical clearance had to be received from CPUT to commence data collection, and permission from CSA had to be received to access the Hubs and Rpc's (parents/guardians' and players')

- Firstly, the coaches of each Hubs were then contacted prior to the beginning of the 1st phase of data collection, this was in order to inform the coaches of the CSA Hubs research study that was being conducted. (This was done via telephone/text messaging/email). Contacting the coaches also included setting up a time (during practices/matches) where access to the parents/guardians/players could be gained in order to hand out the forms that were part of the research study (Consent forms, Assent forms, questionnaires).
- Since this study involves minors (Children 18 years of age and younger), there had to ethical considerations that were put in place for the protection of the minors and their rights.
- The next step involved was handing out the forms, and this was done in 2 ways:
 - Handing out the forms directly to the parents/guardians/parents/guardians (Hard copies)
 - Working with the coaches to assist in distribution of the forms to the parents/guardians/players.
- The forms were placed in an envelope prior to being distributed:
 - Consent form for the parents/guardians
 - Consent form for parents/guardians consenting for minors.
 - Assent form for the players
- The coaches also assisted in distributing the forms, they received the forms when they had a meeting at Western Province Cricket Association at Newlands cricket stadium.
- The first population of the study consisted of all the cricketers who were part of the Hub programme in the Western Cape and their parents/guardians/guardians at the time of the data collection which was conducted in 2019. The players' ages ranged from U11 – U19, and the approximate population was 500 players and their parents/guardians. The sample method that was used for the study was purposive sampling, this was mainly because the study focused on the cricketers and their parents/guardians in the hubs.
- The parents/guardians/players were given a thorough explanation of the importance of this research study prior to being handed an envelope which consisted of all the forms (This happened during Hub practices/matches).

- A total of 460 questionnaires were distributed to the parents'/guardians and players, with 230 questionnaires issued to parents/guardians' then 230 to the players across the 1st and 2nd round of data collection.
- The parents/guardians and players were given about 1-2 weeks to complete the forms, where they would be required to complete the consent/assent forms prior to completing the questionnaire.
- Parents'/guardians were asked to provide demographic information and answer close-ended questions (In the form of a Likert scale) related to their experiences observing children participate in the Hubs program. Players were asked to provide demographic information and answer close-ended questions (In the form of a Likert scale) related to their experiences participating in the Hubs program.
- The questionnaires were recorded in an excel spreadsheet, where every participant received a number e.g., participant 1, participant 2, participant 3 etc. This was to simplify the data capturing process.

3.7.1 Data Management

- Subsequent to receiving the questionnaires, each envelope was individually opened to firstly check if consent was given for the use of information in the questionnaire. This was also to confirm that the parents/guardians/ players were in agreement to participate in this study. This was done by confirming signature on both the consent and assent forms in the envelopes. The questionnaires were then separated into two piles, the first pile was the parents/guardians' questionnaires, and the second pile was the players questionnaires. Then each parent/player was labelled as a participant and assigned a number starting from the number one. This meant each parent questionnaire was under the name and number of Participant 1, Participant 2, participant 3 etc. The exact same process was followed with each player questionnaire where each questionnaire was labelled as a participant and assigned a number. This meant each player questionnaire was under the name and number Participant 1, Participant 2, participant 3 etc. In addition, the Hubs were assigned a letter from A-F, meaning Hub A, Hub B, Hub C, Hub D, Hub E, Hub F.

- An excel spreadsheet was created to record the responses from the questionnaires. The Hubs (Hub A, Hub B, Hub C, Hub D, Hub E, Hub F) were listed in the 1st column of the excel spreadsheet. The respondents/participants were listed next to each Hub in the 2nd column from respondent no.1 to respondent no.103 for both the parents/guardians and players spreadsheets. Each statement/question in the questionnaire was spread across each row at the top of the spreadsheet. Each statement/question was labeled as an item with a number and letter attached to it (E.g., Item 1a, Item 2c, Item 8b).
- Each participants response was recorded under the corresponding statement based on their response in the questionnaire, for instance if participant 48 (player) agreed to item 3a (in the questionnaire) which states “The mentorship programs at your Hub are beneficial to the cricketers”, this meant that under item 3a in the excel sheet the word ‘agree’ would be placed as the specific response for participant 48. The same process was carried out for all the respondents/participants both the parents/guardians, and players.
- For more efficiency in data analysis all the participants who disagreed and strongly disagreed with a particular statement were grouped under the disagree heading. A similar process was then followed where all those who agreed and strongly agreed were grouped under the agree heading.
- The responses were tabled into pivot tables, where on the first column on the left were the Hubs per Item, Hubs and responses for that specific item. This would assist in the comparison of all the Hub responses for a specific item and gave a better perspective of parent/player perception on the different topics that were in the questionnaire.

Ethics statement

The study obtained approval from the Cape Peninsula University of Technology Faculty of Business and Management Sciences Ethics Committee (Appendix C). All players provided assent by signing a consent form, and parents/guardians granted informed consent for both their own and their children's participation in the study.

Statistics

The mean percentage of each question was reported. No further statistics were reported because of the small sample sizes for certain Hubs. Differences between Hubs were therefore only reported using mean percentages.

The appropriate STROBE guidelines were met.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents the results from the players and parents/guardians' questionnaires that were issued during the data collection process. This chapter further highlights the differences between player and parent responses regarding the Hub programme, in addition to perceived differences between the Hubs.

4.1.1 Player demographic information

A total of 107 questionnaires were returned by the players. The mean age of the players were 13 ± 5.4 years, with a mean time spent at the Hub of 2.8 ± 0.5 years and a mean time playing cricket of 2.8 ± 0.5 years.

Table 4.1.1 Player demographic data.

Player demographic information				
	Player (n)	Age (years)	Years at the Hub	Cricket experience (years)
Hub A	17	13 ± 3.6	3 ± 0.6	3 ± 0.4
Hub B	11	13 ± 6.8	3 ± 0.3	3 ± 0.4
Hub C	20	13 ± 4.1	2 ± 0.4	3 ± 0.5
Hub D	14	13 ± 8.6	3 ± 0.2	2 ± 0.9
Hub E	25	13 ± 6.4	3 ± 0.6	3 ± 0.4
Hub F	20	15 ± 3.4	3 ± 0.6	3 ± 0.4
Grand Average		13 ± 5.4	2.8 ± 0.5	2.8 ± 0.5

4.2 Player results

4.2 Cricket Development

The cricketers were asked to rate their cricket development while participating in the Hub. In the first question, the players were asked if the Hub contributed to their skill development. Ninety-five percent of all cricketers agreed that participating in the Hub had improved their cricket skills development.

Table 4.2 below indicates the player responses according to whether they disagreed, were neutral, or agreed with each statement. The Hubs were assigned a letter (A-F).

Table 4.2 The Hub has contributed to my skill development.

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	17 (100)	17 (100)
Hub B	-	-	11(100)	11 (100)
Hub C	-	-	20(100)	20 (100)
Hub D	-	3(23)	10(77)	13 (100)
Hub E	-	-	20(100)	20 (100)
Hub F	-	2(9)	20(91)	22 (100)
Grand Total	-	5(5)	98(95)	103 (100)

In the second question, the cricketers were asked to rate if the Hub contributed to their knowledge of the game of cricket. The large majority of the cricketers (93%) agreed that the Hub positively contributed to their cricket knowledge (Table 4.2.1).

Table 4.2.1 The Hub has contributed to my knowledge of the game of cricket.

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	17(100)	17 (100)
Hub B	3(27)	-	8(73)	11 (100)
Hub C	-	3(15)	17(85)	20 (100)
Hub D	2(15)	-	11(85)	13 (100)
Hub E	-	-	24(100)	24 (100)
Hub F	-	-	22(100)	22 (100)

Grand Total	5(5)	3(2)	99(93)	107 (100)
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**Due to rounding off, percentages may not equal 100%*

4.2.2 Coaches

The players were asked to rate whether the number of coaches in their Hub were sufficient. The response varied from hub to hub and within hubs. Fifty percent of the cricketers felt that there were sufficient coaches at the Hubs. However, there were also 31% of the cricketers who felt more coaches could be added to their hub (Table 4.2.2).

Table 4.2.2 below indicate the player responses according to whether they disagreed, were neutral, or agreed with each statement.

Table 4.2.2.1 There are too few coaches at your Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	6(38)	2(13)	8(50)	16 (101)
Hub B	4(50)	2(25)	2(25)	8 (100)
Hub C	12(60)	4(20)	4(20)	20 (100)
Hub D	3(25)	1(8)	8(67)	12 (100)
Hub E	10(45)	6(27)	6(27)	22 (99)
Hub F	15(68)	4(18)	3(14)	22 (100)
Grand Total	50(50)	19(19)	31 (31)	100 (100)

**Due to rounding off, percentages may not equal 100%*

The players were asked to rate their interaction with their coaches, and 82% of the cricketers agreed that the coaches interact well with the players, which indicates a positive coach-athlete relationship (Table 4.2.2.2).

Table 4.2.2.2 The coaches do not interact well with the players

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	16 (94)	-	1 (6)	17 (100)
Hub B	9 (90)	1 (10)	-	10 (100)
Hub C	16 (80)	1 (5)	3 (15)	20 (100)
Hub D	8 (67)	-	4 (33)	12 (100)

Hub E	20 (91)	-	2 (9)	22 (100)
Hub F	15 (68)	6 (27)	1 (5)	22 (100)
Grand Total	84 (82)	8 (7)	11 (11)	103 (100)

**Due to rounding off, percentages may not equal 100%*

The cricketers were asked to rate their enjoyment while being a part of the Hub. Ninety-seven percent of the cricketers agreed that the coaches made it enjoyable to be part of the Hub (Table 4.2.2.4).

Table 4.2.2.4 The coaches make you enjoy being part of the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	16 (100)	16 (100)
Hub B	-	1 (9)	10 (91)	11 (100)
Hub C	-	-	20 (100)	20 (100)
Hub D	-	-	13 (100)	13 (100)
Hub E	-	-	24 (100)	24 (100)
Hub F	1 (5)	1 (5)	20 (91)	22 (101)
Grand Total	1 (1)	2 (2)	103 (97)	106 (100)

**Due to rounding off, percentages may not equal 100%*

The cricketers were asked to rate the impact and contribution the coaches have had on their skill development, and 99% of the cricketers reported an improvement in their skill while being a part of the Hub (Table 4.2.2.5).

Table 4.2.2.5 The coaches contribute to my skill development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	16 (100)	16 (100)
Hub B	-	-	11 (100)	11 (100)
Hub C	-	-	18 (100)	18 (100)
Hub D	-	1 (8)	12 (92)	13 (100)
Hub E	-	-	23 (100)	23 (100)
Hub F	-	-	22 (100)	22 (100)
Grand Total	-	1 (1)	102 (99)	103 (100)

When the players were asked to rate if the coaches had contributed to their knowledge of the game of cricket, the majority (74%) agreed with the statement. This indicates coaches have had a good impact on the cricketers learning and improving in their knowledge of the game of cricket (Table 4.2.2.6).

Table 4.2.2.6 The coaches do not contribute to my knowledge development of the game

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	15 (100)	-	-	15 (100)
Hub B	9 (90)	-	1 (10)	10 (100)
Hub C	11 (55)	2 (10)	7 (35)	20 (100)
Hub D	6 (46)	1 (8)	6 (46)	13 (100)
Hub E	24 (96)	1 (4)	-	25 (100)
Hub F	13 (59)	4 (18)	5 (23)	22 (100)
Grand Total	78 (74)	8 (8)	19 (18)	105 (100)

4.2.3.1 Mentorship

When the players were asked to rate the benefits that are associated with the mentorship programmes at the Hub, a large majority (88%) of the cricketers indicated that the mentorship programmes have been beneficial to them as individual cricketers (Table 4.2.3.1).

Table 4.2.3.1 The mentorship programmes at your Hub are beneficial to the cricketer

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2(8)	22(92)	24 (100)
Hub B	2(20)	1(10)	7(70)	10 (100)
Hub C	-	2(25)	6(75)	8 (100)
Hub D	-	1(7)	14(93)	15 (100)
Hub E	1(4)	1(4)	22(92)	24 (100)
Hub F	1(6)	1(6)	16(89)	18 (101)
Grand Total	4(4)	8(8)	87(88)	99 (100)

**Due to rounding off, percentages may not equal 100%*

When the cricketers were asked if the mentorship programmes at the Hub have contributed to their development, 87% agreed with this statement (Table 4.2.3.1).

Table 4.2.3.1 I have developed as a result of the mentorship at the Hubs

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	17 (100)	17 (100)
Hub B	2 (20)	2 (20)	6 (60)	10 (100)
Hub C	2 (10)	1 (5)	17 (85)	20 (100)
Hub D	-	4 (33)	8 (67)	12 (100)
Hub E	-	2 (8)	22 (92)	24 (100)
Hub F	1 (5)	-	20 (95)	21 (100)
Grand Total	5 (5)	9 (9)	90 (87)	104 (101)

**Due to rounding off, percentages may not equal 100%*

4.2.4.1 Practices

The players were asked a series of questions around their practice sessions. Firstly, the cricketers were asked to rate if there were enough practice sessions per week, and 78% of the cricketers indicated that the number of practice sessions they had per week were sufficient for their development (Table 4.2.4.1). Secondly, 81% indicated that cricket practices were being run effectively (Table 4.2.4.2). Finally, the players were asked to rate if they found practice sessions enjoyable (Table 4.2.4.3), and 75% of the cricketers indicated that they found practice sessions enjoyable while being part of the Hub programme.

Table 4.2.4.1 There are enough practice sessions per week

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	17 (100)	17 (100)
Hub B	2 (18)	-	9 (82)	11 (100)
Hub C	4 (20)	2 (10)	14 (70)	20 (100)
Hub D	2 (15)	2 (15)	9 (69)	13 (99)
Hub E	1 (4)	2 (8)	22 (88)	25 (100)
Hub F	5 (23)	4 (18)	13 (59)	22 (100)
Grand Total	14 (13)	10 (9)	84 (78)	108 (100)

**Due to rounding off, percentages may not equal 100%*

Table 4.2.4.2 The practice sessions are being run effectively

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	17 (100)	17 (100)
Hub B	2 (18)	-	9 (82)	11 (100)
Hub C	-	3 (15)	17 (85)	20 (100)
Hub D	3 (23)	2 (15)	8 (62)	13 (100)
Hub E	1 (4)	3 (13)	20 (83)	24 (100)
Hub F	1 (5)	5 (23)	16 (73)	22 (101)
Grand Total	7 (7)	13 (12)	87 (81)	107 (100)

**Due to rounding off, percentages may not equal 100%*

Table 4.2.4.3 Practice sessions are not enjoyable

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	17 (100)	-	-	17 (100)
Hub B	10 (100)	-	-	10 (100)
Hub C	12 (60)	3 (15)	5 (25)	20 (100)
Hub D	4 (31)	2 (15)	7 (54)	13 (100)
Hub E	22 (92)	-	2 (8)	24 (100)
Hub F	15 (68)	3 (14)	4 (18)	22 (100)
Grand Total	80 (75)	8 (8)	18 (17)	106 (100)

4.2.5 Facilities and equipment

Players were asked a series of questions regarding the facilities and equipment available for the training. The first question was to identify if there was adequate cricketing equipment at the Hub (Table 4.2.5). There was a varied response for most Hubs. A small majority of players (53%) agreed that there was adequate equipment while 27% of the players thought that there was not adequate equipment. In particular, 69% of Hub D players indicated that there was not sufficient equipment.

The pivot tables below indicate the player responses according to whether they disagreed, were neutral, or agreed with each statement. The Hubs were assigned a letter (A-F).

Table 4.2.5 The Hub has adequate cricketing equipment to support my development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	2 (13)	4 (25)	10 (63)	16 (101)
Hub B	2 (18)	2 (18)	7 (64)	11 (100)
Hub C	6 (30)	3 (15)	11 (55)	20 (100)
Hub D	9 (69)	1 (8)	3 (23)	13 (100)
Hub E	3 (13)	8 (33)	13 (54)	24 (100)
Hub F	7 (32)	3 (14)	12 (55)	22 (101)
Grand Total	29 (27)	21 (20)	56 (53)	106 (100)

**Due to rounding off, percentages may not equal 100%*

When asked to rate the adequacy of the facilities at the Hub and how they aid in player development, 62% of the cricketers agreed with the statement that the Hub has adequate facilities to support player development (Table 4.2.5.1).

Table 4.2.5.1 The Hub has adequate facilities to support my development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	4 (24)	2 (12)	11 (65)	17(101)
Hub B	4 (40)	1 (10)	5 (50)	10 (100)
Hub C	2 (10)	3 (15)	15 (75)	20(100)
Hub D	1 (8)	3 (25)	8 (67)	12(100)
Hub E	5 (20)	6 (24)	14 (56)	25(100)
Hub F	4 (18)	5 (23)	13 (59)	22(100)
Grand Total	20 (19)	20 (19)	66 (62)	106(100)

**Due to rounding off, percentages may not equal 100%*

When the cricketers were asked to rate the maintenance of the facilities at the Hub (57%) of the cricketers indicated that they felt the facilities at the Hub were adequately maintained. This is a positive finding for the Hub programme, even though about 19% of the cricketers were not satisfied with the maintenance of the facilities at the Hub. Once again, it is important to note that Hub D players (46%) agreed that the facilities were not well maintained (4.2.5.2).

Table 4.2.5.2 The facilities at your Hub are not well maintained

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	11 (65)	5 (29)	1 (6)	17 (100)
Hub B	7 (70)	1 (10)	2 (20)	10 (100)
Hub C	12 (60)	3 (15)	5 (25)	20 (100)
Hub D	5 (38)	2 (15)	6 (46)	13 (99)
Hub E	13 (54)	7 (29)	4 (17)	24 (100)
Hub F	12 (55)	8 (36)	2 (9)	22 (100)
Grand Total	60 (57)	26 (25)	20 (19)	106 (101)

**Due to rounding off, percentages may not equal 100%*

4.2.6.1 Matches

In terms of matches, the cricketers were asked to rate how satisfied they are in terms of the number of matches they played at the Hub. The responses varied between and within the various Hubs. Fifty-nine percent of the cricketers were happy with the number of matches they played for their Hub, while 22% disagreed and 19% remained neutral (Table 4.2.6).

Table 4.2.6.1 Players played a sufficient number of matches at the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2 (12)	15 (88)	17 (100)
Hub B	3 (27)	1 (9)	7 (64)	11 (100)
Hub C	6 (30)	-	14 (70)	20 (100)
Hub D	4 (33)	3 (25)	5 (42)	12 (100)
Hub E	2 (10)	6 (29)	13 (62)	21 (101)
Hub F	7 (35)	7 (35)	6 (30)	20 (100)
Grand Total	22 (22)	19 (19)	60 (59)	101 (100)

**Due to rounding off, percentages may not equal 100%*

The players were then asked to rate the quality of the matches the Hubs take part in, and large number of the cricketers (75%) disagreed with the statement that Hub matches are low quality. This is a positive indication, mainly because quality matches will also aid in positive player development for the cricketer's part of the Hub programme (Table 4.2.6.2).

Table 4.2.6.2 The quality of the Hub matches is poor

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	11 (65)	3 (18)	3 (18)	17 (101)
Hub B	9 (90)	1 (10)	-	10 (100)
Hub C	17 (89)	1 (5)	1 (5)	19 (99)
Hub D	7 (54)	6 (46)	-	13 (100)
Hub E	16 (70)	4 (17)	3 (13)	23 (100)
Hub F	17 (81)	3 (14)	1 (5)	21 (100)
Grand Total	77 (75)	18 (17)	8 (8)	103 (100)

**Due to rounding off, percentages may not equal 100%*

4.2.7.1 School

The next topic was the effect the Hub programme had on the academic progression of the cricketers. The cricketers were asked to rate whether being of the Hub had positively affected their academic performance at school. Fifty-eight percent of the cricketers agreed, 22% disagreed, and 21% were neutral (Table 4.2.7.1).

Table 4.2.7.1 Being part of the Hub has positively affected my academic performance at school.

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	3 (18)	3 (18)	11 (65)	17 (101)
Hub B	5 (50)	2 (20)	3 (30)	10 (100)
Hub C	1 (5)	3 (16)	15 (79)	19 (100)
Hub D	3 (23)	4 (31)	6 (46)	13 (100)
Hub E	9 (36)	1 (4)	15 (60)	25 (100)
Hub F	2 (9)	9 (41)	11 (50)	22 (100)
Grand Total	23 (22)	22 (21)	61 (58)	106 (101)

**Due to rounding off, percentages may not equal 100%*

Considering that the Hubs are in areas where some of the schools do not even offer any sport, the cricketers were asked to rate whether being part of the Hub programme has assisted them in moving to a sporting school. In this case only 40% of the cricketers had been able to move to a sporting school and 37% of the cricketers were not so fortunate in being able to transfer to a sport school (Table 4.2.7.2).

Table 4.2.7.1 The Hub programme assisted me to move to a sporting school

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1 (8)	7 (54)	5 (38)	13 (100)
Hub B	6 (67)	-	3 (33)	9 (100)
Hub C	10 (56)	3 (17)	5 (28)	18 (101)
Hub D	4 (31)	2 (15)	7 (54)	13 (100)
Hub E	7 (28)	3 (12)	15 (60)	25 (100)
Hub F	9 (43)	7 (33)	5 (24)	21 (100)
Grand Total	37 (37)	22 (22)	40 (40)	99 (99)

**Due to rounding off, percentages may not equal 100%*

4.2.8.1 Transport

The cricketers were asked to rate the provision of transport by the Hubs to practice sessions. The cricketers were positive in their response with 66% agreeing to the Hub provided transport to the practice sessions in the event that they could not obtain their own transport. Twenty-three percent of the players believed that adequate transport was not provided (Table 4.2.8.1).

Table 4.2.8.1 The Hubs provide transport to practices if I cannot get there

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	5(31)	3(19)	8(50)	16 (100)
Hub B	3 (27)	2(18)	6(55)	11 (100)
Hub C		4(22)	14(78)	18 (100)
Hub D	4 (31)	1(8)	8(62)	13 (101)
Hub E	2 (8)		23(92)	25 (100)
Hub F	10 (43)	2(9)	11(48)	23 (100)
Grand Total	24 (23)	12(11)	70(66)	106 (100)

When the cricketers were asked to rate the availability of transport for matches being provided by the Hub for matches, a large majority (79%) of the cricketers reported being able to access transportation for matches when they did not have their own (Table 4.2.8.2).

Table 4.2.8.2 The Hub provides transport for matches if I cannot get there

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1 (6)	3 (19)	12 (75)	16 (100)
Hub B	4 (36)	-	7 (64)	11 (100)
Hub C	-	3 (16)	16 (84)	19 (100)
Hub D	-	3 (23)	10 (77)	13 (100)
Hub E	1 (4)	-	24 (96)	25 (100)
Hub F	-	8 (35)	15 (65)	23 (100)
Grand Total	6 (6)	17 (16)	84 (79)	107 (101)

**Due to rounding off, percentages may not equal 100%*

When the cricketers were asked to rate if the Hub transport is always punctual only 55% of the cricketers reported that the Hub transportation was always punctual for practices and matches (Table 4.2.8.3).

Table 4.2.8.3 Hub transport is always on time

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1 (6)	5 (31)	10 (63)	16 (100)
Hub B	3 (27)	2 (18)	6 (55)	11 (100)
Hub C	2 (11)	4 (21)	13 (68)	19 (100)
Hub D	3 (23)	3 (23)	7 (54)	13 (100)
Hub E	11 (44)	5 (20)	9 (36)	25 (100)
Hub F	1 (4)	8 (35)	14 (61)	23 (100)
Grand Total	21 (20)	27 (25)	59 (55)	107 (100)

4.2.9.1 Social aspect

The social aspect of any sport programme is very crucial in player development on and off the field of play. The cricketers were asked to rate if the Hub contributed to their development in social skills, and 82% of the cricketers saw a positive development in their social skills (Table 4.2.9.1).

Table 4.2.9.1 The Hub has contributed to the development in my social skills

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2 (13)	14 (88)	16 (101)
Hub B	-	2 (18)	9 (82)	11 (100)
Hub C	2 (11)	5 (26)	12 (63)	19 (100)
Hub D	-	-	13 (100)	13 (100)
Hub E	1 (4)	2 (8)	21 (88)	24 (100)
Hub F	-	5 (23)	17 (77)	22 (100)
Grand Total	3 (3)	16 (15)	86 (82)	105 (100)

**Due to rounding off, percentages may not equal 100%*

The cricketers were asked to rate the contribution the Hub programme had made to their development of confidence. In this case 89% of the cricketers' agreed that they had developed more confidence as individuals while being part of the Hub (Table 4.2.9.2).

Table 4.2.9.2 The Hub has contributed to the development of my confidence as a person

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	1 (6)	15 (94)	16 (100)
Hub B	4 (40)	1 (10)	5 (50)	10 (100)
Hub C	-	1 (6)	15 (94)	16 (100)
Hub D	-	-	13 (100)	13 (100)
Hub E	-	2 (8)	22 (92)	24 (100)
Hub F	-	2 (9)	20 (91)	22 (100)
Grand Total	4 (4)	7 (7)	90 (89)	101 (100)

When the cricketers were asked if there were any other cricketing excellence programmes in the area where they resided, more than half of the cricketers (52%) indicated that there were no similar programmes to the Hub programme in their community where they resided (Table 4.2.9.3).

Table 4.2.9.3 There are other cricketing excellence programmes in my area

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	11 (69)	3 (19)	2 (13)	16 (101)
Hub B	4 (40)	1 (10)	5 (50)	10 (100)
Hub C	13 (65)	3 (15)	4 (20)	20 (100)
Hub D	5 (38)	4 (31)	4 (31)	13 (100)
Hub E	15 (60)	2 (8)	8 (32)	25 (100)
Hub F	8 (34)	10 (43)	5 (22)	23 (99)
Grand Total	56 (52)	23 (21)	28 (26)	107 (99)

**Due to rounding off, percentages may not equal 100%*

The next statement was related to player safety at the Hubs, and 90% of the cricketers reported not having any safety concerns while being at the Hub (Table 4.2.9.4).

Table 4.2.9.4 I fear for my safety at the Hubs

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	15 (94)	-	1 (6)	16 (100)
Hub B	10 (91)	1 (9)	-	11 (100)
Hub C	19 (100)	-	-	19 (100)
Hub D	11 (85)	1 (8)	1 (8)	13 (101)
Hub E	24 (100)	-	-	24 (100)
Hub F	16 (70)	6 (26)	1 (4)	23 (100)
Grand Total	95 (90)	8 (8)	3 (3)	106 (101)

**Due to rounding off, percentages may not equal 100%*

The players were then asked to rate if there are any safety concerns in their getting to the Hub. Ninety percent of the cricketers reported that it was not dangerous for them to come to the Hub (Table 4.2.9.5).

Table 4.2.9.5 It is dangerous for me to come to the Hubs

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	15 (94)	-	1 (6)	16 (100)
Hub B	10 (91)	1 (9)	-	11 (100)
Hub C	19 (100)	-	-	19 (100)
Hub D	11 (85)	1 (8)	1 (8)	13 (101)
Hub E	24 (100)	-	-	24 (100)
Hub F	16 (70)	6 (26)	1 (4)	23 (100)
Grand Total	95 (90)	8 (8)	3 (3)	106 (101)

**Due to rounding off, percentages may not equal 100%*

4.10.1 Logistics

When the cricketers were asked to rate how clear, and constant the communication between the players and management of the Hub was, a large percentage (79%) of the cricketers were satisfied with the level of communication with the Hub (Table 4.10.1).

Table 4.2.10.1 There is clear and constant communication between the players and management of the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2 (13)	14 (88)	16 (101)
Hub B	4 (36)	3 (27)	4 (36)	11 (99)
Hub C	-	2 (11)	17 (89)	19 (100)
Hub D	1 (8)	1 (8)	11 (85)	13 (101)
Hub E	3 (12)	1 (4)	21 (84)	25 (100)
Hub F	-	5 (22)	18 (78)	23 (100)
Grand Total	8 (7)	14 (13)	85 (79)	107 (99)

**Due to rounding off, percentages may not equal 100%*

Then the cricketers were asked to rate the organization of the Hub, and there was a large majority of the cricketers (76%) who felt the Hub programme was well organized (Table 4.2.10.2).

Table 4.2.10.2 The Hub programme is well organized

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	1 (6)	15 (94)	16 (100)
Hub B	1 (9)	2 (18)	8 (73)	11 (100)
Hub C	-	4 (21)	15 (79)	19 (100)
Hub D	1 (8)	3 (23)	9 (69)	13 (100)
Hub E	2 (8)	5 (21)	17 (71)	24 (100)
Hub F	1 (4)	5 (22)	17 (74)	23 (100)
Grand Total	5 (5)	20 (19)	81 (76)	106 (100)

4.2.11.1 Overall

When the cricketers were asked to rate the statement that the Hub programme is a bad initiative, 97% of the cricketers disagreed with this statement (Table 4.2.11.1).

Table 4.2.11.1 The Hub programme is a bad initiative

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	16 (100)	-	-	16 (100)
Hub B	11 (100)	-	-	11 (100)
Hub C	18 (95)	1 (5)	-	19 (100)
Hub D	12 (92)	1 (8)	-	13 (100)
Hub E	24 (96)	1 (4)	-	25 (100)
Hub F	23 (100)	-	-	23 (100)
Grand Total	104 (97)	3 (3)	-	107 (100)

When the cricketers were asked to rate whether they felt the Hubs were a waste of their time, 98% of the cricketers disagreed with this statement (Table 4.2.11.2).

Table 4.2.11.2 I feel that the Hubs are a waste of my time

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	16 (100)	-	-	16 (100)
Hub B	11 (100)	-	-	11 (100)
Hub C	18 (100)	-	-	18 (100)
Hub D	12 (92)	1 (8)	-	13 (100)
Hub E	25 (100)	-	-	25 (100)
Hub F	21 (95)	1 (5)	-	22 (100)
Grand Total	103 (98)	2 (2)	-	105 (100)

4.3 Parent results

The pivot tables below whether the parents/guardians disagreed, were neutral, or agreed with each statement. The Hubs were assigned a letter (A-F).

4.3.1 Cricket Development

In the first section parents/guardians were asked to rate the cricketing development of their children while participating in the Hub programme. In the first question, the parents/guardians were asked if the Hub contributed to their children's skill development. Ninety-two percent of all parents/guardians agreed that their children participating in the Hub programme had improved their cricket skill development (Table 4.3.1).

Table 4.3.1 The Hub has contributed to my child's skill development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1(5)	-	20(95)	21 (100)
Hub B	-	-	11(100)	11 (100)
Hub C	-	1(13)	7(88)	8 (101)
Hub D	-	-	15(100)	15 (100)
Hub E	1(4)	2(8)	21(88)	24 (100)
Hub F	-	3(17)	15(83)	18 (100)
Grand Total	2(2)	6(6)	89 (92)	97 (100)

In the second question, the parents/guardians were asked to rate if the Hub contributed to their children's knowledge of the game of cricket. The large majority of the parents/guardians around (87%) agreed that the Hub positively contributed to their children's cricket knowledge (Table 4.3.1.1).

Table 4.3.1.1 The Hub has contributed to my child's knowledge of the game

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1(5)	-	20(95)	21 (100)
Hub B	1(8)	1(8)	10(84)	12 (100)
Hub C	-	-	5(100)	5 (100)
Hub D	1(7)	3(20)	11(73)	15 (100)
Hub E	2(9)	-	21(91)	23 (100)
Hub F	1(6)	3(17)	14(78)	18 (101)
Grand Total	6(6)	7(7)	81(87)	94 (100)

**Due to rounding off, percentages may not equal 100%*

4.3.2.1 Coaches

Parents/guardians were asked to rate whether the number of coaches in their Hub was sufficient. The response was mostly positive, with 69% of the parents/guardians disagreeing that there were too few coaches at their specific Hub, which means they were satisfied with the number of coaches at their Hub (Table 4.3.2.1).

Table 4.3.2.1 There are too few coaches at your Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	17(74)	3(13)	3(13)	23 (100)
Hub B	7(70)	3(30)		10 (100)
Hub C	3(43)	3(43)	1(14)	7 (100)
Hub D	11(73)		4(27)	15 (100)
Hub E	18(75)	3(13)	3(13)	24 (101)
Hub F	11(61)	4(22)	3(17)	18 (100)
Grand Total	67(69)	16(16)	14(14)	97 (99)

**Due to rounding off, percentages may not equal 100%*

The parents/guardians were asked to rate the relationship their children have with their coaches; 85% of the parents/guardians believe the coaches interacted well with their children (Table 4.3.2.2).

Table 4.3.2.2 The coaches do not interact well with the players

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	24(100)	-	-	24 (100)
Hub B	7(70)	1(10)	2(20)	10 (100)
Hub C	8(100)	-	-	8 (100)
Hub D	13(87)	1(7)	1(7)	15 (101)
Hub E	15(68)	2(9)	5(23)	22 (101)
Hub F	15(83)	1(6)	2(11)	18 (100)
Grand Total	82(85)	5(5)	10(10)	97 (100)

**Due to rounding off, percentages may not equal 100%*

The parents/guardians were then asked to rate the enjoyment of their children while being a part of the Hub. Ninety-five percent of the parents/guardians agreed that the coaches made it enjoyable for their children to be part of the Hub (Table 4.3.2.3).

Table 4.3.2.2 The coaches make your child enjoy being part of the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	24(100)	24 (100)
Hub B	-	1(8)	11(92)	12 (100)
Hub C	-	-	8(100)	8 (100)
Hub D	1(7)	-	14(93)	15 (100)
Hub E	1(4)	1(4)	22(92)	24 (100)
Hub F	-	1(6)	17(94)	18 (100)
Grand Total	2(2)	3(3)	96(95)	101 (100)

The parents/guardians were asked to rate the impact and contribution the coaches have had on their children’s skill development, and 93% of the parents/guardians reported an improvement in their children’s skill while being a part of the Hub (Table 4.3.2.4).

Table 4.3.2.3 The coaches contribute to my child’s skill development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	24(100)	24 (100)
Hub B	-	-	11(100)	11 (100)
Hub C	-	1(13)	7(88)	8 (101)
Hub D	-	2(14)	12(86)	14 (100)
Hub E	-	1(5)	21(95)	22 (100)
Hub F	1(6)	2(11)	15(83)	18 (100)
Grand Total	1(1)	6(6)	90(93)	97 (100)

The parents/guardians were asked to rate if the coaches had contributed to their children's knowledge of cricket, and a large majority (93%) agreed with the statement (Table 4.3.2.5). This indicates the parents/guardians were pleased with the impact the coaches had on the cricketers' learning and improving in their knowledge of the game.

Table 4.3.2.4 The coaches do not contribute to my child's knowledge development of the game

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	24(100)	-	-	24 (100)
Hub B	9(82)	-	2(18)	11 (100)
Hub C	8(100)	-	-	8 (100)
Hub D	13(87)	1(7)	1(7)	15 (101)
Hub E	22(96)	1(4)	-	23 (100)
Hub F	16(89)	1(6)	1(6)	18 (101)
Grand Total	92(93)	3(3)	4(4)	99 (100)

**Due to rounding off, percentages may not equal 100%*

4.3.3.1 Mentorship

The next topic was mentorship, and parents/guardians were asked about the mentorship programmes at the Hub. A large percentage (88%) viewed the mentorship programmes at the Hub as beneficial for the cricketers (Table 4.3.3.1). In addition, the parents/guardians reported their children developing as a result of these mentorship programmes with 84% in agreement with this statement (Table 4.3.3.2).

Table 4.3.3.1 The mentorship programmes at your Hub are beneficial to the cricketers

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2(8)	22(92)	24 (100)
Hub B	2(20)	1(10)	7(70)	10 (100)
Hub C	-	2(25)	6(75)	8 (100)
Hub D	-	1(7)	14(93)	15 (100)
Hub E	1(4)	1(4)	22(92)	24 (100)
Hub F	1(6)	1(6)	16(89)	18 (101)
Grand Total	4(4)	8(8)	87(88)	99 (100)

**Due to rounding off, percentages may not equal 100%*

Table 4.3.3.2 My child has developed as a result of the mentorship at the Hubs

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	3(13)	21(88)	24 (101)
Hub B	2(18)	2(18)	7(64)	11 (100)
Hub C	-	2(25)	6(75)	8 (100)
Hub D	1(7)	1(7)	13(87)	15 (101)
Hub E	1(4)	1(4)	21(91)	23 (99)
Hub F	1(6)	1(6)	16(89)	18 (101)
Grand Total	5(5)	10(10)	84(85)	99 (100)

**Due to rounding off, percentages may not equal 100%*

4.3.4.1 Practices

The parents/guardians were asked a series of questions around the practice sessions. The parents/guardians were asked to rate if there were enough practice sessions per week, and 77% indicated that the number of practice sessions per week was sufficient for their children's development (Table 4.3.4.1). In addition, 78% indicated that cricket practices were being run effectively (Table 4.3.4.2). Lastly, the parents/guardians were asked to rate if they found practice sessions enjoyable for their children, and 88% indicated that their children found practice sessions enjoyable while being part of the Hub programme (Table 4.3.4.3).

Table 4.3.4.1 There are enough practice sessions per week

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	24(100)	24 (100)
Hub B	2(17)	1(8)	9(75)	12 (100)
Hub C	2(25)	1(13)	5(63)	8 (101)
Hub D	4(27)	2(13)	9(60)	15 (100)
Hub E	2(8)	1(4)	21(88)	24 (100)
Hub F	3(17)	5(28)	10(58)	18 (103)
Grand Total	13(13)	10(10)	78(77)	101 (100)

**Due to rounding off, percentages may not equal 100%*

Table 4.3.4.2 The practice sessions are being run effectively

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	24(100)	24 (100)
Hub B	2(18)	1(9)	8(73)	11 (100)
Hub C	-	3(38)	5(63)	8 (101)
Hub D	2(13)	3(20)	10(67)	15 (100)
Hub E	1(4)	4(17)	18(78)	23 (99)
Hub F	1(6)	5(28)	12(67)	18 (101)
Grand Total	6(6)	16(16)	77(78)	99 (100)

Table 4.3.4.3 Practice sessions are not enjoyable

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	24(100)	-	-	24 (100)
Hub B	8(89)	-	1(11)	9 (100)
Hub C	8(100)	-	-	8 (100)
Hub D	10(67)	1(7)	4(27)	15 (101)
Hub E	21(88)	2(8)	1(4)	24 (100)
Hub F	15(83)	1(6)	2(11)	18 (100)
Grand Total	86(88)	4(4)	8(8)	98 (100)

**Due to rounding off, percentages may not equal 100%*

4.3.5.1 Facilities and equipment

Parents/guardians were asked a series of questions regarding the facilities and equipment available for the training. The first question was to identify if there was adequate cricketing equipment at the Hub to support their children's development. There was a varied response for most Hubs, with the majority (70%) of the parents/guardians satisfied with the equipment available and believing the equipment adequate (Table 4.3.5.1).

Table 4.3.5.1 The Hub has adequate cricketing equipment to support my child's development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1(4)	6(26)	16(70)	23 (100)
Hub B	4(33)	3(25)	5(42)	12 (100)
Hub C	-	2(40)	3(60)	5 (100)
Hub D	3(20)	-	12(80)	15 (100)
Hub E	1(4)	5(21)	18(75)	24 (100)
Hub F	3(16)	1(6)	14(78)	18 (100)
Grand Total	12(17)	17(18)	68(70)	97 (105)

**Due to rounding off, percentages may not equal 100%*

Secondly the parents/guardians were asked to rate the adequacy of the facilities at the Hub and how they aid in their children's development; 62% of the cricketers agreed with the statement that the Hub has adequate facilities to support player development (Table 4.3.5.2).

Table 4.3.5.2 The Hub has adequate facilities to support my child's development

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	3(17)	6(26)	14(61)	23 (104)
Hub B	3(27)	1(9)	7(64)	11 (100)
Hub C	1(17)	3(50)	2(33)	6 (100)
Hub D	1(7)	5(36)	8(57)	14 (100)
Hub E	4(17)	3(13)	16(70)	23 (100)
Hub F	2(11)	4(22)	12(67)	18 (100)
Grand Total	14(15)	22(23)	59(62)	95 (100)

**Due to rounding off, percentages may not equal 100%*

When the parents/guardians were asked to rate the maintenance of the facilities at the Hub, 53% of the respondents indicated that they felt the facilities at the Hub were adequately maintained (Table 4.3.5.3). This is a positive indication for the Hub programme, while about 34% of the parents/guardians were neither satisfied nor unsatisfied with the maintenance of the facilities at the Hub.

Table 4.3.5.3 The facilities at your Hub are not well maintained

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	9(39)	9(39)	5(22)	23 (100)
Hub B	6(60)	2(20)	2(20)	10 (100)
Hub C	3(50)	2(33)	1(17)	6 (100)
Hub D	9(60)	3(20)	3(20)	15 (100)
Hub E	15(65)	7(30)	1(4)	23 (99)
Hub F	8(44)	9(50)	1(6)	18 (100)
Grand Total	50(53)	32(34)	13(14)	95 (101)

**Due to rounding off, percentages may not equal 100%*

4.3.6.1 Matches

The next topic parents/guardians were questioned about was matches, and how satisfied they were with the number of matches their children played. Sixty-nine percent of the parents/guardians were satisfied with the number of matches their children participated in (Table 4.3.6.1).

Table 4.3.6.1 My child plays a sufficient number of matches at the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1(4)	-	22(96)	23 (100)
Hub B	3(25)	1(8)	8(67)	12 (100)
Hub C	2(22)	1(11)	6(67)	9 (100)
Hub D	2(13)	3(20)	10(67)	15 (100)
Hub E	4(17)	6(25)	14(58)	24 (100)
Hub F	1(6)	7(39)	10(56)	18 (101)
Grand Total	13(13)	18(18)	70(69)	101 (100)

**Due to rounding off, percentages may not equal 100%*

Parents/guardians did not seem to have much of an issue with the quality of the matches being played by the Hubs, with 76% disagreeing that the Hub matches were of poor quality (4.3.6.2).

Table 4.3.6.2 The quality of the Hub matches is poor

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	18(78)	4(17)	1(4)	23 (99)
Hub B	10(91)	1(9)	-	11 (100)
Hub C	7(78)	2(22)	-	9 (100)
Hub D	12(80)	3(20)	-	15 (100)
Hub E	15(65)	3(13)	5(22)	23 (100)
Hub F	13(72)	3(17)	2(11)	18 (100)
Grand Total	75(76)	16(16)	8(8)	99 (100)

The parents/guardians were asked to rate the selection process used by the Hub to select players for matches, and the response was positive, with 77% of the parents/guardians satisfied with the selection process and finding the process to be fair (Table 4.3.6.3).

Table 4.3.6.3 The selection process is fair

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2(8)	22(92)	24 (100)
Hub B	4(40)	-	6(60)	10 (100)
Hub C	-	1(11)	8(89)	9 (100)
Hub D	2(13)	3(20)	10(67)	15 (100)
Hub E	2(9)	6(27)	14(64)	22 (100)
Hub F	1(6)	2(11)	15(83)	18 (100)
Grand Total	9(9)	14(14)	75(77)	98 (100)

4.3.7.1 School

The next topic was the effect the Hub programme has had on the academic progression of the cricketers. The parents/guardians were asked to rate whether being in the Hub had positively affected their children's academic performance at school. In this case 60% of the parents/guardians agreed, 20% disagreed, and 20% were neutral (Table 4.3.7.1).

Table 4.3.7.1 Being part of the Hub has positively affected my child's academic performance at school

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	2(8)	7(29)	15(63)	24 (100)
Hub B	6(50)	1(8)	5(42)	12 (100)
Hub C	3(33)	3(33)	3(33)	9 (99)
Hub D	3(20)	3(20)	9(60)	15 (100)
Hub E	5(22)	1(4)	17(74)	23 (100)
Hub F	1(6)	5(28)	12(67)	18 (101)
Grand Total	20(20)	20(20)	61(60)	101 (100)

**Due to rounding off, percentages may not equal 100%*

Considering that the Hubs are in areas where some of the schools do not offer any sports, the parents/guardians were asked to rate whether being part of the Hub programme had assisted them in moving their child to a sporting school. Thirty-four percent agreed that their child had been given an opportunity to move to a sports school, and 34% of the parents/guardians disagreed with the statement and had not been able to transfer their children to a sport school (Table 4.3.7.2).

Table 4.3.7.2 The Hub programme assisted my child to move to a sporting school

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	5(23)	11(50)	6(27)	22 (100)
Hub B	5(45)	2(18)	4(36)	11 (99)
Hub C	6(75)	1(13)	1(13)	8 (101)
Hub D	3(21)	6(43)	5(36)	14 (100)
Hub E	8(38)	2(10)	11(52)	21 (100)
Hub F	5(29)	7(41)	5(29)	17 (99)
Grand Total	32(34)	29(31)	32(34)	93 (99)

**Due to rounding off, percentages may not equal 100%*

4.3.8.1 Transport

The parents/guardians were asked to rate the provision of transport by the Hubs to practice sessions and matches. The parents/guardians were positive in their response, with 69% agreeing that the Hub provided transport to the practice sessions in the event that they could not obtain their own transport (Table 4.3.8.1). In addition, a large majority (83%) of the parents agreed that the Hub provided transport for their children to matches when they could not find their own transport (Table 8.2).

Table 4.3.8.1 The Hubs provide transport to practices if I cannot take my child

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	4(17)	10(43)	9(39)	23 (99)
Hub B	1(9)	-	10(91)	11 (100)
Hub C	-	1(11)	8(89)	9 (100)
Hub D	1(7)	2(13)	12(80)	15 (100)
Hub E	2(8)	3(13)	19(79)	24 (100)
Hub F	5(28)	2(11)	11(61)	18 (100)
Grand Total	13(13)	18(18)	69(69)	100 (100)

Table 4.3.8.2 The Hub provides transport to matches if I cannot take my child

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	3(13)	9(39)	11(48)	23 (100)
Hub B	2(17)	-	10(83)	12 (100)
Hub C	-	-	9(100)	9 (100)
Hub D	-	-	15(100)	15 (100)
Hub E	-	3(13)	21(88)	24 (101)
Hub F	-	-	18(100)	18 (100)
Grand Total	5(5)	12(12)	84(83)	101 (100)

**Due to rounding off, percentages may not equal 100%*

When the parents/guardians were asked to rate if the Hub transport was always punctual, 62% of the parents/guardians found the Hub transportation was always punctual for practices and matches (Table 4.3.8.3).

Table 4.3.8.3 Hub transport is always on time

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	3(13)	12(52)	8(35)	23 (100)
Hub B	2(9)	1(9)	8(73)	11 (101)
Hub C	1(11)	2(22)	6(67)	9 (100)
Hub D	4(27)	2(13)	9(60)	15 (100)
Hub E	7(29)	2(8)	15(63)	24 (100)
Hub F	-	2(11)	16(89)	18 (100)
Grand Total	17(17)	21(21)	62(62)	100 (100)

4.3.9.1 Social aspect

The next topic was the social aspect of the game, and parents/guardians were asked to rate if the Hub contributed to the development of their children’s social skills. 86% of the parents/guardians saw a positive development in their children’s social skills (Table 4.3.9.1).

Table 4.3.9.1 The Hubs have contributed to the development in my child's social skills

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	1(4)	4(17)	18(78)	23 (99)
Hub B	-	1(9)	10(91)	11 (100)
Hub C	-	1(13)	7(88)	8 (101)
Hub D	-	-	15(100)	15 (100)
Hub E	1(4)	2(8)	21(88)	24 (100)
Hub F	-	4(22)	14(78)	18 (100)
Grand Total	2(2)	12(12)	85(86)	99 (100)

The parents/guardians were then asked to rate the contribution the Hub programme had made to their development of their children’s confidence. In this case, 90% of the parents/guardians reported a development of confidence in their children while being part of the Hub (Table 4.3.9.2).

Table 4.3.9.2 The Hub has contributed to the development in my child's confidence as a person

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	2(9)	21(91)	23 (100)
Hub B	1(9)	1(9)	9(82)	11 (100)
Hub C	-	2(22)	7(78)	9 (100)
Hub D	-	2(13)	13(87)	15 (100)
Hub E	-	1(4)	23(96)	24 (100)
Hub F	-	1(6)	17(94)	18 (100)
Grand Total	1(1)	9(9)	90(90)	100 (100)

When the parents/guardians were asked to rate if there were any cricketing excellence programmes in the area where they reside, only 26% agreed that there were similar programmes to the Hub programme in their community, with more than 50% stating otherwise (Table 4.3.9.3).

Table 4.3.9.3 There are other cricketing excellence programmes in my area

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	17(71)	2(8)	5(21)	24 (100)
Hub B	4(33)	2(17)	6(50)	12 (100)
Hub C	6(67)	3(33)	-	9 (100)
Hub D	10(67)	2(13)	3(20)	15 (100)
Hub E	13(54)	4(17)	7(29)	24 (100)
Hub F	5(27)	7(39)	6(33)	18 (99)
Grand Total	54(54)	20(20)	27(26)	102 (100)

**Due to rounding off, percentages may not equal 100%*

The next statement was related to player safety at the Hubs, and 84% of the parents/guardians reported not having any safety concerns for their children being at the Hub (Table 4.3.9.4).

Table 4.3.9.4 I fear for my/my child's safety at the Hubs

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	21(88)	2(8)	1(4)	24 (100)
Hub B	10(83)	-	2(17)	12 (100)
Hub C	8(100)	-	-	8 (100)
Hub D	14(93)	-	1(7)	15 (100)
Hub E	20(83)	-	4(17)	24 (100)
Hub F	12(67)	1(6)	5(28)	18 (101)
Grand Total	85(84)	3(3)	13(13)	101 (100)

The parents/guardians were then asked to rate if there were any safety concerns around their children coming to the Hub, with 90% of the parents/guardians reporting that there was no danger for their children (Table 4.3.9.5).

Table 4.3.9.5 It is dangerous for my child to come to the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	21(88)	1(4)	2(8)	24 (100)
Hub B	10(91)	1(9)	-	11 (100)
Hub C	9(100)	-	-	9 (100)
Hub D	15(100)	-	-	15 (100)
Hub E	23(96)	1(4)	-	24 (100)
Hub F	13(72)	5(28)	-	18 (100)
Grand Total	91(90)	8(8)	2(2)	101 (100)

4.3.10.1 Logistics

When the parents/guardians were asked to rate how clear and constant communication was between the parents/guardians and management of the Hub, about 77% of the parents/guardians were satisfied with the level of communication (Table 4.3.10.1).

Table 4.3.10.1 There is clear and consistent communication between the parents/guardians and management of the Hub

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	25(100)	25 (100)
Hub B	5(45)	2(18)	4(36)	11 (99)
Hub C	1(11)	1(11)	7(78)	9 (100)
Hub D	3(20)	1(7)	11(73)	15 (100)
Hub E	3(13)	-	20(87)	23 (100)
Hub F	1(6)	6(38)	9(56)	16 (100)
Grand Total	13(13)	10(10)	76(77)	99 (100)

**Due to rounding off, percentages may not equal 100%*

Then the parents/guardians were asked to rate the organization of the Hub, and there was a large majority of the parents/guardians (80%) who felt the Hub programme is well organized (Table 4.3.10.2).

Table 4.3.10.2 The Hub programme is well organized

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	-	-	24(100)	24 (100)
Hub B	2(18)	1(9)	8(73)	11 (100)
Hub C	-	2(22)	7(78)	9 (100)
Hub D	5(33)	2(13)	8(53)	15 (99)
Hub E	1(5)	3(14)	17(81)	21 (100)
Hub F	-	3(18)	14(82)	17 (100)
Grand Total	8(8)	11(11)	78(80)	97 (99)

**Due to rounding off, percentages may not equal 100%*

4.3.11.1 Overall

When the parents/guardians were asked to rate the statement that the Hub programme is a bad initiative, a large majority of (93%) of the parents/guardians disagreed with this statement (4.3.11.1).

Table 4.3.11.1 The Hub programme is a bad initiative

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	26(100)	-	-	26 (100)
Hub B	10(91)	1(9)	-	11 (100)
Hub C	7(78)	1(11)	1(11)	9 (100)
Hub D	15(100)	-	-	15 (100)
Hub E	21(95)	1(5)	-	22 (100)
Hub F	14(82)	3(18)	-	17 (100)
Grand Total	93(93)	6(6)	1(1)	100 (100)

When the parents/guardians were asked to rate whether they felt the Hub was a waste of their child's time, 92% of the parents/guardians disagreed with this statement (Table 4.3.11.2).

Table 4.3.11.2 I feel that the Hub is a waste of my child's time

	Disagree n (%)	Neutral n (%)	Agree n (%)	Grand Total n (%)
Hub A	25(100)	-	-	25 (100)
Hub B	10(91)	1(9)	-	11 (100)
Hub C	7(78)	1(11)	1(11)	9 (100)
Hub D	15(100)	-	-	15 (100)
Hub E	22(96)	1(4)	-	23 (100)
Hub F	13(76)	3(18)	1(6)	17 (100)
Grand Total	92(92)	6(6)	2(2)	100 (100)

4.8 Summary

This chapter presented the findings of this research study concerning the perception of parents/guardians and players regarding the effectiveness of the Hubs programme in the Western Province. The questions in the questionnaire were linked to the outcomes and goals formulated by CSA for the Hub programme, and the criteria required in the implementation of the Hub programme. The findings indicated that the parents/guardians and players felt that the Hub programme played a positive role in the development of cricketers.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This study was aimed at assessing the perceptions of players and parents/guardians regarding the Hub programme implemented by Cricket South Africa to identify cricketing talent in disadvantaged communities, and to give them a platform where they could receive high level coaching and access adequate and well-maintained facilities and equipment. This includes high quality matches, mentorship programmes, and the development of their all-round cricketing ability.

The previous chapter clearly outlined areas in which the Hub Programme has been effective in the goals it has set out to achieve, and it has impacted positively on the development on many cricketers. However, there are a few areas that can be improved. The positives that can be drawn from the responses are that the cricketers reported a perceived improvement in their skills development, which can be attributed in part to their positive interactions with the coaches. The cricketers attributed much of their development to the mentorship programmes, and this is crucial for their off-field development and progress in life. Some of the parents/guardians were satisfied with the transport that the Hubs provided for their children for matches, though a few indicated dissatisfaction with the availability of transport for practices, and the punctuality of the transport. This was a concern because some of the cricketers are from households where their parents/guardians do not have the means to transport them to practices/matches. The importance of this Hub programme is that it has filled the gap of providing young children from disadvantaged communities with the opportunity to participate in sport, as a large contingent of both the cricketers and their parents/guardians reported that there were not many cricketing excellence programmes in their areas.

Cricketers did report that there could be more coaches in the programme, which would result in more cricketers getting more individual attention and developing more quickly in terms of skill and knowledge of the game. The facilities and equipment were another topic where the cricketers indicated that more could be done, as this may possibly hamper the development of the cricketers, and cause injuries during practices. The parents/guardians also indicated that more could be done in this regard. In addition, some of the cricketers may have had a challenge in managing the Hub programme and their academic studies, with only 60% reporting an improvement in their academic work during their time in the programme. In addition, most parents/guardians from disadvantaged communities are in the lower income group and might not afford to send their children to sporting schools, because of the high fees.

5.2 Cricket development

The high percentage of cricketers (95%) acknowledging that the Hub has contributed to their skills development aligns with the objectives of the transformation agenda. It suggests that the Hub programme has been effective in providing a platform for skill enhancement among cricketers, irrespective of their background or demographic characteristics.

Furthermore, the large majority of cricketers (93%) recognising the positive contribution of the Hub to their knowledge of the game of cricket is a further promising indicator. It reflects the success of the programme in fostering cricket education and understanding among participants. This is crucial for the long-term growth and sustainability of cricket in South Africa. By equipping cricketers with comprehensive knowledge of the game, the Hub programme is empowering them to make informed decisions, develop strategic thinking, and enhance their overall performance on the field.

The perspectives of parents/guardians are also noteworthy, as their opinions reflect the impact of the Hub programme on their children's cricket knowledge. With around 87% of parents/guardians acknowledging the positive contribution of the Hub in this respect, it indicates that the programme has been successful in engaging and training young cricketers, thereby receiving parental support and endorsement. This alignment between parents/guardians' perceptions and the positive outcomes of the programme suggests a favorable environment for the holistic development of cricketers within the Hub.

These findings support the notion that investment in cricket development in South Africa is yielding positive results, as it empowers young cricketers to improve their skills and provide high quality access to the game of cricket.

5.3 Coaches

The findings of this study shed light on the importance of coaches in the cricket development process. The ratings provided by the cricketers and parents/guardians regarding the number of coaches, their interaction with the players, and the impact on skill development and knowledge of the game confirm that the Hub programme is providing access to quality coaches for the young players enrolled in it. A cricket coach will fulfill several functions while coaching a team, which include providing technical assistance to the cricketers, being a motivator, leader, psychologist, and a role model for the cricketers to follow both on and off the field of play (Esampally, 2023). Research has indicated that the success of a sport programme is reliant on having adequate and

quality coaching that will aid sport development and assist athletes progress to an elite level of sports (Becker, 2009).

Regarding the sufficiency of coaches, the responses varied among the different Hubs and within Hubs. While 50% of the cricketers felt that there were sufficient coaches, 31% of them expressed the need for more coaches in their Hub. This indicates that there may be room for improvement in terms of coach-to-player ratio to ensure effective coaching and individual attention. This finding highlights the ongoing discussion in the literature regarding the optimal coach-to-player ratio and the importance of providing adequate coaching resources to enhance skills development and overall performance (Forman, 2023). Additionally, most teams have about 11/12 players with a head coach and assistant coach which would get the ratio to 1:5/6, meaning each coach would manage around 5 players (Forman, 2023). According to English Cricket Board (2018) the appropriate ratio is 1 adult: 8 children for children aged 8 and under, and 1 adult: 10 children for children aged 9 and over. In cricket training sessions, the ratios are different. When in the cricket nets the ratio could be 1 coach: 8 children; with group coaching 1 coach: 24 children; and hard ball coaching, 1 coach: 16 children.

The positive coach-athlete relationship reported by 84% of the cricketers is a crucial aspect of player development. A healthy coach-athlete relationship fosters effective communication, trust, and support, which are vital for skills enhancement and overall athlete well-being (Mageau et al., 2003). The high percentage (97%) of cricketers agreeing that the coaches made it enjoyable to be in the Hub emphasises the crucial role of coaches in creating a positive and engaging training environment. Enjoyment and positive experiences in training have been associated with improved athlete retention, performance, and overall satisfaction (Fredricks and Eccles, 2005; Vissek et al., 2015).

The substantial majority of cricketers (99%) acknowledging the improvement in their skills while being in the Hub programme indicates the positive impact of the coaches on skills development. Coaches play a pivotal role in providing technical guidance, strategic instruction, and personalised feedback to enhance players' skills. Similarly, the majority of cricketers (74%) recognised the contribution of coaches to their knowledge of the game of cricket, which indicates that coaches play a vital role in enhancing players' understanding and tactical awareness. Coaches provide valuable insights into game strategies, rules, and decision-making processes. By expanding players' knowledge, coaches contribute to their overall cricket development (Till and Baker, 2020).

The parents/guardians' perspectives reinforce the positive impact of coaches on their children's cricket development. The majority of parents/guardians expressed satisfaction with the number of coaches, player-coach relationships, enjoyment, and skills development of their children. These

findings align with existing literature that emphasises the importance of positive parental perceptions of coaching and their influence on athlete development and engagement (Gledhill and Harwood, 2015).

5.4 Mentorship

Mentoring is defined as a structured and trusting relationship that brings young people together with individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee (Lee, 2008; Mentor, 2003). The finding of this study indicates that both the cricketers and parents/guardians felt that the Hub programme provided valuable mentorship.

The results of this study align with the existing literature on the positive impact of mentorship programmes within the Hub on player development. The findings suggest that mentorship programmes have been perceived as beneficial by both cricketers and their parents/guardians, highlighting their significance in fostering player growth and overall development (Ekron, Knott, and Taliep, 2023). Mentorship of players at the Hub allows coaches to establish a trusting relationship with the cricketers, assuming the roles of both mentor and coach. This dual role enables coaches to utilise intentional strategies for facilitating life skills development, aiding young cricketers in areas such as problem-solving and goal setting (Bloom et al., 1998). The importance of mentorship within the South African transformation context cannot be overstated. This aligns with the broader objectives of the CSA transformation agenda, which seek to create inclusive and equitable opportunities for all individuals in cricket, particularly those from historically disadvantaged backgrounds (Ekron et al., 2023).

5.5 Practices

The majority of parents/guardians and players felt that there were enough practice sessions per week, and that these were run effectively and were enjoyable. These findings indicate that the Hub programme is providing an effective platform for young cricketers to participate in an enjoyable cricket environment.

Adequate practice sessions allow cricketers to refine their techniques, build their physical fitness, and develop a deeper understanding of the game (Noakes and Durandt, 2000; Brewer et al., 2010, Holland et al., 2010). Practices are enjoyable, indicating that the Hub programme creates an environment in which young cricketers can participate in a rewarding and enjoyable cricket experience. This aspect is crucial as enjoyment and engagement are key factors in promoting

sustained participation and player development in sports (Weiss and Williams, 2004; Curran et al., 2015; Olympiou et al., 2008).

5.6 Facilities and equipment

The majority of players and parents/guardians believed that there was adequate equipment available at the Hub. However, it is concerning that 29% of the players felt that the equipment was not adequate. This suggests that there may be a need for improvement in the provision of equipment to better support player development. It is worth noting that a single Hub (Hub D) stood out with 69% of its players expressing dissatisfaction with the available equipment. This finding highlights the need for further investigation into the specific challenges faced by this particular Hub and the potential impact it may have on player development.

The majority of the players and parents/guardians agreed that the Hub programme had adequate facilities. It is important to acknowledge the role that good facilities play in fostering skill development, creating a conducive training environment, and ultimately enhancing participation and performance (Singer, 2020).

In terms of facility maintenance, 57% of the cricketers felt that the facilities at the Hub were adequately maintained. This is a positive indication for the Hub programme, as it suggests that the majority of players are satisfied with the upkeep of the facilities. However, it is worth noting that 46% of Hub D's players disagreed with this statement, indicating a higher level of dissatisfaction with maintenance in comparison to other Hubs. Regular maintenance of sports facilities plays a crucial role in providing a safer environment for athletes, enabling them to effectively develop their skills (Omotehinshe et al., 2015). Adequate maintenance of sports facilities not only enhances performance, but also increases engagement and enthusiasm among athletes, thereby fostering sports development.

When comparing the results of this study to existing literature, it is important to consider the context-specific factors such as the unique characteristics of the cricket Hubs and the demographics of the players and parents/guardians involved. However, the findings generally align with previous research emphasising the significance of well-maintained facilities and adequate equipment in supporting youth sport development (Fraser-Thomas, Côté, and Deakin, 2008; Hendriksen, Stambulova and Roessler, 2010; Taks, 2017).

5.7 Matches

The Hub provides a viable means of providing better opportunities for cricket participation and development of the game in the local areas (Verma et al., 2019). These findings correlate with reports that regular participation during a season can assist in maintenance and the improvement of players' physical and skill performances (Gonzalez et al., 2013; Scanlan et al., 2015). In addition, this improvement can result in some of the players garnering success in that specific talent pathway and attaining selection in senior or provincial teams (Côté, et al., 2007). Moreover, Güllich, (2014) has confirmed that the cricket Hubs programme can also prove beneficial in developing players for professional cricket by providing better access to quality matches.

5.8 School

The findings indicate that participation in the Hubs have had a positive impact on the academic progression of the players at the Hub. This is supported by 60% of parents/guardians who believe that the Hub programme has had a decisive effect on their children's academic performance at school. The Hub runs 12 months of the year and provides physical activity through participation in cricket two to three days of the week. This consistent exposure to physical activity aligns with previous research, suggesting that increasing physical activity levels among middle and high school students can lead to significant improvements in grades. For instance, research by Fox et al., (2010) found that increasing weekly physical activity from less than 2.5 hours to 7 hours was associated with a 5.7%-9.1% grade increases. Physical activity has been shown to enhance classroom performance, which emphasises the need to prioritise it in schools (Keeley and Fox, 2009; Rasberry et al., 2011; Trudeau and Shephard, 2008). Therefore, the positive correlation between the Hub programme and the perceived improvement in academic performance aligns with existing research. This is because players participating in the Hub are also aided academically through the CSA School in the Box initiative. This is an intervention offered at some Hubs where tutors are assigned in an after-school programme aimed at providing the identified cricketers in the community support with their education (Cricket South Africa, 2022).

Furthermore, 40% of the players were able to transfer to sporting schools directly as a result of their participation in the Hub programme. This is a positive indication that players have the opportunity to develop their skills through access to quality coaching and well-maintained facilities. The large majority of South African senior international players come from these schools with a sports focus (Noorbhai, 2020). The long history of sporting culture and excellence, backed up by the state-of-the-art equipment and facilities, make them a breeding ground for international cricket players. Parents/guardians in disadvantaged communities struggle to afford the high fees

associated with schools with a sport focus and access to these schools through the Hub programme is hugely advantageous.

5.9 Transport

One of the biggest limitations in achieving equal access to participation in sport is transport. In disadvantaged communities, children are often excluded from sport participation because they cannot travel to and from the sporting facility. It is therefore a positive finding that the majority of the participants agreed that they were able to access Hub-provided transport for both practices and matches, despite occasional poor punctuality. The provision of transport can assist those players who may struggle to find it; moreover, players are able to be on time for matches and practices when transport is made available (Gasparovic, 2017). Further, reports indicate that a team that travels together has the opportunity to develop team cohesion (Gasparovic, 2017).

5.10 Social aspect

The social aspect of a sport programme plays a crucial role in the overall development of players, both on and off the field. The results of this study indicate that the Hub programme has had a significant positive impact on the social skills and confidence development of the cricketers involved.

Regarding social skills development, the large majority of participants reported a positive improvement in their social skills as individual players as a result of their participation in the Hub programme. This result highlights the importance of the programme in providing a supportive and interactive environment that fosters social interaction and communication among players. Previous research supports the notion that sports programmes can contribute to the development of social skills (Eime et al., 2013). The Hub also promoted self confidence in the players. Enhancing confidence is a significant aspect of youth sport development, as it not only impacts their performance on the field but also their overall well-being and future endeavors (Harter, 2015).

The results also indicated that these type of Hub or sports academies are not common in their communities. Access to the Hub thus provides an opportunity to these players that are generally not available in their communities. What is also important is that these opportunities are provided in a safe environment. The large majority of respondents agreed that the Hubs were a safe environment for them to participate in. This is a positive outcome, as player safety is a fundamental aspect of youth sports programmes. It is crucial to ensure that participants feel protected and free from potential harm or risks.

Although no direct comparison to previous research on safety concerns at cricket Hubs is provided in this study, it is generally recognised that ensuring player safety is a primary concern in sports programmes. Previous studies in the field of youth sports have highlighted the significance of implementing safety protocols and measures to protect the well-being of participants (for a review refer to Mountjoy et al., 2015).

5.11 Logistics

Effective communication and well-organized operations are vital aspects of any successful sports programme. The results of this study indicate a high level of satisfaction among the players and parents/guardians regarding communication and organization within the Hub programme. This finding suggests that the communication channels established within the Hub programme have been effective in facilitating information flow and ensuring that players receive clear and consistent messages. This finding is consistent with literature that found that open and effective communication between parents/guardians, and coaches can build trusting relationships that will support a strong sport culture like the Hub programme (Holden et al., 2015). In addition, satisfaction of players can be directly linked to effective communication with management, and this can assist management be able to improve the Hub programme for more holistic player development.

5.12 Overall

The Hub programme is widely regarded by the majority of cricketers and parents/guardians as an exceptionally valuable initiative with the potential to significantly enhance talent development. Parents/guardians have expressed a positive outlook on the programme, perceiving it as a prudent investment of their children's time. Bullock et al. (2019) argue that cricket programmes of this type are important in imparting knowledge, extending support, and providing valuable learning avenues, all of which collectively contribute to cultivating a more constructive and encouraging environment for budding cricketers. Evidently, this shared sentiment among parents/guardians and players reflects a comprehensive understanding of the pivotal role played by the Hub programme and underscores the intrinsic value it bestows upon the holistic development of cricket.

Summary

This study examined the perceptions of players and parents/guardians regarding the Hub programme in the Western Cape that was implemented by Cricket South Africa to identify cricketing talent in disadvantaged communities. The findings indicate that the Hub programme has had a positive impact on various aspects of player development.

The Hub programme has successfully contributed to the skills development of cricketers, as reported by a high percentage of participants. It has also enhanced their knowledge of the game, aligning with the objectives of the transformation agenda. The programme has provided a platform for skill enhancement and cricket education, empowering cricketers to make informed decisions and excel in the sport.

The role of coaches within the Hub programme is crucial in player development. The findings highlight the importance of coach-to-player ratios and the need for individual attention. The positive coach-athlete relationship and the enjoyment experienced by players emphasise the significant impact of coaches in creating a positive and engaging training environment. The coaches have been instrumental in skill development and fostering a deeper understanding of the game among cricketers.

Mentorship within the Hub has also played a significant role in player development. The positive impact of mentorship on skills development and overall growth has been recognised by cricketers and parents/guardians. Mentorship has provided valuable guidance, support, and life skills development for young cricketers, aligning with the objectives of the transformation agenda.

The provision of well-organized and frequent practice sessions within the Hub programme has been positively received by players and parents/guardians. Adequate practice opportunities have allowed cricketers to refine their techniques, build their physical fitness, and develop a deeper understanding of the game. Enjoyable and engaging practice sessions are crucial for sustained participation and player development.

The availability and maintenance of facilities and equipment have been identified as areas for improvement. While the majority of participants believe that there is adequate equipment and facilities, some expressed concerns and highlighted the need for further attention in these areas. Maintaining and improving facilities is essential for creating a safe and conducive environment for athletes to develop their skills and participate in cricket.

The Hub programme has also positively impacted the academic progression of cricketers. The consistent exposure to physical activity through the programme has been associated with the

perception of improved academic performance. Additionally, the opportunity for some players to transfer to sporting schools indicates the potential for long-term development and access to quality coaching and facilities.

The provision of transport by the Hub programme has been positively received by participants and has facilitated increased participation in and exposure to the sport. However, concerns regarding the punctuality of transport need to be addressed to ensure a seamless experience for participants.

The Hub programme has also demonstrated its effectiveness in fostering social skills and confidence development among cricketers. Positive improvements in social skills and confidence have been reported by participants, highlighting the importance of the programme in creating a supportive and interactive environment.

Overall, the findings of this study support the positive impact of the Hub programme in talent development within disadvantaged communities. The programme has contributed to the skill development, knowledge of the game, mentorship, academic progression, and social development of cricketers. However, there are areas that require attention and improvement, such as facility maintenance, coach-to-player ratios, and transport punctuality, although these issues are not experienced by all Hubs to the same degree. These findings align with previous research and highlight the importance of continuous evaluation and enhancement of youth sports programmes to maximise their impact on player development.

The Hub programme serves as a valuable initiative in South Africa's transformation agenda for cricket, providing opportunities for young cricketers from disadvantaged communities to participate in the sport and develop their skills. The positive perceptions of players and parents/guardians indicate the value and significance of the programme in fostering cricket development.

Future research can delve deeper into specific areas identified for improvement, such as facility maintenance, coach-to-player ratios, and transport services. Additionally, investigating the long-term outcomes of the Hub programme with regard to players' cricketing careers and overall well-being would provide valuable insights into the programme's effectiveness.

In conclusion, the Hub programme has demonstrated its potential as an effective platform for talent development in cricket, addressing the needs and aspirations of young cricketers from disadvantaged communities. By continuing to prioritise skill development, knowledge acquisition, mentorship, and holistic player development, Cricket South Africa can further

enhance the impact of the Hub programme and contribute to the long-term growth and success of cricket in the country.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.Revisiting the research objectives

The main aim for this research study was to evaluate player and parent/guardian perception of the Hub programme. This was done by establishing objectives that directly impact holistic athlete development.

6.1 Objective 1: To determine if the Hub programme has contributed to the skill development of the cricketers.

The development of technical skills in a specific sport is vital for the success of young athletes. Not only does it accelerate their growth on the field, but it also boosts performance in other aspects of the game of cricket. In this case the large majority participants reported that the Hub programme has contributed positively to the skill development of the players.

6.2 Objective 2: To evaluate the coaching staff contribution to the cricketers' skill and knowledge development.

This study highlights the crucial role of coaches in cricket development, emphasizing their impact on skill enhancement and knowledge of the game. It shows that the Hub programme provides access to quality coaches, with the coach-athlete relationship, player enjoyment, and skill improvement being highly positive aspects. The findings also suggest a need for optimising coach-to-player ratios to ensure effective coaching and individual attention, reflecting the ongoing debate in the literature on this topic and reinforcing the importance of positive parental perceptions of coaching in athlete development and engagement.

6.3 Objective 3: Examine the presence of mentorship programmes for players.

The players and parents/guardians in the Hub programme acknowledging the value of mentorship. These findings are consistent with existing literature supporting the positive impact of mentorship programmes in the Hub on player development, emphasizing the dual role of coaches as mentors, fostering life skills, and aligning with the broader objectives of creating equitable opportunities in cricket. Mentorship within the South African transformation context is

essential for achieving inclusive cricket opportunities, particularly for historically disadvantaged individuals.

6.4 Objective 4: To evaluate if the practice sessions are being run effectively.

The majority of both players and parents/guardians found the number of practice sessions per week to be sufficient, effective, and enjoyable, suggesting that the Hub programme provides an effective and enjoyable cricket environment for young cricketers. Adequate practice sessions are vital for improving techniques, fitness, and game understanding, while the enjoyable nature of these practices supports sustained participation and player development in cricket.

6.5 Objective 5: The Hub has adequate equipment and facilities to support cricketers.

Adequate facilities provide a conducive environment for athletes to develop their skills, maximise their potential, and compete at higher levels. In addition, a sport programme should be able to provide the necessary equipment to the athletes to enhance their training and development. This includes quality sport-specific equipment such as balls, pads, bats, gloves, helmets, and wickets. The parents/guardians and players were satisfied with the adequacy of the facilities at the Hub, although more could be implemented in the betterment of the current facilities and the provision of equipment in certain Hubs (i.e., Hubs B and D).

6.6 Objective 6: To determine if the Hub programme arranges high quality matches.

High quality sport matches present athletes with a variety of physical, cognitive, and emotional challenges. The matches played by the Hubs received positive feedback from both the parents/guardians and players, as they were deemed to be of the appropriate standard and quality.

6.7 Objective 7: To evaluate if the Hub has positively affected the academic performance of all the cricketers.

The findings suggest that participation in the Hub programme positively impacts the academic progression of players, as 60% of parents/guardians believe it has had a decisive effect on their children's academic performance. This may be due to the programme's consistent physical activity, which aligns with research showing that increased physical activity among students can

lead to improved grades. Additionally, 40% of players were able to transfer to sporting schools through the Hub programme, offering access to quality coaching and facilities, which is significant as many South African international players come from such schools, providing opportunities for talented individuals in disadvantaged communities.

However, a number of respondents from Hub B and Hub E, expressed dissatisfaction with the Hub's impact on their academics. They believed that being a part of the Hub did not effectively enhance their academic performance.

6.8 Objective 8: To determine if the Hub provides transport for practices and matches.

The majority of participants in the Hub programme reported that they were able to access provided transport for practices and matches, despite occasional punctuality issues. However, it's worth investigating the concerns raised by 43% of players from Hub F who indicated a lack of transport for practices and an additional 36% from Hub B who reported insufficient transport for matches. These issues warrant further exploration and potential improvement to ensure more equitable participation.

6.9 Objective 9: To determine the development of social skills and to investigate the safety and security at the Hub

The study emphasises the importance of the social aspect in sports programmes, highlighting the significant positive impact of the Hub programme on the social skills and confidence development of cricketers. It reveals that the programme not only improves social skills but also promotes self-confidence among players, contributing to their overall well-being and future success. Additionally, the study notes that the Hub programmes offer unique opportunities not commonly available in the participants' communities, and it's reassuring that these opportunities are provided in a safe environment, aligning with the fundamental importance of player safety in youth sports programmes as recognized in previous research.

6.10 Objective 10: To evaluate if there is clear and constant communication between parents/guardians and players and management of the Hub.

The study shows that both players and parents/guardians in the Hub programme are highly satisfied with the communication and organization, suggesting that the communication channels effectively convey information and maintain consistency.

6.11 Objective 11: To evaluate Parent/guardian and player perception of the Hub programme.

The Hubs programme received overwhelmingly positive feedback from players and parents/guardians alike, highlighting the importance of this initiative for the players' growth and progress. This positive perception is invaluable as it fosters an environment conducive to the development of these young cricketers. The support and satisfaction from parents/guardians further substantiate the programme's effectiveness in building a strong foundation for the players' future success. The Hubs programme stands as a testament to its ability to provide the necessary tools and environment for aspiring cricketers to thrive and reach their full potential.

6.3 Limitations of this study

A limitation of this study is that there were small number of respondents from some Hubs. This makes comparison between Hubs difficult and limits interpretation. Another limitation to this research study was the questionnaires not being translated in isiXhosa and Afrikaans. This would have increased the response rate and allowed the respondents to be more accurate in responses due to understanding the questionnaire a lot better.

6.4 Recommendations for further research

Further research can look more into parents/guardians' perceptions on sport programmes that specifically aim at holistic player development in South Africa and globally.

6.5 Recommendations for Hubs programme

The Hub programme could look into expanding the coaching staff at the Hubs, which would assist in the coach-player ratio. The Hubs programme could also focus on the adequacy of facilities and facility maintenance at some of the Hubs. Additionally, more Hubs could be implemented in other disadvantaged areas to identify more talented young cricketers.

6.4 Final remarks

This study has investigated players' and parents/guardians' perceptions of the cricket development Hubs in the Western Province through a quantitative research approach. This research has identified that players and parents/guardians have confidence in the Hubs programme, and the role the programme has played in cricketer development in all its facets.

Furthermore, the goals CSA set out to accomplish through the Hub programme have been met during its implementation. There was some indication that CSA could improve in some areas that pertain to the Hub programme, though the overall programme has been a success in providing young cricketers from previously disadvantaged communities with the opportunity to participate in cricket at a high level.

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Appendix A: Parent Questionnaire



Parent/Guardian Questionnaire

We would like to thank you for participation in this research study aimed at determining the effectiveness of the Hubs. Could you kindly answer the following questions as best you can. If you have any questions, please do not hesitate in contacting me (Lungile) or my supervisor (Dr Taliep).

Researcher and Masters student: Lungile Sibeko (0796615020)

Supervisor: Dr Sharhidd Taliep (0845237694)

What is your relation to the child?
Please tick one

Father	Mother	Guardian
--------	--------	----------

1. What is your child's name? _____
2. How old is your child? _____
3. Which Hub is your child attached to? _____
4. How long (years) has your child been part of the Hub? _____
5. How many years has your child been playing cricket? _____

	Disagree	Neutral	Agree
1. Cricket Development			
My child's cricketing skill improved because of the Hub programme			
The Hubs have contributed to increasing my child's knowledge of the game			
The Hub has improved the all- round cricket ability of my child			
2. Coaches			
There are too few coaches at the Hub			
The coaches do not interact well with the players			
The coaches make my child enjoy being part of the Hub			
The coaches contribute to the child's skill development			
The coaches do not contribute to the child's knowledge development of the game			
3. Mentorship			
The mentorship programmes at the Hub are beneficial for my child			
My child has developed as a result of the mentorship at the Hubs			
4. Practices			
There are enough practice sessions per week			
The practice sessions are being run effectively			
Practice sessions are not enjoyable			

	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>
5. Facilities/Equipment			
The Hub has adequate cricketing equipment to support my child's development			
The Hub has adequate facilities to support my development			
The facilities at your Hub are not well maintained			
6. Matches			
My child has a sufficient number of matches at the Hub			
The quality of the Hub matches are poor			
The selection process for participation in matches is fair			
7. School			
Being part of the Hub has positively affected my child's academic performance at school			
The Hubs Programme assisted my child to move to a sporting school			
8. Transport			
The Hubs provide transport to practices if I cannot take my child			
The Hub provides transport for matches if I cannot take my child			
Hub transport is always on time			
9. Social aspect			
The Hubs have contributed to the development of my child's social skills			
The Hubs have contributed to the development of my child's confidence as a person			
There are many cricketing excellence programmes in my area			
I fear for my/my child's safety at the Hubs			
It is dangerous for me/my child to come to the Hubs			

10. Logistics	Disagree	Neutral	Agree
There is clear and constant communication between parents/guardians and management of the Hub			
The Hub programme is well organized			
11. Overall			
The Hub programme is a bad initiative			
I feel that the Hubs are a waste of my child's time			

Appendix B: Player Questionnaire



Player Questionnaire

We would like to thank you for participation in this research study aimed at determining the effectiveness of the Hubs. Could you kindly answer the following questions as best you can. If you have any questions, please do not hesitate in contacting me (Lungile) or my supervisor (Dr Taliep).

Researcher and Master's student: Lungile Sibeko (0796615020)

Supervisor: Dr Sharhidd Taliep (0845237694)

Please answer the following questions:

1. What is your name? _____
2. What is your age? _____
3. Which club is your Hub attached to? _____
4. How long (years) have you been part of the Hub? _____
5. How many years have you been playing cricket? _____

Please tick provide a tick
your view



	Disagree	Neutral	Agree
1. Cricket Development			
The Hubs have contributed to my skill development			
The Hubs have contributed to my knowledge of the game of cricket			
The Hubs have not improved my all-round cricket ability			
2. Coaches			
There are too few coaches at my Hub			
The coaches do not interact well with the players			
The coaches make me enjoy being part of the Hub			
The coaches contributes to my skill development			
The coaches do not contribute to my knowledge development of the game			
3. Mentorship			
The mentorship programmes at my Hub are beneficial to the cricketers			
I have developed as a result of the mentorship at the Hubs			
4. Practices			
There are enough practice sessions per week			
The practice sessions are being run effectively			
Practice sessions are not enjoyable			

	Disagree	Neutral	Agree
7. School			
Being part of the Hub has positively affected my academic performance at school			
The Hubs Programme assisted me to move to a sporting school			
8. Transport			
The Hubs provide transport to practices if I cannot get there			
The Hub provides transport for matches if I cannot get there			
Hub transport is always on time			
9. Social			
The Hubs have contributed to the development of my social skills			
The Hubs have contributed to the development of my confidence as a person			
There are many cricketing excellence programmes in my area			
I fear for my safety at the Hubs			
It is dangerous for me to come to the Hubs			
10. Logistics			
There is clear and constant communication between the players and management of the Hub			
The Hub programme is well organized			
11. Overall			
The Hub programme is a bad initiative			
I feel that the Hubs are a waste of my time			

Appendix C Ethical clearance



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za
Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES
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At a meeting of the Faculty's Research Ethics Committee on **16 October 2018**, Ethics **Approval** was granted to **Lungile N L Sibeko (214239209)** for research activities of **Master of Sport Management** at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	PARENTS' AND PLAYERS' PERCEPTION OF THE CRICKET DEVELOPMENT HUBS IN THE WESTERN PROVINCE Lead Researcher/Supervisor: Dr S Taliep
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Comments:

Decision: Approved

	17 October 2018
Signed: Chairperson: Research Ethics Committee	Date

Appendix D: Permission letter from CSA



Cricket South Africa (NPC)
Wanderers Club
21 North Street, Illovo 2116
PO Box 55009, Northlands 2116
Tel: +27 (0)11 880 2810
Fax: +27 (0)11 880 6578
Website: www.cricket.co.za

27 September 2018

Dear Dr Taliep

RE: CPUT master's study on CSA HUB's

This letter serves to confirm that Cricket South Africa (CSA) hereby provides permission for the CPUT Master's student, Mr Lungile Sibeko and the team of researchers (Dr Taliep, Dr Gray and Mrs Dove) to gain access to the CSA HUBS in order to distribute questionnaires to the players and parents regarding the functioning of the CSA HUBS. Further permission has been granted by Mr David Mokopane who manages the HUB's at Cricket South Africa.

We look forward to receiving the outcome of the results which can then be used to enhance structures and processes in the CSA HUB's.

Kind regards

A handwritten signature in black ink, appearing to read "Janine Gray", written over a white background.

Dr Janine Gray



Cricket South Africa (NPC):
Mr A K Khan (Acting President), Mr J Bester (Finance & Commercial Committee Chairman),
Mr G Majola (Chief Executive Officer)

Cricket South Africa (Non-Profit Company)

Appendix E: Assent from player



Assent form for player (under 18 years)

Study title: Parents' and players' perception of the cricket development Hubs in the Western Province.

Information sheet

You have been given this form as you have been identified as a possible participant for this study. This information sheet informs you of the study and what we will require of you as a player. Please read it carefully and ask any questions you may have.

Background

In 2013 Cricket South Africa implemented the Hubs programme as a developmental tool for cricket with the aim of identifying talented cricketers in disadvantaged communities and giving them a chance to enter the into the high performance pipeline.

Purpose

The study will research the perceived perception of parents' and players' on the Hubs cricket development program in the Western Province. The study will assist in looking at its effectiveness in achieving the goals set out and identifying possible aspects of the programme that can be improved. The study will focus on the following aspects: Facilities, Resources, Coaches, Transport, Social and Personal development of the cricketers.

Part 1

1 Questionnaire for the players (to be completed by the player).

Part 2

1 Questionnaire for the parents (to be completed by the parent/guardian).

Part 3

The number of players from the Hubs that progressed into a provincial team since the inception of the program.

Participants Rights'

I understand that my identity will be kept confidential and anonymous no one participate in this study will have their details exposed to the public. None of my responses from the questionnaire will be made public. My details will not appear anywhere on the written report. I understand that I can withdraw from this study at any point in time with no penalty.

Risks

The study is a safe one to participate in there are no potential risks attached to the study.

Please discuss this with your parents/guardians before you decide whether or not to participate. We have asked your parents/guardians to give their permission for you to take part in this study. Even though your parents have given you permission to participate in this study, you may change your mind at a later stage and withdraw from the study

Signing your name of this form means that you agree to be in this study.

ASSENT FORM

Title of Project: **Parents' and players' perception of the cricket development Hubs in the Western Province**

Name of Researcher: Lungile Sibeko

Phone 079 661 5020

Please initial all boxes

1. I confirm that I have read and understand the information sheet dated the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

3. I agree that I will take part in the above study.

Name and surname of Player at the Hub

Date

Signature

Appendix F: Consent form for parents/guardians



Consent form for the parent

Study title: Parents' and players' perception of the cricket development Hubs in the Western Province.

Information sheet

You have been given this form as you have been identified as a parent/guardian of the Hub player and a possible participant for this study. This information sheet informs you of the study and what we will require of you. Please read it carefully and ask any questions you may have.

Background

In 2013 Cricket South Africa implemented the Hubs programme as a developmental tool for cricket with the aim of identifying talented cricketers in disadvantaged communities and giving them a chance to enter into the high-performance pipeline.

Purpose

The study will research the perceived perception of parents' and players' on the Hubs cricket development program in the Western Province. The study will assist in looking at its effectiveness in achieving the goals set out and identifying possible aspects of the programme that can be improved. The study will focus on the following aspects: Facilities, Resources, Coaches, Transport, Social and Personal development of the cricketers. Your perception as a parent is valued and we thus request you to please complete the questionnaire attached if you agree to participate

Part 1

1 Questionnaire for the players (to be completed by player)

Part 2

1 Questionnaire for the parents (to be completed by the parent/guardian of the player)

Part 3

The number of players from the Hubs that progressed into a provincial team since the inception of the program. (No involvement required from you or the player).

Participants Rights'

I understand that my identity will be kept confidential and anonymous and no one participate in this study will have their details exposed to the public. None of my responses from the questionnaire will be made public. Participant details will not appear anywhere on the written report or in any way linked to them. I understand that I can withdraw from this study at any point in time without prejudice.

Signing your name of this form means that you agree to be in this study.

CONSENT FORM

Title of Project: **Parents' and players' perception of the cricket development Hubs in the Western Province**

Name of Researcher: Lungile Sibeko

Phone 079 661 5020

Please initial all boxes

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.

3. I agree to take part in the above study.

Name and Surname of Participant

Date

Signature

(Parent/guardian of player at Hub)

Appendix G: Consent form from parent for minor



Consent form for the parent/guardian providing permission for the child to participate in the study

Study title: Parents' and players' perception of the cricket development Hubs in the Western Province.

Information sheet

You have been given this form as your child/child under your care has been identified as a possible participant for this study. This information sheet informs you of the study and what we will require of you. Please read it carefully and ask any questions you may have.

Background

In 2013 Cricket South Africa implemented the Hubs programme as a developmental tool for cricket with the aim of identifying talented cricketers in disadvantaged communities and giving them a chance to enter into the high performance pipeline.

Purpose

The study will research the perceived perception of parents' and players' on the Hubs cricket development program in the Western Province. The study will assist in looking at its effectiveness in achieving the goals set out and identifying possible aspects of the programme that can be improved. The study will focus on the following aspects: Facilities, Resources, Coaches, Transport, Social and Personal development of the cricketers.

Part 1

1 Questionnaire for the players (to be completed by the player).

Part 2

1 Questionnaire for the parents (to be completed by the parent/guardian).

Part 3

The number of players from the Hubs that progressed into a provincial team since the inception of the program (no need to complete any information).

Participants Rights'

I understand that the child's identity will be kept confidential and anonymous and no one participating in this study will have their details exposed to the public. None of child's responses from the questionnaire will be made public. Participant details will not appear anywhere on the written report or in any way linked to them. I understand that the child can withdraw from this study at any point in time without prejudice.

Risks

The study is a safe one to participate in there are no potential risks attached to the study.

Signing your name of this form means that you agree to be in this study.

CONSENT FORM

Title of Project: **Parents' and players' perception of the cricket development Hubs in the Western Province**

Name of Researcher: Lungile Sibeko

Phone 079 661 5020

Please initial all boxes

1. I confirm that I have read and understand the information sheet dated the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my and my child's participation is voluntary and that both of us free to withdraw at any time without giving any reason.

3. I agree that for me and my child/child under my care can take part in the above study.

Name and surname of player at the Hub (minor) that is under my care

Date

Name and surname of Parent guardian

Date

Signature

Name and surname of player

Date

Signature